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

CURRICULUM COMMITTEE ❙ AGENDA

Wednesday, March 29, 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 Deactivation and Removal from any Applicable Programs)

1. CIS 36R
2. CS 53C
3. ECE 18
4. HIST 45, 46, 50
5. PSYCH 12, 16, 18

VI. Action Items

(Consent Agenda)

a. CIS 4 Business Information Systems with Applications (title change from "Introduction to Computers, Business Applications" and course update)
b. RES TH 30 Adult Critical Care Monitoring And Diagnostics (title change from "Monitory" to "Monitoring"; change in instructional hours from 3 lecture to 2 lecture, 3 lab; no change in units)
c. Respiratory Therapy Associate in Science (AS) (change of RES TH 2 from program prerequisite to required course and addition of CHEM 19 as an alternative to CHEM 10 in program prerequisites)

(New Courses)

d. KIN PE 34D Advanced Karate (prerequisite: KIN PE 34C or equivalent).....5

**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.*

(Course reinstatement)

e. OFTECH 33 Records Management (formerly OIS 33) 10
f. RES TH 2 Respiratory Therapy Fundamentals (prerequisite: Admission to the ELAC/SMC Respiratory Therapy Program (including MCRBIO 1 and PHYS 3)) 16

(Distance Education)

g. OFTECH 33 Records Management (formerly OIS 33) 10

(Program Revisions)

a. Athletic Coaching Associate in Science (AS) / Certificate of Achievement (replacement of KIN PE 34C with KIN PE 34D in List B: Highest Level Courses)
b. Mobile Apps Development - iPhone Department Certificate – (removal of CS 53C; decrease in units from 15 to 12)
c. Changes to degrees and certificates as a result of courses considered on this agenda

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

Members Present:

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

Others Present:

Fariba Bolandhemat	Jinan Darwiche	Marissa Petch (AS)

MINUTES

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

I. Call to order:
The meeting was called to order at 3:09pm.

II. Public Comments:
Elaine encouraged everyone to attend Eve's Urban Zen Integrative Therapy workshop session and Brenda encouraged everyone to attend the Open Educational Resources (OER) presentation at the Professional Development Day.

III. Approval of Minutes:
The minutes of March 1, 2017 were approved as presented.

IV. Chair's report:

- Guido reported that all approved action items from the previous meeting were approved by the Academic Senate on March 7, 2017.

V. Information Items:

(Course Updates)

1. ~~ART E80 Jewelry Making for Older Adults~~ (removed from agenda)
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)
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 (change of MATH 54 from prerequisite to advisory)

Motion made by: Georgia Lorenz **Seconded by:** Sasha King
The motion passed unanimously.

(Course Revision)

g. PSYCH 320 Cognitive Psychology (addition of PSYCH 7 as an alternative to MATH 54 prerequisite) – presented by David Shirinyan

Motion made by: James Pacchioli **Seconded by:** Maral Hyeler
The motion passed unanimously.

(New Courses)

h. CS 7 Programming for Non-Computer Science Majors – presented by Jinan Darwiche
(Approved with changes to the course title, course objectives, appropriate textbook, sample assignments, and other minor edits)

Motion made by: David Shirinyan **Seconded by:** Gita Runkle
The motion passed unanimously.

i. POL SC 94 Law - Experiential Learning (Skills Advisory: POL SC 24 or BUS 5) – presented by Christina Gabler
(Approved with changes to the course description and other minor edits)

Motion made by: David Shirinyan **Seconded by:** Estela Narrie
The motion passed unanimously.

Skills Advisory: POL SC 24 or BUS 5

Motion made by: Mark Tomasic **Seconded by:** Emily Lodmer
The motion passed unanimously.

(Distance Education)

j. CS 7 Programming for Non-Computer Science Majors – presented by Jinan Darwiche

Motion made by: Elaine Roque **Seconded by:** David Shirinyan
The motion passed unanimously.

(Program Revisions)

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

Motion made by: Joshua Withers **Seconded by:** David Shirinyan
The motion passed unanimously.

VII. Adjournment

The meeting adjourned at 4:30pm.

Santa Monica College
New SMC Course
Expanded Course Outline for KIN PE 34D - Advanced Karate

Course Cover	
Discipline	KIN PE-KINESIOLOGY PHYSICAL EDUCATION
Course Number	34D
Full Course Title	Advanced Karate
Catalog Course Description	This is an advanced level course in traditional karate. Techniques and movement introduced in previous courses are further refined and effective self-defense application of these techniques are studied. Personalized kata training and interpretation is emphasized and may involve study of forms including, but not limited to, "Passai", "Gojushiho", "Chinto", and/or "Kusanku". Meditation training and research into various lineages of the martial arts are required.
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 Laboratory Hours	Min: 3.00 (Sem: 54)
Total Semester Instructional Hours	54.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Transfers to UC Transfers to CSU	
IGETC Area:	
Does NOT satisfy any area of IGETC:	
CSU GE Area:	
• CSU GE Area E: Lifelong Understanding and Self-Development o E - Lifelong Understanding and Self-Development	
SMC GE Area:	
Does NOT satisfy any area of SMC GE:	
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	**AS Degree** -Athletic Coaching

	Certificate of Achievement -Athletic Coaching
Pre/Corequisites & Advisories	
Prerequisite KIN PE 34C or equivalent	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Perform, analyze, and interpret movements and timing of various advanced traditional kata.	
2. Demonstrate broad-ranging understanding of various martial arts and their history.	
3. Demonstrate the ability and confidence to effectively address a wide-range of self-defense scenarios.	
Course Content	
20%	Physical conditioning for karate
35%	Kata performance and interpretation
25%	Self-defense techniques
10%	Movement, timing, space management, and self-awareness while performing advanced techniques.
10%	History of marital arts.
Total: 100%	
Lab Content	
100%	All content is lab content.
Total: 100%	
Methods of Presentation	
Methods	Group Work Lecture and Discussion Observation and Demonstration Visiting Lecturers
Methods of Evaluation	
Methods	• 75% - Class Participation Continual assessment of classroom work and participation throughout the semester. • 10% - Exams/Tests Written and/or physical performance progress assessment. • 15% - Final exam Assessment of physical performance of course material plus written exam and/or research paper. • 100% - Total
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA

Textbooks
1. Kane, L.A., Wilder, K.. *The Way of Kata, A Comprehensive Guide to Deciphering Martial Applications*, ed. YMAA Publication Center, 2005, ISBN: 1-59439-058-4.

Assignments
Sample Assignment
1. Perform various katas in front of class, and be prepared to discuss reasoning and implication of the individual moves, groups of movements, and/or the timing used during the performance. 2. Perform multi-step free-form self-defense techniques under various circumstances and against partners of different size, strength, and ability. 3. Complete an independent research project on a martial arts style different from that taught in this class.

Student Learning Outcomes
1. Perform and analyze the latest kata learned in class (may include Wansu, Passai, Gojushiho, Chinto, or Kusanku).
2. Demonstrate effective self-defense techniques under various circumstances and against opponents of different size, strength, and skill level.
3. Effectively discuss the history, philosophy, and/or techniques associated with a martial arts style different than the one taught in the course.

Minimum Qualification	
Minimum Qualifications:	Martial Arts/Self-Defense

Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes

Additional Comments/Information
The reading material for this course will be "self-selected". Students will prepare reports on a wide range of martial arts topics of their choice, and will need to independently find the appropriate literature.

Attached Files
Prerequisite Form

Prerequisite / Corequisite Checklist and Worksheet

Kin PE 34 D

Prerequisite: Kin PE 34 C or equivalent

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 **(Kin PE 34D)**

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

A)	Competence in punching, blocking, and kicking techniques.
B)	Ability to perform “Tuite no kata” – grappling techniques form.
C)	Ability to perform Seisan, Ananku, and Wansu katas.
D)	Ability to address multi-step and free-from self-defense scenarios.
E)	Basic knowledge of Okinawan Shorinji Ryu Zentokukai history

EXIT SKILLS (objectives) FOR **(Kin PE 34C)**

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

1.	Competence in punching, blocking, and kicking techniques.
2.	Ability to perform “Tuite no kata” – grappling techniques form.
3.	Ability to perform Seisan, Ananku, and Wansu katas.
4.	Ability to address multi-step and free-from self-defense scenarios.
5.	Basic knowledge of Okinawan Shorinji Ryu Zentokukai history

	ENTRANCE SKILLS FOR (Kin PE 34D)								
EXIT SKILLS FOR (Kin PE 34C)		A	B	C	D	E	F	G	H
	1	X		X	X				
	2		X		X				
	3			X					
	4				X				
	5					X			
	6								
	7								
	8								

Santa Monica College
New SMC Course
Expanded Course Outline for OFTECH 33 - Records Management

Course Cover	
Discipline	OFTECH-OFFICE TECHNOLOGY
Course Number	33
Full Course Title	Records Management
Catalog Course Description	This course introduces students to records and information management. The entire range of records (physical, image, and electronic media) is discussed. Topics of study include alphabetic filing rules, as well as alphabetic, subject, numeric, and geographic storage, retrieval, and transferring systems. The alphabetic filing rules presented are consistent with ARMA (Association of Records Managers and Administrators) guidelines. Also included are an introduction to electronic records management principles and procedures and legal concerns related to records management. Microsoft Access is used to practice electronic records activities.
Rationale	This course was in Office Technology (OFTECH) discipline curriculum. In 2004-2005 this course was removed and now we would like to reinstate it. The main reason for reinstating this course is one of the required courses in Business Information Worker Stage 2 certificate. The OFTECH advisory board has approved to reinstate this course in fall 2016.
Proposal Information	
Proposed Start	Year: 2017 Semester: Fall
Proposed for Distance Ed	Yes
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 2.00
Weekly Lecture Hours	Min: 2.00 (Sem: 36)
Total Semester Instructional Hours	36.00
Load Factor	1.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Transfers to 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	**AS Degree** -General Office **Certificate of Achievement** -Business Information Worker, Stage 2
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Use terminology basic to filing functions within a records management system.	
2. Apply alphabetic, numeric, subject, and geographic filing rules by indexing, sorting, cross-referencing, and storing representative examples of business documents.	
3. Process file requests, retrieval, charge out, and follow-up techniques.	
4. Explain the evolution of information recordkeeping systems in response to technological change.	
5. Describe fundamental concepts of electronic records management.	
6. Describe some of the software programs available for electronic records.	
7. Use an electronic database program to add, delete, manipulate, and edit records.	
8. Discuss the legal requirements and ethical principles involved in records management.	
Course Content	
20%	Alphabetic Indexing Rules
20%	Alphabetic Records Management, Equipment, and Procedures
15%	Storing, Retrieving, Retaining, and Transferring Records
10%	Subject Records Management
10%	Numeric Records Management
10%	Geographic Records Management
10%	Electronic Records Management
5%	Records Information Management (RIM) program: • Key Components • Standards • Regulations • Tools and Technologies
Total: 100%	
Methods of Presentation	
Methods	Lecture and Discussion Observation and Demonstration Online instructor-provided resources Projects
Methods of Evaluation	
Methods	• 10% - Class Participation • 40% - Exams/Tests

	2 exams • 35% - Homework • 15% - Simulation • 100% - Total
Additional Assessment Information (Optional)	Additional Assessment Information: A = 90% --100% B = 80% -- 89% C = 70% --79% D = 60% --69% F = Below 60%

Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Read and Ginn. *Records Management*, 10th ed. Cengage, 2016, ISBN: 1305119169.	
2. Read and Ginn. *Records Management Simulation*, 10th ed. Cengage, 2016, ISBN: 1305621220.	
Software	
1. Access. Microsoft, 2016 ed.	

Assignments
Sample Assignment
Create a Folder Structure Your friend Andy has asked you to take a look at the files he stores in a folder on his USB Flash drive. He wants help organizing the files into folders. 1. Copy the folder CH11Andy from the data files to a hard drive or other storage device. 2. Look at the list of files in Andy's folder and decide on a logical folder structure. 3. Create as many folders as appropriate and move the files into the appropriate folders. (Your instructor may have you write the names of folders you would create and identify which files go into each folder instead of actually creating files and moving folders.)

Student Learning Outcomes
1. Applying knowledge of alphabetic, numeric, subject, and geographic filing rules, students will index, sort, cross-reference, and store records.
2. Applying knowledge of an electronic database program, student will add, delete, retrieve, and edit records.

Minimum Qualification	
Minimum Qualifications:	Office Technologies

Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes
Additional Comments/Information	
The Department puts textbook on reserve.	

Distance Ed Distance Education Application	
Delivery Methods	Fully Online
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	Announcements will be posted on a weekly basis to remind students of pending work. These announcements will appear on the class website. In addition, students will be able to get a notification of these messages if they chose to get these announcements via email or text. Instructor will be using the Inbox feature from Canvas to send email messages to students at any given time. There will be threaded discussions where instructors will participate and post comments and feedback to students. In Canvas, there is a feature that you can create a rubric and it is attached to the gradebook. Students will be able to see the breakdown of their scores. Faculty will also be able to post

	comments that will help students improve their performance as well as comments to motivate students to continue with their outstanding performance. While grading weekly assignments, instructors regularly provide feedback on assignments that applied to obtain better scores in future assignments and exams.
Student-Student Interaction	There will be a virtual board available to students so that they can post weekly questions about the course and the instructor and/or other students can post responses. The Inbox feature from Canvas can be used by students to interact with the instructor at any given time. There will be a discussion board at the beginning of the semester where students will be encouraged to participate and to introduce themselves to the class. There will be discussion board exercises related to course material and students will be required to post the required information as well as participate on a discussion with other students.
Student-Content Interaction	There will be instructional material posted on the class website including videos and articles that will be used for the completing of their assignments. Students will be submitting project assignments, thread discussions, quizzes and exams.

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	weekly discussion boards	5%
Study and/or Review Sessions	reading and working through assigned textbook chapters.	10%
Online Lecture	weekly PowerPoint presentations	10%
Videos	weekly training videos	10%
Exams	hands-on exams	35%
Written assignments	weekly assignments	25%
Other (describe)	quizzes based on textbook readings	5%

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.)

Weekly lectures using PowerPoint presentations and videos and threaded discussion will

be used to introduce students to concepts in records management. Instructor guided and individual hands-on practice using textbook exercises and real world examples will be provided to students using the various features. Additional discussion gives students the opportunity to ask questions, clarify concepts, and receive individual guidance. Homework assignments are designed to assist students in mastering previously learned skills and explore new concepts prior to completing assignments and exams.
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.)
CMS/LMS faculty training and mentoring. CMS/LMS help desk support and online tutoring. alternate platform, Records Management Simulation, training and technical support. Participation in related webinars when appropriate.
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.)
Books on reserve at library. Textbook information at Bookstore. Link to disabled students center. Online student tutorial. Online and phone HelpDesk support.
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.
Captioning of all course materials including videos in the course. Verification of all Records Management Simulation and videos follow the compliance guidelines for captioning. Instructor who will teach this online course have completed the Canvas certifications. Special accommodation will be provided to those students who have contacted DSPS department for their needs.
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.).
1. Section 508 compliance has been validated for all students, including blind students. 2. The instructor, a representative from Disabled Student Services, and the student will collaborate to provide alternate media, in a timely manner, that are preferable to the student (i.e., closed or open captioning, descriptive narration, Braille, audio tape). 3. Where applicable, disabled students may arrange through Disabled Student Services to adjust the time allowed to complete exams.
Assessment Best Practices
10%-**Participation** - Threaded discussion 40%-**Exams** - 2 exams: one midterm and one final. 35%-**Homework assignments** - Weekly assignments. 15%-**Simulation** - Weekly assignments using the simulation software.

Santa Monica College
New SMC Course
Expanded Course Outline for RES TH 2 - Respiratory Therapy Fundamentals

Course Cover	
Discipline	RES TH-RESPIRATORY THERAPY
Course Number	2
Full Course Title	Respiratory Therapy Fundamentals
Catalog Course Description	This course covers the structure and functions of respiratory therapy equipment. It also acquaints students with most of the equipment used in the profession of respiratory care. Students are expected to be able to select, assemble, and correct malfunctions on most equipment used to provide respiratory care.
Rationale	RT 2 is an equipment course that currently is offered only at the ELAC campus, the reason was primarily due to lack equipment on the SMC campus. Over the last five years the SMC RT program has increased the amount of equipment available at the SMC campus. Adding this course to the SMC curriculum will beneficial to both, the students and to the college. To the student by increasing access to respiratory therapy courses closer to home campus (SMC) by minimize commuting to ELAC campus. To the college increase the offerings of respiratory therapy courses to potential SMC program applicants.
Proposal Information	
Proposed Start	Year: 2017 Semester: Spring
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 4.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Weekly Laboratory Hours	Min: 3.00 (Sem: 54)
Total Semester Instructional Hours	108.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
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	**AS Degree** -Respiratory Therapy
Pre/Corequisites & Advisories	
Prerequisite Admission to the ELAC/SMC Respiratory Therapy Program (including MCRBIO 1 and PHYS 3)	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Differentiate between different forms of energy. Compare state of matters. Convert, define, list, calculate, use, and explain the physical properties of matter. Explain and describe various gas laws.	
2. List microorganisms associating with healthcare-associated infections. And describe various methodologies (pasteurization, disinfection, sterilization), including PPE used in infection controls. Identify components considered to be effective in surveillance of infection.	
3. Differentiate between standard precautions and transmission-based precautions.	
4. Compare the designs and identify the components of various regulators.	
5. Compare the designs and identify the components of various regulators.	
6. Compare the designs and identify the components of various regulators.	
7. Explain the operational theories of different flowmeters.	
8. Describe mechanism and natural physiologic humidification process throughout the respiratory tract.	
9. Identify the indications, contraindications, and hazards associated with humidity therapy.	
10. Describe mechanism and natural physiologic humidification process throughout the respiratory tract.	
11. Identify the indications, contraindications, and hazards associated with humidity therapy.	
12. Describe how various types of humidifiers work.	
13. Explain the physical characteristics, factors influencing aerosol deposition, and therapeutic indications for aerosol therapy	
14. Identify special considerations for administering aerosol therapy.	
15. Determine optimal technique for administering various types of nebulizers and how each device should be set up and maintained.	
16. Describe how each type of device should be set up, used, and maintained.	
17. Identify various devices used for lung expansion therapy; familiarize with the indications, contraindications, hazards and/or complications associated with the use of such devices; be able to provide proper patient instructions. Familiarize with these devices, including indications, contraindications, hazards, complications associated with these devices.	
18. Identify and list various types of medical gas cylinders and colors. Compare	

operational principles of cylinder valves. Calculate gas volume and liquid oxygen supply. Manipulate manual resuscitators.
19. Recognize a normal airway and describe airway examination. Describe techniques used to establish a patent airway in unconscious patients.
20. Describe techniques used to establish a patent airway in unconscious patients.
21. List complications associated with improper placement of pharyngeal airways.
22. Explain how to place supraglottic airways in unconscious patients. Describe proper steps in endotracheal intubation and identify three ways to confirm placement of an endotracheal tube. Name three devices used to aid endotracheal intubation of a difficult airway.
23. Discuss the most common problems facing intubated patients and identify strategies to avoid such complications.
24. Identify transtracheal or surgical airway equipment used to provide invasive ventilation.
25. Describe different ways to wean patients off tracheostomy tubes.
26. Identify various types of manual resuscitators and common hazards associated with these devices.
27. Familiarize with the applications, indications, contraindications, hazards and/or complications associated with NIPPV; be able to correctly set up the ventilator and properly select correct interface.
28. List the two primary power sources used in mechanical ventilators.
29. Differentiate the two pressure delivery modes of mechanical ventilation. Explain how a closed-loop ventilator can perform self-adjustment. Name three volume-displacement designs and three flow-control valves.
30. Describe the four phases of a breath. Explain various triggering mechanisms, including pressure-, flow- and volume.
31. Apply Chatburn's classification for ventilator modes to define different modes.

Course Content	
5%	Basic physics for the respiratory therapy: Energy and matter, states of matter, physical properties of matter, gas laws, and fluid mechanics.
5%	Basic physics for the respiratory therapy: Energy and matter, states of matter, physical properties of matter, gas laws, and fluid mechanics.
5%	Administering medical gases: Regulators, flow meters, and controlling devices.
11%	Devices for administering medical gases: Humidity and aerosol therapy.
12%	Lung-expansion devices: Incentive spirometers, intermittent positive pressure breathing (IPPB) devices.
5%	Positive airway pressure (PAP) devices. Chest physiotherapy devices. High-frequency oscillation devices. Mechanical insufflation-exsufflation.
5%	Manufacture, storage, and transport of medical gases. Properties of medical gases.
20%	Airway management, anatomy, and examination.Establishing a patent airway. Supraglottic airway devices. Oropharyngeal airways.

	Nasopharngeal airways. Subglottic airway devices. Endotracheal tubes. Aids to endotracheal intubation. Complications of intubation. Confirmation of tracheal intubation. Adjuncts to endotracheal intubation. Specialized endotracheal tubes. Surgical airway devices. Tracheostomy tubes. Equipment used to manage artificial airways.
12%	Noninvasive ventilation.
20%	Introduction to ventilators: Physical characteristics of ventilators, power sources, input power, pressure delivery control systems and circuits, and drive mechanisms. Additional devices used during patient ventilation. Basic components of breath delivery: Model description of shared work of breathing phases of a breath (phase variables). Beginning of inspiration: The trigger variable and inspiratory phase. Termination of the inspiratory phase: Cycling mechanics. Expiratory phase: Baseline variable, basic modes of ventilation, Chatburn's classification of ventilator modes, common clinical terminology for modes of ventilation. Additional modes of ventilation.
Total: 100%	
Lab Content	
5%	Basics of Asepsis.
10%	Oxygen supply systems.
5%	Assemble, test for proper function, apply, and trouble-shoot various oxygen delivery devices.
5%	Humidity and aerosol therapy.
5%	Introduction to respiratory care pharmacology.
5%	Pulmonary function testing.
5%	Hyperinflation therapy
20%	Emergency airway management.
10%	Artificial airway care
10%	Noninvasive positive-pressure ventilation.
20%	Mechanical ventilation
Total: 100%	
Methods of Presentation	
Methods	Lab Lecture and Discussion Observation and Demonstration
Methods of Evaluation	
Methods	• 30% - Exams/Tests • 30% - Final exam • 20% - Oral Presentation • 5% - Other • 15% - Quizzes • 100% - Total
Appropriate Textbooks	
Textbooks such as the following are appropriate:	

Formatting Style	APA
Textbooks	
1. J.M. Cairo. *Mosby's Respiratory Care Equipment*, ed. Mosby, 2013	
2. J.M. Cairo. *Mosby's Respiratory Care Equipment Workbook*, ed. Mosby, 2013	
Assignments	
Sample Assignment	
Working together with your laboratory partner, teach the following skills: Incentive spirometry and use of a metered dose inhaler (with and without a spacer). Once you have completed the instruction, document the procedure. Ask your laboratory instructor to check your documentation for correct use of abbreviations, clarity, and brevity. As a respiratory therapist, you have just completed an assessment on a patient having difficulty breathing and relayed your treatment suggestion to a physician. A physician disagrees with your suggestion and orders 5 mg of albuterol sulfate to be delivered every hour. Briefly describe how you would assess and handle this situation. What further recommendations would you make?	
Student Learning Outcomes	
1. Explain relevant applications, principles of operation, indications, limitations, and hazards associated with respiratory care equipment	
2. Select, assemble, and trouble-shoot malfunctions on most respiratory care equipment	
Minimum Qualification	
Minimum Qualifications:	Respiratory Technician - Must possess: 1. RCP license granted by the Respiratory Care of California. 2. Registered Respiratory Therapy Credential granted by National Board for Respiratory Care 3. Be a member of the American Association for Respiratory Care
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	No