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

CURRICULUM COMMITTEE ❙ AGENDA

Wednesday, October 19, 2016 ❙ 3:00 p.m.
Loft Conference Room – Drescher Hall 300-E

Members:

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

Interested Parties:

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

Ex-Officio Members:

Fran Chandler — Terrance Ware Jr. (AS)

A G E N D A

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

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

V. Information Items:

(Course Updates)

1. KIN PE 13 Beginning Spinning
2. WOM ST 10 Introduction to Women's Studies
3. WOM ST 20 Women, Feminisms, and Social Movements: A Global Approach
4. WOM ST 30 Women and Popular Culture

VI. Action Items

(New Courses)

a. CS 79A Introduction to Cloud Computing (prerequisite: CS 3) 5
b. CS 79B Database Essentials in the Cloud (prerequisite: CS 79A) 14
c. CS 79C Compute Engines in the Cloud (prerequisite: CS 79A; and (CS 55 or CS 87A or CS 83R or CS 85)) 25
d. CS 79D Security in the Cloud (prerequisite: CS 79A) 36

(Distance Education)

e. CS 79A Introduction to Cloud Computing 5
f. CS 79B Database Essentials in the Cloud 14
g. CS 79C Compute Engines in the Cloud 25
h. CS 79D Security in the Cloud 36

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

(Global Citizenship)

i. WOM ST 20 Women, Feminisms, and Social Movements: A Global Approach 44

(New Programs)

j. Business Information Worker I Associate in Science (AS) / Certificate of Achievement.....49

k. Cloud Computing Department Certificate 50

(Policy Revisions)

l. AR 5150: Continuing Education.....51

VII. Adjournment

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

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

CURRICULUM COMMITTEE | MINUTES

Wednesday, October 5, 2016 | 3:00 p.m.
Business 111

Members Present:

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

Members Absent:
William Konya

Others Present:

Terrin Adair-Lynch	Chris Fria	Saul Rubin	Perviz Sawoski
Melissa Reeve (ACCJC)			

MINUTES

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

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

II. Public Comments:
Jenny welcomed Melissa Reeve the accrediting team member from Solano College.

III. Approval of Minutes:
The minutes of September 21, 2016 were approved as presented.

IV. Chair's report:
- Guido welcomed new Associated Students committee member, Saori Gurung.
- Guido checked in on the progress of SLO homework.
- Guido reported that all approved action items from the previous meeting were approved by the Academic Senate on October 4, 2016.

V. Information Items:

(Course Updates)

1. ENGR 1 Introduction to Engineering
2. KIN PE 11A Beginning Weight Training
3. KIN PE 11B Intermediate Weight Training
4. KIN PE 11C Advanced Weight Training
5. KIN PE 11N Individual Weight Training
6. HEALTH 10 Fundamentals Of Healthful Living
7. JOURN 21 / PHOTO 13 News Photography
8. JOURN 22 / PHOTO 14 Photography For Publication

(SLO Update Only)

9. MEDIA 1 Survey of Mass Media Communications
10. MEDIA 10 Media, Gender, and Race
11. MEDIA 20 Introduction to Writing Producing Short-form Media

VI. Action Items:

(New Courses)

a. ET 27 Digital Previsualization (prerequisite: ET 20 and ET 24B; skills advisory: FILM 40) – presented by Chris Fria
(Approved with minor edits)
Motion made by: James Pacchioli **Seconded by:** Estela Narrie
The motion passed unanimously.
Prerequisite: ET 20 and ET 24B; Skills advisory: FILM 40
Motion made by: Emily Lodmer **Seconded by:** Elaine Roque
The motion passed unanimously.

b. TH ART 23 Projection and Lighting Design – presented by Perviz Sawoski and Terrin Adair-Lynch
(Approved with minor edits and title change)
Motion made by: Elaine Roque **Seconded by:** Gita Runkle
The motion passed unanimously.

(Distance Education)

c. JOURN 15 Introduction To Multimedia Storytelling – presented by Saul Rubin
Motion made by: David Shirinyan **Seconded by:** Darryl-Keith Ogata
The motion passed unanimously. Mark Tomasic abstained.

(Program Revisions)

Entertainment Technology – presented by Chris Fria

d. Animation Associate in Science (AS) / Certificate of Achievement
e. 3D Animation Department Certificate
f. Digital Effects Department Certificate
g. Game Design Department Certificate (including title change to Game Development)
Motion made by: Dianne Berman **Seconded by:** Audra Wells
The motion passed unanimously.

Theatre

h. Theatre Associate in Arts (AA)
i. Technical Theatre Associate in Science (AS) / Certificate of Achievement
Motion made by: Odemaris Valdivia **Seconded by:** Eve Adler
The motion passed unanimously.

VII. New Business:

- Discussion: Exploring Curricular Pathways across the College
Georgia gave a brief overview of the movement among community colleges toward both career and academic/transfer "pathways". This notion will likely be explored by the committee this year. A brief discussion occurred amongst the committee members.

VIII. Adjournment

The meeting adjourned at 5:08pm.

Santa Monica College
New SMC Course
Expanded Course Outline for CS 79A - Introduction To Cloud Computing

Course Cover	
Discipline	CS-COMPUTER SCIENCE
Course Number	79A
Full Course Title	Introduction To Cloud Computing
Catalog Course Description	Cloud computing shifts information systems from on-premises computing infrastructure to highly scalable internet architectures. This course provides a solid foundation of cloud computing technologies and provides students with the understanding required to effectively evaluate and assess the business and technical benefits of cloud computing and cloud applications. Students analyze a variety of cloud services (storage, servers and software applications) and cloud providers. Case studies will be used to examine various industry cloud practices and applications. The course also surveys cloud careers and discusses industry demand for cloud skills.
Rationale	Workforce Development, the LA-HITECH grant, Amazon and our CS Advisory Board are all in favor of this course and a new certificate in Cloud Computing.
Proposal Information	
Proposed Start	Year: 2017 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)
Total Semester Instructional Hours	54.00
Load Factor	1.00
Load Factor Rationale	This is a lecture-based programming class similar to others in our department that have this 1.0 load factor
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Transfers to CSU	
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	**Department Certificate** -Cloud Computing and Web Programmer Certificate (forthcoming)

Pre/Corequisites & Advisories
Prerequisite CS 3

Course Objectives
Upon satisfactory completion of the course, students will be able to:
1. Describe the cloud computing model
2. Describe examples of infrastructure as a service
3. Describe examples of platform as a service
4. Describe examples of software as a service
5. Recognize and mitigate security concerns associated with cloud computing
6. Recognize and mitigate legal concerns associated with cloud computing
7. Use current cloud services from leading service providers

Course Content	
8%	Introduction to Cloud Computing
8%	Approaches to Cloud Computing : Public, Private and Hybrid, The NIST Model
8%	Software as a Service: Examples, Case Studies
8%	Platform as a Service: Examples, Case Studies
8%	Infrastructure as a Service: Examples, Case Studies
8%	Security Concerns With Cloud Computing
8%	Continuity Concerns With Cloud Computing
8%	Legal Concerns With Cloud Computing
8%	Working With Google Cloud Services : Email, Calendar, Drive, Music
8%	Working With Amazon Cloud Services : Cloud Drive, Cloud Player and AWS
10%	Working With Apple Cloud Services : iCloud, iTunes
10%	Careers In Cloud Computing
Total: 100%	

Methods of Presentation	
Methods	Group Work Lecture and Discussion Observation and Demonstration Online instructor-provided resources Projects

Methods of Evaluation	
Methods	• 10% - Class Participation • 20% - Exams/Tests • 20% - Final Project • 30% - Homework Homework Assignments working with various cloud providers

	• 20% - Quizzes • 100% - Total
Additional Assessment Information (Optional)	Final Letter Grade Total Percentage A = 90% -100% B = 80% - 89% C = 70% - 79% D = 60% - 69% F = 0% - 59%

Appropriate Textbooks

Textbooks such as the following are appropriate:

Formatting Style	APA

Textbooks

1. Miller, M.. *Cloud Computing: Web-Based Application That Change The Way You Work And Collaborate Online*, 1 ed. Que Publishers, 2013, ISBN: 978-0-7897-3803-5.

2. Erl, T., Mahmood, Z., Puttini, R.. *Cloud Computing: Concepts, Technology & Architecture*, 1 ed. Prentice-Hall, 2013, ISBN: 9780133387520.

Software

1. Web Browser. Various, 1 ed.
Any standards-compliant web browser supporting HTML 5 will be needed. This software (such as Chrome, Safari and Internet Explorer) are freely available for download from the Internet.

Assignments

Sample Assignment

After reading a case study, create a justification and proposal for working with cloud-enabling technology that meets the stated requirements.

Working with Google cloud services, create and share your calendar.

Working with Amazon Web Services (AWS), create and host a web site powered by AWS.

Student Learning Outcomes

1. Describe cloud services offered by different cloud providers
2. Plan for cloud service implementations
3. Utilize cloud services offered by different cloud providers

Minimum Qualification

Minimum Qualifications:	Computer Science (Masters Required)

Library

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

Additional Comments/Information

Cloud Computing: Concepts, Technology & Architecture
Erl, Puttini & Mahmood, Prentice-Hall, 2013, ISBN: 9780133387520

Cloud Computing: Web-Based Application That Change The Way You Work And Collaborate Online, Michael Miller, Que Publishers, 1st Edition, August 2013, ISBN: 978-0-7897-3803-5 Amazon Web Services For Dummies, Bernard Golden, Wiley Publishers, 1st Edition, August 2013, ISBN: 978-1-4571-5630-4 Host Your Web Site In The Cloud : Amazon Web Services Made Easy, SitePoint Publishers, 1st Edition, August 2012, ISBN: 978-0-9805768-3-2	
Distance Ed **Distance Education Application**	
Delivery Methods	Online Hybrid (51% or more of course is held on-campus) Online/Web-based
Distance Education Quality	
Quality Assurance	Course objectives have not changed Course content has not changed Method of instruction meets the same standard of course quality Outside assignments meet the same standard of course quality Serves comparable number of students per section as a traditional course in the same department Required texts meet the same standard of course quality
Additional Considerations	Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2. Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures. Adequate technology resources exist to support this course/section Library resources are accessible to students Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments Adequately fulfills ?effective contact between faculty member and student? required by Title 5. Will not affect existing or potential articulation with other colleges Special needs (i.e., texts, materials, etc.) are reasonable Complies with current access guidelines for students with disabilities
Guidelines and Questions for Curriculum Approval of a Distance Education Course **Student Interactions**	
Student-Instructor Interaction	Announcements will be posted on a weekly basis to remind students of pending work. These announcements will appear on the class website. In addition, students will be able to get a notification of these messages if they chose to get these announcements via email or text.

	Instructor will be using the Inbox feature from Canvas to send email messages to students at any given time. There will be threaded discussions where instructors will participate and post comments and feedback to students. In Canvas, there is a feature that you can create a rubric and it is attached to the gradebook. Students will be able to see the breakdown of their scores. Faculty will also be able to post comments that will help students improve their performance as well as comments to motivate students to continue with their outstanding performance.
Student-Student Interaction	There will be a virtual board available to students so that they can post weekly questions about the course and the instructor and/or other students can post responses. The Inbox feature from Canvas can be used by students to interact with the instructor at any given time. There will be a discussion board at the beginning of the semester where students will be encouraged to participate and to introduce themselves to the class. There will be discussion board exercises related to course material and students will be required to post the required information as well as participate on a discussion with other students.
Student-Content Interaction	There will be instructional material posted on the class website including videos and articles that will be used for the completing of their assignments. Students will be submitting project assignments, thread discussions, quizzes and exams.

Online class activities that promote class interaction and engagement	**Brief Description**	**Percentage of Online Course Hours**
Discussion Boards	Students post weekly answers to questions. Instructor will provide a feedback and a grade based on posting.	10%
Online Lecture	PowerPoint slides with animation and annotations to explain the topics covered. Videos will be presented for special topics.	20%
Project Presentation	Students complete a final project utilizing cloud services. The instructor will be providing individual	25%

	feedback for each project.	
Exams	Midterm and Final Exam (2 Exams)	20%
Written assignments	Students submit written programming assignments, and get individual feedback as well as sample solutions and general comments from the whole class.	25%

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.)

There will be weekly modules with instructional material that will include PowerPoint presentations with animation and annotation. Discussion board messages help further clarify topics, videos for special topics, and weekly assignments. During midterm and final exam, the module will include exams.

Individualized feedback on each assignment, exams or projects will be provided. Also, overall comments for the whole class will help students avoid pitfalls and adopt good cloud practices and techniques.

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.)

An instructor needs to have the proper training and the experience teaching in an online course delivery system before teaching this course. In addition, the instructor needs to have extensive knowledge in Cloud Computing to teach this class.

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.)

Students are referred to counseling, and tutoring services via announcements and the course syllabus - both posted in the online side. In addition, we encourage students to take a Canvas tutorial for online courses. There is also Canvas support available 24/7 for students.

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.

All materials will be 508 compliant: content will be available via reader application. All sound files, if any, will be captioned.

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.).

Students submit assignments in the dropbox and get individual feedback. Completing the assignments helps students solidify and practice the topics covered. A general comment about each assignment will be posted in the weekly discussion so students cover the 'lessons learned' and avoid pitfalls. Weekly postings in the discussion keep students engaged. Tests keep the students on-course with their studying.

Assessment Best Practices

10%-**Threaded Discussions** - Students will discussion specific topics, sharing their

experiences, mistakes, and providing solutions to the issues. Students will be learning from each other mistakes.
20%-**Exams/Tests** - Exams will help to summarize the extent of student learning.
20%-**Final Project** - Students will get feedback on a real-life project of their own choosing using web services discussed in class
30%-**Homework Assignments** - Students will be given instructional material and exercises related to the topic that is being covered. A sample solution with overall comments will be provided to all students.
20%-**Quizzes** - Students will be taking quizzes. These quizzes will help students to keep up with the class material. Students will receive answer keys for each quiz and they will be allowed to post questions on the discussion board if there is a need for clarification.

Attached Files

CS 3 for 79A
Prerequisite Worksheet
DE Application Form - CS 79A

Prerequisite / Corequisite Checklist and Worksheet

CS 79A

Prerequisite: CS 3: Introduction to Computer Systems

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 **CS 79A**

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

A)	Name the main hardware parts of a digital computer and describe how they function
B)	Recognize the social implications of technological development
C)	Trace the execution of basic programs.

EXIT SKILLS (objectives) FROM **CS 3**

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

1.	Name the main hardware parts of a digital computer and describe how they function
2.	Recognize the social implications of technological development
3.	Trace the execution of basic programs.

		ENTRANCE SKILLS FOR CS 79A							
EXIT SKILLS FOR CS 3		A	B	C	D	E	F	G	H
	1	X							
	2		X						
	3			X					
	4								
	5								
	6								
	7								
	8								

Santa Monica College
New SMC Course
Expanded Course Outline for CS 79B - Database Essentials In The Cloud

Course Cover	
Discipline	CS-COMPUTER SCIENCE
Course Number	79B
Full Course Title	Database Essentials In The Cloud
Catalog Course Description	Cloud database management supports a number of different approaches for storing data. In this hands-on course, students learn how to define, operate and scale both SQL and noSQL data storage solutions. This course considers factors that should be balanced during the design of a storage solution. Principles are applied by performing exercises using Amazon RDS and SQL to create and fill tables, retrieve and manipulate data. Object-based APIs are used to serialize objects to Amazon DynamoDB for noSQL solutions. Topics include automated backups, transaction logs, restoration and retention.
Rationale	Workforce Development, the LA-HITECH grant, Amazon and our CS Advisory Board are all in favor of this course and a new certificate in Cloud Computing.
Proposal Information	
Proposed Start	Year: 2017 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)
Total Semester Instructional Hours	54.00
Load Factor	1.00
Load Factor Rationale	This is a lecture-based programming class similar to others in our department that have this 1.0 load factor
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Transfers to CSU	
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	**Department Certificate** -Cloud Computing and Web Programmer Certificate

Pre/Corequisites & Advisories
Prerequisite CS 79A

Course Objectives
Upon satisfactory completion of the course, students will be able to:
1. Describe how SQL and noSQL database web services can be used to store data
2. Describe redundancies and their adverse effects
3. Identify operations such as restrict, project, union, intersection, difference, divide, and join
4. Design small databases with primary and foreign keys and other constraints to be enforced by the database management system (DBMS)
5. Design databases by employing normalization rules, including supertypes and subtypes to reduce nulls and other rules to reduce redundancies
6. Design and document databases by using connectivity, cardinality, entity relationship diagrams, relational schemas, and data dictionaries Interact with object APIs to store and retrieve data in noSQL database web services

Course Content	
9%	Introduction to files, databases and database management systems
9%	Amazon database web services, the Management Console, Regions and Availability Zones
9%	The relational database model
9%	Entity relationship modeling with Amazon RDS
9%	Datatypes for numeric, character, and date data in tables and variables with Amazon RDS
9%	Scripts and SQL commands to create, alter, insert, update, delete and drop talbes with Amazon RDS
9%	Working with Amazon DynamoDB
9%	File storage and retrieval with Amazon web services
9%	Object-based APIs for Amazon noSQL web services
9%	Transaction management and concurrency control.
10%	Managing backups and logs with Amazon web services. Restoration and retention policies with Amazon web services.
Total: 100%	

Methods of Presentation	
Methods	Group Work Lecture and Discussion Observation and Demonstration Projects

Methods of Evaluation	
Methods	• 10% - Class Participation • 20% - Exams/Tests • 20% - Final Project • 30% - Homework

	• 20% - Quizzes • 100% - Total
Additional Assessment Information (Optional)	Final Letter Grade Total Percentage A = 90% -100% B = 80% - 89% C = 70% - 79% D = 60% - 69% F = 0% - 59%

Appropriate Textbooks

Textbooks such as the following are appropriate:

Formatting Style	APA

Textbooks

1. Chaganti, P, Helms, R.. *Amazon DB*, 1 ed. Packt Publishing, 2013, ISBN: 978-1-84968-369-2.

2. Chaganti, P, Helms, R.. *Amazon DB Developer Guide*, 1 ed. Packt Publishing, 2013, ISBN: 978-1-84719-735-1.

Assignments

Sample Assignment

Using Amazon Web Service Console and the Database tools, create a relational database to store student information that supports a primary key concept and reduces data duplication.

Project 1

Based on the sample data provided below, answer the 8 problems below.

Project Code	Project Manager	Manager Phone	Manager Address	Project Bid	Price
21	Holly Ba Parker	904-111-1111	3334 Lee Rd., Gainesville, FL 37123		$16,833,000
22	Jane Dorts Grant	615-222-2222	218 Clark Blvd., Nashville, TN 36362		$12,500,000
23	George Grant Dorts	615-333-3333	124 Nashville Dr., Franklin, TN 29185		$32,512,000
24	Holly Ba Parker	904-111-1111	3334 Lee Rd., Gainesville, FL 37123		$21,563,000
25	George Grant Dorts	615-333-3333	124 Nashville Dr., Franklin, TN 29185		$10,314,000
26	Holly Ba	904-111-	3334 Lee Rd.,		$25,559,000

	Parker	1111	Gainesville, FL 37123		
27	William Ko Jo Moore	904-444-4444	216 Morton Rd., Stetson, FL 30155		$56,850,000
28	Frank Smith	904-555-5555	1234 Main St., Santa Monica, CA 90405		$100,000

1. How many records does the above table store, and how many fields are in each record?
2. What problem would you encounter if you wanted to list the records in order of the manager's last name, or if you sometimes wanted to omit the first name or middle name? Show the table structure of an altered table that will correct this problem?
3. What problem would you encounter if you wanted to list the records in order of the street address, city, state, or zip, or area code? Show the table structure of an altered table that corrects this problem?
4. What data redundancies do you detect? How could these redundancies lead to update anomalies, delete anomalies, or insert anomalies?
5. Using two relational tables, PROJECT and MANAGER, eliminate the redundancies identified in Problem 4. Identify the primary key in each table. Identify a foreign key in one table that will reference a primary key in the other table. With an arrow or words, show how the two tables join together by a foreign key that references a primary key. In this problem, show the column names across the top of each table and the rows of raw data below the column names.
6. Create the relational schema to show the two tables and their columns, primary keys, foreign key, a line that shows how the two tables join, and the symbols 1 and ∞ (for many). A relational schema has a rectangle for each table and includes the table name, but lists the column names one-by-one after the tablename in the rectangle.

Project Number	Project Name	Employee Number	Employee Name	Job Code	Job Charge	Hour Project	Employee Phone
1	Hurricane	101	John D. Newson	EE	$85.00	13.3	653-234-3245
1	Hurricane	105	David E. Schwann	CT	$60.00	16.2	653-234-1123
1	Hurricane	110	Anne R. Ramoras	CT	$60.00	14.3	615-233-5568
2	Coast	101	John D. Newson	EE	$85.00	19.8	653-234-3245
2	Coast	108	June H. Settlemeir	EE	$85.00	17.5	905-554-7812
3	Satellite	110	Anne R. Ramoras	CT	$60.00	11.6	615-233-5568
3	Satellite	105	David E.	CT	$60.00	23.4	653-234-

			Schwann				1123
3	Satellite	123	Mary D. Chen	EE	$85.00	19.1	615-233-5432
3	Satellite	112	Allecia R. Smith	BE	$85.00	20.7	615-678-6879

7. Based on the table just above, identify pairs of columns that for the same value in one column, the 2nd column also has the same value. Such columns are dependent upon each other, or one column determines the other.
8. These dependencies lead to what redundancies in the table (what data is being stored redundantly)?

Project 2

Designing normalized tables

The one STUDENT table on the following page now has all the columns. That table violates the normalization rules described in Chapter 04 of the lectures.

Using the Amazon Web Services Console table format provided:

TABLE NAME
COLUMN NAME
DATATYPE
KEY

(1) Set up the structure (table names, column names, datatypes, primary keys, any foreign keys) of several relational tables so the tables satisfy the first three rules of normalization for a relational database. This table has several violations of normal forms. One by one, find and resolve the 1NF violations, then solve any 2NF and 3NF violations.

(2) Name the tables and columns according to Oracle's rules:

- Names begin with a letter
- Names can include letters, numbers, underscore (_), pound sign (#), and dollar sign ($).
  No spaces, periods, hyphens, and other characters except those listed above.

- Maximum of 30 characters.
- Names are descriptive.

(3) Assign datatypes to the columns. Use one of the number datatype only when arithmetic operations will be used on the column.

(4) In each table, indicate any primary key with PK after the column(s), and any foreign key(s) with FK after the column(s). With words, identify the table and columns (the PK) that the foreign keys reference. If more than one foreign key appears in any table, number the keys (e.g., FK1).

Student Learning Outcomes	
1. Explain the differences between file-based, hierarchical, network, relational, and object-oriented databases and the many design principles that reduce redundancy and increase performance.	
2. Describe the use of a database management system language to apply the concepts by creating tables, populating them with data, retrieving data, creating indexes, and creating programs that manipulate data.	
Minimum Qualification	
Minimum Qualifications:	Computer Science (Masters Required)
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes
Additional Comments/Information	
Peter Rob and Carlos Coronel. Database Systems Design, Implementation, and Management, 8th ed. Course Technology, 2007, ISBN: 13: 978-14239. Rogler, Harold, Database Concepts and Applications (2009), 16 chapters	
Distance Ed **Distance Education Application**	
Delivery Methods	Online Hybrid (51% or more of course is held on-campus) Online/Web-based
Distance Education Quality	
Quality Assurance	Course objectives have not changed Course content has not changed Method of instruction meets the same standard of course quality Outside assignments meet the same standard of course quality Serves comparable number of students per section as a traditional course in the same department Required texts meet the same standard of course quality
Additional Considerations	Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2. Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures. Adequate technology resources exist to support this course/section Library resources are accessible to students Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments Adequately fulfills ?effective contact between faculty member and

	student? required by Title 5. Will not affect existing or potential articulation with other colleges Special needs (i.e., texts, materials, etc.) are reasonable Complies with current access guidelines for students with disabilities
Guidelines and Questions for Curriculum Approval of a Distance Education Course Student Interactions	
Student-Instructor Interaction	Announcements will be posted on a weekly basis to remind students of pending work. These announcements will appear on the class website. In addition, students will be able to get a notification of these messages if they chose to get these announcements via email or text. Instructor will be using the Inbox feature from Canvas to send email messages to students at any given time. In addition, the instructor will make occasional phone contacts and conference calls as needed. There will be threaded discussions where instructors will participate and post comments and feedback to students. In Canvas, there is a feature that you can create a rubric and it is attached to the gradebook. Students will be able to see the breakdown of their scores. Faculty will also be able to post comments that will help students improve their performance as well as comments to motivate students to continue with their outstanding performance.
Student-Student Interaction	There will be a virtual board available to students so that they can post weekly questions about the course and the instructor and/or other students can post responses. The Inbox feature from Canvas can be used by students to interact with the instructor at any given time. There will be a discussion board at the beginning of the semester where students will be encouraged to participate and to introduce themselves to the class. There will be discussion board exercises related to course material and students will be required to post the required information as well as participate on a discussion with other students with one another.
Student-Content Interaction	There will be instructional material posted on the class website including videos and articles that will be used for the completing of their assignments. Students will be submitting project assignments, thread

	discussions, quizzes and exams. Students will get feedback on their completed homework assignments and programming projects.

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	Students post weekly answers to questions.	10%
Online Lecture	PowerPoint presentations with animation and annotations to explain the topics covered. Videos will be presented for special topics.	20%
Project Presentation	Students complete a final project utilizing cloud database services. The instructor will be providing individual feedback for each project.	25%
Exams	Midterm and Final Exam (2 Exams)	20%
Written assignments	Students submit written programming assignments, and get individual feedback as well as sample solutions and general comments for the whole class.	25%

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.)

There will be weekly modules with instructional material that will include PowerPoint presentations with animation and annotation.

Discussion board messages help further clarify topics, videos for special topics, and weekly assignments.

During midterm and final exam, the module will include exams. Individualized feedback on each assignment, exams or projects will be provided. Also, overall comments for the whole class will help students avoid pitfalls and adopt good cloud practices and techniques.

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.)

An instructor needs to have the proper training and the experience teaching in an online course delivery system before teaching this course. In addition, the instructor needs to have extensive knowledge in Database in relation to Cloud Computing to teach this class.

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.)

Students are referred to counseling, and tutoring services via announcements and the course syllabus - both posted in the online side. In addition, we encourage students to take a Canvas tutorial

for online courses. There is also Canvas support available 24/7 for students.
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.
All materials will be 508 compliant: content will be available via reader application. All sound files, if any, will be captioned.
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.).
Students submit assignments in the dropbox and get individual feedback. Completing the assignments helps students solidify and practice the topics covered. A general comment about each assignment will be posted in the weekly discussion so students cover the 'lessons learned' and avoid pitfalls. Weekly postings in the discussion keep students engaged. Quizzes keep the students on-course with their studying.
Assessment Best Practices
10%-**Threaded Discussions** - Students will discussion specific topics, sharing their experiences, mistakes, and providing solutions to the issues. Students will be learning from each other mistakes. 20%-**Quizzes** - Quizzes help student keep up their studying. they get answer keys and may post questions about them in the discussion. 20%-**Exams/Tests** - Exams will help to assess student course mastery. 30%-**Homework Assignments** - Students will be given instructional material and exercises related to the topic that is being covered. A sample solution with overall comments will be provided to all students. Students get feedback on their coding questions from working on specific group projects 20%-**Final Project** - Students will learn from real-life examples based on a final project of their own choosing.
Attached Files
CS 79A for 79B DE Application Form - CS 79B

Prerequisite / Corequisite Checklist and Worksheet

CS 79B

Prerequisite: CS 79A : Introduction To Cloud Computing

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 **CS 79B**

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

A)	Describe the cloud computing model
B)	Describe examples of software as a service
C)	Use current cloud services from leading service providers

EXIT SKILLS (objectives) FROM **CS 79A**

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

1.	Describe the cloud computing model
2.	Describe examples of software as a service
3.	Use current cloud services from leading service providers

		ENTRANCE SKILLS FOR CS 79B							
EXIT SKILLS FOR CS 79A		A	B	C	D	E	F	G	H
	1	X							
	2		X						
	3			X					
	4								
	5								
	6								
	7								
	8								

Santa Monica College
New SMC Course
Expanded Course Outline for CS 79C - Compute Engines In The Cloud

Course Cover	
Discipline	CS-COMPUTER SCIENCE
Course Number	79C
Full Course Title	Compute Engines In The Cloud
Catalog Course Description	Cloud computing systems are built using a common set of core technologies, algorithms, and design principles centered around distributed systems. In this hands-on introductory course, students use the Amazon Web Services (AWS) Management Console to provision, load-balance and scale their applications using the Elastic Compute Cloud (EC2) and the AWS Elastic Beanstalk. This course discusses, from a developer perspective, the most important reasons for using AWS and examines the underlying design principles of scalable cloud applications.
Rationale	Workforce Development, the LA-HITECH grant, Amazon and our CS Advisory Board are all in favor of this course and a new certificate in Cloud Computing.
Proposal Information	
Proposed Start	Year: 2017 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)
Total Semester Instructional Hours	54.00
Load Factor	1.00
Load Factor Rationale	This is a lecture-based programming class similar to others in our department that have this 1.0 load factor
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Transfers to CSU	
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	**Department Certificate** -Cloud Computing and Web Programmer Certificate

Pre/Corequisites & Advisories
Prerequisite CS 79A and
Prerequisite CS 55 or
Prerequisite CS 87A or
Prerequisite CS 83R or
Prerequisite CS 85

Course Objectives
Upon satisfactory completion of the course, students will be able to:
1. Describe important design consideration for scalable cloud applications
2. Describe the architectural approach used by AWS
3. Navigating the AWS Management Console
4. Describe the architectural approach used by AWS? Elastic Beanstalk
5. Deploy and manage Elastic Beanstalk applications
6. Scale and Load-Balance cloud application using AWS tools
7. Deploy EC2 Servers and work with various Amazon Machine Images

Course Content	
15%	Introduction to AWS and the Management Console, Regions and Availability Zones
15%	Design Principles for Cloud Applications and Best Practices
15%	Architectural Overview of AWS and the Elastic Beanstalk Approach
15%	Working With The Elastic Beanstalk
10%	Configuring Auto-Scaling and Load Balancing
10%	Working With A Git Repository and the EB CLI
10%	Deploying A Server With The EC2 Dashboard
5%	Configuring An Amazon Machine Image (AMI)
5%	Monitoring and Logging with CloudWatch

Total: 100%	
Methods of Presentation	
Methods	Group Work Lecture and Discussion Observation and Demonstration Online instructor-provided resources Projects
Methods of Evaluation	
Methods	• 10% - Class Participation • 20% - Exams/Tests • 20% - Final Project • 30% - Homework • 20% - Quizzes • 100% - Total
Additional Assessment Information (Optional)	Final Letter Grade Total Percentage A = 90% -100% B = 80% - 89% C = 70% - 79% D = 60% - 69% F = 0% - 59%
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Ryan, M., Lucifredi, F.. *AWS System Administration*, 1 ed. O'Reilly Publishers, 2015, ISBN: 978-1-4493-4257-9.	
2. Murty, J.. *Programming Amazon Web Services*, ed. O'Reilly Publishers, 2014, ISBN: 978-0-596-51581-2.	
Assignments	
Sample Assignment	
Using the AWS Console, deploy a game high score calculator which will involve 1. create a new Amazon EC2 server instance from an existing server template 2. create a new security group to restrict access to the server's resource 3. launch the instance 4. access the instance's command-line-interface directly, using a key pair for authentication 5. associate an elastic IP address with this EC2 instance 6. deploy code into this EC2 instance that implements this high score calculator 7. access the calculator via the EC2 instance and its elastic IP address Design and write code to implement a tic-tac-toe game using loops that supports the	

AWS Console and Deployment API.

1. create a new Amazon EC2 server instance from an existing server template
2. create a new security group to restrict access to the server's resource
3. launch the instance
4. access the instance's command-line-interface directly, using a key pair for authentication
5. associate an elastic IP address with this EC2 instance
6. deploy code into this EC2 instance that implements this game
7. access the game from a javascript web page that connects via the EC2 instance and its elastic IP address

Student Learning Outcomes
1. Design, create and deploy applications using the AWS Console and Elastic Beanstalk
2. Launch and monitor EC2 instances with the AWS Console.

Minimum Qualification	
Minimum Qualifications:	Computer Science (Masters Required)

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

Additional Comments/Information

Programming Amazon EC2 : Run Applications on Amazons Infrastructure, OReilly Media, 1st Edition, March 2011, ISBN: 978-1-4493-9368-7
Building Applications In The Cloud : Concepts, Patterns And Projects, Christopher M. Moyer, Addison-Wesley, April 2012, ISBN: 978-0-13-285240-1

Distance Ed Distance Education Application	
Delivery Methods	Online Hybrid (51% or more of course is held on-campus) Online/Web-based

Distance Education Quality	
Quality Assurance	Course objectives have not changed Course content has not changed Method of instruction meets the same standard of course quality Outside assignments meet the same standard of course quality Serves comparable number of students per section as a traditional course in the same department Required texts meet the same standard of course quality
Additional Considerations	Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.

	Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures. Adequate technology resources exist to support this course/section Library resources are accessible to students Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments Adequately fulfills ?effective contact between faculty member and student? required by Title 5. Will not affect existing or potential articulation with other colleges Special needs (i.e., texts, materials, etc.) are reasonable Complies with current access guidelines for students with disabilities
Guidelines and Questions for Curriculum Approval of a Distance Education Course Student Interactions	
Student-Instructor Interaction	Announcements will be posted on a weekly basis to remind students of pending work. These announcements will appear on the class website. In addition, students will be able to get a notification of these messages if they chose to get these announcements via email or text. Instructor will be using the Inbox feature from Canvas to send email messages to students at any given time. There will be threaded discussions where instructors will participate and post comments and feedback to students. In Canvas, there is a feature that you can create a rubric and it is attached to the gradebook. Students will be able to see the breakdown of their scores. Faculty will also be able to post comments that will help students improve their performance as well as comments to motivate students to continue with their outstanding performance.
Student-Student Interaction	There will be a virtual board available to students so that they can post weekly questions about the course and the instructor and/or other students can post responses. The Inbox feature from Canvas can be used by students to interact with the instructor at any given time. There will be a discussion board at the beginning of the semester where students will be encouraged to participate and to introduce themselves to the class. There will be discussion board exercises related to course material and students will be required to post the required information as

	well as participate on a discussion with other students.
Student-Content Interaction	There will be instructional material posted on the class website including videos and articles that will be used for the completing of their assignments. Students will be submitting project assignments, thread discussions, quizzes and exams. Students will get feedback on their completed homework assignments and programming projects.

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	Students post weekly answers to questions. Instructor will provide a feedback and a grade based on posting.	10%
Online Lecture	PowerPoint presentation with animation and annotations to explain the topics covered. Videos will be presented for special topics.	20%
Project Presentation	Students complete a final project utilizing the cloud services discussed in class	25%
Exams	Midterm and Final Exam (2 Exams)	20%
Written assignments	Students submit written programming assignments, and get individual feedback as well as sample solutions and general comments for the whole class.	25%

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.)

There will be weekly modules with instructional material that will include PowerPoint presentations with animation and annotation. Discussion board messages help further clarify topics, videos for special topics, and weekly assignments. During midterm and final exam, the module will include exams.

Individualized feedback on each assignment, exams or projects will be provided. Also, overall comments for the whole class will help students avoid pitfalls and adopt good cloud practices and techniques.

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.)

An instructor needs to have the proper training and the experience teaching in an online course delivery system before teaching this course. In addition, the instructor needs to have extensive knowledge in Cloud Computing to teach this class.

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.)
Students are referred to counseling, and tutoring services via announcements and the course syllabus - both posted in the online side. In addition, we encourage students to take a Canvas tutorial for online courses. There is also Canvas support available 24/7 for students.
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.
All materials will be 508 compliant: content will be available via reader application. All sound files will be captioned.
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.).
Students submit assignments in the dropbox and get individual feedback. Completing the assignments helps students solidify and practice the topics covered. A general comment about each assignment will be posted in the weekly discussion so students cover the 'lessons learned' and avoid pitfalls. Weekly postings in the discussion keep students engaged. Quizzes keep the students on-course with their studying.
Assessment Best Practices
20%-**Exams/Tests** - Exams will help to assess student mastery of the concepts covered in class. 10%-**Threaded Discussions** - Students will discussion specific topics, sharing their experiences, mistakes, and providing solutions to the issues. Students will be learning from each other mistakes. 30%-**Homework Assignments** - Student will put into practice the concepts discussed in class by completing small group projects and other activities based on a real-life example of web service in industry. 20%-**Quizzes** - Students will be taking quizzes. These quizzes will help students to keep up with the class material. Students will receive answer keys for each quiz and they will be allowed to post questions on the discussion board if there is a need for clarification. 20%-**Final Project** - Students will put into practice the concepts covered in class by completing a real-life project utilizing web services.
Attached Files
Multiple prereq form CS 79A for 79C DE Application Form - CS 79C

Prerequisite / Corequisite Checklist and Worksheet

CS 79C

Prerequisite: CS 79A : Introduction To Cloud Computing

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 **CS 79C**

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

A)	Describe the cloud computing model
B)	Describe examples of software as a service
C)	Use current cloud services from leading service providers

EXIT SKILLS (objectives) FROM **CS 79A**

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

1.	Describe the cloud computing model
2.	Describe examples of software as a service
3.	Use current cloud services from leading service providers

		ENTRANCE SKILLS FOR CS 79C							
EXIT SKILLS FOR CS 79A		A	B	C	D	E	F	G	H
	1	X							
	2		X						
	3			X					
	4								
	5								
	6								
	7								
	8								

Prerequisite / Corequisite Checklist and Worksheet

CS 79C

Prerequisite:

- CS 55: Java Programming OR
- CS 87A: Python Programming OR
- CS 83R: Server-Side Ruby Web Programming OR
- CS 85: PHP Programming

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

- CS 79A: Introduction To Cloud Computing

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 **CS 79C**

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

A)	Create Java, Python, Ruby, or PHP programs to solve specific problems

EXIT SKILLS (objectives) FROM **CS 55 OR CS 87A or CS 83R or CS 85**

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

1.	Create Java programs to solve specific problems (CS 55)
2.	Create Python programs to solve specific problems (CS 87A)
3.	Create Ruby programs to solve specific problems (CS 83R)
4.	Create PHP programs to solve specific problems (CS 85)

		ENTRANCE SKILLS FOR (CS 79C)							
EXIT SKILLS FOR (CS 55 OR CS 87A or CS 83R or CS 85)		A	B	C	D	E	F	G	H
	1	CS 55							
	2	CS 87A							
	3	CS 83R							
	4	CS 85							
	5								
	6								
	7								
	8								

Santa Monica College
New SMC Course
Expanded Course Outline for CS 79D - Security In The Cloud

Course Cover	
Discipline	CS-COMPUTER SCIENCE
Course Number	79D
Full Course Title	Security In The Cloud
Catalog Course Description	Protecting the confidentiality, integrity and availability of computing systems and data is of utmost importance to all organizations. In this hands-on introductory class, students learn how Amazon Web Service (AWS) uses redundant and layered controls, continuous validation and testing, and a substantial amount of automation to ensure the underlying infrastructure is continuously monitored and protected. Students examine the AWS Shared Responsibility Model and access the AWS Management Console to learn more about security tools and features provided by the AWS platform.
Rationale	Workforce Development, the LA-HITECH grant, Amazon and our CS Advisory Board are all in favor of this course and a new certificate in Cloud Computing.
Proposal Information	
Proposed Start	Year: 2017 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)
Total Semester Instructional Hours	54.00
Load Factor	1.00
Load Factor Rationale	This is a lecture-based programming class similar to others in our department that have this 1.0 load factor
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Transfers to CSU	
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	**Department Certificate** -Cloud Computing and Web Programmer Certificate

Pre/Corequisites & Advisories
Prerequisite CS 79A

Course Objectives
Upon satisfactory completion of the course, students will be able to:
1. Describe the AWS Shared Responsibility Model.
2. Describe security best practices employed with AWS applications.
3. Manage security groups, access control lists, users, roles and permissions.
4. Create secure websites using SSL/TLS certificates.
5. Support multi-factor authentication in their AWS applications.
6. Monitor and log security events using AWS tools.

Course Content	
10%	Introduction to AWS, the Management Console and the Security Services Category
15%	Security Best Practices and Case Studies
15%	The Shared Responsibility Model
10%	Security Groups and Network Access Control Lists
15%	Managing User Credentials, Roles And Permissions
15%	Managing SSL/TLS Certificates For Secure Websites
10%	Monitoring and Logging
10%	Multi-Factor Authentication
Total: 100%	

Methods of Presentation	
Methods	Lecture and Discussion Observation and Demonstration Online instructor-provided resources Projects

Methods of Evaluation	
Methods	• 10% - Class Participation • 20% - Exams/Tests • 20% - Final Project • 30% - Homework • 20% - Quizzes • 100% - Total
Additional Assessment Information (Optional)	Final Letter Grade Total Percentage A = 90% -100% B = 80% - 89% C = 70% - 79% D = 60% - 69% F = 0% - 59%

Appropriate Textbooks

Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. O'Neill, Mark. *Web Services Security*, 2 ed. McGraw-Hill, 2014, ISBN: 978-0072224719.	
2. Hartman, Bret, Flinn, Donald, Beznosov, Konstantin. *Mastering Web Services Security*, 1 ed. Wiley, 2014, ISBN: 0471267163.	
3. Williams, Walter. *Security for Service Oriented Architectures*, 1 ed. Auerbach Publications, 2014, ISBN: 1466584025.	
Assignments	
Sample Assignment	
Using the Amazon Web Services console, create user and administrator roles and groups to support identity management needs Using the Amazon Web Services console, track user session handling in order to complete various auditing tasks.	
Student Learning Outcomes	
1. Deliver secure, resilient products that incorporate security principles into the design of their applications.	
2. Identify important security principles that web services applications must meet when deployed.	
Minimum Qualification	
Minimum Qualifications:	Computer Science (Masters Required)
Library	
List of suggested materials has been given to librarian?	Yes
Library has adequate materials to support course?	Yes
Distance Ed	
Distance Education Application	
Delivery Methods	Online Hybrid (51% or more of course is held on-campus) Online/Web-based
Distance Education Quality	
Quality Assurance	Course objectives have not changed Course content has not changed Method of instruction meets the same standard of course quality Outside assignments meet the same standard of course quality Serves comparable number of students per section as a traditional course in the same department Required texts meet the same standard of course quality
Additional Considerations	Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment)

	and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2. Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures. Adequate technology resources exist to support this course/section Library resources are accessible to students Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments Adequately fulfills ?effective contact between faculty member and student? required by Title 5. Will not affect existing or potential articulation with other colleges Special needs (i.e., texts, materials, etc.) are reasonable Complies with current access guidelines for students with disabilities
Guidelines and Questions for Curriculum Approval of a Distance Education Course Student Interactions	
Student-Instructor Interaction	Announcements will be posted on a weekly basis to remind students of pending work. These announcements will appear on the class website. In addition, students will be able to get a notification of these messages if they chose to get these announcements via email or text. Instructor will be using the Inbox feature from Canvas to send email messages to students at any given time. There will be threaded discussions where instructors will participate and post comments and feedback to students. In Canvas, there is a feature that you can create a rubric and it is attached to the gradebook. Students will be able to see the breakdown of their scores. Faculty will also be able to post comments that will help students improve their performance as well as comments to motivate students to continue with their outstanding performance.
Student-Student Interaction	There will be a virtual board available to students so that they can post weekly questions about the course and the instructor and/or other students can post responses. The Inbox feature from Canvas can be used by students to interact with the instructor at any given time. There will be a discussion board at the beginning of the semester where students will be encouraged to participate and to introduce themselves to the class.

	There will be discussion board exercises related to course material and students will be required to post the required information as well as participate on a discussion with other students.
Student-Content Interaction	There will be instructional material posted on the class website including videos and articles that will be used for the completing of their assignments. Students will be submitting project assignments, thread discussions, quizzes and exams. Students will get feedback on their completed homework assignments and programming projects.

Online class activities that promote class interaction and engagement	**Brief Description**	**Percentage of Online Course Hours**
Discussion Boards	Students post weekly answers to questions. Instructor will provide a feedback and a grade based on posting.	10%
Online Lecture	PowerPoint presentation with animation and annotations to explain the topics covered. Videos will be presented for special topics.	20%
Project Presentation	Students complete a final project utilizing the cloud services discussed in class.	25%
Exams	Midterm and Final Exam (2 Exams)	20%
Written assignments	Students submit written programming assignments, and get individual feedback as well as sample solutions and general comments for the whole class.	25%

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.)

There will be weekly modules with instructional material that will include PowerPoint presentations with animation and annotation.

Discussion board messages help further clarify topics, videos for special topics, and weekly assignments.

During midterm and final exam, the module will include exams. Individualized feedback on each assignment, exams or projects will be provided. Also, overall comments for the whole class will help students avoid pitfalls and adopt good cloud practices and techniques.

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.)
An instructor needs to have the proper training and the experience teaching in an online course delivery system before teaching this course. In addition, the instructor needs to have extensive knowledge in Cloud Computing to teach this class.
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.)
Students are referred to counseling, and tutoring services via announcements and the course syllabus - both posted in the online side. In addition, we encourage students to take a Canvas tutorial for online courses. There is also Canvas support available 24/7 for students.
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.
All materials will be 508 compliant: content will be available via reader application. All sound files, if any, will be captioned.
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.).
Students submit assignments in the dropbox and get individual feedback. Completing the assignments helps students solidify and practice the topics covered. A general comment about each assignment will be posted in the weekly discussion so students cover the 'lessons learned' and avoid pitfalls. Weekly postings in the discussion keep students engaged. Quizzes keep the students on-course with their studying.
Assessment Best Practices
10%-**Threaded Discussions** - Students will discussion specific topics, sharing their experiences, mistakes, and providing solutions to the issues. Students will be learning from each other mistakes. 20%-**Exams/Tests** - Exams will help to assess student mastery of the course concepts and material. 20%-**Quizzes** - Students will be taking quizzes. These quizzes will help students to keep up with the class material. Students will be getting feedback on their coding questions by completing small quizzes as the course progresses. Students will receive answer keys for each quiz and they will be allowed to post questions on the discussion board if there is a need for clarification. 30%-**Homework Assignments** - Student will put into practice the concepts discussed in class by completing small group projects and other activities based on a real-life example of web service in industry. 20%-**Final Project** - Students will work on a real-life security problem of their own choosing utilizing web services discussed in class
Attached Files
CS 79A for 79D Books For This Course DE Application Form - CS 79D

Prerequisite / Corequisite Checklist and Worksheet

CS 79D

Prerequisite: CS 79A : Introduction To Cloud Computing

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 **CS 79A**

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

A)	Describe the cloud computing model
B)	Describe examples of software as a service
C)	Use current cloud services from leading service providers

EXIT SKILLS (objectives) FROM **CS 79D**

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

1.	Describe the cloud computing model
2.	Describe examples of software as a service
3.	Use current cloud services from leading service providers

		ENTRANCE SKILLS FOR CS 79D							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR CS 79A	1	X							
	2		X						
	3			X					
	4								
	5								
	6								
	7								
	8								

(Proposal to Satisfy Global Citizenship under the "Global Studies" category)

WOM ST 20 - Women, Feminisms, and Social Movements: A Global Approach

Course Cover	
Discipline	WOM ST-WOMEN'S STUDIES
Course Number	20
Full Course Title	Women, Feminisms, and Social Movements: A Global Approach
Catalog Course Description	This course introduces and utilizes feminist theories to examine salient issues that women confront around the world and the variant movements of resistance and social change spurred by these issues. The course includes an examination of both historical and contemporary women's activism around the globe, including feminist movements that focus on political, economic, cultural, and environmental change, as well as an assessment of the impact of globalization on women's lives. Particular attention may be given to Third World women, poor women, women of color, immigrant women, incarcerated women, women and war, women with disabilities, and queer people.
Rationale	Course update and Global Citizenship application under Global Studies category.
Proposal Information	
Proposed for Global Citizenship	Yes
Course Unit/Hours	
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Total Semester Instructional Hours	54.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transfers to UC Transfers to CSU	
IGETC Area:	
• IGETC Area 4: Social and Behavioral Sciences o 4D: Gender Studies	
CSU GE Area:	
• CSU GE Area D: Social, Political, and Economic Institutions and Behavior, Historical o D4 - Gender Studies	
Pre/Corequisites & Advisories	

Skills Advisory Eligibility for English 1	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Identify the underlying characteristics of feminist analysis and feminist social movements.	
2. Distinguish a feminist perspective and social movement from other perspectives and social movements.	
3. Distinguish between anecdotal evidence and systematic analysis.	
4. Compare and contrast historical and contemporary examples of women's activism.	
5. Recognize the impact of globalization on the lives of women around the world.	
6. Utilize feminist theories in order to place the students' experiences in the larger social context.	
7. Propose informed solutions to social issues confronting women's lives.	
Course Content	
6.25%	Introduction to the course and feminist approaches
12.5%	Understanding feminist theories
6.25%	Applying feminist theories to action
12.5%	Issues confronting women in the US
12.5%	Issues confronting women around the globe
18.75%	Women on the margin and social justice
6.25%	Women, war, and resistance
6.25%	Intersectionality
12.5%	Feminist movements in the US
6.25%	Movements of resistance
Total: 100%	
Methods of Presentation	
Methods	Group Work Lecture and Discussion Projects Service Learning Visiting Lecturers
Methods of Evaluation	
Methods	• 10% - Class Participation • 20% - Exams/Tests Midterm Essay Exam • 25% - Final exam Essay Exam • 20% - Group Projects • 25% - Quizzes reading responses and/or quizzes

	• 100% - Total
Additional Assessment Information (Optional)	Evaluation of a student's performance is accomplished through a possible combination of summaries and responses to assigned readings, multiple choice quizzes and tests, essay examinations, written analysis of texts, research papers, class participation, and group and individual projects. While each instructor is responsible for her/his own assessment of student performance, it is strongly encouraged that the method of evaluation involves varied skills which account for students' diverse learning and abilities to demonstrate knowledge.

Appropriate Textbooks

Textbooks such as the following are appropriate:

Textbooks

1. hooks, bell. *Feminism Is for Everybody: Passionate Politics*, ed. South End Press, 2000, ISBN: 9781138821620.

2. Burn, Shawn M. *Women Across Cultures: A Global Perspective*, ed. McGraw Hill, 2011, ISBN: 0073512338.

3. Eschle, Catherine. *Global Democracy, Social Movements, And Feminism*, ed. Westview Press, 2001, ISBN: 9780813391496.

4. Grewal, Inderpal and Caren Kaplan. *An Introduction to Women's Studies: Gender in a Transnational World*, ed. McGraw Hill, 2006

5. Kirk, Gwyn and Margo Okazawa-Rey. *Women's Lives: Multicultural Perspectives*, ed. McGraw Hill, 2013

6. Weir, Sara and Constance Faulkner. *Voices of a New Generation: A Feminist Anthology*, ed. Pearson, 2004

Other

1. Because scholarly work is continually being updated, no specific text is in permanent use in this course. Moreover, the content of this course lends itself to the use of anthologies and periodical texts (which may include electronic media) of a scholarly nature. It is essential, however, that any text used be both appropriate and approachable for lower-division students, as well as grounded in or supplemented by a strong theoretical framework.

Assignments

Sample Assignment 1:

Using your lectures notes and readings on Ecofeminism and Global Feminism, answer the following:

1. Compare and contrast Ecofeminism and Global Feminism. How are they distinct? How are they similar?

2. Compare and contract Ecofeminism with the other branches of US feminism. How are they distinct? How are they similar?
3. Compare and contrast Global feminist concerns and issues with US feminism. How are they distinct? How are they similar?
4. Why are Ecofeminism and Global feminism important in deepening and broadening the conversation feminists have erected. How do they strengthen feminism as a whole? How have these perspectives affected your understanding of feminism?

Sample Assignment 2:
Referencing lecture notes and the reading handouts, Black Feminist Thought by Patricia Hill Collins, and La Guera by Cherrie Moraga, answer the following:

1. What critique did women of color make of second wave feminism? Why was it significant, important and necessary? How did it change the movement? What are the historical roots of this critique? I.e. who were the women that first raised these issues and what allowed them to see interlocking forms of oppression?
2. Why was the term "womanism" created and what did it signify? Do you feel it is still relevant today? Why or why not?
3. Comment and reflect on the experiences shared by Cherrie Moraga.
4. Comment and reflect on the experiences shared by Patricia Hill Collins.
5. How do you relate to this material? Why is it important to you?

Student Learning Outcomes
1. Exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.
2. Demonstrate through oral and written work knowledge of the course content: feminist theories, historical and contemporary women's activism around the globe, including feminist movements that focus on political, economic, cultural, and environmental change, and the impact of globalization on women's lives particularly Third World women, poor women, women of color, immigrant women, incarcerated women, women and war, women with disabilities, and queer people.
3. Be proficient in the research, analytical, and communication skills necessary to present, orally and in writing, compelling and original arguments that apply a feminist perspective to the understanding of the salient issues women confront around the world and the social movements created by those issues.

Minimum Qualification	
Minimum Qualifications:	Women’s Studies (Masters Required)

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

Global Citizenship Application	
Global Citizenship Category	Global Studies

Global Citizenship Sub-Categories (must meet all 3 criteria)	✓ Course content is explored primarily through a global perspective and a comparative and/or analytical framework is used. At least two societies or cultures outside the United States and their global impact are explored. ✓ Course material has contemporary significance. For example, a course would not only examine a period of history but the ways in which that period of history impacts the way we live in the world today. ✓ Course content addresses at least two interconnected systems (such as cultural, ecological, economic, political, social and technological systems).
Citizenship Rationale	This course takes a global approach to exploring the status and condition of women, various forms of feminisms, and the social movements surrounding women and feminisms in various parts of the world. In particular the course explores the situation in various "third world" countries and compares/contracts that with the United States. Additionally, the status of women from marginalized communities in the United States are explored, particularly in relation to globalization.

Business Information Worker I
Associate in Science (AS) / Certificate of Achievement

(effective Not Specified, Not Specified)

The Business Information Worker (BIW) program prepares students for entry-level office and administrative support in a variety of job positions, including general office clerks, retail salespersons, customer service representatives, receptionists, and information clerks. Students learn basic oral and written communications, basic computer application skills, including beginning Excel, Word, and Outlook, and the fundamentals of computer systems. Graduates of this program bring critical thinking and problem solving skills as well as interpersonal skills essential to the workplace. With a solid foundation in Microsoft Windows and Office, as well as strong digital and web literacy skills, students will be prepared to meet the workforce demands of today's business environment.

Students may earn either an Associate Degree or Certificate of Achievement in this program.
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

ASSOCIATE DEGREE REQUIREMENTS:

- completion of at least 60 semester units including:
  - the certificate requirements listed above
  - 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

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.

Justification for Proposal:

The Business Information Worker pathway was developed by the ICT-Digital Media Sector of the Doing What Matters program, funded by the Chancellor's Office. The Business Information Worker pathway is a consistent statewide pathway designed with faculty and industry involvement to prepare students for entry-level jobs, and to inform business of the rich capabilities that exist at every California Community College Campus. The pathway utilizes existing academic programs and courses, thus no new curriculum is created. In addition, the pathway represents a set of in-demand skills throughout the state, based upon interviews with placement agencies, and cross-referenced with advisory groups and other Labor Market Information. Santa Monica College would like to offer this pathway to our students.

Career Opportunities:

The BIW is designed to prepare students for entry-level office and administrative support in a variety of job positions, including general office clerks, retail salespersons, customer service representatives, receptionists, and information clerks.

Program Learning Outcomes: Upon completion of the program, students will:

- Demonstrate proficiency in Windows, Microsoft Office applications, as well as strong digital and web literacy skills.
- Apply professional communication techniques in an office environment.
- Employ interpersonal and critical thinking skills as well as problem solving.

Area of Emphasis

Required courses: (21 units)		**Units**
OFTECH 1	Keyboarding I	3
CIS 1	Computer Concepts With Applications	3
CIS 30	Microsoft Excel	3
CIS 37	Microsoft Word	3
CIS 39	MS Outlook - Comprehensive Course	3
BUS 32	Business Communications	3
BUS 62	Human Relations And Ethical Issues In Business	3
Total Units for Area of Emphasis:		**21**

Cloud Computing
Department Certificate

(effective Not Specified, Not Specified)

This program provides the industry standard skills to understand and develop applications for the cloud. Students learn a range of topics that cover the technical principals of the hardware and software requirements to run systems in the cloud including storage, database management, and software systems, while maintaining secure access.

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.

Justification for Proposal:

Cloud technology is on the rise in demand both by the general public and industries of all market sectors. Cloud computing is now a core competency that the computer software industry seeks. A certificate in cloud computing is a direct result of the market needs, as our partners in Amazon Web Services which is a part of the LA-HITECH grant have urged the computer science department to create. Further, the CS advisory board has supported and encouraged the creation of such certificate to cover technologies used not only by AWS but also by other providers as well. This certificate will offer CS students the skills needed to enter the job market, which no other community college, CSU or UC has offered.

Career Opportunities:

Cloud Architect, Cloud Software Engineer, Cloud Sales Executive, Cloud Engineer, Cloud Developer, Cloud Systems Administrator, Cloud Consultant, Cloud Systems Engineer, Cloud Network Engineer, Cloud Product Manager

Program Learning Outcomes:

Ability to host a database and run queries using an interface from a commercial provider.

Ability to run a file-server service using a provider of their choice.

Area of Emphasis

Required Courses: (12 units)		**Units**
CS 79A	Introduction To Cloud Computing	3
CS 79B	Database Essentials In The Cloud	3
CS 79C	Compute Engines In The Cloud	3
CS 79D	Security In The Cloud	3

Select one of the following: (3 units)		**Units**
CS 55	Java Programming	3
CS 82	AspNet Programming In C	3
CS 83R	Server-Side Ruby Web Programming	3
CS 87A	Python Programming	3

Total Units for Area of Emphasis: 15

PID 279

TABLE OF CONTENTS

ARTICLE 5100: CURRICULUM

ARTICLE 5100: CURRICULUM

AR 5150 Continuing Education STRIKE OUT VERSION

Continuing Education offers courses and programs in three areas:

~~Santa Monica College offers~~ Not-for-Credit (Community Services) courses, Extension courses, and Noncredit ~~classes~~courses and programs.

Not-for-Credit (Community Services)

- **Community Services** develops fee-based ~~classes~~ courses to meet the interests of the community. A brochure is published four times a year describing the ~~classes~~courses. Brochures are mailed to the residents of Santa Monica and to individuals who have recently enrolled in Community Services ~~classes~~courses.

  Development of courses: Ideas for courses are generated from a variety of sources: potential instructors submit ideas, main campus staff and faculty make suggestions, the office staff ~~get~~ receives requests from students, or the program administrator invites proposals related to specific topics. Each proposal is carefully reviewed. Courses that are deemed of interest to the community and for which we have the necessary facilities, may be selected for further development. These potential courses are discussed and adjusted by the program administrator and potential instructor. The proposal is then forwarded to the department most closely aligned to the topic of the ~~class~~course. Based on consultation with the department, additional adjustments may or may not be needed. Courses selected to be included in the course offerings are submitted to the Board of Trustees for approval. Course proposals are presented to the SMC Curriculum Committee as a review item—no formal action required.

Extension ~~Classes~~

Extension ~~classes~~ courses are also fee-based and are listed in the brochure. These ~~classes~~ courses are usually in a higher fee bracket and promote continuing professional training and enrichment.

Development of courses: The process is the same as that described above for Community Services ~~classes~~courses. These ~~classes~~ courses generally require more extensive discussions with the department chairs since they are often designed and staffed by credit instructors or instructors recommended by the department chair. Depending on the department, these courses may also carry CEU credits.

Noncredit

~~**Noncredit** classes are non graded and free. The classes are designed to strengthen basic skills, English as a Second Language (ESL) and skills that promote workforce preparation, as well as~~

~~serve special populations. The state supports this instruction by funding the college according to student positive attendance based on a minimum class size.~~

~~Development of courses: Only courses that have been approved by the Chancellor's Office can be offered. New courses are developed to meet the state mandate for adult noncredit instruction, faculty requests, student requests and community requests. The authorized categories of instruction are: Parenting, Basic Skills, ESL, Instruction for Immigrants, and Short Term Vocational. Authorized classes for Older Adults are currently offered through SMC's Emeritus College. Classes are authorized but not currently offered in Health & Safety, Home Economics and for Adults with Disabilities. Classes are offered mostly at off site locations, but also on the main campus and Madison campus. New courses are submitted to the Chancellor's Office for approval and taken to the college Curriculum Committee as an information item. When the proposed course outline for a new course is received, the Chair and the Secretary of the Curriculum Committee will distribute copies for review and response to departments with similar courses. Following consideration by the Curriculum Committee, new courses are submitted to the Chancellor's office for approval.~~

Santa Monica College offers a gateway into the college community through noncredit courses and programs designed to prepare adult students to achieve academic, career and lifelong learning goals, including assistance to succeed in college level work.

Noncredit courses and programs must be in accordance with Title 5 § 58160. Noncredit courses and programs originate and/or are developed in collaboration with instructional departments. Proposals for noncredit courses and programs are considered for approval according to Administrative Regulations 5110 and 5111.

AR 5150 Continuing Education CLEAN VERSION

Continuing Education offers courses and programs in three areas: Not-for-Credit (Community Services) courses, Extension courses, and Noncredit courses and programs.

Not-for-Credit (Community Services)

Community Services develops fee-based courses to meet the interests of the community. A brochure is published four times a year describing the courses. Brochures are mailed to the residents of Santa Monica and to individuals who have recently enrolled in Community Services courses.

Development of courses: Ideas for courses are generated from a variety of sources: potential instructors submit ideas, main campus staff and faculty make suggestions, the office staff receives requests from students, or the program administrator invites proposals related to specific topics. Each proposal is carefully reviewed. Courses that are deemed of interest to the community and for which we have the necessary facilities, may be selected for further development. These potential courses are discussed and adjusted by the program administrator and potential instructor. The proposal is then forwarded to the department most closely aligned to the topic of the course. Based on consultation with the department, additional adjustments may or may not be needed. Courses selected to be included in the course offerings are submitted to the Board of Trustees for approval. Course proposals are presented to the SMC Curriculum Committee as a review item—no formal action required.

Extension

Extension courses are also fee-based and are listed in the brochure. These courses are usually in a higher fee bracket and promote continuing professional training and enrichment.

Development of courses: The process is the same as that described above for Community Services courses. These courses generally require more extensive discussions with the department chairs since they are often designed and staffed by credit instructors or instructors recommended by the department chair. Depending on the department, these courses may also carry CEU credits.

Noncredit

Santa Monica College offers a gateway into the college community through noncredit courses and programs designed to prepare adult students to achieve academic, career and lifelong learning goals, including assistance to succeed in college level work.

Noncredit courses and programs must be in accordance with Title 5 § 58160. Noncredit courses and programs originate and/or are developed in collaboration with instructional departments. Proposals for noncredit courses and programs are considered for approval according to Administrative Regulations 5110 and 5111.