



CURRICULUM COMMITTEE | AGENDA

Wednesday, May 31, 2017 | 3:00 p.m.

Loft Conference Room – Drescher Hall 300-E

Members:

Guido Davis Del Piccolo, <i>Chair</i>	Maral Hyeler	Emin Menachekanian	Redelia Shaw
Jennifer Merlic, <i>Vice Chair</i>	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)

AGENDA

(Items for information are listed numerically; major items of business are listed alphabetically)

- I. Call to order
- II. Public Comments *(Five minutes is allotted to any member of the public who wishes to address the Committee.)*
- III. Approval of Minutes.....4
- IV. Chair’s report:
 - Competency Requirements in Mathematics for select ADTs (Intermediate Algebra) ..6

- V. Information Items:

(Course Updates)

<ul style="list-style-type: none"> I. ACCTG10A Intermediate Accounting A ACCTG10B Intermediate Accounting B ACCTG10C Intermediate Accounting C AHIS 1 Western Art History I AHIS 2 Western Art History II AHIS11 Art Appreciation Introduction To Global Visual Culture AHIS17 Arts Of Asia - Prehistory To 1900 AHIS18 Introduction To African Art History AHIS72 American Art History ANTHRO 1 Physical Anthropology ANTHRO 2 Cultural Anthropology ANTHRO 3 World Archaeology ANTHRO 4 Methods Of Archaeology ANTHRO 5 Physical Anthropology With Lab ANTHRO 7 Introduction To Linguistic Anthropology ANTHRO 9 Paleoanthropology ANTHRO10 Forensic Anthropology ANTHRO14 Sex Gender And Culture ANTHRO19 The Culture of Food ANTHRO20 Traditional Peoples And Cultures Of Africa ANTHRO21 Peoples And Power In Latin America 	<ul style="list-style-type: none"> ANTHRO22 Magic, Religion, and Witchcraft ASTRON 1 Stellar Astronomy ASTRON 2 Planetary Astronomy ASTRON 3 Stellar Astronomy With Laboratory ASTRON 4 Planetary Astronomy with Laboratory ASTRON 5 Life In The Universe ASTRON 6 Archaeoastronomy ASTRON 7 Cosmology ASTRON 8 Introduction to Astrophysics ASTRON 9 Astrophysics with Calculus ASTRON10 Exploration of the Solar System CIS60A Photoshop I CIS60B Photoshop II CIS32 Microsoft Access CIS34 Advanced Excel With Visual Basic For Applications CIS37 Microsoft Word CIS38 Microsoft PowerPoint CIS39 MS Outlook - Comprehensive Course ENERGY1 Introduction to Energy Efficiency ENERGY2 Energy Efficiency 2: Residential Building Science ENERGY3 Commercial Building Science
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GEOG 1 Introduction to the Natural Environment GEOG 2 Introduction To Human Geography GEOG 3 Weather And Climate GEOG 5 Physical Geography With Lab GEOG 7 Introduction To Environmental Studies GEOG 8 Introduction to Urban Studies GEOG10 Living In A Hazardous Environment GEOG11 World Geography: Introduction to Global Studies GEOG14 Geography Of California GEOG20 Introduction To Geographic Information Systems GEOG94 Introduction to Geoscience Field Methods GEOL 1 Physical Geology without Lab GEOL 3 Introduction to Environmental Geology GEOL 4 Physical Geology with Laboratory GEOL 5 Historical Geology with Laboratory GEOL31 Introduction to Physical Oceanography GIS19 Geographic Information Systems For Business GIS21 Geographic Information Systems For Law Enforcement GIS22 GIS In Disaster Management INTARC28A Visual Studies I INTARC29 Computer Skills for Interior Architectural Design INTARC30 Principles of Interior Architectural Design INTARC31 Interior Architectural Design Studio I INTARC34A 2D Color Theory INTARC34B 3D Applied Design Theory INTARC35 2D Digital Drafting INTARC36 Interior Architectural Design Materials and Products	INTARC38 3D Digital Drafting I INTARC39 Green Design For Interiors INTARC40 Interior Architectural Design Studio II INTARC45 Interior Architectural Design Studio III INTARC50 Building Systems and Codes INTARC62 3D Visual Studies INTARC65 Digital Rendering For Interiors INTARC70 3D Digital Rendering and Animation INTARC71 Contemporary Spatial Design Studies KIN PE 1A Adaptive Physical Education KIN PE 2 Achieving Lifetime Fitness KIN PE 4 Introduction To Sport Psychology KIN PE 9A Beginning Basketball KIN PE 9B Intermediate Basketball KIN PE 9C Advanced Basketball KIN PE43A Beginning Soccer KIN PE43C Advanced Soccer OFTECH 20 Medical Vocabulary OFTECH 5 English Skills For The Office OFTECH24 Medical Coding/Billing 1 OFTECH25 Medical Coding/Billing 2 OFTECH26 Medical Coding/Billing 3 OFTECH30 Legal Office Procedures OFTECH31 Legal Terms And Transcription PRO CR10 Introduction To Kinesiology RRM1 Introduction to Recycling and Resource Management RRM2 Culture and Zero Waste RRM3 Resource Management and Zero Waste for Communities RRM4 Resource Management and Zero Waste in Business
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(Course Deactivations)

2.

ACCTG 33	BIOL 46C	EDUC 24
BIOL 4	BIOL 46F	ET 62
BIOL 45	BIOL 46H	ET 97
BIOL 45B	BIOL 75	FRENCH 31S
BIOL 45F	BIOL 81	NUTR 6
BIOL 45K	BUS 4	NUTR 9
BIOL 45L	BUS 24	SPAN 31S
BIOL 45W	COUNS 23	ZOOL 17
BIOL 45Z	ECE 50A	ZOOL 20
BIOL 46B	EDUC 20	

VI. Major Items of Business:

(Course Revisions)

- a. ACCTG 10B Intermediate Accounting B (change: prerequisite of ACCTG 2; advisory of ACCTG 10A)9
- b. ACCTG 10C Intermediate Accounting C (change: prerequisite of ACCTG 2; advisory of ACCTG 10A) 15
- c. ACCTG 15 Individual Income Taxes (change: removal of ACCTG 2 prerequisite; addition of advisory of ACCTG 1 and 21)21
- d. ACCTG 16 Taxation of Corporations, Partnerships, Estates and Trusts (change: removal of ACCTG 2 prerequisite; addition of ACCTG 2 advisory)28
- e. AHIS 1, 2, 11, 17, 18, 72 (change: addition of advisory of Eligibility for English 1).....34
- f. Requisite and Advisory Changes.....38

(New Courses)

g. CS 34A Game Programming I	51
h. PV 11 Introduction to Solar Photovoltaics.....	59
i. PV 12 Photovoltaic Installation Exam Preparation (prerequisite: PV 11).....	65
j. VAR PE 59W Varsity Beach Volleyball For Women.....	70

(Course Reinstatements)

k. ACCTG 22 Advanced Bookkeeping (prerequisite: ACCTG 21).....	76
l. AD JUS 3 Criminal Evidence	84
m. AD JUS 5 Criminal Investigation	91

(Distance Education)

n. CS 34A Game Programming I	51
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(New Programs)

o. Bicycle Maintenance Certificate of Completion (Noncredit)	98
p. Business Essentials Level I Certificate of Completion (Noncredit).....	99
q. Customer Service Certificate of Completion (Noncredit)	100
r. Introduction to Early Care & Education Certificate of Completion (Noncredit).....	101
s. Rehabilitation Therapy Aide Certificate of Completion (Noncredit).....	102
t. Hospital Inpatient Coder Department Certificate	103
u. Legal Office Clerk Certificate of Achievement	104
v. Medical Office Clerk Certificate of Achievement.....	105
w. Social Media Assistant Certificate of Achievement	106

(Program Revisions)

x. Early Childhood Associate Teacher Certificate of Achievement (revision from Early Childhood Education Core Department Certificate).....	107
y. Solar Photovoltaic and Energy Efficiency Associate in Science (AS) (title change, reduction in units, revision in course requirements).....	108
z. Solar Photovoltaic Installation Certificate of Achievement (reduction in units, revision in course requirements)	110
aa. Basic Solar Photovoltaic Installation Department Certificate (title change, reduction in units, revision in course requirements)	112
bb. Energy Efficiency Specialist Department Certificate (addition of PV 11 as an option)	114
cc. Changes to degrees and certificates as a result of courses considered on this agenda	

VII. Consent Agenda: (Any item pulled from the Consent Agenda will be discussed and voted on separately.)

- dd. Change in instructional hours from 3 lecture, 2 arranged to 3 lecture only for the following courses: CIS 34, CIS 38, GEOG 20, GIS 19
- ee. Cross list newly approved GEOG 25 with GIS 25
- ff. Cross list newly approved GIS 26 with GEOG 26
- gg. Title changes for GEOL 5 and GIS 22
- hh. Addition of BUS 8 as an option for Entrepreneurship Certificate of Achievement and Business: Entrepreneurship Department Certificate

VIII. Old Business:

- Guided Pathways: Organizational Structure and Recommendations

IX. 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.



CURRICULUM COMMITTEE I MINUTES

Wednesday, May 17, 2017 | 3:00 p.m.

Loft Conference Room – Drescher Hall 300-E

Members Present:

Table with 4 columns listing members: Guido Davis Del Piccolo, Jennifer Merlic, Eve Adler, Brenda Antrim, Christina Gabler, Maral Hyeler, Sasha King, William Konya, Jing Liu, Emily Lodmer, Georgia Lorenz, Emin Menachekanian, Estela Narrie, James Pacchioli, Elaine Roque, Gita Runkle, Redelia Shaw, David Shirinyan, Mark Tomasic, Odemaris Valdivia, Audra Wells, Joshua Withers

Members Absent:

Saori Gurung (AS) Adrian Restrepo (AS)

Others Present:

Table with 4 columns listing others present: Luis Andrade, Michelle King, Suzanne Borghei, Laura Manson, Delphine Broccard, Brandon Reilly, Gary Huff

MINUTES

(Items for information are listed numerically; major items of business are listed alphabetically)

I. Call to order:

The meeting was called to order at 3:11pm.

II. Public Comments:

None.

III. Approval of Minutes:

The minutes of May 3, 2017 were unanimously approved.

IV. Chair's report:

- All approved action items (including the addition of the Genders and Sexualities category to Global Citizenship) from the previous meeting, as well as the noncredit courses approved at the November 30, 2016 Curriculum Committee meeting, were approved by the Academic Senate on Tuesday, May 9, 2017.

V. Major Items of Business:

(New Courses)

- a. ECE NC 901 Introduction to Early Care & Education – presented by Gary Huff and Laura Manson. Motion made by: Emily Lodmer. Seconded by: James Pacchioli. The motion passed unanimously.
b. ECE NC 902 Culturally Relevant Curriculum – presented by Gary Huff and Laura Manson. Motion made by: Emily Lodmer. Seconded by: James Pacchioli. The motion passed unanimously.
c. ECE NC 903 Early Care Licensing & Workforce Readiness – presented by Gary Huff and Laura Manson. (Approved with minor changes). Motion made by: Emily Lodmer. Seconded by: James Pacchioli. The motion passed unanimously.

- d. HIST 27 History of Southeast Asia (Skills Advisory: Eligibility for English I) – presented by Brandon Reilly and Suzanne Borghei
(Approved with minor changes)
Motion made by: David Shirinyan **Seconded by:** Elaine Roque
The motion passed unanimously.
Skills Advisory: Eligibility for English I
Motion made by: Maral Hyeler **Seconded by:** Mark Tomasic
The motion passed unanimously.
- e. PRO CR 80 Athletes and Leadership – presented by Elaine Roque
(Approved with minor changes)
Motion made by: Odemaris Valdivia **Seconded by:** James Pacchioli
The motion passed unanimously.

(Distance Education)

- f. COM ST 16 Fundamentals of Small Group Discussion (hybrid only) – presented by Luis Andrade and Delphine Broccard
Motion made by: Elaine Roque **Seconded by:** Joshua Withers
The motion passed unanimously.
- g. COM ST 36 Gender and Communication – presented by Luis Andrade and Delphine Broccard
Motion made by: Redelia Shaw **Seconded by:** Estela Narrie
The motion passed unanimously.

(New Programs)

- h. Transitional Kindergarten Certificate of Achievement – presented by Gary Huff and Laura Manson
Motion made by: David Shirinyan **Seconded by:** Audra Wells
The motion passed unanimously.

(Program Revisions)

- i. Global Studies Associate in Arts (AA) / Certificate of Achievement (reduction in units) – presented by Guido
Motion made by: Mark Tomasic **Seconded by:** William Konya
The motion passed unanimously.
- j. Changes to degrees and certificates as a result of courses considered on this agenda
- Addition of HIST 27 to History AA-T and Global Studies AA
Motion made by: Emily Lodmer **Seconded by:** Audra Wells
The motion passed unanimously.

VI. Consent Agenda: (Any item pulled from the Consent Agenda will be discussed and voted on separately.)

- k. PSYCH 8 Community Psychology (course renumbering from PSYCH 8s and addition to Psychology AA-T)
Motion made by: Estela Narrie **Seconded by:** Elaine Roque
The motion passed unanimously.

VII. New Business:

- Guided Pathways: Organizational Structure and Recommendations – presented by Jennifer and Guido
Motion to forward the preliminary recommendation with the addition of a “Resource Group” to the Academic Senate made by: William Konya
Seconded by: Emily Lodmer
The motion passed unanimously.
- Report from Community Services Offerings (Not-for-Credit) – presented by Michelle King

VIII. Adjournment

The meeting adjourned at 5:10pm.



President

*Julie Bruno
Sierra College*

Vice President

*John Stanskas
San Bernardino Valley College*

Secretary

*Dolores Davison
Foothill College*

Treasurer

*John Freitas
Los Angeles City College*

Area A Representative

*Grant Goold
American River College*

Area B Representative

*Cleavon Smith
Berkeley City College*

Area C Representative

*Adrienne Foster
West Los Angeles College*

Area D Representative

*Craig Rutan
Santiago Canyon College*

North Representative

*Cheryl Aschenbach
Lassen College*

North Representative

*Ginni May
Sacramento City College*

South Representative

*Randy Beach
Southwestern College*

South Representative

*Sam Foster
Fullerton College*

Representative at Large

*Conan McKay
Mendocino College*

Representative at Large

*Lorraine Slattery-Farrell
Mt. San Jacinto College*

Julie Adams, Ph. D.

Executive Director

Dear Colleagues,

There is a great deal of controversy around the Intersegmental Curriculum Workgroup (ICW) decision to accept the CSU Chancellor's Office recommendation of adding a competency in intermediate algebra to nine Transfer Model Curricula (TMCs). Many of you have received email messages from the California Acceleration Project on this issue. The purpose of this message is to explain how such a decision was reached over the last three years and the ramifications of that decision.

The CSU General Education Advisory Committee (GEAC) of the CSU Chancellor's Office originally permitted seven colleges, on a pilot basis, a waiver of the intermediate algebra prerequisite to statistics courses through a STATWAY model to study the impact of such a decision to meet general education requirements in CSU-GE-Breadth Area B4. During the November 2015 GEAC meeting, the conclusion of the study was mixed. There was concern expressed that alternative models were in use and the number of tracked students was inconclusively small to determine the success of such a model on upper division completion for the entire CSU system. In addition, there was concern that unconfirmed reports of wholesale prerequisite challenge processes were taking place at some colleges, thus undermining the integrity of the student data. To that end, the pilot waiver was expanded through 2019, the restriction to one model was lifted, and all California Community Colleges were invited to submit courses through the regular general education review processes. GEAC's intent was to collect a robust data set and to ensure transfer student course taking behavior was accurately reflected in the review process and track those students through baccalaureate completion. Please note: GEAC only makes recommendations regarding CSU-GE-Breadth requirements of transfer students. A summary of the 2015-16 GEAC notes can be found at: <http://www.calstate.edu/app/GEAC/documents/2016/GEAC-annual-report-2015-16.pdf>

At the same time, the CSU Academic Senate called together a Quantitative Reasoning Task Force with intersegmental and external representation to discuss the CSU expectation of quantitative reasoning skills for incoming first year students, transfer students, and baccalaureate earning students. This report provides a comprehensive overview of quantitative reasoning goals for higher education and a roadmap for implementation that involves high schools, community colleges, and the CSU colleges. The report acknowledges that intermediate algebra skills may not be necessary to complete general education statistics courses but some intermediate algebra skills are required for baccalaureate level success and competency expectations. The full report, unanimously adopted by the CSU Academic Senate, is available at <http://www.calstate.edu/AcadSen/Records/Reports/documents/QRTE.FinalReport.KSSF.pdf>.

Again, at the same time (Fall 2015), the C-ID curricular 5-year review of mathematics descriptors was due. Because of the two factors listed above (GEAC's recommendation to California Community Colleges and the CSU Quantitative Reasoning report), the math faculty discipline review group (FDRG), which included both CSU and CCC faculty, reviewed and evaluated the MATH 110 C-ID descriptor prerequisite, intermediate algebra. There was intense dialog regarding the prerequisite for this descriptor and three iterations of surveys to determine the most appropriate prerequisite were sent to the math faculty at both the CSU and CCC. Eventually, in December 2016, the prerequisite for the descriptor

was changed after approval by the FDRG. Once in place, the revised prerequisite was

communicated widely to the field. The prerequisite for MATH 110 is:

Intermediate Algebra or
Any CSU accepted statistics pathway curriculum prerequisite.

The entire MATH110, Introduction to Statistics, descriptor can be found at https://c-id.net/descriptor_details.html?descriptor=365&submitbtn=Go.

At the October 2016 ICW meeting, the CSU Academic Senate and Chancellor's Office had serious concerns about the use of mathematics courses lacking an intermediate algebra prerequisite being used for both quantitative reasoning general education requirements as well as discipline major preparation. After the release of the C-ID Math 110 descriptor, the Academic Senate for California Community Colleges and the California Community Colleges Chancellor's Office received memos from the CSU Chancellor's Office asking for a delay in the implementation of the new descriptor. In January 2017, the CSU General Education Advisory Committee (GEAC) also expressed concern and issued a separate memo to the Community College Chancellor's Office and the ASCCC requesting us to desist from using the new C-ID descriptor.

In February 2017, the Academic Senate leadership met with the CSU Academic Senate leadership and CSU GEAC members to discuss the memo issued by the CSU GEAC committee. In March 2017, the C-ID Advisory Committee met and heard from the CSU Chancellor's Office and CSU Academic Senate regarding their concerns about the mixing of general education quantitative reasoning requirements and major preparation requirements. In response, the C-ID Advisory Committee made a recommendation to the Intersegmental Curriculum Workgroup (ICW) to consult with the discipline faculty with affected Transfer Model Curricula (TMCs) to make a determination regarding the necessity intermediate algebra skills for success in the major. The C-ID workgroup surveyed FDRGs where MATH 110 was used for both major's preparation and general education and found that two disciplines – Business Administration and Economics - were concerned about students' ability to succeed upon transfer without intermediate algebra.

At the end of March 2017, ICW convened and again, the CSU Chancellor's Office and CSU Academic Senate expressed that their concern was so great about the MATH 110 descriptor that they would need to re-evaluate determinations of "similar" in affected disciplines. The proposal from the C-ID Advisory Committee to add a competency to two affected disciplines was discussed and the CSU representatives agreed that adding a competency was a reasonable compromise and then produced a list of eight affected TMCs. Ultimately, nine TMCs were identified by ICW:

Administration of Justice
Agriculture Animal Sciences
Agriculture Business
Agriculture Plant Science
Business Administration
Economics
Kinesiology
Psychology and
Public Health Science.

ICW accepted the recommendation to include the intermediate algebra competency on the nine TMCs and drafted the following language to be added:

As a requirement of this TMC, students earning an ADT in _____ are required to demonstrate competency in mathematics at the level of intermediate algebra in addition to the coursework listed above. Students may demonstrate this competency through the college's assessment for placement process or through the completion of an intermediate algebra mathematics course. The inclusion of this requirement does not change the unit totals for the ADT as intermediate algebra is a pre-transfer level skill.

By the inclusion of a competency in the TMC, students and colleges can use assessment instruments or specialized courses that cover the content of intermediate algebra without specifying the class. This competency is a component of major preparation, not general education, and is consistent with the K-12 Common Core standards and CSU Quantitative Reasoning Task Force Recommendations.

We hope that gives you a clearer picture of what has transpired over the past three years. It is important to understand the intersegmental consultative processes in which the ASCCC has engaged to best serve our students. We anticipate that, as further implementation of CSU's Quantitative Reasoning report occurs, additional changes may be required. We will continue to provide updates as we work with our intersegmental partners to ensure access and opportunity to transfer institutions.



Julie Bruno
President, The Academic Senate for California Community Colleges



John Stanskas, Chair, Intersegmental Curriculum Workgroup and Vice President, The Academic Senate for California Community Colleges

Santa Monica College

Course Outline For ACCOUNTING 10B, Intermediate Accounting B

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

Date Submitted: May 2011
Date Updated: April 2017
Transferability: Transfers to CSU
IGETC Area:
CSU GE Area:
SMC GE Area:

Degree Applicability: Credit - Degree Applicable
Prerequisite(s): ACCTG 2
Pre/Corequisite(s): None
Corequisite(s): None
Skills Advisory(s): ACCTG 10A

I. Catalog Description

This course includes study of the basic pronouncements of the Financial Accounting Standards Board and their applications to accounting. In this course, the following are covered in detail: inventories, land, buildings, equipment, intangible assets, current and long term liabilities and contingencies and stockholders' equity (paid-in capital and retained earnings).

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. Intermediate Accounting, 16th, Kieso, Weygandt, Warfield, Wiley © 2016, ISBN: 9781118743201
2. References:
Financial Accounting Standards Board Accounting Standards Codification
AICPA, CA Board of Accountancy and publisher websites

III. Course Objectives

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

1. Record and analyze issues related to fixed assets.
2. Record and analyze issues related to complex inventory valuation.

3. Record and analyze issues related to depreciation, impairments, and depletion.
4. Record and analyze issues related to intangible assets.
5. Record and analyze issues related to current liabilities and contingencies.
6. Record and analyze issues related to long-term liabilities.
7. Record and analyze issues related to stockholders' equity.
8. Record and analyze issues related to dilutive securities and earnings per share.

IV. Methods of Presentation:

Other (Specify)

Other Methods: PowerPoint demonstrations will be utilized as on-line lectures. Examples of problems, calculations and solutions will be provided, with feedback. Threaded discussions may be used to assess, clarify and enhance student understanding. Assignments and quizzes will be explained via presentation and clarified via discussion boards, e-mail, or phone discussions as needed.

V. Course Content

<u>% of course</u>	<u>Topic</u>
13%	Advanced inventory valuation issues
13%	Acquisition and disposition of property, plant and equipment
13%	Depreciation, impairments, and depletion
13%	Intangible assets and amortization
13%	Current liabilities and contingencies
13%	Long term liabilities
13%	Stockholders' equity
13%	Dilutive Securities and Earnings Per Share
100%	Total

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

<u>Percentage</u>	<u>Evaluation Method</u>
29 %	Exams/Tests
19 %	Quizzes
23 %	Homework - and other Assigned Activities
29 %	Final exam

100 %	Total
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Additional Assessment Information:

(Actual percentages will vary from instructor to instructor but approximate values are shown.)

VII. Sample Assignments:

Sample Assignment 1

Fosbre Corporation’s April 30 inventory was destroyed by fire. January 1 inventory was \$150,000, and purchases for January through April totaled \$500,000. Sales revenue for the same period were \$700,000. Fosbre’s normal gross profit percentage is 35% on sales.

Using the gross profit method, estimate Fosbre’s April 30 inventory that was destroyed by fire.

Sample Assignment 2

The following transactions occurred during 2017. Assume that depreciation of 10% per year is charged on all machinery and 5% per year on buildings, on a straight-line basis, with no estimated salvage value. Depreciation is charged for a full year on all fixed assets acquired during the year, and no depreciation is charged on fixed assets disposed of during the year.

- Jan. 30 A building that cost \$132,000 in 2000 is torn down to make room for a new building. The wrecking contractor was paid \$5,100 and was permitted to keep all materials salvaged.
- Mar. 10 Machinery that was purchased in 2010 for \$16,000 is sold for \$2,900 cash, f.o.b. purchaser’s plant. Freight of \$300 is paid on the sale of this machinery.
- Mar. 20 A gear breaks on a machine that cost \$9,000 in 2009. The gear is replaced at a cost of \$2,000. The replacement does not extend the useful life of the machine but does not make the machine more efficient.
- May 18 A special base installed for a machine in 2011 when the machine was purchased has to be replaced at a cost of \$5,500 because of defective workmanship on the original base. The cost of the machinery was \$14,200 in 2011. The cost of the base was \$3,500, and this amount was charged to the Machinery account in 2011.
- June 23 One of the buildings is repainted at a cost of \$6,900. It had not been painted since it was constructed in 2013.

Prepare general journal entries for the transactions.

VIII. Student Learning Outcomes

1. Record transactions and analyze financial statements in detail based on Accounting Standards Codification and the Conceptual Framework promulgated by the Financial Accounting Standards Board.
2. Analyze and discuss the topics of long-term assets, current liabilities, long-term liabilities, stockholders' equity, dilutive securities, and earnings per share.
3. Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.

Prerequisite / Corequisite Checklist and Worksheet

ACCOUNTING 10B

Prerequisite: ACCOUNTING 2; Corporate Financial and Managerial Accounting

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

Advisory: ACCOUNTING 10A ; Intermediate Accounting A

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.

Type 1: Standard Prerequisite (required prerequisite at UC or CSU)

X Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.

List schools here: UC Berkeley, UCLA, and Cal State Northridge

Complete the Prerequisite Worksheet

Prerequisite Worksheet

ENTRANCE SKILLS FOR ACCOUNTING 10B

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

A)	Students need to be able to perform time value of money calculations and read interest tables.
B)	Students need to be familiar with a corporate balance sheet.
C)	Students need to be familiar with a corporate income statement.
D)	Students need to know how to prepare the four basic financial statements.
E)	Students need to be familiar with basic concepts and journal entries related to long-term liabilities.
F)	Students need to be familiar with basic concepts and journal entries related to stock issuance, treasury stock, and dividends.

EXIT SKILLS (objectives) FOR ACCOUNTING 2

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

1	Identify and illustrate issues and transactions relating to long-term liabilities, including issuance, valuation, retirement of debt, and recording, including the concept of the time value of money.
2	Identify the characteristics of a corporation and the issues relating to stockholders' equity, including the issuance and repurchase of stock (treasury stock), accounting for cash and stock dividends, and preparing corporate balance sheets and retained earnings statements, adhering to GAAP and identifying IFRS issues.
3	Prepare, understand and analyze a corporate income statement, including the disclosure issues relating to special items and the calculation and presentation of earnings per share.
4	Prepare, understand and analyze the four basic financial statements and the annual report, and show how they satisfy the information needs of investors, creditors, and other users.
5	Account for corporate investments in debt and equity securities, including presentation of unrealized income and comprehensive income. Identify and illustrate issues relating to international transactions, including IFRS issues.
6	Identify the purposes of the statement of cash flows, determine cash flows from operating, investing and financing activities and analyze statement results.
7	Analyze and interpret corporate financial statements by computing liquidity, long term solvency, profitability and market performance ratios, and prepare vertical and horizontal analyses of financial statements.

		ENTRANCE SKILLS FOR ACCTG 10B							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR ACCTG 2	1	X				X			
	2		X				X		
	3			X					
	4				X				
	5								
	6								
	7								
	8								

Santa Monica College

Course Outline For ACCOUNTING 10C, Intermediate Accounting C

Course Title: Intermediate Accounting C Units: 4.00
Total Instructional Hours (usually 18 per unit): 72
Hours per week (full semester equivalent) in 4.00 In-Class Lab: 0 Arranged:
Lecture:

Date Submitted: May 2011
Date Updated: April 2017
Transferability: Transfers to CSU
IGETC Area:
CSU GE Area:
SMC GE Area:

Degree Applicability: Credit - Degree Applicable
Prerequisite(s): ACCTG 2
Pre/Corequisite(s): None
Corequisite(s): None
Skills Advisory(s): ACCTG 10A

I. Catalog Description

This course includes study of the pronouncements of the Financial Accounting Standards Board and other primary source GAAP and their applications to accounting for corporations. The following are covered in detail in this course: investments, earnings per share, financial statement analysis, revenue recognition, accounting for income taxes, pensions, leases, and full disclosure in financial reporting.

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. Intermediate Accounting, 16th, Kieso, Weygandt, Warfield, Wiley © 2016, ISBN: 9781118743201
2. References:
Financial Accounting Standards Board Accounting Standards Codification
AICPA, CA Board of Accountancy and publisher websites

III. Course Objectives

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

1. Record and analyze transactions involving investments.
2. Record, prepare, and analyze transactions related to pensions and

- postretirement benefits.
- 3. Explain and analyze revenue recognition problems.
- 4. Analyze and evaluate accounting issues involving income taxes.
- 5. Analyze topics related to accounting changes and errors.
- 6. Prepare and analyze the Statement of Cash Flows, utilizing both indirect and direct methods.
- 7. Study and analyze topics related to full disclosure in financial reporting.
- 8. Record, prepare, and analyze transactions related to leases.

IV. Methods of Presentation:

Other (Specify)

Other Methods: Demonstration problems and PowerPoint lectures will be provided in an online course platform. Material will be supplemented as needed with web links and multi-media lectures and demonstrations. Examples of problems, calculations and solutions will be provided, with feedback as required. Threaded discussions may be used to assess student understanding, and will provide a forum where asynchronous class discussions occur and student questions are answered. Course management software will be used for homework and supplementary demonstration problems and practice. Assignments and quizzes will be explained by way of examples and an orderly course framework. Student contact effectiveness will be enhanced via e-mail and phone discussions as needed.

V. Course Content

<u>% of course</u>	<u>Topic</u>
13%	Investments
13%	Revenue Recognition
13%	Accounting for Income Taxes
13%	Accountng for Pensions and Postretirement Benefits
13%	Accounting for Leases
13%	Accounting Changes and Error Analysis
13%	Advanced Statement of Cash Flow issues
13%	Financial statement footnotes and full disclosure
100%	Total

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

<u>Percentage</u>	<u>Evaluation Method</u>
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29 %	Exams/Tests
19 %	Quizzes
23 %	Homework - and other Assigned Activities
29 %	Final exam
100 %	Total

Additional Assessment Information:

(Actual percentages will vary from instructor to instructor but approximate values are shown.)

VII. Sample Assignments:

Sample Assignment 1

On January 1, 2017, Hi and Lois Company purchased 12% bonds having a maturity value of \$300,000, for \$322,744.44. The bonds provide the bondholders with a 10.00% yield. They are dated January 1, 2017, and mature January 1, 2022, with interest receivable January 1 of each year. Hi and Lois Company uses the effective-interest method to allocate unamortized discount or premium. The bonds are classified in the held-to-maturity category.

- (a) Prepare the journal entry at the date of the bond purchase.
- (b) Prepare a bond amortization schedule.
- (c) Prepare the journal entry to record the interest revenue and the amortization at December 31, 2017.
- (d) Prepare the journal entry to record the interest revenue and the amortization at December 31, 2018.

Sample Assignment 2

The following information is available for Wenger Corporation for 2016.

1. Excess of tax depreciation over book depreciation, \$40,000. This \$42,000 difference will reverse equally over the years 2017–2020.
2. Deferral, for book purposes, of \$20,000 of rent received in advance. The rent will be earned in 2017.
3. Pretax financial income, \$300,000.
4. Tax rate for all years, 40%.
 - a. Compute taxable income for 2016.
 - b. Prepare the journal entry to record income tax expense, deferred income taxes, and income taxes payable for 2016.
 - c. Prepare the journal entry to record income tax expense, deferred income taxes, and income taxes payable for 2017, assuming taxable income of \$325,000.

VIII. Student Learning Outcomes

1. Record transactions and analyze financial statements in detail based on Accounting Standards Codification and the Conceptual Framework promulgated by the Financial Accounting Standards Board.
2. Analyze and discuss the accounting topics of investments, revenue recognition, income taxes, pensions, leases, accounting changes and errors, cash flows, and full disclosure.
3. Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.

Prerequisite / Corequisite Checklist and Worksheet

ACCOUNTING 10C

Prerequisite: ACCOUNTING 2; Corporate Financial and Managerial Accounting

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

Advisory: ACCOUNTING 10A ; Intermediate Accounting A

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.

Type 1: Standard Prerequisite (required prerequisite at UC or CSU)

X Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.

List schools here: UC Berkeley, UCLA, and Cal State Northridge

Complete the Prerequisite Worksheet

Prerequisite Worksheet

ENTRANCE SKILLS FOR ACCOUNTING 10C

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

A)	Students need to be familiar with a corporate balance sheet.
B)	Students need to be familiar with a corporate income statement.
C)	Students need to be familiar with the basics of corporate investments in debt and equity securities.
D)	Students need to be familiar with the basics of statement of cash flows, including determining cash flows from operating, investing and financing activities using the indirect method.
E)	Students need to be familiar with basic financial statement analysis tools.
F)	Students need to know how to prepare the four basic financial statements.

EXIT SKILLS (objectives) FOR ACCOUNTING 2

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

1	Identify and illustrate issues and transactions relating to long-term liabilities, including issuance, valuation, retirement of debt, and recording, including the concept of the time value of money.
2	Identify the characteristics of a corporation and the issues relating to stockholders' equity, including the issuance and repurchase of stock (treasury stock), accounting for cash and stock dividends, and preparing corporate balance sheets and retained earnings statements, adhering to GAAP and identifying IFRS issues.
3	Prepare, understand and analyze a corporate income statement, including the disclosure issues relating to special items and the calculation and presentation of earnings per share.
4	Prepare, understand and analyze the four basic financial statements and the annual report, and show how they satisfy the information needs of investors, creditors, and other users.
5	Account for corporate investments in debt and equity securities, including presentation of unrealized income and comprehensive income. Identify and illustrate issues relating to international transactions, including IFRS issues.
6	Identify the purposes of the statement of cash flows, determine cash flows from operating, investing and financing activities and analyze statement results.
7	Analyze and interpret corporate financial statements by computing liquidity, long term solvency, profitability and market performance ratios, and prepare vertical and horizontal analyses of financial statements.

		ENTRANCE SKILLS FOR ACCTG 10C							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR ACCTG 2	1								
	2	X							
	3		X						
	4						X		
	5			X					
	6				X				
	7					X			
	8								

Santa Monica College

Course Outline For ACCOUNTING 15, Individual Income Taxes

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

Date Submitted: May 2011
Date Updated: May 2017
Transferability: Transfers to CSU
IGETC Area:
CSU GE Area:
SMC GE Area:

Degree Applicability: Credit - Degree Applicable
Prerequisite(s): None
Pre/Corequisite(s): None
Corequisite(s): None
Skills Advisory(s): ACCTG 1
or ACCTG 21

I. Catalog Description

Internal Revenue Service tax laws and regulations and accounting procedures are studied in this course to enable the tax professional to apply the information to completing federal individual income taxes.

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. Prentice Hall's Federal Taxation 2014 Comprehensive, 27, Rupert, T., Pope, T., and Anderson, K. , Pearson © 2014, ISBN: 9780133450118

III. Course Objectives

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

1. From the standpoint of a tax professional, interpret IRS rules and regulations as they relate to individual income taxes.
2. Apply the Internal Revenue Code to typical individual income tax situations.
3. Resolve income tax issues.
4. Apply the skills needed to eventually pass the Enrolled Agents exam and the

tax section of the CPA exam.

IV. Methods of Presentation:

Lecture and Discussion , Other (Specify)

Other Methods: Demonstration, online content

V. Course Content

<u>% of course</u>	<u>Topic</u>
7%	Introduction to Taxation
7%	Determination of Tax
15%	Gross Income: Inclusions & Exclusions
7%	Property Transactions: Capital Gains and Losses
7%	Deductions and Losses
7%	Itemized Deductions
7%	Losses and Bad Debts
7%	Employee Expenses and Deferred Compensation
7%	Depreciation, Cost Recovery, Amortization, and Depletion
7%	Accounting Periods and Methods
15%	Property Transactions
7%	Special Tax Computation Methods, Tax Credits, and Payment of Tax
100%	Total

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

<u>Percentage</u>	<u>Evaluation Method</u>
50 %	Exams/Tests - 2-3 exams
20 %	Quizzes
15 %	Projects
15 %	Homework
100 %	Total

Additional Assessment Information:

(Actual percentages will vary from instructor to instructor but approximate values are shown.)

VII. Sample Assignments:

1. Amir, who is single, retired from his job this year. He received a salary of \$25,000 for the portion of the year that he worked, tax-exempt interest of \$3,000, and dividends from domestic corporations of \$2,700. On September 1, he began receiving monthly pension payments of \$1,000 and Social Security payments of \$600. Assume an exclusion ratio of 40% for the pension. Amir owns a duplex that he rents to others. He received rent of \$12,000 and incurred \$17,000 of expenses related to the duplex. He continued to actively manage the property after he retired from his job. Compute Amir's adjusted gross income.

2. Dawn, a single, cash-method taxpayer, paid the following taxes in 2013: Dawn's employer withheld \$5,400 for federal income taxes, \$2,000 for state income taxes, and \$3,800 for FICA from her 2013 paychecks. Dawn purchased a new car and paid \$600 in sales tax and \$70 for the license. The car's FMV was \$20,000 and it weighed 3,000 pounds. The county also assessed a property tax on the car. The tax was 2% of its FMV and \$10 per hundredweight. Dawn uses the car 100% of the time for personal purposes. Dawn sold her house on April 15, 2013. The county's property tax on the home for 2013 was \$1,850, payable on February 1, 2014. The county's real property tax year is the calendar year. Dawn's AGI for 2013 is \$50,000 and her other itemized deductions exclusive of taxes are \$4,000 (disregard any leap year).

- a. What is Dawn's deduction for taxes in 2013?
- b. Where on Dawn's tax return should she report her deduction for taxes?

VIII. Student Learning Outcomes

1. Understand the basic rules, regulations, and procedures of federal income taxation for individuals.
2. Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.

ADVISORY Checklist and Worksheet

ACCTG 15 – Individual Income Taxes

Proposed Advisory: ACCTG 1 – Introduction to Financial Accounting

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: ACCTG 15

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

A)	Define, use and understand accounting and business terminology, and apply it to transactions, reporting and analysis.
B)	Distinguish between cash basis and accrual basis accounting and the principles underlying these approaches (matching principle, revenue recognition principle); explain the impact of each approach on the financial statements.
C)	Identify and illustrate issues and transactions relating to long-term assets including acquisition, valuation, use, cost allocation, depreciation, disposal and reporting.
D)	Distinguish between capital and revenue expenditures and demonstrate the recording and reporting of each.
E)	Prepare and interpret the Income Statement, the Statement of Owner's Equity and the Balance Sheet, and complete the accounting cycle through the beginning of the following fiscal year.
F)	

EXIT SKILLS (objectives) FROM ACCTG 1

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

1.	From the standpoint of a tax professional, interpret IRS rules and regulations as they relate to individual income taxes.
2.	Apply the Internal Revenue Code to typical individual income tax situations
3.	Resolve income tax issues.
4.	Apply the skills needed to eventually pass the Enrolled Agents exam and the tax section of the CPA exam.
5.	
6.	

		RECOMMENDED ENTRANCE SKILLS FOR ACCTG 15							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR ACCTG 1	1	X	X	X	X	X			
	2	X	X	X	X	X			
	3	X	X	X	X	X			
	4	X	X	X	X	X			
	5								
	6								
	7								
	8								

ADVISORY Checklist and Worksheet

Acct 15 – Individual Income Taxes

Proposed Advisory: Acct 21 – Business Bookkeeping

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: ACCTG 15

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

A)	Apply accounting concepts and principles to describe an organization's financial position and prepare and use financial statements.
B)	Define and use key accounting terms to analyze and journalize transactions, post the corresponding journal entries to the ledger, and prepare a trial balance.
C)	Distinguish between accrual basis and cash basis accounting and apply the revenue recognition and matching principles.
D)	
E)	
F)	

EXIT SKILLS (objectives) FROM ACCTG 21

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

1.	From the standpoint of a tax professional, interpret IRS rules and regulations as they relate to individual income taxes.
2.	Apply the Internal Revenue Code to typical individual income tax situations
3.	Resolve income tax issues.
4.	Apply the skills needed to eventually pass the Enrolled Agents exam and the tax section of the CPA exam.
5.	
6.	

		RECOMMENDED ENTRANCE SKILLS FOR ACCTG 15							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR ACCTG 21	1	X	X	X					
	2	X	X	X					
	3	X	X	X					
	4	X	X	X					
	5								
	6								
	7								
	8								

Santa Monica College

Course Outline For ACCOUNTING 16, Taxation of Corporations, Partnerships, Estates and Trusts

Course Title: Taxation of Corporations, Partnerships, Estates and Trusts Units: 3.00
Total Instructional Hours (usually 18 per unit): 54
Hours per week (full semester equivalent) in 3.00 In-Class Lab: 0 Arranged:
Lecture:

Date Submitted: May 2011
Date Updated: May 2017
Transferability: Transfers to CSU
IGETC Area:
CSU GE Area:
SMC GE Area:

Degree Applicability: Credit - Degree Applicable
Prerequisite(s): None
Pre/Corequisite(s): None
Corequisite(s): None
Skills Advisory(s): ACCTG 2

I. Catalog Description

This course covers tax laws and the reporting requirements of the Internal Revenue Service as applied to corporations, partnerships, estates and trusts.

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)

II.

1. Prentice Hall's Federal Taxation 2014 Comprehensive, 35th, Rupert, T., Pope, T., and Anderson, K., Pearson © 2014, ISBN: 9780133450118

III. Course Objectives

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

1. Interpret and apply IRS rules and regulations as they relate to corporations, partnerships and estates and trusts
2. Analyze tax court cases
3. Interpret and apply the Internal Revenue Code (IRC)
4. Analyze and interpret research materials, using them to resolve income tax issues
5. Apply the skills needed to eventually pass the Enrolled Agents exam and the

tax section of the CPA exam.

IV. Methods of Presentation:

Lecture and Discussion , Other (Specify)
Other Methods: Demonstration, online content

V. Course Content

<u>% of course</u>	<u>Topic</u>
7%	Tax Research
7%	Corporate Formations and Capital Structure
7%	Corporate Income Tax
7%	Corporate Nonliquidating Distributions
7%	Other Corporate Tax Levies
7%	Corporate Liquidating Distributions
7%	Corporate Acquisitions and Reorganizations
7%	Consolidated Tax Returns
15%	Partnerships
7%	S Corporations
15%	Gift & Estate Tax
7%	Income Taxation of Trusts and Estates
100%	Total

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

<u>Percentage</u>	<u>Evaluation Method</u>
50 %	Exams/Tests - 2-3 exams
20 %	Quizzes
15 %	Projects
15 %	Homework
100 %	Total

Additional Assessment Information:

(Actual percentages will vary from instructor to instructor but approximate values are shown.)

VII. Sample Assignments:

1. Control Requirement: In which of the following independent situations is the Sec. 351 control requirement met?
 - a. Olive transfers property to Quick for 75% of Quick stock, and Mary provides services to Quick for the remaining 25% of Quick stock.
 - b. Pete transfers property to Target Corp. for 60% of Target stock, and Robert transfers property worth \$15,000 and performs services worth \$25,000 for the remaining 40% of stock.
 - c. Herb and his wife, Wilma, each have owned 50 of the 100 outstanding shares of Vast Corporation stock since it was formed three years ago. In the current year, their son, Sam, transfers property to Vast for 50 newly issued shares of Vast.
 - d. Charles and Ruth develop a plan to form Tiny Corp. On June 3 of this year, Charles transfers property worth \$50,000 for 50 shares of Tiny Stock. On August 1, Ruth transfers \$50,000 cash for 50 shares of Tiny stock.
 - e. Assume the same facts as in Part d except that Charles has a prearranged plan to sell 30 of his shares to Sam on October 1.

2. Basis in Partnership Interest: What is Kelly's basis for her partnership interest in each of the following situations? The partners share the economic risk of loss from recourse liabilities according to their partnership interests.
 - a. Kelly receives her 20% partnership interest for a contribution of property having a \$14,000 basis and a \$17,000 FMV. The partnership assumes her \$10,000 recourse liability has no other debts.
 - b. Kelly receives her 20% partnership interest as a gift from her friend. The friend's basis (without consideration of partnership liabilities) is \$34,000. The FMV of the interest at the time of the gift is \$36,000. The partnership has liabilities of \$100,000 when Kelly receives her interest. No gift tax was paid with respect to the transfer.
 - c. Kelly inherits her 20% interest from her mother. Her mother's basis was \$140,000. The FMV of interest is \$120,000 on the date of death and \$160,000 on the alternate valuation date. The executor chooses the date of death for valuing the estate. The partnership has no other liabilities.

VIII. Student Learning Outcomes

1. Understand the basic rules, regulations, and procedures of federal income taxation for corporations, partnerships, estates, and trusts. They will also understand the basics of gift taxation.
2. Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself,

specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.

ADVISORY Checklist and Worksheet

ACCTG 16 – Taxation of Corporations, Partnerships, Estate and Trusts

Proposed Advisory: ACCTG 2 – Corporate Financial and Managerial Accounting

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: ACCTG 16

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

A)	Identify the characteristics of a corporation and the issues relating to stockholders' equity, including the issuance and repurchase of stock (treasury stock), accounting for cash and stock dividends, and preparing corporate balance sheets and retained earnings statements, adhering to GAAP.
B)	Prepare, understand and analyze a corporate income statement, Balance Sheet and Statement of Stockholder's Equity.
C)	Account for corporate investments in debt and equity securities, including presentation of unrealized income.
D)	Identify and illustrate issues and transactions relating to long-term liabilities, including issuance, valuation, retirement of debt, and recording, including the concept of the time value of money.
E)	Analyze and interpret corporate financial statements by computing liquidity, long term solvency, profitability and market performance ratios, and prepare vertical and horizontal analyses of financial statements.
F)	

EXIT SKILLS (objectives) FROM ACCTG 2

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

1.	Interpret and apply IRS rules and regulations as they relate to corporations, partnerships and estates and trusts
2.	Analyze tax court cases
3.	Interpret and apply the Internal Revenue Code (IRC)
4.	Analyze and interpret research materials, using them to resolve income tax issues
5.	Apply the skills needed to eventually pass the Enrolled Agents exam and the tax section of the CPA exam
6.	

		RECOMMENDED ENTRANCE SKILLS FOR ACCTG 16							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR ACCTG 2	1	X	X	X	X	X			
	2	X	X	X	X	X			
	3	X	X	X	X	X			
	4	X	X	X	X	X			
	5	X	X	X	X	X			
	6								
	7								
	8								

ADVISORY Checklist and Worksheet

AHIS 1, AHIS 2, AHIS 11, AHIS 17, AHIS 18, AHIS 72

Proposed Advisory: Eligibility for English 1

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: **All AHIS Courses**

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

A)	Able to read academic writing and decipher important information
B)	Write cohesive and understandable summaries and analysis of academic reading
C)	Develop cogent thesis statements and support with properly cited evidence from texts.
D)	Write both in class and formal essay analysis of art and visual culture.

EXIT SKILLS (objectives) FROM **English 21B**

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

1.	Write coherent and cohesive expository essays, of at least five paragraphs that may include development through definition, description, exemplification, cause and effect, classification
2.	After critically reading an article at a secondary/post-secondary level, the student will write, in an 80-minute period, a coherent essay containing a complete summary as introduction, a thesis that demonstrates analytic thinking about the article, several supporting paragraphs, and a conclusion.
3.	Read, draw inferential and literal information from, and evaluate academic and popular prose, so that they can use a reader to support a focused essay.
4.	Write effective introductory, body, and concluding paragraphs in essays
5.	Write strong topic sentences and situate them effectively within body paragraphs
6.	Compose papers efficiently using various prewriting, planning, drafting, revising and editing strategies
7.	Write sentences of varying syntactical structure, generally free of grammatical, spelling and syntactical errors. Use linking and transitional elements within sentences, between sentences and between paragraphs

		RECOMMENDED ENTRANCE SKILLS FOR ALL AHIS COUSES							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR ENGLISH 21B	1		X	X	X				
	2	X	X	X	X				
	3	X	X	X	X				
	4		X	X	X				
	5		X	X	X				
	6		X	X	X				
	7		X	X	X				
	8								

ADVISORY Checklist and Worksheet

AHIS 1, AHIS 2, AHIS 11, AHIS 17, AHIS 18, AHIS 72

Proposed Advisory: Eligibility for English 1

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: **All AHIS Courses**

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

A)	Able to read academic writing and decipher important information
B)	Write cohesive and understandable summaries and analysis of academic reading
C)	Develop cogent thesis statements and support with properly cited evidence from texts.
D)	Write both in class and formal essay analysis of art and visual culture.

EXIT SKILLS (objectives) FROM **English 21B**

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

1.	Write coherent and cohesive expository essays, of at least five paragraphs that may include development through definition, description, exemplification, cause and effect, classification
2.	After critically reading an article at a secondary/post-secondary level, the student will write, in an 80-minute period, a coherent essay containing a complete summary as introduction, a thesis that demonstrates analytic thinking about the article, several supporting paragraphs, and a conclusion.
3.	Read, draw inferential and literal information from, and evaluate academic and popular prose, so that they can use a reader to support a focused essay.
4.	Write effective introductory, body, and concluding paragraphs in essays
5.	Write strong topic sentences and situate them effectively within body paragraphs
6.	Compose papers efficiently using various prewriting, planning, drafting, revising and editing strategies
7.	Write sentences of varying syntactical structure, generally free of grammatical, spelling and syntactical errors. Use linking and transitional elements within sentences, between sentences and between paragraphs

		RECOMMENDED ENTRANCE SKILLS FOR ALL AHIS COUSES							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR ENGLISH 21B	1		X	X	X				
	2	X	X	X	X				
	3	X	X	X	X				
	4		X	X	X				
	5		X	X	X				
	6		X	X	X				
	7		X	X	X				
	8								

Course Name	Course Title	Current Prerequisite	Current Pre or Co-requisite	Current Corequisite	Current Pre or Co-req Changing to Advisory	Current Pre or Co-req Changing to Advisory	Current Coreq changing to Advisory	Current Pre req being removed; new advisory forthcoming	Completely remove	Keep one of the pre reqs
ACCTG 6	Accounting Consolidations	Accounting 10C.				X				
ACCTG 7	Advanced Accounting Special Topics	Accounting 10C.				X				
ACCTG 9	Accounting Ethics	Accounting 1 or 21.				X				
ACCTG 12	Auditing	Accounting 2.				X				
ACCTG 31A	Excel for Accounting	Accounting 1 or 21.				X				
ACCTG 31B	Advanced Excel for Accounting	Accounting 2 and 31A.				X				
ART 34B	Contemporary Art Theory and Practice	Art 34A.				X				
ASL 2	American Sign Language 2	American Sign Language 1 or equivalent skills.				X				
BUS 6	Advanced Business Law	Business 5.							X	
CHNESE 2	Elementary Chinese 2	Chinese 1*.				X				
CHNESE 3	Intermediate Chinese 1	Chinese 2*.				X				
CHNESE 4	Intermediate Chinese 2	Chinese 3 or equivalent.				X				
CHNESE 8	Conversational Chinese	Chinese 2 or equivalent skills.				X				
CIS 9A	Technology Project Management I	CS 3 or CIS 1.				X				
CIS 9B	Technology Project Management II	CIS 9A or CS 9A.				X				
CIS 30	Microsoft Excel	CIS 4.				X				
CIS 32	Microsoft Access	CIS 4.				X				
CIS 34	Advanced Excel with Visual Basic for Applications	CIS 30.				X				
CIS 35	QuickBooks	CIS 1 or 4 and Accounting 1 or 21.				X				
CIS 36T	Introduction to Turbo Tax - Short Course	Accounting 15 or prior tax preparation experience.				X				
CIS 37	Microsoft Word	CIS 1.				X				
CIS 38	Microsoft PowerPoint	CIS 1.				X				
CIS 39	MS Outlook - Comprehensive Course	CIS 1.				X				
CIS 40	InDesign	CIS 4.				X				
CIS 50	Internet, HTML and Web Design	CIS 1.				X				
CIS 51	HTML5, CSS3, and Accessibility	CIS 50.				X				
CIS 54	Web Development and Scripting	CIS 51 or CIS 59A or Graphic Design 66.				X				

Course Name	Course Title	Current Prerequisite	Current Pre or Co-requisite	Current Corequisite	Current Pre or Co-req Changing to Advisory	Changing to Advisory	Current Pre or Co-req Changing to Advisory	Current Coreq changing to Advisory	Current Pre req being removed; new advisory forthcoming	Completely remove	Keep one of the pre or coreqs
CIS 55	Advanced WebPage Development and Scripting	CIS 54.				x					
CIS 56	Web Media Production	CIS 59A and CIS 60A.				x					
CIS 57	Website Planning and Production	CIS 51 or CIS 59A.				x					
CIS 58	Designing Accessible Websites	CIS 51.				x					
CIS 59A	Dreamweaver I	CIS 50.				x					
CIS 59B	Dreamweaver II	CIS 59A.				x					
CIS 60A	Photoshop I	CIS 1.				x					
CIS 60B	Photoshop II	CIS 60A.				x					
CIS 61	Fireworks	CIS 50.				x					
CIS 62A	Flash I	CIS 50.				x					
CIS 62B	Flash II	CIS 62A.				x					
CIS 64	Illustrator	CIS 60A.				x					
CIS 65	Flash Catalyst	CIS 51 and one of the following-- CIS 60A				x					
CIS 67	WordPress	CIS 54 and CIS 60A.				x					
CIS 70	Social Media Applications	CIS 50 or Graphic Design 65.				x					
COSM 21A	Hair Cutting 2	Cosmetology 11A.				x					
COSM 21B	Hair Styling 2	Cosmetology 11B.				x					
COSM 21C	Hair Coloring 2	Cosmetology 11C.				x					
COSM 21D	Permanent Waving 2	Cosmetology 11D.				x					
COSM 21E	Curly Hair Techniques 2	Cosmetology 11E.				x					
COSM 26	Nail Care 2	Cosmetology 16.				x					
COSM 28A	Skin Care 2A	Cosmetology 18.				x					
COSM 28B	Skin Care 2B	Cosmetology 18.				x					
COSM 31A	Hair Cutting 3	Cosmetology 21A.				x					
COSM 31B	Hair Styling 3	Cosmetology 21B.				x					
COSM 31C	Hair Coloring 3	Cosmetology 21C.				x					
COSM 31E	Curly Hair Techniques 3	Cosmetology 21E.				x					
COSM 36	Nail Care 3	Cosmetology 26.				x					
COSM 38	Skin Care 3	Cosmetology 28.				x					
COSM 38B	Mechanical Exfoliation	Cosmetology 38.				x					
COSM 38C	Chemical Exfoliation	Cosmetology 38	Cosmetology 20			x	x				

Course Name	Course Title	Current Prerequisite	Current Pre or Co-requisite	Current Corequisite	Current Pre or Co-req Changing to Advisory	Current Pre or Co-req Changing to Advisory	Current Pre or Co-req Changing to Advisory	Current Pre or Co-req Changing to Advisory	Current Pre or Co-req Changing to Advisory	Keep one of the pre or cores
COSM 41A	Hair Cutting 4	Cosmetology 31A.			x					
COSM 41B	Hair Styling 4	Cosmetology 31B.			x					
COSM 42	Men's Hair Styling	Cosmetology 31A.			x					
COSM 46	Nail Care 4	Cosmetology 36.			x					
COSM 48	Skin Care 4	Cosmetology 38.			x					
COSM 48B	Advanced Make-Up	Cosmetology 28A.			x					
COSM 50A	Related Science 5	Completion of at least 800 hours in Cosmetology.			x					
COSM 50B	Practical Preparation for State Board Exam	Completion of at least 1000 hours in Cosmetology.			x					
COSM 50C	Written Preparation for State Board Exam	Completion of at least 1000 hours in Cosmetology.			x					
COSM 50E	Written Preparation For Esthetician State Board Exam	Completion of at least 400 hours of Esthetician coursework.			x					
COSM 50N	Written Preparation For Nail Care State Board Exam	Completion of at least 300 hours of Nail Care coursework.			x					
COSM 71	Cosmetology Instructional Techniques	Cosmetology 50B and instructor approval.			x					
COSM 72	Applied Instructional Techniques	Cosmetology 50B and Instructor approval.			x					
COSM 73	Cosmetology Instructional Materials	Cosmetology 50B and Instructor approval.			x					
COSM 74	Techniques for Assessment	Cosmetology 50B and instructor approval.			x					
COSM 75A	Instructional Techniques in Salon 1	Cosmetology 50B.			x					
COSM 75B	Instructional Techniques in Salon 2	Cosmetology 50B.			x					
COSM 75C	Instructional Techniques in Salon 3	Cosmetology 50B.			x					
COSM 75D	Instructional Techniques in Salon 4	Cosmetology 50B.			x					
COUNS 15H	Job Search Techniques	Counseling 12H.			x					
CS 6	Virtual Worlds and Game Programming	CS 3.			x					

Course Name	Course Title	Current Prerequisite	Current Pre or Co-requisite	Current Corequisite	Current Pre or Co-req Changing to Advisory	Current Pre or Co-req Changing to Advisory	Current Coreq changing to Advisory	Current Pre req being removed; new advisory forthcoming	Completely remove	Keep one of the pre reqs
CS 68	Oracle Database Administrator	CS 65.				X				
CS 70	Network Fundamentals and Architecture	One programming course.				X				
CS 71	Introduction to Windows NT Workstation	CS 70.				X				
CS 73	Computer Security Concepts	CS 3 or CIS 1.				X				
CS 74A	Security in VB.NET Applications	CS 15.				X				
CS 74B	Security in J2EE Applications	CS 55.				X				
CS 75	Network Protocols and Analysis	CS 70.				X				
CS 78	Secure Server Installation and Administration	CS 70.				X				
CS 80	Internet Programming	CS 3.				X				
CS 81	JavaScript and Dynamic HTML	CS 80.				X				
CS 82	ASP.NET Programming in C#	CS 33.				X				
CS 83	Server-Side Java Web Programming	CS 55 and CS 81.				X				
CS 83R	Server-Side Ruby Web Programming	Computer Science 60 and 80 and one of the following				X				
CS 84	Programming with XML	CS 80 and CS 55 or CS 52 or CS 33.				X				
CS 85	PHP Programming	CS 81.				X				
CS 86	Android Development	CS 55				X				
CS 87A	Python Programming	CS 3.				X				
ECON 1	Principles of Microeconomics	MATH 31 or MATH 49.				X				
ECON 2	Principles of Macroeconomics	MATH 31 or MATH 49.				X				
ENGL 48	Speed Reading and College Vocabulary	Eligibility for English 1.				X				
ET 15	Beginning 3D Level Design	Entertainment Technology 24.				X				
ET 17	Advanced 3D Level Design	Entertainment Technology 15				X				
ET 18	Digital Storyboarding	Entertainment Technology 2.				X				
ET 19B	Advanced 2D Animation	Entertainment Technology 19A.				X				

Course Name	Course Title	Current Prerequisite	Current Pre or Co-requisite	Current Corequisite	Current Prereq Changing to Advisory	Current Pre or Co-req Changing to Advisory	Current Coreq changing to Advisory	Current Prereq being removed; new advisory forthcoming	Completely remove	Keep one of the pre or coreqs
ET 20	Visual Development	Entertainment Technology 2 and 18.			x					
ET 21A	Character Design	Entertainment Technology 37	Entertainment Technology 20		x	x				
ET 21B	Environment Design	Entertainment Technology 20	Entertainment Technology 91 and 94		x	x				
ET 21C	Prop and Vehicle Design	Entertainment Technology 20	Entertainment Technology 91 and 94		x	x				
ET 23	2D Character Animation	Entertainment Technology 19B.			x					
ET 24B	3D Character Animation	Entertainment Technology 24.			x					
ET 24C	Advanced 3D Character Animation	Entertainment Technology 24B.			x					
ET 25	3D Modeling	Entertainment Technology 24.			x					
ET 25B	3D Character Creation	Entertainment Technology 25.			x					
ET 25C	3D Character Rigging	Entertainment Technology 25.			x					
ET 26	3D Rendering	Entertainment Technology 25.			x					
ET 30	Animation Project	Entertainment Technology 20 and 25.			20+			25		
ET 31B	Digital Video Editing	Entertainment Technology 31A.			x					
ET 33	Advanced Digital Compositing	Entertainment Technology 32.			x					
ET 36	Web Animation II	Entertainment Technology 34.			x					

Course Name	Course Title	Current Prerequisite	Current Pre or Co-requisite	Current Corequisite	Current Prereq Changing to Advisory	Current Pre or Co-req Changing to Advisory	Current Coreq changing to Advisory	Current Prereq being removed; new advisory forthcoming	Completely remove	Keep one of the pre req cores
ET 38	Digital Imaging for Design 2	Graphic Design 64 (formerly same course as Entertainment Technology 37).			x					
ET 41	Digital Audio Post Production	Entertainment Technology 40.			x					
ET 41M	Digital Music Production	Entertainment Technology 40.			x					
ET 49	Game Development Project	Entertainment Technology 17			x					
ET 60	Post Production Project	Entertainment Technology 41 and Entertainment Technology 31B			41					31B
ET 65	Digital Effects II	Entertainment Technology 64.			x					
ET 80	Digital Effects Project	Entertainment Technology 32			x					
FASHN 9B	Advanced Fashion Illustration and Advertising	Fashion 2 and 9A.			x					
FASHN 10	Advanced Design and Construction	Fashion 3.			x					
FASHN 11	Advanced Clothing - Tailoring	Fashion 3.			x					
FASHN 13	Draping I	Fashion 6A.			x					
FASHN 14	Draping II	Fashion 13.			x					
FASHN 17	Apparel Production Manufacturing Techniques	Fashion 6 AND 13.			x					
FASHN 18	Computer Assisted Fashion Illustration and Design	Fashion 1 and 9A.			1				9A	
FASHN 19	Fashion Marketing	Fashion 1 and 5.			x					
FASHN 20	Window Display for Fashion	Fashion 1 and 5.			1				5	
FASHN 6A	Pattern Analysis and Design	Fashion 3.			x					
FASHN 6B	Pattern Drafting and Design Intermediate	Fashion 6A.			x					
FILM 11	Literature into Film	English 1.			x					
FILM 20	Beginning Scriptwriting	English 1.			x					
FRENCH 2	Elementary French II	French 1*.			x					

Course Name	Course Title	Current Prerequisite	Current Pre or Co-requisite	Current Corequisite	Current Pre or Co-req Changing to Advisory	Current Pre or Co-req Changing to Advisory	Current Coreq changing to Advisory	Current Pre req being removed; new advisory forthcoming	Completely remove	Keep one of the pre or coreqs
FRENCH 3	Intermediate French I	French 2*.				X				
FRENCH 4	Intermediate French II	French 3*.				X				
FRENCH 8	Conversational French	French 2*.				X				
GEOG 94	Introduction to Geoscience Field Methods	Science 10 or Geology 4 or Geography 5.				X				
GEOL 94	Introduction to Geoscience Field Methods	Science 10 or Geology 4 or Geography 5.				X				
GERMAN 2	Elementary German II	German 1*.				X				
GERMAN 3	Intermediate German I	German 2*.				X				
GERMAN 4	Intermediate German II	German 3*.				X				
GERMAN 8	Conversational German	German 2.				X				
GR DES 41	Graphic Design Studio 2	Graphic Design 31.				X				
GR DES 43	Typography Design 2	Graphic Design 33.				X				
GR DES 44	Publication and Page Design 2	Graphic Design 34.				X				
GR DES 50	Graphic Design Portfolio and Professional Practices	Graphic Design 33 and 66.				X				
GR DES 51	Graphic Design Studio 3	Graphic Design 41.				X				
GR DES 54	Digital Illustration 2	Graphic Design 38.				X				
GR DES 61	User Experience Design 1	Graphic Design 65.				X				
GR DES 62	User Experience Design 2	Graphic Design 61.				X				
GR DES 66	Web Design 2	Graphic Design 61				X				
GR DES 67	Web Design 3	Graphic Design 61 and Graphic Design 66.				X				
GR DES 71	Motion Graphics 1	Graphic Design 64	Graphic Design 33			X	X			
GR DES 71B	Motion Graphics 2	Graphic Design 71.				X				
GR DES 75	Mobile Design 1	Graphic Design 61 and 66.				X				
GR DES 76	Mobile Design 2	Graphic Design 61 and 75.				X				
HEBREW 2	Elementary Hebrew II	Hebrew 1*.				X				
HEBREW 3	Intermediate Hebrew 1	Hebrew 2*.				X				
HEBREW 4	Intermediate Hebrew 2	Hebrew 3*.				X				
HEBREW 8	Conversational Hebrew	Hebrew 2.				X				
INTARC 28B	Visual Studies 2	Interior Architectural Design 28A.				X				

Course Name	Course Title	Current Prerequisite	Current Pre or Co-requisite	Current Corequisite	Current Prereq Changing to Advisory	Current Pre or Co-req Changing to Advisory	Current Coreq changing to Advisory	Current Prereq being removed; new advisory forthcoming	Completely remove	Keep one of the pre or coreqs
INTARC 33	Interior Architectural Design Career and Portfolio	Interior Architectural Design 40.			x					
INTARC 35	2D Digital Drafting	Interior Architectural Design 29 OR 28A (formerly 32).			x					
INTARC 37	Set Design and Art Direction for Film and TV	Interior Architectural Design 28A (formerly 32).			x					
INTARC 38	3D Digital Drafting 1	Interior Architectural Design 35.			x			or 29		
INTARC 40	Interior Architectural Design Studio 2	Interior Architectural Design 31.		Interior Architectural Design 38.			38			31
INTARC 42	History of Interior Architecture and Furnishings II	Interior Architectural Design 41.			x					
INTARC 44	Fundamentals of Lighting	Interior Architectural Design 30 and 35.						28A	30, 35	
INTARC 51	Rapid Visualization	Interior Architectural Design 28B (formerly 28).			x					
INTARC 52	Production Design for Film and TV	Interior Architectural Design 28A (formerly 32) and 37.			x					
INTARC 54	Universal Design for Interiors	Interior Architectural Design 32.			x					
INTARC 57	3D Digital Drafting 2	Interior Architectural Design 38.			x					
INTARC 62	Model Building	Interior Architectural Design 28A (formerly 32).						29 or 35		
INTARC 65	Digital Illustration for Interiors	Interior Architectural Design 28B (formerly 28).						29		
INTARC 69	Custom Residential Design	Interior Architectural Design 51.			x					
INTARC 70	3D Digital Rendering and Animation	Interior Architectural Design 38.			x			or 29		

Course Name	Course Title	Current Prerequisite	Current Pre or Co-requisite	Current Corequisite	Current Pre or Co-req changing to Advisory	Changing to Advisory	Current Pre or Co-req changing to Advisory	Current Coreq changing to Advisory	Current Pre req being removed; new advisory forthcoming	Completely remove	Keep one of the pre or coreqs
ITAL 2	Elementary Italian II	Italian 1*				x					
ITAL 3	Intermediate Italian I	Italian 2*				x					
ITAL 4	Intermediate Italian 2	Italian 3*				x					
ITAL 8	Conversational Italian	Italian 2.				x					
JAPAN 2	Elementary Japanese I	Japanese 1*				x					
JAPAN 3	Intermediate Japanese I	Japanese 2*				x					
JAPAN 4	Intermediate Japanese II	Japanese 3*				x					
JAPAN 8	Conversational Japanese	Japanese 2.				x					
JOURN 17	Editing the Campus Newspaper	Journalism 1.				x					
JOURN 21	News Photography	Photography 1.				x					
JOURN 22	Photography for Publication	Journalism 21 or Photography 13.				x					
JOURN 4B	Advanced Newscasting and Broadcasting	Journalism 4A.				x					
KIN PE 9B	Intermediate Basketball	KIN PE 9A.				x					
KIN PE 9C	Advanced Basketball	KIN PE 9B.				x					
KIN PE 16B	Intermediate Rock Climbing	Kin PE 16A or instructor's permission.				x					
KIN PE 25B	Intermediate Golf	KIN PE 25A.				x					
KIN PE 34B	Intermediate Karate	KIN PE 34A or equivalent experience.				x					
KIN PE 34C	Advanced Intermediate Karate	KIN PE 34B or equivalent experience.				x					
KIN PE 49C	Skin Diving	KIN PE 48C.				x					
KIN PE 57B	Intermediate Volleyball	KIN PE 57A.				x					
KIN PE 57C	Advanced Volleyball	KIN PE 57B.				x					
KOREAN 2	Elementary Korean II	Korean 1* .				x					

Course Name	Course Title	Current Prerequisite	Current Pre or Co-requisite	Current Corequisite	Changing Pre or Co-req	Changing to Advisory	Current Pre or Co-req changing to Advisory	Current Pre or Co-req being removed; new advisory forthcoming	Completely remove	Keep one of the pre or coreqs
KOREAN 3	Intermediate Korean I	Korean 2 or skills equivalent to that of Korean 2*.				x				
KOREAN 4	Intermediate Korean 2	Korean 3 or equivalent skills.				x				
MEDIA 15	Advanced Newscasting and Newswriting	Media Studies 14.				x				
MEDIA 19	Broadcasting Workshop	Media Studies 13 or 14.				x				
MEDIA 21	Short Form Visual Media Production	Media Studies 20.				x				
MUSIC 2	Musicianship	Music 1.		Music 6.		1				6
MUSIC 10	Popular Harmony and Arranging	Music 2 and Music 6.				x				
MUSIC 12	Introduction to Music Technology	Music 2 and 6.				x				
MUSIC 13	Tonal Counterpoint	Music 3 and 7.				x				
MUSIC 19	Orchestration	Music 3 and 7.				x				
MUSIC 24	Conducting	Music 2 and 6.				x				
MUSIC 69D	Interpretation of 20th Century Piano Music	Music 61B or equivalent.				x				
MUSIC 70C	Intermediate Strings Orchestra	Music 70B or audition.				x				
MUSIC 79A	Jazz Improvisation	Music 1.				x				
NUTR 7	Food and Culture in America	Nutrition 1.				x				
OFTECH 10	Skill Building on the Keyboard	Office Technology 1, 1C or keyboarding skills of 35 words per minute.				x				
OFTECH 1B	Keyboarding 1B	Office Technology 1A.				x				
OFTECH 1C	Keyboarding 1C	Office Technology 1B.				x				
OFTECH 22	Medical Terms and Transcription 2	Office Technology 21.				x				
OFTECH 25	Medical Coding/Billing 2	Office Technology 24.				x				
OFTECH 26	Medical Coding/Billing 3	Office Technology 25.				x				
OFTECH 28	Electronic Health Records	Office Technology 20.				x				
OFTECH 30	Legal Office Procedures	OFTECH 1, Keyboarding 1 or OFTECH 1C, Keyboarding 1C or 35 wpm.				x				
OFTECH 31	Legal Terms and Transcription	OFTECH 1, Keyboarding 1 or OFTECH 1C, Keyboarding 1C or 35 wpm.				x				

Course Name	Course Title	Current Prerequisite	Current Pre or Co-requisite	Current Corequisite	Current Prereq Changing to Advisory	Current Pre or Co-req Changing to Advisory	Current Coreq changing to Advisory	Current Prereq being removed; new advisory forthcoming	Completely remove	Keep one of the pre reqs
PERSIN 2	Elementary Persian II	Persian 1*			x					
PHOTO 2	Basic Photography Lab Techniques	Photography 1 (Concurrent enrollment allowed)							x	
PHOTO 5	Digital Asset Management, Modification and Output	Photography 1.			x					
PHOTO 13	News Photography	Photography 1.			x					
PHOTO 14	Photography for Publication	Journalism 21 or Photography 13.			x					
PHOTO 21	Alternative Photographic Processes	Photography 2.			x					
PHOTO 29	Video Production for Still Photographers	Photography 3.			x					
PHOTO 30	Techniques of Artificial Lighting	Photography 5 (Concurrent enrollment allowed).			x					
PHOTO 37	Advanced Black and White Printing Techniques	Photography 2.			x					
PHOTO 39	Beginning Photoshop	Photography 5.			x					
PHOTO 40	Digital Techniques	Photography 30 and 39.			x					
PHOTO 42	Advanced Photoshop	Photography 39.			x					
PHOTO 50	Basic Color Printing	Photography 2.			x					
PHOTO 64	Community Documentary Photography	Photography 2.			x					
POLSC 95	Public Policy - Experiential Learning		Political Science 31.			x				
PSYCH 3	Personality, Dynamics and Development	Psychology 1.			x					
PSYCH 5	The Psychology of Communication	Psychology 1.			x					
PSYCH 6	Marriage, Family and Human Intimacy	Psychology 1.			x					
PSYCH 7	Research Methods in Psychology	Psychology 1 and Math 54.			54					1
PSYCH 12	Adolescence and Early Maturity	Psychology 11.			x					
PSYCH 13	Social Psychology	Psychology 1.			x					
PSYCH 14	Abnormal Psychology	Psychology 1.			x					
PSYCH 16	Mind and Metabolism	Psychology 1.			x					
PSYCH 19	Lifespan Human Development	Psychology 1.			x					
PSYCH 25	Human Sexuality	Psychology 1.			x					
PSYCH 35	Seminar on Contemporary Psychological Issues	Psychology 1.			x					
RUSS 2	Elementary Russian II	Russian 1*			x					
RUSS 8	Conversational Russian	Russian 2.			x					

Course Name	Course Title	Current Prerequisite	Current Pre or Co-requisite	Current Corequisite	Current Prereq changing to Advisory	Current Pre or Co-req changing to Advisory	Current Coreq changing to Advisory	Current Prereq being removed; new advisory forthcoming	Completely remove	Keep one of the pre or coreqs
SCI 10	Principles and Practice of Scientific Research	successful completion of a UC transferable science class with lab and Mathematics 20.			x					
SOCIOL 4	Sociological Analysis	Sociology 1.			x					
SPAN 2	Elementary Spanish II	Spanish 1*.			x					
SPAN 3	Intermediate Spanish I	Spanish 2*.			x					
SPAN 4	Intermediate Spanish II	Spanish 3*.			x					
SPAN 8	Conversational Spanish	Spanish 2*.			x					
SPAN 9	The Civilization of Spain	Spanish 3.			x					
SPAN 12	Spanish for Native Speakers 2	Spanish 11*.			x					

Santa Monica College
New SMC Course
Expanded Course Outline for CS 34A - Game Programming 1

Course Cover	
Discipline	CS-COMPUTER SCIENCE
Course Number	34A
Full Course Title	Game Programming 1
Cross Listed Course	
Catalog Course Description	This course explores how to develop video games using software tools with underlying programming capabilities. Students learn the beginning skills needed to employ code to script the many game components necessary and use 2D and 3D physics, menu systems, and animations in test-driven development. The course also covers navigation and Mobile touch.
Rationale	
Rationale	Based on the Advisory Board and the department of workforce development the computer science discipline is developing the Game Development pathway which requires the development of this course.
Proposal Information	
Proposed Start	Year: 2018 Semester: Spring
Proposed for Distance Ed	Yes
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Weekly Laboratory Hours	Min: 0
Weekly Arranged Hours	Min: 0
Total Semester Instructional Hours	54.00
Load Factor	1.00

Load Factor Rationale	All CS courses are load factor 1.0
Repeatability	May be repeated 0 time(s)
Notes on Repeatability (for the student)	
Maximum Enrollment	
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:	
<ul style="list-style-type: none"> • GENERAL EDUCATION PATTERN (SMC GE) <ul style="list-style-type: none"> ○ Area IV-A: Language and Rationality (Group A) 	
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	Department Certificate -Computer Game Development - forthcoming
Pre/Corequisites & Advisories	
Skills Advisory CS 3	
Content Review	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Understand and apply the asset workflow model	
2. Create a game play	
3. Use 2D and graphics in game development	
4. Use 3D physics in game development	
5. Apply event driven programming to develop games	
6. Apply audio, music and animation in navigation	
7. Adapt games for different platforms such as Mobile devices	
Arranged Hours Objectives	
Upon satisfactory completion of the course, students will be able to:	
Course Content	

10%	Interface & Essentials
10%	2D Game Creation
10%	Scripting
10%	Graphics
10%	Physics and 3D
10%	Audio and music
10%	Animation
10%	Mobile and Touch
10%	Navigation
10%	Multiplayer Networking
Total: 100%	
Arranged Hours Instructional Activities	
Methods	
Other Methods	
Methods of Presentation	
Opt Heading	
Methods	Critique Group Work Lab Lecture and Discussion
Other Methods	
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 5% - Class Participation • 25% - Exams/Tests • 25% - Final Project • 20% - Homework • 25% - Projects • 100% - Total
Additional Assessment Information (Optional)	
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Matt Smith, Chicho Queiroz. <i>Unity 5.x Cookbook</i> , 1 ed. Packt Publishing, 2015, ISBN: 978-1-78439-136-2.	
2. Hocking, Joe. <i>Unity in Action: Multiplatform Game Development in C# with Unity 5</i> , ed. Manning, 2015, ISBN: 978-1617292323.	
Manuals	

<i>You have no manuals defined.</i>	
Periodicals	
<i>You have no periodicals defined.</i>	
Software	
<i>You have no software defined.</i>	
Other	
<i>You have no other defined.</i>	
Assignments	
Sample Assignment	
<p>In this assignments, we will cover the Roll a Ball concept. Create a new game with its needed objects, adding a scene and setting the properites of the objects to implement a simple game where a ball in the middle of the screen is rolled using the keyboard adding pick ups of special collectable objects.</p> <p>Using Shooting with Raycats, create a simple aiming and firing game, with a first character, and the target. Add the C# code to manipulate the objects of the game and simple game script.</p>	
Student Learning Outcomes	
1. Using the principles of Programming, graphics in 2D and 3D and animation, students will develop interactive video games.	
2. Using the tools of a game development tool, students will debug code 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?	No
Additional Comments/Information	
Distance Ed	
Distance Education Application	
Delivery Methods	Online/Classroom Hybrid Fully Online
Need/Justification	
Distance Education Quality	

<p>Quality Assurance</p>	<p>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</p>
<p>Additional Considerations</p>	<p>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</p>
<p align="center">Guidelines and Questions for Curriculum Approval of a Distance Education Course Student Interactions</p>	
<p>Student-Instructor Interaction</p>	<p>Every week there is a threaded discussion where students get to ask questions, comment on topics and get answers. Additionally the faculty posts a message to start off the week and conclude it. A student is expected to post at least once every week to respond to a question, or comment on remarks the faculty makes such as critiques. Finally, every project and assignment is reviewed by the faculty and feedback on the positives as well as recommendations for improvement are provided for each individual student. Finally general comments about every assignments are posted as messages in the threaded Discussion so students know what not to do in their future assignments.</p>
<p>Student-Student Interaction</p>	<p>Students communicate with each other using the Discussion Board. Further, in some assignments, students are assigned into groups and they operate as a team with rotated tasks of: application design, development and testing. This requires students to communicate through email or online meetings.</p>

Student-Content Interaction	<p>Each unit/week students are expected to post questions about the content in the threaded discussion, and the instructor responds to these questions.</p> <p>Students may email the instructor should they have questions they do not wish to post in the open threaded discussion. If such questions are deemed useful for all students, the instructor posts an anonymous post describing the question and stating the answer.</p> <p>Further, in each unit/week, the instructor posts questions that require students to respond to spark discussions an further questions to dive deeper into the content of that unit/week.</p> <p>Additionally there will be online meetings via web video conferencing tools to address other content related questions.</p>	
Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Chat Rooms	Office hours will be conducted in online chat rooms. Time and day of the week will be chosen to suite the majority of students. Additional time may be request by students.	5%
Discussion Boards	The threaded discussion will be used to ask students to answer certain content-focused questions. Students can also use the discussion to post questions, or to answer other students questions. The instructor must always verify such answers and comment on them. The instructor posts general comments about the prior unit/week assignment to draw students attention to the best practices and what to avoid doing based on the overall performance of the students. Sample solutions are also posted as files and comments on these samples are posted in the threaded discussion.	20%
Online Lecture	Lectures in the form of animated slides containing extensive detailed examples as well as presentation and explanation of the topics covered are provided in each unit/week. In addition other resources may be used such as verified third-party videos or sites may be referenced.	30%
Exams	Quizzes every other week or more often, two midterms and a final exam.	10%
Written assignments	Assignments will be required every other week or more often to focus students on the topics being covered.	20%
Other (describe)	As students work on group assignments/project	15%

	<p>they must post about their collaboration and or researching a specific game aspect, for everyone in class to review, comment on and learn from.</p>	
<p>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.)</p>		
<p>Using the current Course Management Systems, the content will be organized in groups that represent a major topic for each week. Each major topic will include lectures in the form of animated slides, videos and notes. Selected readings from the textbook will be required and highlighted. Online documents summarizing the weekly topics to be covered will connect students to the learning resources as well as the discussions and assigned work. Additionally students will use a threaded discussion board which is open to all students to see messages and replies.</p>		
<p>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.)</p>		
<p>Faculty must create the online content such as pages which include links and add videos, preferably embedded. The usual computer basic skills and internet navigation is needed. The support of the course management system, such as support staff is a must in case there are down times or technical glitches with the system. Otherwise 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.</p>		
<p>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.)</p>		
<p>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. Links to career services.</p>		
<p>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.</p>		
<p>All course content pages and videos will be Section 508 compliant.</p>		
<p>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.).</p>		
<p>In reference to objective #1, the students will post a message in the discussion to answer a question posed there. Each student answer must be unique. The instructor will reply to each answer posted as a means to provide feedback. The assignment of the week covering asset workflow model will require students to upload a video to explain their work; the video will be submitted into the assignment dropbox. The instructor will</p>		

provide feedback on the positives and where the work can be improved.

Assessment Best Practices

25%-**Exam** - 3 exams

25%-**3 Group Projects** - Groups of students will submit a project which requires approximately 2 weeks of a regular assignment time.

20%-**6 assignments** - graded assignments

5%-**Classroom participation** - Through the threaded discussion, students must post at least one comment or critique every week. Posting questions is not awarded points.

25%-**Final project** - The final project measures each student's individual skills. This is not a group project.

Attached Files

[Extra Resources](#)

[Approval](#)

[Advisory](#)

Santa Monica College New SMC Course

Expanded Course Outline for PV 11 - Introduction to Solar Photovoltaics

Course Cover	
Discipline	PV-PHOTOVOLTAIC SYSTEMS
Course Number	11
Full Course Title	Introduction to Solar Photovoltaics
Cross Listed Course	
Catalog Course Description	In this course, students gain a basic understanding of the principles of solar photovoltaic (PV) systems and renewable energy alternatives. Basic electrical theory, the variables of PV system design, and sizing of PV systems are introduced. Topics include the scientific and math principles, physical properties, system components, codes, cell efficiency, and safe installation procedures for prevalent technologies. Students examine the cost and paybacks influencing adoption of solar technologies, as well as its potential in solving energy and environmental problems.
Rationale	
Rationale	THIS COURSE WOULD REPLACE PV 1 & PV 2. The rapid adoption of solar photovoltaic systems both locally in California and around the globe necessitates knowledgeable workers to efficiently size, design, install, and maintain solar electric systems built on residential structures.
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: 3.00
Weekly Lecture Hours	Min: 2.50 (Sem: 45)
Weekly Laboratory	Min: 1.50 (Sem: 27)

Hours	
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	72.00
Load Factor	0.88
Load Factor Rationale	
Repeatability	May be repeated 0 time(s)
Notes on Repeatability (for the student)	
Maximum Enrollment	
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Does NOT transfer to CSU or UC	
SMC GE Area:	
Does NOT satisfy any area of SMC GE:	
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	AA Degree -Solar Photovoltaic Installation AS Degree -Solar Photovoltaic Installation Certificate of Achievement -Solar Photovoltaic Installation Department Certificate -Solar Photovoltaic Installation
Pre/Corequisites & Advisories	
Content Review	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Display knowledge of basic safety procedures and concepts, including electrical and ladder safety as it relates to solar PV installation.	
2. Define and explain the importance of solar energy as related to renewable and non-	

renewable energy sources.	
3. Describe the basic value of solar energy in addressing environmental problems, focusing on solar photovoltaic energy systems	
4. Use electrical consumption from a utility customer's bill to estimate the size of the solar PV array needed to just meet the electricity needs of the customer.	
5. Recognize and identify the basic system components of a grid-connected photovoltaic system, an off-grid PV system, and a bimodal (battery-back-up, grid-tied) PV system.	
6. Differentiate between technology types of PV, including crystalline, amorphous, CPV, BIPV, CIGS, and organic solar cells and their relationship to efficiency.	
7. Discuss and identify system components and proper system / component integration and installation procedures for residential solar PV systems.	
Arranged Hours Objectives	
Upon satisfactory completion of the course, students will be able to:	
Course Content	
10%	Introduction to solar energy resources, photovoltaic cell conversion, PV efficiency, insolation, irradiance, sun angles, and terminology.
15%	Occupational Safety and Health Administration (OSHA) requirements (personal protection equipment, electrical, PV, lightning, ladder, and roof safety)
15%	Basic electricity and mathematics (Ohms Law, Joule's Law, electron theory, chemical bonding, current, voltage, power, algebra, and trigonometry)
10%	Solar radiation, the photovoltaic effect, solar technologies and cell efficiencies
10%	Site surveying and planning, effect of shading, (report writing, measurements)
25%	System components and configurations blueprint reading, code requirements
10%	Economic analysis (rebates, feed-in tariffs, tax credits) and payback analysis
5%	Introduction to NABCEP Entry-Level Exam
Total: 100%	
Lab Content	
15%	Use of a sun path calculator to determine shading percentage for a given solar module or array location. Optimal positioning of an array on a roof.
15%	Safe use of power tools; proper grounding methods; placement and installation of stand-offs.
15%	Mechanical system (roof racking) components and attachment systems
20%	Electrical measurement of solar direct current (DC) circuits and single line diagram development from visual inspection of an existing array; troubleshooting a simple fault in a solar circuit

15%	The economic value proposition for a solar residential investment based on electrical usage, utility rate, roof size, insolation, and investment criteria
10%	Proper use of Personal Protection Equipment (PPE) and knowledge of basic safety procedures when doing roof or ladder work and using fall protection mechanisms.
10%	Sizing of a residential solar array based on electric bills and qualified roof area.
Total: 100%	
Arranged Hours Instructional Activities	
Methods	
Other Methods	
Methods of Presentation	
Opt Heading	
Methods	Lab Lecture and Discussion
Other Methods	Classroom lectures, handouts, demonstrations, and discussions will be conducted to introduce students to each technical and theoretical subject. Hands-on exercises and lab activities with questions and answers between instructor and students will also be conducted to reinforce course content. Out of class homework assignments and readings will be used to review technical material. Quizzes and a final exam will be used to assess the assimilation and retention of the technical concepts and facts
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 20% - Class Participation Class discussion and lab participation • 15% - Exams/Tests Midterm 15% • 20% - Final exam Comprehensive Final • 15% - Lab Reports • 15% - Papers Solar Assessment of a home • 15% - Quizzes Periodic Chapter Quizzes • 100% - Total
Additional Assessment Information (Optional)	
Appropriate Textbooks	

Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. James Dunlop. <i>Photovoltaic Systems</i> , 3rd ed. ed. American Technical Publishers, 2012	
2. Solar Energy International. <i>Solar Design Guidebook</i> , 2nd ed. ed. Solar Energy International, 2015	
Manuals	
<i>You have no manuals defined.</i>	
Periodicals	
<i>You have no periodicals defined.</i>	
Software	
<i>You have no software defined.</i>	
Other	
<i>You have no other defined.</i>	
Assignments	
Sample Assignment	
<p>A Solar Pathfinder is a simple to use and accurate means of determining the shading losses on a proposed solar installation. Using the Solar Pathfinder, perform a shading analysis and generate a report of anticipated production.</p> <p>Perform an analysis of a solar module using a DMM (digital multi-meter) to determine open circuit voltage, short circuit current. With the reading from an irradiance meter, determine the anticipated power production of the module when placed in sunlight.</p>	
Student Learning Outcomes	
1. Students will demonstrate a basic understanding of the introductory scientific and environmental concepts of solar energy as a resource by estimating the resource at a given location, the energy requirements of a home or building, the corresponding size for a photovoltaic array to meet the needs, the components and equipment needed to provide this need, and a cost and payback estimate based on the data.	
2. Students will demonstrate a basic understanding of earth-sun relationships, scientific principles of solar photovoltaic systems, and introductory understanding of solar photovoltaic installation through applied problem solving and lab exercises.	
Minimum Qualification	
Minimum Qualifications:	Environmental Technologies
Library	
List of suggested materials has been given to	No

librarian?	
Library has adequate materials to support course?	Yes
Additional Comments/Information	
Attached Files	
No Files attached	

Santa Monica College New SMC Course

Expanded Course Outline for PV 12 - Photovoltaic Installation Exam Preparation

Course Cover	
Discipline	PV-PHOTOVOLTAIC SYSTEMS
Course Number	12
Full Course Title	Photovoltaic Installation Exam Preparation
Cross Listed Course	
Catalog Course Description	This course examines the theoretical and technical dimensions of solar photovoltaic (PV) systems in detail. Students learn advanced principles of electricity and how they apply to PV systems. They review PV system sizing and design, components and equipment. Detailed discussions on product troubleshooting, net metering laws, local codes, and National Electrical Code (NEC) PV requirements are covered. Successful participants will be qualified to take the North America Board of Certified Energy Practitioners (NABCEP) Entry Level exam.
Rationale	
Rationale	THIS COURSE WOULD REPLACE PV 3. Solar photovoltaic system installations require not only qualified designers and installers but the industry has created a demand for some of that labor force to hold certifications demonstrating solid grasp of the necessary safety and performance criteria for implementation success. PV12 seeks to qualify individuals in the knowledge needed to take and pass the industry-recognized exam known as the NABCEP Associates Examination. This knowledge also serves for acquisition of the Professional level exam, should a student with qualifying experience be inclined to take that level exam as well.
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: 2.00

PV 12 - Photovoltaic Installation Exam Preparation

2 of 5

Weekly Lecture Hours	Min: 2.00 (Sem: 36)
Weekly Laboratory Hours	Min: 0
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	36.00
Load Factor	1.00
Load Factor Rationale	
Repeatability	May be repeated 0 time(s)
Notes on Repeatability (for the student)	
Maximum Enrollment	
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Does NOT transfer to CSU or UC	
SMC GE Area:	
Does NOT satisfy any area of SMC GE:	
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	AA Degree -Solar Photovoltaic Installation AS Degree -Solar Photovoltaic Installation Certificate of Achievement -Solar Photovoltaic Installation Department Certificate -Solar Photovoltaic Installation
Pre/Corequisites & Advisories	
Prerequisite	
PV 11	

Content Review	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Demonstrate advanced knowledge of electrical systems and integration	
2. Compute the parameters of a cell, module, and array I-V curve for given environmental conditions.	
3. Display knowledge of photovoltaic wiring systems, components, and connections	
4. Design and install a basic grid-tied PV system including Article 690 (NEC) code compliance.	
5. Compute load calculations for both dead load and uplift force on a PV rack system	
6. Accurately re-design a commercial PV installation to include fire code clearances.	
7. Integrate monitoring information and diagnose performance of an installed PV system	
8. Demonstrate understanding of the NABCEP Certification process and sit for the NABCEP Associates or Professional level exam.	
9. Identify the various business opportunities and advanced career pathways available to a certified PV Professional.	
Arranged Hours Objectives	
Upon satisfactory completion of the course, students will be able to:	
Course Content	
15%	Mechanical Integration – racking and mounting; advanced mechanical design
10%	Advanced electrical: electrical integration; electrical systems and subsystems
10%	Utility interconnection; Grid-Tied commercial system design
35%	Permitting and Inspecting: wire insulation types; Electrical Code Topics (NEC) (a) conductor ampacity; conduit fill; box fill; duration for heat; overcurrent protection; grounding; Article 690 (b) Rebates, tax credits, feed-in tariffs (c) Safety (electrical, PV, lightning, ladder, roof)
10%	Commissioning, Maintenance, and Troubleshooting
10%	Business and job opportunities, job strategies
10%	NABCEP exam preparation
Total: 100%	
Arranged Hours Instructional Activities	
Methods	
Other Methods	
Methods of Presentation	
Opt Heading	
Methods	Lecture and Discussion
Other	Other Methods: Classroom lectures, handouts, demonstrations, and

Methods	discussions will be conducted to introduce students to each technical and theoretical subject. Hands-on exercises and lab activities with questions and answers between instructor and students will also be conducted. Out of class homework assignments and readings will be used to review technical material. Quizzes and a final exam will be used to assess the assimilation and retention of the technical concepts and facts
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 30% - Class Participation • 20% - Final exam • 20% - Oral Presentation Board assignments/presentations of problem solving • 20% - Quizzes • 10% - Written assignments • 100% - Total
Additional Assessment Information (Optional)	
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. White, Sean. <i>Solar PV Engineering and Installation: Preparation for the NABCEP PV Installation Professional Certification</i> , ed. Routledge, 2015, ISBN: 978-1932685770.	
2. Holt, Mike. <i>2014 Understanding NEC Requirements for Solar Photovoltaic Systems Textbook</i> , ed. Mike Holt, Publisher, 2014, ISBN: 978-1932685770.	
3. James Dunlop. <i>Photovoltaic Systems</i> , 3rd ed. ed. American Technical Publishers , 2014, ISBN: 978-1935941057.	
Manuals	
<i>You have no manuals defined.</i>	
Periodicals	
<i>You have no periodicals defined.</i>	
Software	
<i>You have no software defined.</i>	
Other	
<i>You have no other defined.</i>	
Assignments	
Sample Assignment	
1. From a given set of parameters, including location, orientation, electrical consumption	

history, temperature average, available equipment, and type of building construction, students will complete a detailed system design using NREL solar data. System must completely comply with all relevant codes including Art. 690 of 2013 NEC.

2. Student will successfully take and pass a mock PV installation certification exam with a score of 60% or higher, and review the exam to correct those questions answered in error.

Student Learning Outcomes

1. Students will demonstrate advanced understanding of designing, installing, and troubleshooting residential scale solar photovoltaic systems

2. Students will demonstrate a working understanding of direct current electricity principles as applied to solar photovoltaic systems including a detailed understanding of solar photovoltaic performance and safety principles.

Minimum Qualification

Minimum Qualifications:	Environmental Technologies
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Library

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

Attached Files

No Files attached

Santa Monica College New SMC Course

Expanded Course Outline for VAR PE 59W - Varsity Beach Volleyball For Women

Course Cover	
Discipline	VAR PE-VARSITY INTERCOLLEGIATE SPORTS
Course Number	59W
Full Course Title	Varsity Beach Volleyball For Women
Cross Listed Course	
Catalog Course Description	The varsity beach volleyball course provides a consistent laboratory for the development and enhancement of the skills required to participate in intercollegiate athletics. The course is to be arranged in conjunction with regular season practice and competitions as scheduled by the local and state community college athletics organizations. This course is recommended for those students that plan on participating on the intercollegiate varsity team. Previous experience on a club or high school team is preferred. One repeat is allowed. NOTE: Must be enrolled in 12 units, including this course.
Rationale	
Rationale	Sand volleyball has recently become an intercollegiate sport for women. Many four year colleges, universities and community colleges have teams. While we have offered courses in the sport for years, we did not have an intercollegiate team. At this time, the department is working to add this intercollegiate (varsity) team for the 2018 season.
Proposal Information	
Proposed Start	Year: 2018 Semester: Spring
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min:
Weekly Laboratory	Min:

VAR PE 59W - Varsity Beach Volleyball For Women

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Hours	
Weekly Arranged Hours	Min: 10.00 (Sem: 180)
Total Semester Instructional Hours	180.00
Load Factor	
Load Factor Rationale	
Repeatability	May be repeated 1 time(s)
Notes on Repeatability (for the student)	
Maximum Enrollment	
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:	
Comparable Transfer Courses:	
<ul style="list-style-type: none"> • UC <ul style="list-style-type: none"> UC Irvine PE-Volleyball PE 1-A-B-C 	
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	AS Degree -Athletic Coaching Certificate of Achievement -Athletic Coaching

Pre/Corequisites & Advisories	
Content Review	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Analyze, select, and execute tactics, strategies and skills necessary to play sand volleyball at the intercollegiate level.	
2. Evaluate strengths and weaknesses of self, team and opponents.	
3. Demonstrate increased proficiency in advanced sand volleyball skills.	
4. Exhibit increased physical strength, stamina, endurance and mobility.	
5. Apply the rules and etiquette of intercollegiate sand volleyball in matches.	
6. Explain and apply COA, USAV and FIVB rules in competition.	
Arranged Hours Objectives	
Upon satisfactory completion of the course, students will be able to:	
All objectives are "arranged hours objectives"	
Course Content	
20%	I. Basic Skills Technique Work <ol style="list-style-type: none"> 1. Serving (Float, Jump Float and Jump Serve) 2. Passing 3. Digging (Overhand and Underhand) 4. Setting (Overhand and Underhand) 5. Footwork 6. Blocking 7. Attacking (Spiking and shots)
20%	II. Basic Team Strategies and Tactics <ol style="list-style-type: none"> 1. Defensive strategies (With and without the block) 2. Offensive Tactics 3. Serve-Receive strategies 4. Elements and how they effect team strategies
10%	III. Advanced Techniques for Sand Volleyball <ol style="list-style-type: none"> 1. Defensive Footwork: (Pulling off and traveling across the court) 2. Passing (Passing to attack on the second contact) 3. Digging (Emergency techniques, overhand digging, etc.) 4. Attacking (Seeing the court, Knuckling, shots) 5. Setting 6. Serving (Into the wind and with the wind, angles)
10%	IV. Evaluation of Strengths and Weaknesses

	<ol style="list-style-type: none"> 1. Individual 2. Team 3. Opponents' weaknesses and developing strategies to beat them
15%	V. Physical Training <ol style="list-style-type: none"> 1. Strength 2. Cardiovascular 3. Jump Training
25%	VI. Intercollegiate Competition for Sand <ol style="list-style-type: none"> 1. Rules <ol style="list-style-type: none"> 1. Commission on Athletics 2. USA Volleyball (USAV) 3. Federation Internationale de Volleyball (FIVB) 2. Tournaments and Intercollegiate competitions
Total: 100%	
Arranged Hours Instructional Activities	
Methods	Field Experience Field Trips Lab Observation and Demonstration
Other Methods	
Methods of Presentation	
Opt Heading	
Methods	Field Experience Field Trips Group Work Lecture and Discussion Observation and Demonstration
Other Methods	
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 60% - Class Participation • 15% - Homework • 10% - Performance • 15% - Written assignments • 100% - Total
Additional Assessment	Evaluation of the student will be based upon the following items:

Information (Optional)	<p>Game analysis and journal entries that demonstrates the student's ability to evaluate performance including strength and weaknesses of self, team, and opponents and suggest improvements.</p> <p>Instructor and peer assessment of the student's application of rules in competitive game situations.</p> <p>Practice drills and games that demonstrate the student's increased proficiency in volleyball skills.</p> <p>Instructor assessment of students' improvement in physical strength, stamina, endurance and mobility.</p>
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Jones, Hayden and Dalanhese, Daniel. <i>The Essential Beach Volleyball Drill Book</i> , 2nd ed. Beach VOLleyball California, 2014, ISBN: ISBN-10: 0692261044.	
Manuals	
<i>You have no manuals defined.</i>	
Periodicals	
<i>You have no periodicals defined.</i>	
Software	
<i>You have no software defined.</i>	
Other	
1. 2017 NCAA Rules for Beach Volleyball http://www.ncaa.org/championships/playing-rules/beach-volleyball-rules-game	
Assignments	
Sample Assignment	
<p>Assignment #1:</p> <p>Write a mid-season analysis of your team's performance and an evaluation of your individual work thus far this season. Outline what areas you will focus on improving and how you will do this. List drills that you feel would help you improve your skills and drills that would help you and your teammate. Discuss your communication on the court and ways to improve it.</p> <p>Assignment #2</p> <p>At the end of the semester, submit a journal in which you wrote your evaluations of game situations and analysis of opponents through out the semester. You should include why you won/lost matches, what your game strategies were for each opponent and why</p>	

<p>you chose those strategies. Include your mid-semester reflection and discuss how you implemented your plan to improve. Discuss any situations where you felt referees made "bad calls" and how they impacted your matches.</p>	
<p>Student Learning Outcomes</p>	
<p>1. Demonstrate an understanding of analyzing opponents and developing strategies to beat them.</p>	
<p>2. Identify individual and team's strength and weaknesses.</p>	
<p>3. Demonstrate advanced sand volleyball skills.</p>	
<p>4. Demonstrate increased physical strength, stamina, endurance and mobility.</p>	
<p>5. Demonstrate an understanding of the COA, USAV and FIVB rules and etiquette of sand volleyball.</p>	
<p>Minimum Qualification</p>	
<p>Minimum Qualifications:</p>	<p>Coaching Physical Education (Masters Required) - .</p>
<p>Library</p>	
<p>List of suggested materials has been given to librarian?</p>	<p>No</p>
<p>Library has adequate materials to support course?</p>	<p>Yes</p>
<p>Additional Comments/Information</p>	
<p>Attached Files</p>	
<p>No Files attached</p>	

Santa Monica College New SMC Course

Expanded Course Outline for ACCTG 22 - Advanced Bookkeeping

Course Cover	
Discipline	ACCTG-ACCOUNTING
Course Number	22
Full Course Title	Advanced Bookkeeping
Cross Listed Course	
Catalog Course Description	This course is a continuation of ACCT 21, and this course extends the bookkeeping principles and practices to a merchandising enterprise. Through lecture and problem solving, students will learn how to account, manage and report merchandising activities for a small enterprise. Major topics covered are accruals and deferrals, financial statements and closing procedures, including specific topics in Accounts Receivable and Uncollectible Accounts, Notes Receivable and Payable, Inventory, and Property, Plant and Equipment and Partnership.
Rationale	
Rationale	Merchandising enterprises is a very lucrative and popular industry, and it is rapidly growing. There is a need to educate self-employed or employees on the bookkeeping practices of a merchandising business.
Proposal Information	
Proposed Start	Year: 2018 Semester: Spring
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Weekly Laboratory Hours	Min: 0
Weekly	Min: 0

Arranged Hours	
Total Semester Instructional Hours	54.00
Load Factor	1.00
Load Factor Rationale	Similar to existing lecture base accounting courses.
Repeatability	May be repeated 0 time(s)
Notes on Repeatability (for the student)	
Maximum Enrollment	
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	
Pre/Corequisites & Advisories	
Prerequisite ACCTG 21	
Content Review	
ACCTG 21 - Prerequisite (Content to Content)	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Explain how the matching concept relates to the accrual and deferral basis of accounting for merchandising companies and why adjustments are necessary based on generally-accepted accounting principles (GAAP).	
2. Prepare a work sheet and financial statements for merchandising companies.	

3. Prepare adjusting and closing entries for merchandising companies per generally-accepted accounting principles (GAAP).	
4. List the common classifications of receivables.	
5. Prepare an inventory costing system and apply internal control procedure over to inventory based on generally-accepted accounting principles (GAAP).	
6. Define fixed assets and describe the accounting for their cost.	
7. Define and give examples of current and long-term liabilities.	
8. Describe the characteristics and advantages and disadvantages of the partnership form of business organization.	
Arranged Hours Objectives	
Upon satisfactory completion of the course, students will be able to:	
Course Content	
10%	Accruals and Deferrals
5%	Worksheet
5%	Financial Statements
10%	Accounting Principles and Reporting Standards
5%	Closing Procedures
5%	Reversing Entries
10%	Accounts Receivable and Uncollectible Accounts
10%	Notes Payable and Notes Receivable
10%	Merchandising Inventory Systems
10%	Property, Plant and Equipment
10%	Partnership Accounting
10%	Formation of Partnership
Total: 100%	
Arranged Hours Instructional Activities	
Methods	
Other Methods	
Methods of Presentation	
Opt Heading	
Methods	Group Work Lecture and Discussion Online instructor-provided resources Projects
Other Methods	
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> 5% - Class Participation Students will participate in class by working on special group or independent projects.

	<ul style="list-style-type: none"> • 30% - Exams/Tests Tests will be given throughout the course at the end of specific topics. • 25% - Final exam A cumulative final exam will be given at the end of the course. • 25% - Homework Homework assignments will be given for each chapters to emphasize the important leaning objectives. • 15% - Quizzes Quizzes will be given for each chapter to prepare them for tests and final. • 100% - Total
Additional Assessment Information (Optional)	
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Price, Haddock and Farina. <i>College Accounting</i> , 15e ed. McGrawHill, 2017	
Manuals	
<i>You have no manuals defined.</i>	
Periodicals	
<i>You have no periodicals defined.</i>	
Software	
<i>You have no software defined.</i>	
Other	
<i>You have no other defined.</i>	
Assignments	
Sample Assignment	
<p>ACCRUED AND DEFERRED</p> <ul style="list-style-type: none"> • a.-b. Merchandise Inventory, before adjustment, has a balance of \$8,300. The newly counted inventory balance is \$8,800. • Unearned Seminar Fees has a balance of \$6,800, representing prepayment by customers for five seminars to be conducted in June, July, and August 2019. Two seminars had been conducted by June 30, 2019. • Prepaid Insurance has a balance of \$16,800 for six months' insurance paid in advance on May 1, 2019. • Store equipment costing \$11,380 was purchased on March 31, 2019. It has a 	

salvage value of \$580 and a useful life of four years.

- Employees have earned \$330 that has not been paid at June 30, 2019.
- The employer owes the following taxes on wages not paid at June 30, 2019: SUTA, \$9.90; FUTA, \$1.98; Medicare, \$4.79; and social security, \$20.46.
- Management estimates uncollectible accounts expense at 1 percent of sales. This year's sales were \$2,800,000.
- Prepaid Rent has a balance of \$7,800 for six months' rent paid in advance on March 1, 2019.
- The Supplies account in the general ledger has a balance of \$480. A count of supplies on hand at June 30, 2019, indicated \$190 of supplies remain.
- The company borrowed \$8,200 from First Bank on June 1, 2019, and issued a four-month note. The note bears interest at 6 percent.

Required:

Based on the information above, record the adjusting journal entries that must be made for Sufen Consulting on June 30, 2019. The company has a June 30 fiscal year-end.

Analyze:

After all adjusting entries have been journalized and posted, what is the balance of the Prepaid Rent account?

PARTNERSHIP

Rosie Wilsman and Rosa Escobedo own The Spring Flower Shop. The partnership agreement provides that Wilsman can withdraw \$5,000 a month and Escobedo, \$4,500 a month in anticipation of profits. The withdrawals, which are not considered to be salaries, were made each month. Net income and net losses are to be allocated 40 percent to Wilsman and 60 percent to Escobedo. For the year ended December 31, 2019, the partnership earned a net income of \$150,000.

Prepare general journal entries to:

- Close the income summary account.
- Close the partners' drawing accounts.

Assume that there was a net loss of \$50,000 for the year instead of a profit of \$150,000.

Give the general journal entries to:

- Close the income summary account.
- Close the partners' drawing accounts.

Student Learning Outcomes

1. Students will be able to record, classify and interpret financial data and prepare financial statement reports using accrual and deferral accounting for merchandising businesses for sole proprietorship and partnerships.

2. Perform financial accounting functions using proper format and procedures based on Generally Accepted Accounting Principles (GAAP).	
3. Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.	
Minimum Qualification	
Minimum Qualifications:	Accounting (Masters Required)
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes
Additional Comments/Information	
Attached Files	
Prereq worksheet	

Prerequisite / Corequisite Checklist and Worksheet

ACCOUNTING 22

Prerequisite: ACCTG 21: Business Bookkeeping

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 ACCTG 22

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

A)	Define and use key accounting terms to analyze and journalize transactions, post the corresponding journal entries to the ledger, and prepare a trial balance.
B)	Distinguish between accrual basis and cash basis accounting and apply the revenue recognition and matching principles.
C)	Apply accounting concepts and principles to describe an organization's financial position and prepare and use financial statements.
D)	Record adjusting entries at the end of the accounting period, prepare an adjusted trial balance, and prepare financial statements from the adjusted trial balance.

EXIT SKILLS (objectives) FOR ACCTG 21

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

1.	Apply accounting concepts and principles to describe an organization's financial position and prepare and use financial statements.
2.	Define and use key accounting terms to analyze and journalize transactions, post the corresponding journal entries to the ledger, and prepare a trial balance.
3.	Distinguish between accrual basis and cash basis accounting and apply the revenue recognition and matching principles.
4.	Record adjusting entries at the end of the accounting period, prepare an adjusted trial balance, and prepare financial statements from the adjusted trial balance.
5.	Prepare special journals (sales, cash receipts, purchases, and cash payments journals) and subsidiary ledgers (accounts receivable and accounts payable).
6.	Apply internal controls to the receipt and payment of cash. Prepare bank reconciliations and the related journal entries.
7.	Prepare an accounting worksheet, close temporary accounts, and complete the accounting cycle.
8.	Compute and record employee payroll and corresponding employer payroll tax journal entries.

		ENTRANCE SKILLS FOR Acctg 22							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR Acctg 22	1			X					
	2	X							
	3		X						
	4		X	X	X				
	5	X							
	6				X				
	7			X	X				
	8				X				

Santa Monica College
New SMC Course
Expanded Course Outline for AD JUS 3 - Criminal Evidence

Course Cover	
Discipline	AD JUS-ADMINISTRATION OF JUSTICE
Course Number	3
Full Course Title	Criminal Evidence
Cross Listed Course	
Catalog Course Description	This course explores types of evidence and legal rules governing its admission and exclusion in a criminal court proceeding. A special emphasis is placed on examining the key rules pertaining to witness competency, privileged communications, confessions, hearsay statements and identification procedures. Case studies and judicial decisions interpreting the evidence rules are also included.
Rationale	
Rationale	This is a resurrection of our Administration of Justice course offerings as part of our CTE training. These classes were very popular with both prospective and current police officers. In addition, these courses serve as skill building continuing education for professionals in the field. We expect there to be a large demand for these classes due to the growth of job opportunities in the Administration of Justice field. Additionally, these courses tie in well with the logistics and insurance courses that we offer in our department. For example, knowledge of criminal procedure is vital for individuals pursuing job positions in the transportation security industry and in the insurance fraud investigation area. Finally, 11 out of the 18 CSU campuses which offer Criminal Justice Programs are impacted. We anticipate that our Administration of Justice courses will follow this trend in generating a high level of interest.
Proposal Information	
Proposed Start	Year: 2018 Semester: Spring
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO

Credit Hours	Min: 0
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Weekly Laboratory Hours	Min:
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	54.00
Load Factor	1.00
Load Factor Rationale	
Repeatability	May be repeated 0 time(s)
Notes on Repeatability (for the student)	
Maximum Enrollment	
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-T Degree -Administration of Justice (forthcoming)
Pre/Corequisites & Advisories	
Content Review	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	

1. Identify and differentiate various types of evidence.	
2. Define and explain the key rules of evidence.	
3. Explain the sequence of events in the trial process.	
4. Critically evaluate and apply the evidence rules to specific case facts.	
5. Identify the factors that qualify a witness as competent.	
6. Explain methods for impeaching a witness on the stand.	
7. List the type of relationships which may be subject to a communication privilege.	
8. Analyze when the privilege against self-incrimination applies.	
9. Identify the components of the hearsay rule.	
10. Explain how the exclusionary rule applies to identification procedures.	
11. State the order of the typical chain of custody.	
12. Identify the requirements for a valid search warrant.	
Arranged Hours Objectives	
Upon satisfactory completion of the course, students will be able to:	
Course Content	
5%	<p><u>Introduction to Evidence Law</u></p> <ul style="list-style-type: none"> • Evidence defined • Legal principles and rules governing the admissibility of evidence generally • Sources and purposes of evidence rules
5%	<p><u>Overview of the Trial Process</u></p> <ul style="list-style-type: none"> • Jury and bench trials • Roles of prosecutor and defense attorney • Sequence of events in a jury trial
15%	<p><u>Basic Concepts of Evidence</u></p> <ul style="list-style-type: none"> • Categories of evidence: witness testimony, real or physical evidence, writings and demonstrative evidence • Relevant evidence • Probative versus prejudicial evidence • Material evidence • Direct versus circumstantial evidence • Contradictory versus corroborative evidence • Judicial notice • Presumptions • Burden of proof • Stipulations
10%	<p><u>Witnesses: Competency and Distinguishing between Lay and</u></p>

	<p><u>Expert</u></p> <ul style="list-style-type: none"> • Witness competency and capacity • Special issues: children as witnesses, mental stability concerns and judge and jurors as witnesses • Methods of interrogating witnesses • Lay Witness testimony • Expert witnesses: qualifying the expert and types of experts • Refreshing witnesses' recollection
5%	<p><u>Credibility and Impeachment</u></p> <ul style="list-style-type: none"> • Methods of impeachment • Bad character evidence • Admissibility of other crimes and bad acts • Bias
15%	<p><u>Privileged Communications</u></p> <ul style="list-style-type: none"> • General principles • Husband and wife relationship • Attorney-client privilege • Physician-patient privilege • Psychotherapist-patient privilege • Accountant-client privilege • Clergy-communicant privilege • Identify of informer privilege • Waiver and applicable exceptions
10%	<p><u>Confessions and the Privilege Against Self-Incrimination</u></p> <ul style="list-style-type: none"> • Confessions and admissions generally • The privilege against self-incrimination and when it can be claimed • Miranda rights • Waiver of privilege • Exclusion of confessions
10%	<p><u>Hearsay</u></p> <ul style="list-style-type: none"> • Components of the hearsay rule and its application generally • Purpose of the rule • Hearsay exceptions and exemptions including, but not limited to the following: dying declarations, spontaneous declarations,

	state of mind, business records, former testimony, declaration against interest and admissions.
10%	<p><u>Identification Procedures</u></p> <ul style="list-style-type: none"> • Types of identification procedures • Right to counsel • Due process • Types of suggestive identification procedures • Test for determining reliability of identification procedures • Application of exclusionary rule to invalid identification procedures
10%	<p><u>Physical Evidence and Chain of Custody</u></p> <ul style="list-style-type: none"> • Physical evidence generally • Sources of physical evidence • Foundation for introducing evidence • Chain of custody • Connecting objects with trial issues • Marking objects for identification • Preparation of objects for use in court
5%	<p><u>Search and Seizure</u></p> <ul style="list-style-type: none"> • The scope of a search and seizure • Constitutional protections • Search pursuant to a valid warrant • Exceptions to the warrant requirement • The exclusionary rule
Total: 100%	
Arranged Hours Instructional Activities	
Methods	
Other Methods	
Methods of Presentation	
Opt Heading	
Methods	Lecture and Discussion
Other Methods	Case studies
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 5% - Class Participation • 60% - Exams/Tests

	<p>3 unit exams at 20% each.</p> <ul style="list-style-type: none"> • 10% - Homework <p>Students will complete exercises where they apply the evidence rules to hypothetical case facts.</p> <ul style="list-style-type: none"> • 10% - Oral Presentation • 15% - Written assignments • 100% - Total
Additional Assessment Information (Optional)	
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Garland, Norman. <i>Criminal Evidence</i> , 7th ed. McGraw-Hill, 2015, ISBN: 9780078026614.	
Manuals	
<i>You have no manuals defined.</i>	
Periodicals	
<i>You have no periodicals defined.</i>	
Software	
<i>You have no software defined.</i>	
Other	
<i>You have no other defined.</i>	
Assignments	
Sample Assignment	
<p>Assignment #1: Case Brief</p> <p>Students will review a case decision involving the admissibility of a particular type of evidence. For example, a student may research one of the decisions involving the application of the exclusionary rule to omit an identification made in a line-up. The student will review the case, break the case down into elements such as the issue(s), rule, reasoning and decision. He or she will then provide a critical analysis of the impact that this decision is expected to produce. In the case brief, the student should also propose an alternative ruling if the result is not considered beneficial.</p> <p>Assignment # 2: Oral Presentation</p> <p>Students will research a case where a particular piece of evidence was excluded. They will then report the findings to the class in an oral presentation. Students should explain</p>	

the arguments for and against excluding the evidence as well the rule applied. The presentation should be 5 minutes in length.	
Student Learning Outcomes	
1. Given a set of facts, students will be able to distinguish between statements which would be excluded from a court trial on hearsay grounds and those which would be admitted.	
2. Given a hypothetical case study, students will analyze whether the privilege against self-incrimination can be claimed.	
3. Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.	
Minimum Qualification	
Minimum Qualifications:	Administration of Justice Law (Masters Required)
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes
Additional Comments/Information	
Attached Files	
No Files attached	

Santa Monica College
New SMC Course
Expanded Course Outline for AD JUS 5 - Criminal Investigation

Course Cover	
Discipline	AD JUS-ADMINISTRATION OF JUSTICE
Course Number	5
Full Course Title	Criminal Investigation
Cross Listed Course	
Catalog Course Description	C-ID Designation AJ 140 This course examines the basic principles, procedures and ethical challenges involved in criminal investigation. The topics covered include the organization of the investigative process, scientific analysis of physical evidence, crime scene management, documentation of evidence, interviews and interrogation, sources of information, surveillance, and the role of the investigator in the trial process.
Rationale	
Rationale	This is a resurrection of our Administration of Justice course offerings as part of our CTE training. These classes were very popular with both prospective and current police officers. In addition, these courses serve as skill building continuing education for professionals in the field. We expect there to be a large demand for these classes due to the growth of job opportunities in the Administration of Justice field. Additionally, these courses tie in well with the logistics and insurance courses that we offer in our department. For example, knowledge of criminal procedure is vital for individuals pursuing job positions in the transportation security industry and in the insurance fraud investigation area. Finally, 11 out of the 18 CSU campuses which offer Criminal Justice Programs are impacted. We anticipate that our Administration of Justice courses will follow this trend in generating a high level of interest.
Proposal Information	
Proposed Start	Year: 2018 Semester: Spring
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour	NO

Exist	
Credit Hours	Min: 0
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Weekly Laboratory Hours	Min:
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	54.00
Load Factor	1.00
Load Factor Rationale	
Repeatability	May be repeated 0 time(s)
Notes on Repeatability (for the student)	
Maximum Enrollment	
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-T Degree -Administration of Justice (forthcoming)
Pre/Corequisites & Advisories	
Content Review	
Course Objectives	

Upon satisfactory completion of the course, students will be able to:	
1. Describe successive evolutionary stages of the criminal investigative process.	
2. Describe the potential consequences of an invalid search and seizure.	
3. List the procedures that first responders must follow when investigating crime scenes.	
4. Demonstrate an understanding of the duties related to crime scene investigation which include management control, evidence preservation and general area investigation.	
5. Identify and analyze the conclusions that may be drawn from a specific piece of evidence in a criminal process.	
6. Outline the different strategies for interviews and interrogations. Compare and contrast each of the techniques and any legal implications that may follow by utilizing one over another.	
7. Demonstrate an understanding of the function and significance of documentation in the criminal investigative process.	
8. Identify the different databases and sources of information that an investigator can research.	
9. Explain the role of forensic examinations in the crime scene investigative process.	
10. Identify the proper investigative techniques employed in specific cases such as those involving death and injury, theft, sex-related offenses, cybercrime, arson, and drugs.	
11. Describe the investigator's role in the judicial process.	
12. Explain the ethical challenges pertaining to the investigative process.	
Arranged Hours Objectives	
Upon satisfactory completion of the course, students will be able to:	
Course Content	
5%	<p><u>Overview of Criminal Investigation</u></p> <ul style="list-style-type: none"> • Introduction to criminal investigation and the role of the investigator • Purposes and objectives of criminal investigation and forensic science • Evolution of criminal investigation and forensic science
5%	<p><u>Legal Aspects of Investigation</u></p> <ul style="list-style-type: none"> • Procedural and substantive law • General principles of constitutional procedure • Laws pertaining to arrest, search and seizure • "Stop and frisk" measures • Consequences for criminal procedure violations
20%	<p><u>The Investigative Process and Crime Scene Management</u></p> <ul style="list-style-type: none"> • The organization of the investigative process • The preliminary investigation

	<ul style="list-style-type: none"> • Types of crime scenes • Management and control of crime scenes • Procedures for first responders • Crime scene security • Documenting the crime scene • Sources of information • Crime scene patterns • Visual documentation of the crime scene (digital recording, still photography, crime scene sketching and marking)
10%	<p><u>Physical Evidence</u></p> <ul style="list-style-type: none"> • Distinction between class and individual characteristics • Comparison samples • Types of evidence sources: hair, soil, fingerprints, forensic odontology, firearms, glass, fiber fragments, DNA, among others • Utility of evidence
10%	<p><u>Interviews and Interrogations</u></p> <ul style="list-style-type: none"> • Objectives of interviews and interrogations • Compare and contrast the two procedures • Preparation for interviews and interrogations • Pre-interrogation legal requirements • Identification of witnesses and reliability concerns • Documenting interviews and interrogations • Waivers and admissibility of confessions • Technical instruments for detecting deception
10%	<p><u>Documentation of Evidence</u></p> <ul style="list-style-type: none"> • Field notes • Basic investigative questions • Types of reports • Guidelines for writing effective reports
15%	<p><u>Follow-up Investigation, Information Resources, and Surveillance</u></p> <ul style="list-style-type: none"> • Overview of the investigative follow-up process and purposes • Types of reports utilized • Examination of physical evidence • Re-interview of victims and suspects • Information resources and databases • Purposes of surveillance • Planning for surveillance operations

	<ul style="list-style-type: none"> • Types of Surveillance • Rules for conducting photo line-ups and live line-ups • Cold case investigation
5%	<p><u>Crime Laboratories</u></p> <ul style="list-style-type: none"> • Functions and types of laboratories • Array of evidence examined • Tools and technologies used for examination • Measures of effectiveness • Ethics codes for forensic examiners
5%	<p><u>Criminal Investigation Techniques Related to Particular Crimes</u></p> <ul style="list-style-type: none"> • Identify specific techniques for investigation in death and injury cases, theft, sex-related offenses, cybercrime, arson, and drugs.
10%	<p><u>Trial Process</u></p> <ul style="list-style-type: none"> • Criminal trial process overall • Presentation of evidence • Witnesses: credibility, direct and cross-exam of witnesses, and the investigator as witness • Role of the investigator in the process
5%	<p><u>Ethical Challenges in Investigation</u></p> <ul style="list-style-type: none"> • Observing proper procedures and protocols • Consequences of an ethical breach
Total: 100%	
Arranged Hours Instructional Activities	
Methods	
Other Methods	
Methods of Presentation	
Opt Heading	
Methods	Lecture and Discussion
Other Methods	Case Studies
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 5% - Class Participation • 60% - Exams/Tests 3 exams at 20 percent each.

	<ul style="list-style-type: none"> • 10% - Homework • 10% - Oral Presentation • 15% - Written assignments • 100% - Total
Additional Assessment Information (Optional)	
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Swanson, C.; Chamelin, N.; Territo, L.; Taylor, R.. <i>Criminal Investigation</i> , 11th ed. McGraw-Hill, 2012, ISBN: 9780078111525.	
2. Hess, K., Orthmann, C., Cho, H.. <i>Criminal Investigation</i> , 11th ed. Cengage Learning, 2016, ISBN: 9781285862613.	
Manuals	
<i>You have no manuals defined.</i>	
Periodicals	
<i>You have no periodicals defined.</i>	
Software	
<i>You have no software defined.</i>	
Other	
<i>You have no other defined.</i>	
Assignments	
Sample Assignment	
<p><u>Assignment #1: Essay</u></p> <p>Students will write an essay where they compare and contrast the different interview and interrogation techniques utilized in criminal investigation. Students will evaluate the effectiveness of each strategy as well as any legal ramifications that may follow from using a particular technique. The essay should be between 2-3 pages in length.</p> <p><u>Assignment 2: Oral Presentation</u></p> <p>Students will research the proper way to collect a particular type of evidence as well as any challenges associated with gathering and preserving it. The student will then present the findings to the class in an oral presentation which should be 5 minutes in length.</p>	
Student Learning Outcomes	
1. Describe the different types of reports that investigators may utilize during the criminal	

investigative process.	
2. Analyze the technologies used by crime laboratories in examining evidence and evaluate their relative effectiveness.	
3. Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.	
Minimum Qualification	
Minimum Qualifications:	Administration of Justice
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes
Additional Comments/Information	
Attached Files	
No Files attached	

SANTA MONICA COLLEGE PROGRAM OF STUDY

Bicycle Maintenance Certificate of Completion (Noncredit)

This program is designed to introduce students to the basics of bicycle maintenance and provide a pathway to jobs as entry-level mechanics, bicycle sales positions or bicycle shop management. Areas to be covered include introduction to small business operations, technical and mechanical skill development, drive-train design and maintenance, wheel and hub systems, brake systems, suspensions, handlebar and stem assembly and an introduction to "pedal-assist", electric and light- electric vehicle (LEV) technologies. This program will also explore the various career pathways in the bicycle industry at the local, national and international levels.

CERTIFICATE REQUIREMENTS:

- satisfactory completion of each of the courses in the Area of Emphasis

CATALOG RIGHTS: A student may satisfy the requirements of a Certificate of Completion that were in effect at any time of the student's continuous enrollment. Continuous enrollment is defined as enrollment in consecutive Fall and Spring semesters until completion.

Program Learning Outcomes:

Upon completion of the program, students will be able to assemble new bicycles, repair bicycles and help customers select bicycles that fit their body sizes and intended bicycle use.

Area of Emphasis

Required Courses		Units
BCYCLE NC 901	Bicycle Maintenance Level 1	0
BCYCLE NC 902	Bicycle Maintenance Level 2	0
Total Units for Area of Emphasis:		0

PID 312

SANTA MONICA COLLEGE
PROGRAM OF STUDY
Business Essentials Level 1
Certificate of Completion (Noncredit)

Careers in business are often one of the most sought after opportunities. Business activity is all around us, as it is affects our daily lives as we work, invest and play. Consequently, people want to learn about business and its intricacies. This program will introduce students to the functional areas of business and the role of entrepreneurship in our economy.

CERTIFICATE REQUIREMENTS:

- satisfactory completion of each of the courses in the Area of Emphasis

CATALOG RIGHTS: A student may satisfy the requirements of a Certificate of Completion that were in effect at any time of the student's continuous enrollment. Continuous enrollment is defined as enrollment in consecutive Fall and Spring semesters until completion.

Program Learning Outcomes:

Upon completion of the program, students will demonstrate a general understanding of business concepts, as well as have developed their own entrepreneurial business mindset.

Area of Emphasis

Required Courses	Units
BUS NC 901 Introduction to Business Basic	0
BUS NC 902 Introduction to Business Mindset	0
Total Units for Area of Emphasis:	
	0

PID 311

SANTA MONICA COLLEGE PROGRAM OF STUDY

Customer Service

Certificate of Completion (Noncredit)

This program in Customer Service provides marketable business knowledge and professional skills to individuals currently seeking employment in various customer driven industries. The business environment demands that companies provide customers with quick, efficient, correct service that is intended to be delightfully memorable. This program introduces students to the theories of the customer service exchange and their practical application during a customer encounter.

CERTIFICATE REQUIREMENTS:

- satisfactory completion of each of the courses in the Area of Emphasis

CATALOG RIGHTS: A student may satisfy the requirements of a Certificate of Completion that were in effect at any time of the student's continuous enrollment. Continuous enrollment is defined as enrollment in consecutive Fall and Spring semesters until completion.

Program Learning Outcomes:

Upon completion of the program, students will demonstrate the comprehensive analysis of a customer encounter and address or resolve the situation using effective customer service techniques.

Area of Emphasis

Required Courses		Units
BUS NC 911	Customer Service Level 1	0
BUS NC 912	Customer Service Level 2	0

Total Units for Area of Emphasis: **0**

PID 313

SANTA MONICA COLLEGE

PROGRAM OF STUDY

Introduction to Early Care & Education Certificate of Completion (Noncredit)

This program serves as an introduction to the theoretical and practical knowledge required for working with young children in an early care and education setting. It will help individuals determine their level of interest in the early care and education field, prepare students for credit-bearing coursework in Early Childhood Education, and count toward the professional growth requirement for the renewal of an existing Child Development Permit. The program consists of a sequence of courses that prepares students with the knowledge and skills needed to gain employment as an entry-level Assistant Teacher or Family Child Care Provider. This includes an understanding of child development from birth to age 5, basic principles of early care and education, planning culturally responsive curriculum, communicating with children and families, licensing regulations, health and safety standards, and employment seeking strategies. These courses are not intended as a substitute for any Certificate or Associate in Science – Early Childhood Education or related degrees coursework, which provide state mandated education and fieldwork experiences leading to a Child Development Permit and employment as an early care and education associate teacher or higher. After completing this program, students who wish to pursue a certificate / degree in Early Childhood Education are encouraged to meet with a Counselor to create and Education Plan.

CERTIFICATE REQUIREMENTS:

- satisfactory completion of each of the courses in the Area of Emphasis

CATALOG RIGHTS: A student may satisfy the requirements of a Certificate of Completion that were in effect at any time of the student's continuous enrollment. Continuous enrollment is defined as enrollment in consecutive Fall and Spring semesters until completion.

Program Learning Outcomes:

Upon completion of the program, students will demonstrate an understanding of the foundational knowledge and skills needed to work with children ages 0-5 and their families in an early care and education setting. Students will demonstrate an understanding of basic child development theories and how they can be used to support teachers in planning and preparing culturally responsive and developmentally appropriate classroom and curriculum experiences. In addition, students will demonstrate an understanding of the licensing and workforce requirements for group care and education for young children in California.

Area of Emphasis

Child Development Non-credit	Units
ECE NC 901 Introduction to Early Care & Education	0
ECE NC 902 Culturally Relevant Curriculum	0
ECE NC 903 Early Care Licensing & Workforce Readiness	0
Total Units for Area of Emphasis:	0

PID 290

SANTA MONICA COLLEGE
PROGRAM OF STUDY
Rehabilitation Therapy Aide
Certificate of Completion (Noncredit)

The Certificate of Completion introduces students to the field and practice of rehabilitation therapy, including occupational, physical and speech therapy. Students learn the essential job duties and responsibilities of a Rehabilitation Aide, and experience clinical hands-on practice with the equipment, machines and tools. The students explore the history, ethics and common muscular anatomy, diagnoses and associated precautions, and body mechanic and movement terms used in these health care fields.

CERTIFICATE REQUIREMENTS:

- satisfactory completion of each of the courses in the Area of Emphasis

CATALOG RIGHTS: A student may satisfy the requirements of a Certificate of Completion that were in effect at any time of the student's continuous enrollment. Continuous enrollment is defined as enrollment in consecutive Fall and Spring semesters until completion.

Program Learning Outcomes:

Upon completion of this program, students will be able to: 1) Differentiate among the varying roles of a rehabilitation aide, assistant and therapist; 2) Demonstrate competency in basic medical office ethics and common practices; 3) Give examples of diagnoses, injuries and disabilities, and their associated precautions, commonly encountered in a rehabilitation therapy setting; 4) Use common rehabilitation therapy terminology; 5) Identify and locate some of the major muscle groups of the human body; 6) Recognize proper muscle movement and body mechanics along the various planes of the body; 7) Lift, maintain and clean equipment, machines and tools commonly used in rehabilitation therapy settings; 8) Recognize some modalities used in rehabilitation settings and distinguish an aide's role in helping patients with those modalities; and 9) Learn and become CPR, AED, and First Aid certified in accordance with the American Red Cross' guidelines.

Area of Emphasis

Required Courses	Units
HEALTH NC 900 Introduction to the Career of a Rehabilitation Therapy Aide	0
HEALTH NC 902 Clinical Practice for a Rehabilitation Therapy Aide	0
HEALTH NC 904 Kinesiology for a Rehabilitation Therapy Aide	0

Total Units for Area of Emphasis: **0**

PID 310

SANTA MONICA COLLEGE PROGRAM OF STUDY

Hospital Inpatient Coder Department Certificate

Coding is the transformation of healthcare diagnoses, procedures, medical services, and equipment into universal medical alphanumeric codes for statistical reporting and reimbursement purposes. A Hospital Inpatient Coder reviews and codes information for patients who stay at least overnight in a hospital facility. This certificate program provides training in medical terminology, inpatient coding, and billing, reimbursement, and collection procedures.

DEPARTMENT CERTIFICATE REQUIREMENTS:

- satisfactory completion of the Area of Emphasis
- a grade of C or higher in each course in the Area of Emphasis
- completion of at least 50% of Area of Emphasis units at SMC

Note: Department Certificates are not notated on student transcripts. Student must submit a petition to the relevant academic department.

Additional information for the Certificate is available at the Transfer/Counseling Center and at www.smc.edu/articulation.

CATALOG RIGHTS: A student may satisfy the requirements of a Department Certificate that were in effect at any time of the student's continuous enrollment. Continuous enrollment is defined as enrollment in consecutive Fall and Spring semesters until completion.

Program Learning Outcomes:

Upon completion of the program, students will demonstrate knowledge of medical terminology and correctly code inpatient facility services and diagnoses. Using knowledge of billing principles, students will demonstrate an understanding of billing, reimbursement, and collection procedures.

Area of Emphasis

Basic Inpatient Coding		Units
OFTECH 20	Medical Vocabulary	3
OFTECH 25	Medical Coding/Billing 2	3
OFTECH 26	Medical Coding/Billing 3	3

Total Units for Area of Emphasis: **9**

PID 299

SANTA MONICA COLLEGE

PROGRAM OF STUDY

Legal Office Clerk Certificate of Achievement

Legal office clerks perform basic support tasks in a law office. This entry level position includes responsibilities such as producing correspondence, performing receptionist duties, answering telephones, filing, and managing the calendars. The Legal Office Clerk Certificate provides training in computer technology, legal office procedures, legal terminology, machine transcription, English skills, and keyboarding. With experience, legal office clerks may advance to administrative assistants and office managers.

CERTIFICATE OF ACHIEVEMENT REQUIREMENTS:

- completion of the Area of Emphasis with a grade of C or higher in each course
- completion of at least 50% of Area of Emphasis units at SMC
- overall GPA of 2.0 or higher

CATALOG RIGHTS: A student may satisfy the requirements of a Degree or Certificate that were in effect at any time of the student's continuous enrollment. Continuous enrollment is defined as enrollment in consecutive Fall and Spring semesters until completion.

Program Learning Outcomes:

Upon completion of the program, students will demonstrate using knowledge of legal terminology, English skills, computer technology, machine transcription, and keyboarding, students will prepare legal documents. Applying knowledge of legal office procedures, students will demonstrate skills in court calendaring, billing procedures, and filing systems.

Area of Emphasis

Required Courses:

		Units
CIS 4	Business Information Systems with Applications	3
OFTECH 5	English Skills For The Office	3
OFTECH 30	Legal Office Procedures	3
OFTECH 31	Legal Terms And Transcription	3

Total Units for Area of Emphasis:

12

PID 300

SANTA MONICA COLLEGE

PROGRAM OF STUDY

Medical Office Clerk

Certificate of Achievement

The Basic Medical Office Certificate prepares students to perform common tasks in a medical workplace. Students develop skills in medical terminology, medical office procedures, and basic medical coding and billing principles.

CERTIFICATE OF ACHIEVEMENT REQUIREMENTS:

- completion of the Area of Emphasis with a grade of C or higher in each course
- completion of at least 50% of Area of Emphasis units at SMC
- overall GPA of 2.0 or higher

CATALOG RIGHTS: A student may satisfy the requirements of a Degree or Certificate that were in effect at any time of the student's continuous enrollment. Continuous enrollment is defined as enrollment in consecutive Fall and Spring semesters until completion.

Program Learning Outcomes:

Upon completion of the program, students will demonstrate applying knowledge of medical office procedures, students will demonstrate an understating of HIPAA, patient admissions and discharges, and appropriate telephone and scheduling procedures. Using knowledge of medical terminology and coding/billing procedures, students will demonstrate an understanding of billing, reimbursement, and collection procedures.

Area of Emphasis

Required Courses:	Units
OFTECH 20 Medical Vocabulary	3
OFTECH 24 Medical Coding/Billing 1	3
OFTECH 27 Medical Office Procedures	3
CIS 4 Business Information Systems with Applications	3

Total Units for Area of Emphasis: 12

PID 298

SANTA MONICA COLLEGE

PROGRAM OF STUDY

Social Media Assistant

Certificate of Achievement

Social media have revolutionized the way businesses interact with consumers. This program is designed to give students an understanding of the concepts involved in marketing and the role social media play in advertising, public relations, branding, and corporate communication strategies.

Students will gain practical skills and learn the latest technical tools in social media through various projects / assignments.

CERTIFICATE OF ACHIEVEMENT REQUIREMENTS:

- completion of the Area of Emphasis with a grade of C or higher in each course
- completion of at least 50% of Area of Emphasis units at SMC
- overall GPA of 2.0 or higher

CATALOG RIGHTS: A student may satisfy the requirements of a Degree or Certificate that were in effect at any time of the student's continuous enrollment. Continuous enrollment is defined as enrollment in consecutive Fall and Spring semesters until completion.

Program Learning Outcomes:

Upon completion of the program, students will demonstrate the difference between social media platforms, including functionality, target audience, and intended use.

Upon completion of the program, students will determine which social media platforms are best for their business and examine recent changes associated with popular social media platforms.

Area of Emphasis

Required Courses:	Units
CIS 50 Internet, HTML, and Web Design	3
CIS 51 HTML5, CSS3, and Accessibility	3
CIS 70 Social Media Applications	3
CIS 60A Photoshop I	3
BUS 34 Introduction to Social Media Marketing	3

Total Units for Area of Emphasis: 15

PID 296

SANTA MONICA COLLEGE

PROGRAM OF STUDY

Early Childhood Associate Teacher Certificate of Achievement

*Students must complete the area of emphasis (major) requirements in effect at the time enrollment begins or the requirements in effect at graduation as long as continuous enrollment is maintained. *Continuous enrollment is defined as enrollment in each Fall and Spring semester until graduation. At least 50% of the units required for Department Certificates must be completed at Santa Monica College. Students must receive a grade of C or higher in each course to successfully complete this certificate. This certificate for Early Childhood Associate Teacher is granted upon completion of 12 units listed below.

Students completing an Early Childhood Associate Teacher certificate are qualified to teach in a private child development program licensed under Title 22 of the Department of Social Services. It also fulfills the educational requirements for students seeking a California Child Development Permit Matrix at the Associate Teacher level issued by the California Commission of Teaching Credentialing. Students that desire to work in a early childhood setting are required to minimally complete these core classes.

CERTIFICATE OF ACHIEVEMENT REQUIREMENTS:

- completion of the Area of Emphasis with a grade of C or higher in each course
- completion of at least 50% of Area of Emphasis units at SMC
- overall GPA of 2.0 or higher

CATALOG RIGHTS: A student may satisfy the requirements of a Degree or Certificate that were in effect at any time of the student's continuous enrollment. Continuous enrollment is defined as enrollment in consecutive Fall and Spring semesters until completion.

Program Learning Outcomes:

Upon completion of the program, students will demonstrate the knowledge, skills and dispositions to meet the entry-level requirements for early childhood professionals working in programs regulated by the California Department of Social Services (Title 22). This certificate is designed to meet the Early Childhood Education course work which is one of the two requirements needed to qualify for the California Child Development Associate Teacher permit.

Area of Emphasis

Required Courses: (9 units)		Units
ECE 2	Principles and Practices of Teaching Young Children	3
ECE 11	Child, Family and Community	3
PSYCH 11	Child Growth And Development	3
Select one additional course from the following courses: (3 units)		Units
ECE 4	Language and Literature for the Young Child	3
ECE 5	Math and Science for the Young Child	3
ECE 8	Creative Experiences - Art, Music, and Movement	3
ECE 17	Introduction to Curriculum	3

Total Units for Area of Emphasis: 12

PID 236

SANTA MONICA COLLEGE
PROGRAM OF STUDY
SOLAR PHOTOVOLTAIC INSTALLATION revision 5/26/17
Solar Photovoltaic and Energy Efficiency
Associate in Science (AS)
Effective Fall 2017

Solar energy systems are being installed in growing numbers at businesses and private residences. This growing demand is expected to increase the need for many new jobs for Photovoltaic System Installers and Solar Thermal System Installers. The program will provide students with both the hands-on skills and the broader contextual knowledge necessary to gain successful employment in the burgeoning solar industry. Students who complete this program will be qualified for jobs in a variety of different capacities, including installation repairs, entry-level solar installer, mid-upper level solar design positions, sales, and potentially even start their own solar installation company. With additional education or experience, students could pursue employment with one of the many public institutions working on alternative energy policy.

This program in Solar Photovoltaic Installation prepares the student to take the NABCEP (North American Board of Certified Energy Practitioners) Entry Level Exam.

ASSOCIATE DEGREE REQUIREMENTS:

- completion of at least 60 semester units including:
 - completion of the Area of Emphasis with a grade of C or higher in each course
 - completion of at least 50% of Area of Emphasis units at SMC
 - one of the following general education patterns: SMC GE, CSU GE, or IGETC (see www.smc.edu/articulation or visit the Transfer/Counseling Center)
 - the Global Citizenship requirement
- overall GPA of 2.0 or higher

CATALOG RIGHTS: A student may satisfy the requirements of a Degree or Certificate that were in effect at any time of the student's continuous enrollment. Continuous enrollment is defined as enrollment in consecutive Fall and Spring semesters until completion.

TRANSFER REQUIREMENTS:

Students planning to transfer to a four-year program should complete the lower-division major requirements and the general education pattern for the appropriate transfer school.

- Transfer requirements for UC and CSU can be found at www.assist.org.
- Transfer agreements with select private and out-of-state institutions can be found at www.smc.edu/articulation.

Program Learning Outcomes:

Upon completion of the program, students will demonstrate proficiency in basic terminology (solar radiation, solar irradiance, solar insolation, solar constant, solstice, equinox, solar altitude angle, solar azimuth angle, solar incidence angle) Students will be able to explain how a solar cell converts sunlight into electrical power and distinguish between PV cells, modules, panels and arrays. Students will be able to identify the five key electrical output parameters for PV modules using manufacturers' literature (Voc, Isc, Vmp, Imp, and Pmp) and label points on a current-voltage (I-V) curve, as well as identify and apply regulatory codes when conducting energy assessments and/or site visits. Students will be able to recognize and identify local and state energy efficiency requirements/incentives for new and existing buildings; conduct Energy Utilization Analysis; and recognize mechanics and engineering of energy systems, including HVAC, lighting, and renewable energy systems.

Area of Emphasis

Required Introductory Photovoltaic (3 units minimum):		Units
PV 11	Introduction to Solar Photovoltaics	3
or		

PV 1	Introduction To Solar Energy Systems	3
and		
PV 2	Intermediate PV System Installation	3
Required Advanced Photovoltaic (2 units minimum):		Units
PV 12	Photovoltaic Installation Exam Preparation	2
or		
PV 3	Advanced Solar Photovoltaic Systems	4
Required Energy Efficiency:		Units
ENERGY 1	Introduction to Energy Efficiency	3
ENERGY 2	Energy Efficiency 2: Residential Building Science	3
ENERGY 90A	Energy Efficiency Internship	1
Required Computer-Based Courses:		Units
INTARC 35	2D Digital Drafting	3
or		
GEOG 20 (<i>same as GIS 20</i>)	Introduction To Geographic Information Systems	3
Required Support Course: Select one of the following (3 units):		Units
ENVRN 7 (<i>same as GEOG 7</i>)	Introduction To Environmental Studies	3
ENVRN 20 (<i>same as PHILOS 20</i>)	Environmental Ethics	3
ENVRN 22 (<i>same as POL SC 22</i>)	Environmental Politics And Policies	3
ENVRN 40 (<i>same as PSYCH 40</i>)	Environmental Psychology	3
BIOL 9	Environmental Biology	3
BUS 63	Principles Of Entrepreneurship	3
Total Units for Area of Emphasis:		18

PID 315

SANTA MONICA COLLEGE
PROGRAM OF STUDY
Solar Photovoltaic Installation revision 5/26/17
Certificate of Achievement

Effective Fall 2017

Solar energy systems are being installed in growing numbers at businesses and private residences. This growing demand is expected to increase the need for many new jobs for Photovoltaic System Installers and Solar Thermal System Installers. The program will provide students with both the hands-on skills and the broader contextual knowledge necessary to gain successful employment in the burgeoning solar industry. Students who complete this program will be qualified for jobs in a variety of different capacities, including installation repairs, entry-level solar installer, mid-upper level solar design positions, sales, and potentially even start their own solar installation company. With additional education or experience, students could pursue employment with one of the many public institutions working on alternative energy policy.

This program in Solar Photovoltaic Installation prepares the student to take the NABCEP (North American Board of Certified Energy Practitioners) Entry Level Exam.

CERTIFICATE OF ACHIEVEMENT REQUIREMENTS:

- completion of the Area of Emphasis with a grade of C or higher in each course
- completion of at least 50% of Area of Emphasis units at SMC
- overall GPA of 2.0 or higher

CATALOG RIGHTS: A student may satisfy the requirements of a Degree or Certificate that were in effect at any time of the student's continuous enrollment. Continuous enrollment is defined as enrollment in consecutive Fall and Spring semesters until completion.

Program Learning Outcomes:

Upon completion of the program, students will demonstrate proficiency in basic terminology (solar radiation, solar irradiance, solar insolation, solar constant, solstice, equinox, solar altitude angle, solar azimuth angle, solar incidence angle) Students will be able to explain how a solar cell converts sunlight into electrical power and distinguish between PV cells, modules, panels and arrays. Students will be able to identify the five key electrical output parameters for PV modules using manufacturers' literature (Voc, Isc, Vmp, Imp, and Pmp) and label points on a current-voltage (I-V) curve, as well as identify and apply regulatory codes when conducting energy assessments and/or site visits. Students will be able to recognize and identify local and state energy efficiency requirements/incentives for new and existing buildings; conduct Energy Utilization Analysis; and recognize mechanics and engineering of energy systems, including HVAC, lighting, and renewable energy systems.

Area of Emphasis

Required Introductory Photovoltaic Courses (3 units minimum):		Units
PV 11	Introduction to Solar Photovoltaics	3
or		

PV 1	Introduction To Solar Energy Systems	3
and		
PV 2	Intermediate PV System Installation	3
 Required Advanced Photovoltaic Courses (2 units minimum):		 Units
PV 12	Photovoltaic Installation Exam Preparation	2
or		
PV 3	Advanced Solar Photovoltaic Systems	4
 Required Energy Efficiency Courses:		 Units
ENERGY 1	Introduction to Energy Efficiency	3
 Required Computer-Based Courses:		 Units
INTARC 35	2D Digital Drafting	3
or		
GEOG 20 (<i>same as GIS 20</i>)	Introduction To Geographic Information Systems	3
 Required Support Course: Select one of the following (3 units):		 Units
ENVRN 7 (<i>same as GEOG 7</i>)	Introduction To Environmental Studies	3
ENVRN 20 (<i>same as PHILOS 20</i>)	Environmental Ethics	3
ENVRN 22 (<i>same as POL SC 22</i>)	Environmental Politics And Policies	3
ENVRN 40 (<i>same as PSYCH 40</i>)	Environmental Psychology	3
BIOL 9	Environmental Biology	3
BUS 63	Principles Of Entrepreneurship	3
<hr/> Total Units for Area of Emphasis:		<hr/> 14

PID 316

SANTA MONICA COLLEGE

PROGRAM OF STUDY

Basic Solar Photovoltaic Installation revision 5/26/17

Department Certificate

Effective Fall 2017

This Departmental Certificate offers courses in Solar Photovoltaic System Installation. The required coursework is intended to prepare students for career positions in the home energy services sector, including sizing, design, sales, and installation of solar electric systems as well as efficiency improvements necessary to reduce and manage power demand and energy consumption. It provides a foundation for further study and passing of the North American Board of Certified Energy Practitioners (NABCEP) Entry Level Certificate of Knowledge examination in solar as well as the foundation for further study and passing of the Home Energy Rating System (HERS) test. The Solar Photovoltaic Installation Department Certificate is designed to prepare students in a strong base of energy education leading to other careers related to Net Zero Energy homes, green buildings and homes, or for design- and/or sales-related positions in and related to the solar power industry.

DEPARTMENT CERTIFICATE REQUIREMENTS:

- satisfactory completion of the Area of Emphasis
- a grade of C or higher in each course in the Area of Emphasis
- completion of at least 50% of Area of Emphasis units at SMC

Note: Department Certificates are not notated on student transcripts. Student must submit a petition to the relevant academic department.

Additional information for the Certificate is available at the Transfer/Counseling Center and at www.smc.edu/articulation.

CATALOG RIGHTS: A student may satisfy the requirements of a Department Certificate that were in effect at any time of the student's continuous enrollment. Continuous enrollment is defined as enrollment in consecutive Fall and Spring semesters until completion.

Program Learning Outcomes:

Define basic terminology, including solar radiation, solar irradiance, solar insolation, solar constant, solstice, equinox, solar altitude angle, solar azimuth angle, and solar incidence angle.

Distinguish between PV cells, modules, panels and arrays.

Identify local and state energy efficiency requirements and incentives for new and existing buildings and recommend measures for reducing energy consumption.

Determine a building's Energy Utilization Index (EUI) and recommend and quantify energy efficiency measures to reduce the building's EUI.

Identify green building design intents and imperatives for achieving quantifiable measures of sustainability.

Identify safety and health issues related to energy systems and equipment in a home, including HVAC, lighting, and renewable energy systems.

Area of Emphasis

Required Introductory Photovoltaic Courses (3 units minimum):		Units
PV 11	Introduction to Solar Photovoltaics	3
or		

PV 1	Introduction To Solar Energy Systems	3
and		
PV 2	Intermediate PV System Installation	3

Required Advanced Photovoltaic Courses (2 units minimum):		Units
PV 12	Photovoltaic Installation Exam Preparation	2
or		
PV 3	Advanced Solar Photovoltaic Systems	4

Required Energy Efficiency Courses:		Units
ENERGY 1	Introduction to Energy Efficiency	3

Total Units for Area of Emphasis: 8

PID 317

SANTA MONICA COLLEGE

PROGRAM OF STUDY

Energy Efficiency Specialist revision 5/26/17

Department Certificate

Effective Fall 2017

This program is designed to provide formal training for individuals who seek entry into the Energy Services field. Students will learn to conduct energy audits in residential buildings; establish energy efficiency benchmarks for commercial buildings and data center physical infrastructures; and help utilize resources more efficiently by reducing lighting, and lowering heating and cooling energy consumption in building systems and processes.

Students will learn to provide analyses and recommendations that will help suggest alternative energy sources, as well as unconventional lighting, cooling, space heating, and resource management procedures.

DEPARTMENT CERTIFICATE REQUIREMENTS:

- satisfactory completion of the Area of Emphasis
- a grade of C or higher in each course in the Area of Emphasis
- completion of at least 50% of Area of Emphasis units at SMC

Note: Department Certificates are not notated on student transcripts. Student must submit a petition to the relevant academic department.

Additional information for the Certificate is available at the Transfer/Counseling Center and at www.smc.edu/articulation.

CATALOG RIGHTS: A student may satisfy the requirements of a Department Certificate that were in effect at any time of the student's continuous enrollment. Continuous enrollment is defined as enrollment in consecutive Fall and Spring semesters until completion.

Program Learning Outcomes:

Upon completion of the program, students will demonstrate knowledge of basic safety and health concerns in building management activities; perform analysis of residences and businesses starting with utility bills and focusing on reducing energy usage; suggest efficiency measures and estimate energy consumption in electrical, mechanical, and heat energy units; and make recommendations for alternative energy production and storage methods to reduce utility costs and provide sustainable substitutes to fossil fuel energy use and non-renewable resource use.

Area of Emphasis

Core Courses		Units
ENERGY 1	Introduction to Energy Efficiency	3
ENERGY 2	Energy Efficiency 2: Residential Building Science	3
ENERGY 3	Commercial Building Science	4
PV 1	Introduction To Solar Energy Systems	3
or		
PV 11	Introduction to Solar Photovoltaics	3

Total Units for Area of Emphasis: 13

PID 318