SANTA MONICA COLLEGE
ACADEMIC
SENATE
1900 Pico Boulevard
Santa Monica, CA 90405
310.434.4611

CURRICULUM COMMITTEE ❙ AGENDA

Wednesday, March 15, 2017 ❙ 3:00 p.m.
Loft Conference Room – Drescher Hall 300-E

Members:

Guido Davis Del Piccolo, *Chair*	Maral Hyeler	Emin Menachekanian	Redelia Shaw
Jennifer Merlic, *Vice Chair*	Sasha King	Estela Narrie	David Shirinyan
Eve Adler	William Konya	James Pacchioli	Mark Tomasic
Brenda Antrim (non-voting)	Jing Liu	Adrian Restrepo (AS)	Odemaris Valdivia
Christina Gabler	Emily Lodmer	Elaine Roque	Audra Wells
Saori Gurung (AS)	Georgia Lorenz	Gita Runkle	Joshua Withers

Interested Parties:

Maria Bonin	Vicki Drake	Stacy Neal	Linda Sinclair
Patricia Burson	Kiersten Elliott	Patricia Ramos	Esau Tovar
Dione Carter	Pete Morris	Estela Ruezga	Julie Yarrish

Ex-Officio Members:

Fran Chandler Terrance Ware Jr. (AS)

A G E N D A

(Items for information are listed numerically; items for action are listed alphabetically)

I. Call to order
II. Public Comments*
III. Approval of Minutes.....3
IV. Chair's report:

V. Information Items:

(Course Updates)

1. ART E80 Jewelry Making for Older Adults
2. PHILOS 3 Early Philosophers

(Course Deactivation)

3. COSM 41A, 41C, 60
4. COUNS 17, 18, 30
5. ESL 25
6. JOURN 3, 4B, 19
7. LIBR 3
8. TH ART 34, 38B

VI. Action Items

(Consent Agenda)

a. Addition of DANCE and KIN PE courses as elective options in Kinesiology AA-T Movement-Based Courses area
b. ECE 30 Strategies for Working with Challenging Behaviors (course update and title change from "Children with Challenging Behaviors")
c. MATH 31 Elementary Algebra (change for all course units to be Degree Applicable units)

**Five minutes is allotted to any member of the public who wishes to address the Curriculum Committee on a specific agenda item, for general public comments, or non-agenda items.*

d. MATH 49 Beginning and Intermediate Algebra for Statistics and Finite Mathematics (change for all course units to be Degree Applicable units)
e. MATH 50 Pre-Statistics (change for all course units to be Degree Applicable units)
f. PSYCH 7 Research Methods in Psychology (removal of MATH 54 from prerequisites)

(Course Revision)

g. PSYCH 320 Cognitive Psychology (addition of PSYCH 7 as an alternative to MATH 54 prerequisite).....5

(New Courses)

h. CS 7 Programming for Non-CS Majors 15
i. POL SC 94 Law - Experiential Learning (Skills Advisory: POL SC 24 or BUS 5) 20

(Distance Education)

j. CS 7 Programming for Non-CS Majors 15

(Program Revisions)

k. Cosmetology Associate in Science (AS) / Certificate of Achievement.....26

VII. Adjournment

Please advise Guido Davis Del Piccolo (x. 3561), Jennifer Merlic (x. 4616) or Irena Zugic (x. 4403) if you are unable to attend this meeting.

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CURRICULUM COMMITTEE ❙ MINUTES

Wednesday, March 1, 2017 ❙ 3:00 p.m.
Loft Conference Room – Drescher Hall 300-E

Members Present:

Guido Davis Del Piccolo, *Chair*	Sasha King	Estela Narrie	Mark Tomasic
Jennifer Merlic, *Vice Chair*	William Konya	James Pacchioli	Odemaris Valdivia
Eve Adler	Jing Liu	Elaine Roque	Audra Wells
Brenda Antrim (non-voting)	Emily Lodmer	Redelia Shaw	Joshua Withers
Christina Gabler	Georgia Lorenz	Gita Runkle	
Maral Hyeler	Emin Menachekanian	David Shirinyan	

Members Absent:

Saori Gurung (AS)	Adrian Restrepo (AS)

Others Present:

Jinan Darwiche	Eric Oifer

MINUTES

(Items for information are listed numerically; items for action are listed alphabetically)

I. Call to order:
The meeting was called to order at 3:10pm.

II. Public Comments:
Elaine encouraged the downloading of the LiveSafe app for smartphones and discussed many of the various features which promote safety at SMC. She encouraged the committee to publicize the app among colleagues and students. Birthday wishes were sent to Emily.

III. Approval of Minutes:
The minutes of December 7, 2016 were approved as presented.

IV. Chair's report:

- Guido welcomed a new curriculum member, Redelia Shaw, replacing Darryl-Keith Ogata, and serving in place of Maria Munoz, the elected representative who has decided not to serve because of her election as department chair.
- Guido announced that AR 5150 revisions passed at the Academic Senate meeting. Some concerns were raised on the Senate floor regarding the Not-for-Credit (Community Services) and Extension sections of the AR. This committee is therefore requested to further revise those sections of AR 5150.
- An update regarding the Pathways Planning Retreat held this past winter was given. A listing of the grants and awards for which SMC has applied and will be applying in reference to pathways was given by Georgia
- Reminder that the CBT panel- strategic planning meeting with the Curriculum Committee is next Wednesday, March 8th at 3:00 in HSS 301.

V. Information Items:

(Course Updates)

1. CIS 30 Microsoft Excel
2. CIS 40 InDesign

3. CS 80 Internet Programming
4. ECE 2 Principles and Practices of Teaching Young Children
5. ECE 19 Teaching in a Diverse Society
6. ECE 22 Practicum in Early Childhood Education
7. ECE 64 Health, Safety, and Nutrition for Young Children

VI. Action Items:

(Consent Agenda)

a. CHEM 19 added as an elective option to List A in Kinesiology AA-T
b. ECE 4 Language and Literature for the Young Child (course update and removal of prerequisites: ECE 2, PSYCH 11; addition of PSYCH 11 as a skills advisory)
c. ECE 5 Math and Science for the Young Child (course update and removal of prerequisites: ECE 2, PSYCH 11; addition of PSYCH 11 as a skills advisory)
d. ECE 8 Creative Experiences – Art, Music, and Movement (course update and removal of prerequisites: ECE 2, PSYCH 11; addition of PSYCH 11 as a skills advisory)
e. ECE 9 Introduction to School-Age Child Care (course update and removal of PSYCH 11 from prerequisites and addition of PSYCH 11 as a skills advisory)
f. ECE 41 Administration 1: Programs in Early Childhood Education (removal of prerequisites: ECE 2, ECE 11, ECE 22, PSYCH 11)
g. ECE 46 Infant and Toddler Development (course update and removal of PSYCH 11 from prerequisites and addition of PSYCH 11 as a skills advisory)
h. ET 21A Character Design (change in instructional hours from 2 lecture, 1 lab, 2 arranged to 2 lecture, 2 lab, 1 arranged; no change in units)
i. ET 21B Environment Design (change in instructional hours from 2 lecture, 1 lab, 2 arranged to 2 lecture, 2 lab, 1 arranged; no change in units)
j. ET 21C Prop and Vehicle Design (change in instructional hours from 2 lecture, 1 lab, 2 arranged to 2 lecture, 2 lab, 1 arranged; no change in units)
k. Journalism AS title change to Journalism - Multimedia Storytelling
   Motion made by: Estela Narrie **Seconded by:** William Konya
   The motion passed unanimously.

(Distance Education)

l. CS 80 Internet Programming – presented by Jinan Darwiche
   Motion made by: James Pacchioli **Seconded by:** Elaine Roque
   The motion passed unanimously.
m. POL SC 51 / PHILOS 51 Political Philosophy – presented by Eric Oifer
   Motion made by: Emily Lodmer **Seconded by:** Gita Runkle
   The motion passed unanimously.

VII. New Business:

- Forthcoming Requisite Changes
  - Guido explained the progress on the initiative to reduce the number of courses at SMC for which a prerequisite currently exists. More information will be sent to the Department Chairs and to the Departmental Curriculum Committee Representatives.
- Catalog Restructuring
  - A brief overview of the college catalog restructuring project was given.

VIII. Adjournment

The meeting adjourned at 4:33pm.

Santa Monica College

Course Outline For
PSYCHOLOGY 320, Cognitive Psychology

Course Title: Cognitive Psychology				Units: 3.00
Total Instructional Hours (usually 18 per unit):	54			
Hours per week (full semester equivalent) in Lecture:	3.00	In-Class Lab: 0	Arranged:	0

Date Submitted:	September 2015
Date Updated:	September 2015
Transferability:	
IGETC Area:	Does NOT satisfy any area of IGETC:
CSU GE Area:	Does NOT satisfy any area of CSU GE:
SMC GE Area:	

Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	PSYCH 1 and ENGL 1 and (MATH 54 or PSYCH 7) and Admission to the SMC baccalaureate degree program
Pre/Corequisite(s):	None
Corequisite(s):	None
Skills Advisory(s):	None

I. Catalog Description

This upper division Cognitive Psychology course addresses how humans learn to process information in their environment as well as how they decide how and when to act on their environment. This course includes a survey of cognitive psychology, specifically, the science and study of how people acquire, represent, transform and use verbal and nonverbal information. In this context we will explore sensation and perception of objects, surfaces, space, and motion. Additionally, key cognitive functions are explored including imagery, memory, representations of knowledge, language, decision making, thinking and reasoning, attention and vigilance. Finally, we will review developmental considerations in cognitive psychology from early infant cognition to maturation and cognition as we age.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Cognitive Psychology: A Students Handbook, 7, Eysenck, M.W. & Keane, M.T., Psychology Press © 2015, ISBN: 1848724160
2. Designing With The Mind In Mind, Johnson, J., Elsevier © 2010, ISBN: 9780123760303

III. Course Objectives

Upon completion of this course, the student will be able to:

1. Demonstrate a high level of understanding of cognitive domains including perception, attention, memory, language, problem-solving, reasoning, executive processes, cognition, and decision making.
2. Explain, critique, compare, and contrast the established theories in cognitive psychology domains.
3. Apply and incorporate key concepts in the domain of cognitive psychology to explain and predict psychological phenomena in a wide variety of situations.
4. Demonstrate an understanding of how the key findings and theories in cognitive psychology relate to how we interact with our external world.
5. Outline and conceptualize the relationship between key findings and theories in cognitive psychology and the function and development of the brain.
6. Evaluate critically research methods in cognitive psychology and how findings can be applied to real world problems or challenges.
7. Apply, critique, and operationalize current empirical research on how humans process incoming information and formulate an action.
8. Analyze critically the limits of human cognitive capacities.

IV. Methods of Presentation:

Observation and Demonstration , Projects , Visiting Lecturers , Group Work , Lecture and Discussion

V. Course Content

% of course	**Topic**
10%	Introduction • why study Cognitive Psychology? • history and origins of cognitive psychology. • development of cognitive psychology over time • current state of cognitive psychology research and knowledge
10%	Perceptual Processing: Visual and Auditory systems • top-down vs. bottom up processing • the visual system • representation and organization of visual percepts

	• theories of visual processing • speech perception and processing • music perception and processing
5%	Attention • levels of attention • limits of attention • theories of attention
5%	Consciousness and metacognition • what is consciousness and what it is not • metacognition • sense of the self • theories of consciousness and metacognition • limits of consciousness
10%	Working Memory • theories of working memory • limits of working memory • components and types of working memory • working memory in our day to day experience of the world
10%	Long Term Memory • what is and isn't considered long term memory • encoding into long term memory • storage of the memory

	• retrieval of long term memories • consolidation and reconsolidation, “forgetting” • factors that increase remembering and those that block it • mnemonic techniques
5%	Mental Imagery • visual imagery and mental rotation/transformation • auditory imagery • relationship to working memory • mental representation of spatial representations (maps) • limits of mental imagery
5%	Semantic Knowledge • acquisition of semantic knowledge • nature of semantic knowledge • theories of semantic knowledge (prototype, networks, exemplar) • schemas • scripts
10%	Language • parts of language • linguistics and psycholinguistics • limits of comprehension • auditory vs. reading language processing • language processing disorders

	• language production • speech • multilingualism • speech disorders • writing
5%	Creativity • what is creativity? • motivational states and creativity • origins of creativity • theories of creativity • limits of creativity (writer's block)
5%	Problem Solving • identification and representation of the problem • problem solving strategies and theories • influences of problem solving strategies and success • challenges and limits of problem solving
10%	Reasoning and Decision Making • deductive reasoning • strategies in reasoning • pitfalls, shortcuts, and limits of reasoning • how we make decisions • influences on our decision making

	• pitfalls, shortcuts and limits of decision making
10%	Developmental Considerations in Cognition • infant Cognition • childhood cognition • giftedness and cognitive deficits • cognition in the elderly • normal vs. pathological cognitive decline
100%	Total

VI. Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)

Percentage	Evaluation Method
20 %	Exams/Tests - There will be 2 midterms each worth 10% of the total grade
20 %	Papers - see assignments
10 %	Oral Presentation - presentation of group project
10 %	Group Projects - Groups will meet in and outside of class to work on their project/presentation
20 %	Homework - report of in class demonstrations. See Assignments.
15 %	Final exam - There will be a cumulative Final Exam worth 15% of the final grade
5 %	In Class Writing - short answers to prompts/thought questions
100 %	Total

VII. Sample Assignments:

Popular Article Evaluation

Identify a report on cognition from the science section of a newspaper or an online article. Briefly describe the main idea of the article. Then, explain what evidence they present to support their main idea. Compare this evidence to relevant cognitive

theories, as described in your textbook. Note any points of agreement or disagreement between your article and your textbook, as well as any questions you have that are not answered in the article. Conclude with an evaluation of the article, explaining both how accurate you think the article is, as well as whether or not you think the article is likely to be helpful to the average person (i.e., someone who has not taken cognitive psychology), and why. Turn this in with your article.

The Perfect Crime

Imagine you are a thief—the kind who only steals for good reasons. You are planning a heist at a well-guarded mansion, where the owner employs a number of security guards who regularly patrol the halls. Explain how you would use what you've learned about the science of perception and attention to evade detection by these security guards. Make sure you have a number of backup plans, in case something goes wrong. You can be as creative as you want, but make sure to explain how your plans are supported by cognitive theory.

Group assignment

Take a website (from the list given, or come to the teacher and suggest your own). Your group has to apply at least two of the cognitive psychology theories you learned so far to this website. Your aim is to evaluate the usability of the website with the theories in hand, and explain why certain things may work very well and why other things may be harder to use. You should also give some recommendations for improvements, again based on the theories.

Your group should give a ten minute presentation which introduces us to the website and its users, and then discusses your outcomes.

One mark is given to the group, where necessary adjusted for individual contributions.

Individual final assignment:

Target user groups: Choose one of these three target user groups with specific cognitive disabilities:

- visual comprehension difficulties,
- dyslexia,
- attention deficit hyperactivity disorder (ADHD).

Topic: Find a well-known and popular website to investigate and select a small part of that site that takes care of one specific interaction (login, submitting something, contacting the site, making a payment, etc). This can be one page or a short sequence

of web pages.

Before you proceed, you have to get the approval of the teacher to work on this topic, to ensure you do not choose something too simple or too complex.

Task: Evaluate and critique the topic from the perspective of the specific target user group you have chosen. Then redesign the pages using sketches and/or wireframe to improve the user experience for the target group. Produce a professional presentation to explain your design choices. Finally, discuss how your design affects the other two groups mentioned above: Which choices benefitted all groups and which choices were actually at the detriment of the other groups?

Depending upon wishes we could have them use wireframes / invision (invisionapp.com), sketches or actual webpages.

VIII. Student Learning Outcomes

1. Apply approaches and methods utilized by cognitive psychologists to critically analyze the strengths and limitations of these methods to tap into human cognition.
2. Evaluate, measure, and inter-relate the various capacities and domains of cognition, as they are expressed in day-to-day life, with an appreciation for their natural limitations.
3. Apply cognitive psychology ideas, theories, and findings in numerous contexts (such as interaction design, human factors, cognitive disorders, etc.).

Prerequisite / Corequisite Checklist and Worksheet

Psych 320 Cognitive Psychology

Prerequisite: Math 54: Elementary Statistics or Psych 7: Research Methods

Other prerequisites, corequisites, and advisories also required for this course:
(Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)

Psychology 1: General Psychology

SECTION 1 - CONTENT REVIEW: If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	**X**	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	**X**	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	**X**	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	**X**	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	**X**	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	**X**	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	**X**	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	**X**	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	**X**	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

X Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, …)
Complete the Prerequisite Worksheet

Prerequisite Worksheet

ENTRANCE SKILLS FOR **Psych 320**

(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Summarize and interpret data.
B)	Identify the standard methods of obtaining data and identify advantages and disadvantages of each.
C)	Analyze and interpret graphical presentations of data.
D)	Formulate and interpret the statistical significance of a hypothesis made about one-population parameters including the p-value and type I and type II errors.
E)	Formulate and interpret the statistical significance of a hypothesis made about the difference between the means and proportions of two populations, including the p-value and type I and type II errors.
F)	Formulate and interpret a hypothesis of independence between two variables.
G)	Find and interpret the correlation between two variables.

EXIT SKILLS (objectives) FOR **Math 54 or Psych 7**

(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Summarize and interpret data. (Math 54 and Psych 7)
2.	Identify the standard methods of obtaining data and identify advantages and disadvantages of each. (Math 54 and Psych 7)
3.	Analyze and interpret graphical presentations of data. (Math 54 and Psych 7)
4.	Formulate, test, and interpret the statistical significance of a hypothesis made about one-population parameters including the p-value and type I and type II errors. (Math 54 and Psych 7)
5.	Formulate, test, and interpret the statistical significance of a hypothesis made about the difference between the means and proportions of two populations, including the p-value and type I and type II errors. (Math 54)
6.	Formulate hypotheses, test hypotheses and interpret the statistical significance of data in relationship to a hypothesis, including the mean, p-value and type I and type II errors. (Psych 7)
7.	Formulate and analyze point and confidence interval estimates for the difference between the means and proportions of two populations. (Math 54 and Psych 7)
8.	Formulate, test, and interpret a hypothesis of independence between two variables. (Math 54 and Psych 7)
9.	Find and interpret the correlation between two variables. (Math 54 and Psych 7)

	ENTRANCE SKILLS FOR Psych 320							
EXIT SKILLS FOR Math 54 (X) Psych 7 (+)		A	B	C	D	E	F	G
	1	X +						
	2		X +					
	3			X +				
	4				X +			
	5					X		
	6					+		
	7					X +		
	8						X +	
	9							X +

Santa Monica College
New SMC Course
Expanded Course Outline for CS 7 - Programming for Non-CS Majors

Course Cover	
Discipline	CS-COMPUTER SCIENCE
Course Number	7
Full Course Title	Programming for Non-CS Majors
Catalog Course Description	This introductory course covers programming concepts and techniques applicable to those with no computer science background. The course is designed to assist those in non-computer science fields to develop small-scale projects. Topics covered include computer organization, data representation, variables, branching, loops, procedures, external access and the web. Tools used include HTML5, CSS3, Javascript, and JQuery.
Rationale	This course is a part of the NASA STEM MC3I grant. It is intended for students from non-CS majors to learn programming as it has become a require skill in most of STEM majors.
Proposal Information	
Proposed Start	Year: 2016 Semester: Fall
Proposed for Distance Ed	Yes
Proposed for Global Citizenship	No
Course Unit/Hours	
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Total Semester Instructional Hours	54.00
Load Factor	1.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Transfers to UC (pending review) Transfers to CSU	
IGETC Area:	
Does NOT satisfy any area of IGETC:	
CSU GE Area:	
Does NOT satisfy any area of CSU GE:	
SMC GE Area:	
Does NOT satisfy any area of SMC GE:	
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	**Stand-Alone (not in any program)**
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	

1. Recognize the basic concepts of computer organization and software.	
2. Write small size programs by analyzing problems, planning the design and writing the associated needed code.	
3. Use problem solving skills to test and debug programs.	
4. Understand the technologies of the web and create interactive small size websites.	
Course Content	
10%	Basic computer hardware and software components
20%	Using JAVAScript
20%	Data Types, conditional, Loops and file Access
20%	Using JQuery to manipulate data
30%	HTML5 and CSS
Total: 100%	
Methods of Presentation	
Methods	Experiments Group Work Lecture and Discussion Projects
Methods of Evaluation	
Methods	• 5% - Class Participation • 30% - Exams/Tests • 30% - Final exam • 5% - Group Projects • 20% - Homework • 10% - Quizzes • 100% - Total
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	MLA
Textbooks	
1. Jon Duckett. *JAVASCRIPT and JQuery*, ed. John Wiley and sons, 2014, ISBN: 978-1118531648.	
2. Dane Cameron. *HTML5, JavaScript®, and jQuery® 24-Hour Trainer*, ed. John Wiley & Sons, Inc., 2015, ISBN: 978-1-119-00116-4.	
3. Shafer, Jonathan and Karl Swedberg. *Learning jQuery Better Interaction Design and Web Development with Simple JavaScript Techniques*, ed. PACKT Publishing, 2007, ISBN: 978-1-847192-50-9.	
Assignments	
Sample Assignment	
This assignment is based on using variables to get input, process the variables then show output. Not using variables causes loss of points, so make sure every input the user types into textboxes, is saved into variables, and then process the variable based on which you can then show in the output control. Create a new page that has:	

- A textbox to enter a product price and another textbox to enter quantity. 10 Points
- A Label to display results in. 10 Points
- A button that shows Calculate. When clicked it displays the product's price multiplied by the quantity multiplied by 1.0825 as the tax rate. This button should have C as it access key. The answer should appear in the bottom label. 40 Points
- A button showing Reset, that clears all textboxes and the label on the form from their entries. 30 Points
- Set the Calculate button to be the Accept button of the form. 10 Points

Student Learning Outcomes
1. Using the principles of programming students will develop small scale applications that use variables, conditionals, loops, and procedures.
2. Using analysis and tracing skills, students will debug applications for logical, syntax and runtime errors.

Minimum Qualification	
Minimum Qualifications:	Computer Science (Masters Required)

Library	
List of suggested materials has been given to librarian?	Yes
Library has adequate materials to support course?	Yes

Distance Ed Distance Education Application	
Delivery Methods	Online Hybrid (51% or more of course is held on-campus) Online/Web-based
Distance Education Quality	
Quality Assurance	Course objectives have not changed Course content has not changed Method of instruction meets the same standard of course quality Outside assignments meet the same standard of course quality Serves comparable number of students per section as a traditional course in the same department Required texts meet the same standard of course quality
Additional Considerations	Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2. Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures. Adequate technology resources exist to support this course/section Library resources are accessible to students Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments Adequately fulfills ?effective contact between faculty member and

	student? required by Title 5. Will not affect existing or potential articulation with other colleges Special needs (i.e., texts, materials, etc.) are reasonable Complies with current access guidelines for students with disabilities
Guidelines and Questions for Curriculum Approval of a Distance Education Course Student Interactions	
Student-Instructor Interaction	Students post messages in a threaded discussion each week. Students are required to uniquely address a new question posted every week. Questions and comments are also posted to the threaded discussion. Students may email the instructor on matters that are more related to a specific student than to the class as a whole.
Student-Student Interaction	Students post messages on the threaded discussion every week. Students are encouraged to answer each other's questions. The instructor always comments on the correctness and completeness of posted answers.
Student-Content Interaction	Lectures in the form of animated slides and short videos explain the content being covered, in addition to assigned reading material from the book and other resources each week.

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Chat Rooms	Once a week there will be a live chat/conference room with a white board.	10%
Discussion Boards	Students post questions, answers and comments weekly or more often.	10%
Online Lecture	A video and slides in addition to written documents and assigned readings from the book are available on a weekly basis.	30%
Exams	Quizzes every other week or more often, two midterms and a final exam.	10%
Written assignments	Programming and written assignments will be required every other week or more often.	25%
Other (describe)	Students will be required to research the web for interface design features as they develop their interactive websites. They must post their findings for everyone in class to review and learn from.	15%

Describe how content will be organized and delivered in the interest of achieving course outcomes/objectives (e.g. what are the methods of instruction being used, technologies used, approximate time schedule, necessary instructional materials.)

Streaming captioned videos will demonstrate basic programming and computer organization concepts.
Animated slides will cover the basic topics covered.
Selected readings from the textbook will be required and highlighted.

An online documents summarizing the weekly topics to be covered will connect students to the learning resources as well as the discussions and assigned work.
Describe the technical qualifications an instructor would need and the support that might be necessary for this course to be delivered at a distance (e.g. the college?s existing technology, CCCConfer certification, other specialized instructor training, support personnel, materials and resources, technical support, etc.)
Any Course Management System (CMS), such as Canvas, should have the needed technological support to deliver the contents of the course. Any basic training on a CMS should be sufficient for an instructor to deliver the course.
Describe any student support services one might want or need to integrate into the online classroom for this course (e.g. links to counseling, financial aid, bookstore, library, etc.)
An online support helpdesk is needed to help students will login and access issues. Tutoring services online. Links to counseling. Links to the SMC online Library.
Describe how the design of the course will ensure access for students with disabilities including compliance with the regulations of Section 508 of the Rehabilitation Act.
The course management system must be Section 508 compliant. All videos, images and text will be delivered using Section 508 compliant methods.
Using one of the course objectives, describe an online lesson/activity that might be used in the course to facilitate student learning of that objective. Be sure the sample lesson/activity includes reference to the use of online teaching tools (such as drop box or threaded discussion, or multimedia such as Articulate, Flash, Jing, etc.).
A unit covering Variables and Data Types: 1. Animated slides covering what a variable is, how to declare it and use it. 2. A captioned video will demo code where a variable is declared then later used to store data, and later to show an output value. 3. A quiz will test the students knowledge of what the data types are, and the correct syntax to use to declare a variable. 4. A document will be under the unit to summarize the data types and their memory usage. 5. A discussion question will require each student to post a message showing how they would declare a variable and use it in a particular real-life application of code.
Assessment Best Practices
20%-**Students design, plan and write programming assignments** - Homework 5%-**Students work in 2-3 person per group to develop one project** - Group Project 29%-**Two midterms with code writing questions will test students ability to write code.** - Exams and Tests 7%-**Students post answers to discussion questions and post their own and answer others' questions.** - Class Participation. 29%-**Final exam tests students' comprehensive knowledge of course content.** - Final Exam. 10%-**Quizzes of T/F, MC questions and short essay question will be conducted weekly or bi-monthly.** - Quizzes
Attached Files
Learn to Code Absolute Beginner's Guide / Edition

Santa Monica College
New SMC Course
Expanded Course Outline for POL SC 94 - Law - Experiential Learning

Course Cover	
Discipline	POL SC-POLITICAL SCIENCE
Course Number	94
Full Course Title	Law - Experiential Learning
Catalog Course Description	This course is a practicum in the legal profession and is provides students with experience in the legal field. The course builds upon the content of the introductory law courses. Students engage in applied learning through unpaid experiential activities organized by SMC's applied / service learning center (in conjunction with the student and the instructor). Experiential learning will take place in private firms, government agencies, and non-governmental organizations that have a direct connection to the American legal system. Students will complete a minimum of 30 hours of work at their placement, develop a customized reading list relevant to their particular placement (i.e., a student placed with a labor lawyer would develop a reading list specific to labor law), and submit academically-sound written reports regarding the work done at their placement. By applying course material to their experience, students develop a deeper understanding of the discipline and the profession.
Rationale	The intent of this course is to expose students to the opportunities for work in the field of law, while simultaneously allowing them to apply and/or observe some of the concepts covered in their introductory law course. This course will serve as a required course for the Law Pathway program. The Pathway was created by the CA State Bar Association, in collaboration with community colleges, 4-year universities, and law schools, with the primary goal of increasing diversity in the legal profession.

Proposal Information	
Proposed Start	Year: 2017 Semester: Fall
Proposed for Distance Ed	No
Proposed for Global Citizenship	No

Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 1.00
Weekly Lecture Hours	Min: 0.50 (Sem: 9)
Weekly Arranged Hours	Min: 1.50 (Sem: 27)
Total Semester Instructional Hours	36.00
Repeatability	May be repeated 0 time(s)
Grading Methods	P/NP Only

Transfer/General Ed
Transferability
Transfers to CSU

IGETC Area:	
Does NOT satisfy any area of IGETC:	
CSU GE Area:	
Does NOT satisfy any area of CSU GE:	
SMC GE Area:	
Does NOT satisfy any area of SMC GE:	
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	**Stand-Alone (not in any program)**
Pre/Corequisites & Advisories	
Skills Advisory BUS 5 or **Skills Advisory** POL SC 24	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Demonstrate an understanding and awareness of the particular are of the law in which they are working.	
2. Apply theories and/or empirical knowledge from introductory law coursework to the activity in which the student is involved.	
3. Assess the value and effectiveness of the activity in which the student is involved.	
4. Demonstrate and identify the behaviors appropriate to the setting within which they are working.	
5. Demonstrate professional skills in the field of law.	
Arranged Hours Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Write critically about an issue, case, or controversy in a specific area of law.	
2. Conduct themselves according to appropriate professional norms in a legal environment, such as a law firm, legal organization, or courtroom.	
Course Content	
15%	Introduction to course requirements, basic concepts in the law, basic concepts in experiential learning, and how they are applied in the particular area of the law involved.
10%	Development of an appropriate reading list.
75%	Applying theoretical and empirical knowledge to lived experiences through experiential learning.
Total: 100%	
Arranged Hours Instructional Activities	
Methods	Field Experience
Other Methods	Students engage in 30 hours of applied learning through unpaid experiential activities organized by the SMC's applied / service learning center student (in conjunction with the student and the instructor).

Methods of Presentation	
Methods	Field Experience Lecture and Discussion
Other Methods	Students will be placed in an experiential learning environment (law firm or other related law-related environment) by the SMC Service and Experiential Learning Office. They will work with the instructor on various assignments, including journals and other written work, that will allow them to apply the concepts learned in Pol Sci 24 or Bus 5 to their experiential learning.

Methods of Evaluation	
Methods	• 10% - Other Development of appropriate reading list • 30% - Papers Final Paper • 60% - Written assignments Academically-sound Experiential Learning Reflection Journals • 100% - Total

Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	MLA
Textbooks	
1. Epstein, L. and Walker, T.. *Constitutional Law for a Changing America*, 6 ed. Los Angeles: Sage CQ Press, 2015, ISBN: 9781483307800.	
2. Vile, J.. *Essential Supreme Court Decisions: Summaries of Leading Cases in US Constitutional Law*, 16 ed. Rowman & Littlefield, 2014, ISBN: 1442225572.	
3. Lippman, M.. *Law and Society*, ed. Los Angeles: Sage CQ Press, 2015, ISBN: 9781412987547.	
4. Mann, R.A.. *Smith and Roberson's Business Law*, 16 ed. Cengage Learning, 2014, ISBN: 1285428250.	
5. Calvi, J. and Coleman, S.. *American Law and Legal Systems*, 7 ed. Pearson, 2012, ISBN: 0202028187.	
Periodicals	
1. . *ABA Journal*, Volume 2017	
2. . *Yale Law Journal*, Volume 2012	
3. . *Journal of Criminal Law*, Volume 2016	
4. . *Journal of Civil and Human Rights*, Volume 2016	

Assignments
Sample Assignment
1. Maintain a weekly journal in which you reflect upon the connections between concepts covered in your introductory law course and the practical work you are doing in your applied learning activity. 2. Write a paper in which you evaluate and critique the effectiveness and value of your applied learning activity in terms of concepts covered in your introductory law course. 3. Develop a list of important resources (texts and other sources as applicable) in the

field of your applied learning activity.

Student Learning Outcomes
1. Exhibit, through their behavior and course work academic and professional behaviors appropriate to the legal profession, including regular attendance, timeliness, appropriate dress and communication styles, as well as a heightened sense of personal efficacy and responsibility, evidenced by their prompt and regular attendance at scheduled experiential learning hours, successful completion of class activities, understanding of the relationship between the behaviors expected at their specific experiential learning experience and the more general legal profession, as well as their understanding of the various professional employment and career positions available within the legal profession.
2. Demonstrate through oral and/or written work knowledge of broad legal concepts, such as Constitutional rights and protections or contract law, and how to apply that knowledge to understand and explain the work being done in their placement.
3. Demonstrate proficiency in the research, analytical, and communication skills necessary to present, orally and/or in writing, compelling and original arguments about the work of their placement site that identify, explain, and apply theories learned in introductory law courses.
4. Demonstrate an understanding of how they might advance their personal, professional and/or political goals through the legal profession.
5. Evaluate their ability to impact the larger society through their work in the legal profession.

Minimum Qualification	
Minimum Qualifications:	Political Science (Masters Required)

Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes
Additional Comments/Information	
same materials as Political Science 24 and Bus 5	

Attached Files
Advisory Worksheet for PS 94

ADVISORY Checklist and Worksheet

Political Science 94

Proposed Advisory: Political Science 24 or Business 5

SECTION 1 - CONTENT REVIEW:

Criterion	N/A	Yes	No
1. Faculty with appropriate expertise have been involved in the determination of the advisory.		X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.		X	
3. Selection of this advisory is based on tests, the type and number of examinations, and grading criteria.	X		
4. Selection of this advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.		X	
5. The body of knowledge and/or skills which are recommended for success before enrollment have been specified in writing (see below).		X	
6. The course materials presented in this advisory have been reviewed and determined to teach knowledge or skills recommended for success in the course requiring this advisory.		X	
7. The body of knowledge and/or skills recommended for success in this course have been matched with the knowledge and skills developed by the advisory course.		X	
8. The body of knowledge and/or skills taught in the advisor are not an instructional unit of this course.		X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.		X	

Advisory Worksheet

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: Pol Sci 94

(It is recommended that the student to be able to do or understand the following BEFORE entering the course)

A)	Knowledge of the US Constitution and the structure of American government
B)	Understanding of the differences between the federal and state court systems, including the jurisdiction of each.
C)	Knowledge of case research strategies.
D)	Ability to use the Internet to research legal issues.

EXIT SKILLS (objectives) FROM Pol Sci 24 or Bus 5

(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Describe the US Constitutional framework and structure of government.
2.	Differentiate the relationship between state and federal systems and determine when each has jurisdiction.
3.	Explain the operation of the court system.
4.	Design and execute strategies for effective case research.
5.	Demonstrate the ability to utilize the Internet to research legal issues.

	RECOMMENDED ENTRANCE SKILLS FOR Pol Sci 94								
EXIT SKILLS FOR Pol Sci 24 or Bus 5		A	B	C	D	E	F	G	H
	1	X							
	2	X	X						
	3		X						
	4			X					
	5				X				
	6								
	7								
	8								

Cosmetology
Associate in Science (AS) / Certificate of Achievement
(effective Fall, 2017)
Area of Emphasis

Required Hours:		**Units**
1600 hours minimum including the courses as specified below		

Required Related Science Courses:		**Units**
COSM 10A	Related Science 1A	1
COSM 10B	Related Science 1B	1
COSM 20	Related Science 2	1
COSM 30	Related Science 3	1
COSM 40	Related Science 4	1
COSM 50A	Related Science 5	2
COSM 50B	Practical Preparation For State Board Exam	1.5
COSM 50C *	Written Preparation For State Board Exam	1

Required Hair Cutting Courses:		**Units**
COSM 11A	Hair Cutting 1	0.5
COSM 21A	Hair Cutting 2	0.5
COSM 31A	Hair Cutting 3	0.5
COSM 42	Men's Hair Styling	0.5

Required Hair Styling Courses:		**Units**
COSM 11B	Hair Styling 1	0.5
COSM 21B	Hair Styling 2	0.5
COSM 31B	Hair Styling 3	0.5

Required Hair Coloring Courses:		**Units**
COSM 11C	Hair Coloring 1	0.5
COSM 21C	Hair Coloring 2	0.5
COSM 31C	Hair Coloring 3	0.5

Required Permanent Wave Courses:		**Units**
COSM 11D	Permanent Wave 1	0.5
COSM 21D	Permanent Waving 2	0.5

Required Curly Hair Technique Courses:		**Units**
COSM 11E	Curly Hair Techniques 1	0.5
COSM 21E	Curly Hair Techniques 2	0.5
COSM 31E	Curly Hair Techniques 3	0.5

Required Nail Care Courses:		**Units**
COSM 16	Nail Care 1	0.5
COSM 26	Nail Care 2	0.5
COSM 36	Nail Care 3	0.5

Required Esthetician Courses:		**Units**
COSM 18	Skin Care 1	0.5
COSM 28A	Skin Care 2A	0.5

COSM 28B	Skin Care 2B	0.5
COSM 38	Skin Care 3	0.5
~~COSM 38B~~	~~Mechanical Exfoliation~~	~~0.5~~
~~COSM 38C~~	~~Chemical Exfoliation~~	~~0.5~~
COSM 48	Skin Care 4	0.5
COSM 48B	Advanced Make-Up	0.5

Required Salon Management Course:		**Units**
COSM 64	Salon Management	2

Advanced Courses for Career Success: Select at least two of the courses below (1 unit minimum):		**Units**
COSM 38B	Mechanical Exfoliation	0.5
COSM 38C	Chemical Exfoliation	0.5
~~COSM 41A~~	~~Hair Cutting 4~~	~~0.5~~
COSM 41B	Hair Styling 4	0.5
~~COSM 41C~~	~~Hair Coloring 4~~	~~0.5~~
COSM 46	Nail Care 4	0.5

Theory and Practical Activity: In order to fulfill any outstanding required hours, students must enroll in one or more of the following Salon courses (1 unit minimum). NOTE: Students may NOT enroll in any of the courses below until they have completed at least 300 hours of practical activity AND have completed all of the following COSM courses above: 10A, 10B, 11A, 11B, 11C, 11D, 11E, 16, and 18.		**Units**
COSM 95A	Salon Experience	1
COSM 95B	Salon Experience	2
COSM 95C	Salon Experience	3
COSM 95D	Salon Experience	4

Total Units for Area of Emphasis:	**~~26.5~~ 25.5**

*Only required if 50B was completed Fall 2010 or later

PID 225