



CURRICULUM COMMITTEE | AGENDA

Wednesday, November 30, 2016 | 3:00 p.m.
Loft Conference Room – Drescher Hall 300-E

Members:

Guido Davis Del Piccolo, <i>Chair</i>	Maral Hyeler	Emin Menachekanian	Gita Runkle
Jennifer Merlic, <i>Vice Chair</i>	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)
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AGENDA

(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:	
	• “The Reemergence of Noncredit in the California Community Colleges” article.....	8
V.	Information Items:	
	<i>(Course Updates)</i>	
	1. NUTR 4 Healthy Lifestyle Food And Fitness	
	<i>(Deactivation of cross listed courses)</i>	
	2. GIS 19 / GEOG 19 Geographic Information Systems For Business (GEOG19 will be deactivated; GIS 19 will remain)	
VI.	Action Items	
	<i>(Consent Agenda)</i>	
	a. BIOL 9 added as an elective option to Recycling and Resource Management Associate in Science (AS) / Certificate of Achievement	
	b. CS 53A iOS Development with Swift (course update and title change from “iOS Development with Objective C”)	
	c. ET 24D Digital Previsualization (course renumbering from ET 27)	
	<i>(New Courses)</i>	
	d. BCYCLE NC 901 Bicycle Maintenance Level 1	11
	e. BCYCLE NC 902 Bicycle Maintenance Level 2	14
	f. BUS NC 901 Introduction to Business Basic.....	17
	g. BUS NC 902 Introduction to Business Mindset.....	20

**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.*

h. BUS NC 911 Customer Service Level 1	23
i. BUS NC 912 Customer Service Level 2	27
j. ECE NC 900 Early Childhood Education Communication Skills	31
k. HEALTH NC 900 Introduction to the Career of a Rehabilitation Aide.....	34
l. HEALTH NC 902 Clinical Practice for a Rehabilitation Aide.....	37
m. HEALTH NC 904 Kinesiology for a Rehabilitation Therapy Aide.....	40

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.



CURRICULUM COMMITTEE I MINUTES

Wednesday, November 2, 2016 | 3:00 p.m.
Loft Conference Room – Drescher Hall 300-E

Members Present:

Guido Davis Del Piccolo, <i>Chair</i>	Maral Hyeler	Emin Menachekanian	Gita Runkle
Jennifer Merlic, <i>Vice Chair</i>	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	Emily Lodmer	Adrian Restrepo (AS)	Audra Wells
Saori Gurung (AS)	Georgia Lorenz	Elaine Roque	Joshua Withers

Others Present:

Luis Andrade	Jamie Cavanaugh	Elisa Meyer
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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:

Emily announced Honor Council Open House. Adrian announced Voter engagement event. Joshua invited anyone who would like to have a business portrait taken by Photography students to email him.

III. Approval of Minutes:

The minutes of October 19, 2016 were approved as presented.

IV. Chair's report:

- Guido reported that all approved action items from the previous meeting were approved by the Academic Senate on November 1, 2016.
- Guido informed the committee that TH ART 23 and ENGR I (after resubmission) have been approved as UC transferable.

V. Information Items:

(Course Updates)

1. GR DES 34 Publication And Page Design 1
2. GR DES 44 Publication and Page Design 2
3. GR DES 51 Graphic Design Studio 3

(SLO Update Only)

4. NUTR 7 Food And Culture In America

VI. Action Items:*(New Courses; Upper Division)*

- a. COM ST 310 Organizational and Small Group Communication (prerequisite: ENGL 2 and Admission to SMC baccalaureate degree program) – presented by Luis Andrade

*(Approved with prerequisite change (see attached) and minor edits)***Motion made by:** Georgia Lorenz **Seconded by:** Eve Adler

The motion passed unanimously. (Mark Tomasic, Maral Hyeler, and Joshua Withers not present for vote)

Prerequisite: ENGL 2 and Admission to SMC baccalaureate degree program

Motion made by: Estela Narrie **Seconded by:** James Pacchioli

The motion passed unanimously.

(Global Citizenship)

- b. COM ST 310 Organizational and Small Group Communication – presented by Luis Andrade

Motion made by: Elaine Roque **Seconded by:** Darryl-Keith Ogata

The motion passed unanimously. (Mark Tomasic, Maral Hyeler, and Joshua Withers not present for vote)

(Distance Education)

- c. GR DES 50 Graphic Design Portfolio and Professional Practices – presented by Jamie Cavanaugh

Motion made by: Mark Tomasic **Seconded by:** Elaine Roque

The motion passed unanimously.

- d. GR DES 61 User Experience Design 1– presented by Jamie Cavanaugh

Motion made by: Mark Tomasic **Seconded by:** Elaine Roque

The motion passed unanimously.

- e. GR DES 62 User Experience Design 2– presented by Jamie Cavanaugh

Motion made by: Mark Tomasic **Seconded by:** Elaine Roque

The motion passed unanimously.

- f. GR DES 75 Mobile Design 1– presented by Jamie Cavanaugh

Motion made by: Mark Tomasic **Seconded by:** Elaine Roque

The motion passed unanimously.

- g. GR DES 76 Mobile Design 2– presented by Jamie Cavanaugh

Motion made by: Mark Tomasic **Seconded by:** Elaine Roque

The motion passed unanimously.

(Program Revisions)

- h. Interaction Design Bachelor of Science (increase in units; addition of MEDIA 4 as an option to COM ST 16; addition of COM ST 310) – presented by Guido

Motion made by: Elaine Roque **Seconded by:** Georgia Lorenz

The motion passed unanimously. (Mark Tomasic, Maral Hyeler, and Joshua Withers not present for vote)

(Policy Revisions)

- i. AR 5110: Curriculum Committee Structure, Functions, Responsibilities, Meetings – presented by Guido

Several edits to the revision were made, including the removal of the Institutional Effectiveness Chair from 6B5. Other edits were non-substantial.

Motion made by: William Konya **Seconded by:** Eve Adler

The motion passed unanimously.

VII. Adjournment

The meeting adjourned at 5:12pm.

Prerequisite / Corequisite Checklist and Worksheet

COM ST 310
Prerequisite: English 2: Critical Analysis and Intermediate Composition
Other prerequisites, corequisites, and advisories also required for this course: Admission to the SMC baccalaureate program

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 3: Course in communication or computational skills as prerequisite for course other than another skills course (e.g., English 1 prerequisite for Anatomy 1)

Complete the Prerequisite Worksheet

Complete Data Analysis

Prerequisite Worksheet

ENTRANCE SKILLS FOR COM ST 310

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

A)	Write clear, effective essays designed to address critical positions.
B)	Define and address specific audiences.
C)	Recognize common logical errors or fallacies of language and thought.
D)	Distinguish and use both deductive and inductive reasoning.
E)	Distinguish factual from interpretive statements.
F)	Identify the interpretive communities to which they belong, that define their social, historical, moral, psychological, and philosophical assumptions.
G)	Describe the ways in which narratives (fiction and non-fiction), expository writings and arguments attempt to persuade an audience through appeals to reason and emotion.
H)	Identify the ways in which narratives, expository pieces and arguments (including literary analyses) are shaped by an author's social, historical, moral, psychological, and philosophical assumptions.
I)	Draw sound inferences from data.
J)	Distinguish and use effectively both denotative and connotative aspects of language.
K)	Locate and evaluate outside sources for use in developing their own analysis.
L)	Effectively use such writing strategies as analysis, synthesis, interpretation, and definition.
M)	Develop an ability to refine positions or seek new ones when they recognize weaknesses in their own arguments.
N)	Demonstrate an awareness of a broad range of cultural experiences and voices.

EXIT SKILLS (objectives) FROM English 2

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

1.	Write clear, effective essays designed to address critical positions.
2.	Define and address specific audiences.
3.	Recognize common logical errors or fallacies of language and thought.
4.	Distinguish and use both deductive and inductive reasoning.
5.	Distinguish factual from interpretive statements.
6.	Identify the interpretive communities to which they belong, that define their social, historical, moral, psychological, and philosophical assumptions.
7.	Describe the ways in which narratives (fiction and non-fiction), expository writings and arguments attempt to persuade an audience through appeals to reason and emotion.
8.	Identify the ways in which narratives, expository pieces and arguments (including literary analyses) are shaped by an author's social, historical, moral, psychological, and philosophical assumptions.
9.	Draw sound inferences from data.
10.	Distinguish and use effectively both denotative and connotative aspects of language.
11.	Locate and evaluate outside sources for use in developing their own analysis.
12.	Effectively use such writing strategies as analysis, synthesis, interpretation, and definition.

13.	Develop an ability to refine positions or seek new ones when they recognize weaknesses in their own arguments.
14.	Demonstrate an awareness of a broad range of cultural experiences and voices.

		ENTRANCE SKILLS FOR COM ST 310													
		A	B	C	D	E	F	G	H	I	J	K	L	M	N
EXIT SKILLS FOR English 2	1	X													
	2		X												
	3			X											
	4				X										
	5					X									
	6						X								
	7							X							
	8								X						
	9									X					
	10										X				
	11											X			
	12												X		
	13													X	
	14														X

**+** IN THIS SECTION...

The Reemergence of Noncredit in the California Community Colleges

March 2016

Cheryl Aschenbach, Lassen College, ASCCC Noncredit Committee Chair

Jan Young, Glendale College, ASCCC Noncredit Committee

According to the website of the Chancellor's Office of the California Community Colleges, "The California Community Colleges is the largest postsecondary education system in the nation." In 2014-2015, the latest full year of data available on the Chancellor's Office Datamart, the system served 2,317,934 students and generated 1,176,671.31 FTES. While little doubt exists that the system serves an incredible number of students, some might question whether the system and its individual colleges are serving all the students who need to be served.

The Chancellor's Office also notes that the "primary missions of the system are preparing students to transfer to four-year universities, workforce development and training, and basic skills and remedial education." To those working within the system, this three-pronged focus is nothing new. But California community colleges are not in all cases truly serving all students seeking transfer, workforce training, or basic skills development.

As of 2014-2015, 94.2% of the 1,176,671.31 system FTES were credit, meaning that only 5.8% of system FTES were generated through noncredit (67,816.39). Noncredit has never been much more utilized; even at its peak in 2008-2009, noncredit only accounted for 7.5% of the system's total FTES. An estimated 80,000 students were lost in noncredit during budget cuts, resulting in a loss of 31,142 noncredit FTES. Noncredit felt cuts more significantly because of the lower funding rate for noncredit: colleges felt less incentive to retain noncredit sections.

If the California community colleges desire to serve all who seek transfer, workforce training, or basic skills development, then a large majority of the system's 113 colleges need to do more with noncredit.

Noncredit opens doors to students who may not otherwise consider attending a community college. Financial barriers are eliminated by the fact that zero unit courses carry no fees for students. Therefore, students do not need to navigate a complicated financial aid process to access a no cost education.

Noncredit courses also offer more flexibility and options than credit. Courses do not need to be structured around lab versus lecture hours and unit computations; courses can be written for the actual amount of time needed to accomplish outcomes,

whether 3, 11, or 75 hours. Noncredit courses can be offered with structured enrollment start dates and end dates like credit, or they can be offered in an open entry/open exit format that allows students an opportunity to start the day they show an interest in the course and leave whenever they accomplish the outcomes.

The flexibility in noncredit extends to the fact that students can repeat a class until all outcomes or educational goals are met. For a student struggling with basic math, the chance to take parts of a class over again before moving on to the next level or even while taking the next level can improve understanding and boost confidence.

Noncredit courses also work well in environments closer to and less intimidating to prospective students than community college campuses where credit courses are primarily taught. Elementary schools, adult schools, workplaces, and community-based locations are more accessible, more familiar, and more comfortable to noncredit students.

Although noncredit can start students on a path to transfer, workforce preparation, or basic skills, students can also accomplish very different educational goals. Noncredit can be used to improve language skills for second language learners, to prepare for citizenship, to become familiar with parenting skills, to learn to help children learn basic skills, to retool job skills as seniors or reentry workers, to improve one's own basic skills, and more. Some of these goals might be possible through credit, but the barriers of an enrollment process, assessment, and financial aid can be daunting to students; in addition, some of these goals rank very low among college priorities when measured against the transfer and workforce preparation focus of credit.

Noncredit courses also have the advantage of often having more counseling and student support embedded within the courses, and noncredit can be structured in a way that encourages more hands-on pedagogy and instructor-student interaction with material to better foster student development. While credit courses may very effectively embed student support and offer a tremendous amount of instructor engagement with individual students, such a structure is more the norm in noncredit.

Colleges have long made less use of noncredit because the fact that noncredit was funded at a lower rate was a deterrent, especially when budgets were tight. At many colleges, faculty compensation also differs between credit and noncredit sections, with noncredit being paid at a lower rate per hour. In addition, noncredit has been stigmatized as "not college" when in fact California community colleges offer noncredit courses that may be as rigorous as credit counterparts.

California community colleges are currently undergoing an effort to increase access through noncredit, and California state legislators and the governor are to thank. The education trailer bills for the last three years all included items that encouraged an increase in noncredit instruction to better serve underserved populations.

In 2013, AB 86 (Education Omnibus Trailer Bill, 2013-2014) was passed. AB 86 amended California Education Code §84830 and directed the Chancellor of the California Community Colleges and the State Department of Education to provide two-year planning and implementation grants to regional consortia comprised of community college districts and school districts for the purpose of developing regional plans to better serve the educational needs of adults through elementary and secondary basic skills, classes and courses for immigrants including citizenship, English as a Second Language, and workforce preparation courses in basic skills, education programs for adults with disabilities, short-term career technical education programs with high employment potential, and programs offering pre-apprenticeship training activities. All five areas of focus are noncredit areas, and consortia were encouraged to first identify underserved adult populations then begin considering how to increase access and services to these populations.

In 2014, AB 860 (Education Omnibus Trailer Bill, 2014-2015) amended California Education Code §84750.5 to increase the funding of Career Development and College Preparation (CDCP) FTES to the same rate as credit beginning in the 2015-2016 year. While noncredit FTES continued to be funded at 60% of credit FTES rates, CDCP had been enhanced to 71% of the credit rate since 2006 but still at level less than credit. The equalization of funding for CDCP created an opportunity for colleges to consider maintenance and development of noncredit courses without the disincentive of lower funding.

Building on the adult education efforts started under AB 86 (2013), in 2015 AB 104 (Education Omnibus Trailer Bill, 2015-2016) amended California Education Code §84900 to establish the Adult Education Block Grant (AEBG) under the supervision of the Chancellor of the California Community Colleges and the Superintendent of Instruction. AEBG expanded the scope of the adult education programs eligible for development by regional consortia to serve underserved adults. In addition to the original five areas of emphasis, two additional areas were added: programs for adults, including, but not limited to older adults, that are primarily related to entry or reentry into the workforce, and programs for adults, including but not limited to older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school. These areas are also included under noncredit.

Three years of legislative efforts have led to increased conversations about adult education and noncredit. These conversations are long overdue. While five of the system's 113 colleges generated 50% of noncredit FTES in 2014-2015 and the top 10 of 42 districts delivering noncredit generated 90% of the system's CDCP FTES in 2014-2015 (CCCCO presentation to ACCE, October 19, 2015), times are changing and more faculty are considering ways in which noncredit can open access to students. These changes require conversations about current course and program offerings, conversations that can be difficult, but the opportunity to redesign community college curriculum to better serve students and create greater access will be worth pursuing as more students can achieve their educational goals.

The articles published in the Rostrum do not necessarily represent the adopted positions of the academic senate. For adopted positions and recommendations, please browse this website.

Santa Monica College New SMC Course

Expanded Course Outline for BCYCLE NC 901 - Bicycle Maintenance Level 1

Course Cover	
Discipline	BCYCLE NC-BICYCLE MAINTENANCE - NONCREDIT
Course Number	901
Full Course Title	Bicycle Maintenance Level 1
Catalog Course Description	This course provides a basic understanding of bicycle maintenance and adjustments and techniques to fix most common problems. Topics include technical and mechanical skill development, tool selection and use, drive-train systems, wheel and hub systems, brake systems, suspensions, handlebar and stem assemblies. Career pathways in the bicycle industry at the local, national and international levels will be explored.
Rationale	Non-credit courses will play an increasingly critical role in our department as we target students that traditionally were not our focus, including non-traditional adult students and students not seeking credit courses to meet their education needs. These students identified another path to gain skills to improve their employability and/or to gain confidence in themselves to enter our credit programs. In addition, our enthusiastic adoption of guided pathways encourages us to look beyond traditional matriculation. We already have dual enrollment at both SMHS and Crenshaw HS with identified paths to SMC. Non-credit will play a similar role with students outside of high school, but who are not part of our credit programs, yet. This course: Provides both non-traditional and pathway students the opportunity to develop a skill-set that provides potential employment and entrepreneurial opportunities within the \$906 million Specialty Bicycle Retailer segment.
Proposal Information	
Proposed Start	Year: 2017 Semester: Fall
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 0
Weekly Lecture Hours	Min: 2.00 (Sem: 36)
Total Semester Instructional Hours	36.00
Repeatability	May be repeated
Grading Methods	Noncredit (Progress Indicators Used)
Transfer/General Ed	
Transferability	
Does NOT transfer to CSU or UC	
SMC GE Area:	

Program Applicability	
Designation	Noncredit
Proposed For	Certificate of Completion (Noncredit Only) -Advanced Bicycle Repair (forthcoming)
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Describe the proper terminology, function and adjustments of bicycle components including: wheels, steering, frame, forks, shifters, hubs, brakes and drive chain.	
2. Demonstrate competence in properly adjusting bicycle components.	
3. Demonstrate the process to properly diagnose and repair common bicycle problems.	
4. Identify the current trends, career opportunities and pathways to employment in the bicycle industry.	
Course Content	
2%	Introduction to bicycles
8%	Bicycle terminology and basic mechanical skills
4%	Wheels, Tires and Inner Tubes
4%	Freehub, Freewheel and Cassettes
4%	Saddles and Seatposts
5%	Drivetrain - Pedals, Crank Sets and Chains
5%	Handlebars and Stem
5%	Derailleur Systems - Front
8%	Derailleur Systems – Rear
5%	Shift Lever and Cabling Systems
10%	Caliper Rim Brake Systems
10%	Caliper Disc Brake Systems
5%	Bottom Brackets and Headsets
4%	Frames and Forks
10%	On-Ride Repair
4%	Bottom Brackets and Headsets
7%	Introduction to the Bicycle Business
Total: 100%	
Methods of Presentation	
Methods	Field Trips Group Work Lecture and Discussion Observation and Demonstration Visiting Lecturers
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 25% - Class Work • 25% - Exams/Tests • 15% - Final exam • 10% - Homework • 25% - Lab Reports

	<ul style="list-style-type: none"> • 100% - Total
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Jones, C.C.. <i>Big Blue Book of Bicycle Repair</i> , 3rd ed. St. Paul, Minnesota: Park Tool Company, 2013, ISBN: 978-0-9765530-4-5.	
Assignments	
Sample Assignment	
Homework Assignments and Class Work	
1. Compare and contrast the differences between rim brake systems and disc brake systems.	
2. Describe on-ride mechanical problems you have experienced and identify the tools and parts needed to properly implement roadside fixes.	
Student Learning Outcomes	
1. Describe key aspects of basic maintenance and adjustment of bicycle components.	
2. Distinguish among the various types of bicycles and the tools used to maintain and adjust them.	
3. Describe the techniques used to fix common on-ride repairs and demonstrate proficiency in making those repairs.	
4. Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in bicycle repair, sales and distribution businesses and their personal lives.	
Minimum Qualification	
Minimum Qualifications:	Bicycle Repair
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes

Santa Monica College New SMC Course

Expanded Course Outline for BCYCLE NC 902 - Bicycle Maintenance Level 2

Course Cover	
Discipline	BCYCLE NC-BICYCLE MAINTENANCE - NONCREDIT
Course Number	902
Full Course Title	Bicycle Maintenance Level 2
Catalog Course Description	This course provides a foundation for those who wish to pursue a career in the bicycle industry including owning their own shops, working at a local bicycle shop, starting their own bicycle-related business, or finding employment in the bicycle industry. Topics in shop operations include customer service, sales, inventory management, customer segment focus, computer system selection, cash flow projections, establishing and developing vendor relationships, insurance, service ticket writing, pricing, and labor rates.
Rationale	Non-credit courses will play an increasingly critical role in our department as we target students that traditionally were not our focus, including non-traditional adult students and students not seeking credit courses to meet their education needs. These students identified another path to gain skills to improve their employability and/or to gain confidence in themselves to enter our credit programs. In addition, our enthusiastic adoption of guided pathways encourages us to look beyond traditional matriculation. We already have dual enrollment at both SMHS and Crenshaw HS with identified paths to SMC. Non-credit will play a similar role with students outside of high school, but who are not part of our credit programs, yet. This class:
Proposal Information	
Proposed Start	Year: 2017 Semester: Fall
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 0
Weekly Lecture Hours	Min: 2.00 (Sem: 36)
Total Semester Instructional Hours	36.00
Repeatability	May be repeated
Grading Methods	Noncredit (Progress Indicators Used)
Transfer/General Ed	
Transferability	
Does NOT transfer to CSU or UC	
SMC GE Area:	

Program Applicability	
Designation	Noncredit
Proposed For	Certificate of Completion (Noncredit Only) -Advanced Bicycle Repair (forthcoming)
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Demonstrate the ability to assemble a bicycle “out-of-the-box” to the highest industry standards	
2. Demonstrate the understanding and utilization of the evaluation process to make critical bicycle repair shop decision of repair vs. replace for all bicycle components	
3. Distinguish between the skillsets needed to address the various employment opportunities within the bicycle industry’s market segments.	
4. Examine the small business concepts utilized in typical bicycle shops including cash flow budgeting, inventory control, employee management, customer service and sales management.	
5. Develop a basic business plan for the start-up of a bicycle business or develop a plan to seek employment in the bicycle industry.	
Course Content	
7%	Advanced Bicycle Component Terminology
8%	Basic Build and Assembly Procedures
5%	Handlebars, Stems and Shifters
5%	Wheel Building and Repair
5%	Pedals and Cranks
8%	Suspensions
5%	Bicycle Industry Analysis
20%	Basic Bicycle Shop Operations
8%	Introduction to Small Business
5%	Introduction to Business Plan Development
8%	Basics of Customer Service
8%	Basics of Relationship Selling
8%	Final Project
Total: 100%	
Methods of Presentation	
Methods	Field Trips Lecture and Discussion Observation and Demonstration Projects Visiting Lecturers
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 20% - Class Work • 20% - Exams/Tests • 20% - Final Project • 15% - Final exam • 10% - Homework

	<ul style="list-style-type: none"> • 15% - Lab Reports • 100% - Total
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Jones, C.C.. <i>Big Blue Book of Bicycle Repair</i> , 3rd ed. St. Paul, Minnesota: Park Tool Company, 2013, ISBN: 978-0-9765530-4-5.	
Assignments	
Sample Assignment	
Homework Assignments and Class Work	
1. Compare and contrast the costs to overhaul vs. replace worn rear deailleur systems of various manufacturers.	
2. Analyze the commuter bicycle market and identify underserved segments.	
Student Learning Outcomes	
1. Implement an evaluation process to make critical bicycle repair business decision of “repair vs. replace” for all bicycle components.	
2. Apply small business concepts to a bicycle-centric business.	
3. Prepare of a business plan focused on a bicycle-centric business or a resume and work product portfolio to gain employment within the bicycle industry	
4. Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in bicycle repair, sales and distribution businesses and in their personal lives.	
Minimum Qualification	
Minimum Qualifications:	Bicycle Repair
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes

Santa Monica College New SMC Course

Expanded Course Outline for BUS NC 901 - Introduction to Business Basic

Course Cover	
Discipline	BUS NC-BUSINESS - NONCREDIT
Course Number	901
Full Course Title	Introduction to Business Basic
Catalog Course Description	This course provides an overview of the business environment. The experience in this course will enable you to develop a better understanding of what business is all about, how a business operates and which business functions are needed in any business enterprise. The topics include Management, Accounting/Finance, Production, Distribution, Research and Development, Regulations and Labor.
Rationale	Non-credit courses will play an increasingly critical role in our department as we target students that traditionally were not our focus, including non-traditional adult students and students not seeking credit courses to meet their education needs. These students identified another path to gain skills to improve their employability and/or to gain confidence in themselves to enter our credit programs. In addition, our enthusiastic adoption of guided pathways encourages us to look beyond traditional matriculation. We already have dual enrollment at both SMHS and Crenshaw HS with identified paths to SMC. Non-credit will play a similar role with students outside of high school, but who are not part of our credit programs, yet. This class: Students will have a general overview of business concepts that will serve as a foundation for other business courses and certificate programs.
Proposal Information	
Proposed Start	Year: 2017 Semester: Spring
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 0
Weekly Lecture Hours	Min: 1.00 (Sem: 18)
Total Semester Instructional Hours	18.00
Repeatability	May be repeated
Grading Methods	Noncredit (Progress Indicators Used)
Transfer/General Ed	
Transferability	
Does NOT transfer to CSU or UC	
SMC GE Area:	

Program Applicability	
Designation	Noncredit
Proposed For	Certificate of Completion (Noncredit Only) -Business Essentials (forthcoming)
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Explain business and its environment.	
2. Discuss and compare the different types of business ownership.	
3. Distinguish the differences between service and manufacturing operations and processes.	
4. Demonstrate the importance of managing product distribution to thoroughly deliver quality and value to customers.	
5. Evaluate and classify various marketing strategies.	
6. Explain how proper business management benefits consumers and employees.	
7. Define the basic rules related to human resources management.	
8. Explain and discuss the financial statements as a measuring tool to provide guidance to owners, investors and other stakeholders.	
9. Summarize how technology can help a business manage information, service and product innovation.	
Course Content	
5%	Overview of business and environment.
3%	Start a new business enterprise.
6%	Form of business ownership.
9%	Marketing concepts and consumer behavior.
6%	Consumer and market relationships.
9%	Managing the business enterprise.
2%	Characteristics of leadership.
9%	Employee hiring and motivation.
9%	Managing operations and information.
5%	Product development.
6%	Quality control.
5%	Product and service innovation.
6%	Financial management.
7%	Profit and Loss statement.
7%	Balance Sheet Statement.
6%	Financial Statement Ratios and Analysis.
Total: 100%	
Methods of Presentation	
Methods	Lecture and Discussion Projects
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 60% - Class Participation

	<p>Students will be participating in group discussions regarding case studies and reading material.</p> <ul style="list-style-type: none"> • 15% - Homework The homework will be based on reading assignments and written assignments. • 15% - Projects Group or individual project on a topic discussed in class. • 10% - Quizzes Quizzes on business terminology and concepts. • 100% - Total
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Pettinger, Richard. <i>Business Studies for Dummies</i> , ed. IDG Books / Hungry Minds. Later John Wiley & Sons., 2014, ISBN: ISBN: 978-1-118-3481.	
Assignments	
Sample Assignment	
Assignments will be composed of reading assignments, quizzes and case study projects and class presentations.	
Student Learning Outcomes	
1. Distinguish among the various forms of business ownership and various ways of getting business started.	
2. Describe key aspects of managing a business, including leadership; management and employee empowerment.	
3. Describe marketing concepts including product or service positioning to effectively and efficiently straighten its target audience.	
4. Explain the environment and structure of financial accounting including balance sheet and profit & loss statements.	
5. Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.	
Minimum Qualification	
Minimum Qualifications:	Noncredit (per Title 5)
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes

Santa Monica College New SMC Course

Expanded Course Outline for BUS NC 902 - Introduction to Business Mindset

Course Cover	
Discipline	BUS NC-BUSINESS - NONCREDIT
Course Number	902
Full Course Title	Introduction to Business Mindset
Catalog Course Description	In order to succeed in business, individuals need to have the right mindset. This course provides an overview of the entrepreneurial mindset that individuals often acquire in order to succeed in business and can apply to other aspects of their lives. Topics include Inside the Mindset, Mindset and Leadership and Changing Mindsets.
Rationale	Non-credit courses will play an increasingly critical role in our department as we target students that traditionally were not our focus, including non-traditional adult students and students not seeking credit courses to meet their education needs. These students identified another path to gain skills to improve their employability and/or to gain confidence in themselves to enter our credit programs. In addition, our enthusiastic adoption of guided pathways encourages us to look beyond traditional matriculation. We already have dual enrollment at both SMHS and Crenshaw HS with identified paths to SMC. Non-credit will play a similar role with students outside of high school, but who are not part of our credit programs, yet. This class: Students will have a general overview of the mindset an individual needs to have in order to succeed in business, and it will serve as a foundation for other business courses and certificate programs.
Proposal Information	
Proposed Start	Year: 2017 Semester: Spring
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 0
Weekly Lecture Hours	Min: 1.00 (Sem: 18)
Total Semester Instructional Hours	18.00
Repeatability	May be repeated
Grading Methods	Noncredit (Progress Indicators Used)
Transfer/General Ed	
Transferability	
Does NOT transfer to CSU or UC	
SMC GE Area:	

Program Applicability	
Designation	Noncredit
Proposed For	Certificate of Completion (Noncredit Only) -Business Essentials (forthcoming)
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Define Mindset.	
2. Conduct a personal assessment of current mindset.	
3. Discuss and analyze positive and negative mindset and understand how it affects the business performance.	
4. Define fixed mindset and evaluate the performance of leaders with a fixed mindset.	
5. Explore the characteristics of successful leaders in business.	
6. Explain the nature of change and investigate how to have a growth mindset.	
7. Define brainology.	
8. Identify the difference between “fixed” and “growth” mindset.	
9. Explore the steps to maintain change for continuous improvements.	
10. Identify “groupthink” vs. “we think” mentality.	
Course Content	
5%	Overview of Mindset.
6%	Growth vs. Fixed Mindset.
3%	Survey on current mindset.
6%	Praise and positive labels.
4%	Negative labels.
9%	Leadership and the Fixed Mindset.
9%	Leadership and the Growth Mindset.
8%	Managers or Leaders Born or Made.
10%	The nature of change.
6%	Reasons why some people are afraid of change or believe they cannot change.
5%	Brainology.
7%	Mindset and Willpower.
9%	Groupthink vs. We think.
7%	Changing the Meaning of Failure and Effort.
6%	Poor, good and excellent business performance.
Total: 100%	
Methods of Presentation	
Methods	Lecture and Discussion Projects
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 60% - Class Participation Class participation on reading assignments and case studies. • 15% - Homework

	<p>Homework will be based on reading assignments and exercises.</p> <ul style="list-style-type: none"> • 15% - Projects Group or individual project presentation based on material discussed in class. • 10% - Quizzes Quizzes on terminology and concepts. • 100% - Total
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Thomas, Zach. <i>Entrepreneur Mindset: 101 Ways to Develop Your Entrepreneur Mindset and Build a Profitable Business</i> , ed. CreateSpace Publishing, 2015, ISBN: ISBN-13:97815085008.	
Assignments	
Sample Assignment	
Assignments are composed of reading assignments, quizzes, case studies projects/presentations and class participation.	
Student Learning Outcomes	
1. Develop comprehension of mindset as it pertains to cultivating a successful entrepreneur and business enterprise.	
2. Improving the mindset of individuals to positively guide them into building a successful entrepreneurial path.	
3. Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.	
Minimum Qualification	
Minimum Qualifications:	Noncredit (per Title 5)
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes

Santa Monica College New SMC Course

Expanded Course Outline for BUS NC 911 - Customer Service Level 1

Course Cover	
Discipline	BUS NC-BUSINESS - NONCREDIT
Course Number	911
Full Course Title	Customer Service Level 1
Catalog Course Description	<p>This course highlights the key principles, attitudes, and techniques needed to provide excellent customer service in today's global business environment. Major topics covered include (1) defining and understanding the importance of quality customer service to build a competitive advantage for a business and strong relationships with the business's customers; (2) developing communication skills so that students have the knowledge, skills, and abilities to meet or exceed customers' expectations; (3) managing one's attitudes, motivation, stress, and time to promote positive day-to-day interactions on the job; and (4) identifying potential customer service breakdowns in order to recover the service relationship and build customer loyalty.</p> <p>Throughout the course attention will be given to developing students' emotional intelligence, leadership abilities, and career opportunities.</p>
Rationale	<p>Non-credit courses will play an increasingly critical role in our department as we target students that traditionally were not our focus, including non-traditional adult students and students not seeking credit courses to meet their education needs. In addition, our enthusiastic adoption of guided pathways encourages us to look beyond traditional matriculation. We already have dual enrollment at both SMHS and Crenshaw HS with identified paths to SMC. Non-credit will play a similar role with students outside of high school, but who are not part of our credit programs, yet. This class: Every business needs to provide exceptional, consistent customer service to maintain its competitive edge in the market place.</p>
Proposal Information	
Proposed Start	Year: 2017 Semester: Spring
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 0
Weekly Lecture Hours	Min: 1.00 (Sem: 18)
Total Semester Instructional Hours	18.00
Repeatability	May be repeated
Grading Methods	Noncredit (Progress Indicators Used)
Transfer/General Ed	

Transferability	
Does NOT transfer to CSU or UC	
SMC GE Area:	
Program Applicability	
Designation	Noncredit
Proposed For	Certificate of Completion (Noncredit Only) -Customer Service (forthcoming)
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Distinguish the key factors that determine a Customer-Focused business.	
2. Project a professional Customer Service image that conveys a mature, emotionally intelligent assessment of and response to customers, colleagues, and supervisors in the service environment.	
3. Distinguish the key factors that build a strong customer service culture for a business.	
4. Assess the situational elements involved in an Ethical dilemma to determine an Ethical action to resolve the dilemma.	
5. Contribute to building a Quality Customer Service company's culture, especially focusing on Attitudes, Motivation, Verbal and Non-Verbal Communication.	
6. Listen actively to determine the customer's needs and emotional make-up in order to provide positive, customer-focused feedback to meet the customer's needs.	
7. Formulate effective responses to Customer Service Breakdowns in order to recover the customer relationship.	
8. Research a Business Industry's job outlook to determine career options and potential employers within the Industry.	
Course Content	
10%	Customer Service Profession in today's global economy
10%	Building the Internal Culture of a Customer Focused Business
10%	Creating Cohesive Work Teams
50%	Positive, Customer-Focused Communication (Verbal, Nonverbal, Active Listening, Emotional Intelligence, Business Etiquette) to Build the Customer Relationship and Customer Loyalty
20%	Customer Service Breakdown and Customer Service Recovery
Total: 100%	
Methods of Presentation	
Methods	Group Work Lecture and Discussion Observation and Demonstration Projects
Other Methods	Videos Simulations Case Studies
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> 35% - Group Projects Team Project: Each student will interview a different Customer Service Manager in a different Industry to create a

	<p>Team PowerPoint Presentation to Compare / Contrast Interview Results</p> <ul style="list-style-type: none"> • 25% - Other Team Critical Thinking Discussions: Students generate Written Case Study detailing a Customer Service Breakdown that is assigned to another team to develop and present a solution • 25% - Quizzes Short Answer / Multiple Choice, especially focused on Customer Service Breakdowns and Service Relationship Recovery. • 15% - Written assignments Written Log of Customer Service Breakdown / Customer Service Repairs • 100% - Total
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Appropriate Textbooks

Textbooks such as the following are appropriate:

Formatting Style

APA

Textbooks

1. Lucas, R. *Customer Service: Skills for Success*, 6th edition ed. McGraw-Hill Inc, 2016, ISBN: -.

Assignments

Sample Assignment

Customer Service Journals: Daily Written Log of Customer Service Breakdowns / Customer Service Repairs you observe in your personal or professional life. A model for tracking and writing up these encounters will include (1) a scenario description, (2) the people involved, and (3) the end result. In addition, (4) your analysis of the causes, conditions, and possible opportunities for Service Repair is required. The written work in this journal will be used for Team Work, Class Discussion, and other class projects.

Problem Solving Quizzes: Short Answer / Multiple Choice covering both key principles from class discussion / lecture as well as textbook reading assignments.

Team Project: Create one Team Interview Questionnaire that each team member will use to conduct a 15 minute interview with a Customer Service Professional in a Business Sectors (no overlap). The results from each student's interview will be combined and tabulated into one statistical Team Chart showing the combined results. Teams will then use the information from the chart to create a PowerPoint Presentation for delivering their Primary Research findings to the class.

Student Learning Outcomes

1. Demonstrate a positive, customer-service outlook that incorporates verbal and non-verbal communication, body language and gestures, active listening, and cultural differences.

2. Demonstrate the ability to manage oneself to produce a positive customer service interaction.

3. Demonstrate the ability to respond effectively to Customer Service Breakdowns in

order to repair the relationship with customers and build customer loyalty	
4. Develop ethical business strategies for solving business problems in the areas of customer service, sales, marketing, management, human resources, finance, and accounting.	
5. Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.	
Minimum Qualification	
Minimum Qualifications:	Noncredit (per Title 5)
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes
Additional Comments/Information	
Students might engage in basic business research through SMC Library Database, for example, to get information on the companies in an industry or the SWOT analysis for a specific company for the team project.	

Santa Monica College New SMC Course

Expanded Course Outline for BUS NC 912 - Customer Service Level 2

Course Cover	
Discipline	BUS NC-BUSINESS - NONCREDIT
Course Number	912
Full Course Title	Customer Service Level 2
Catalog Course Description	This course highlights the key principles and techniques needed to provide excellent customer service in today's global business environment. Major topics covered include (1) developing skills in the 5 key areas of Emotional Intelligence: Self-Awareness, Self-Regulation, Motivation, Empathy, and Social Management; (2) building positive, customer focused relationships; (3) identifying customer service breakdowns; (4) demonstrating the skills necessary to recover the customer after a breakdown; (5) communicating with customers to build their loyalty; and (6) demonstrating Cultural Intelligence when communicating with customers. Throughout the course attention will be given to building students' emotional intelligence, leadership abilities, and career opportunities.
Rationale	Non-credit courses will play an increasingly critical role in our department as we target students that traditionally were not our focus, including non-traditional adult students and students not seeking credit courses to meet their education needs. These students identified another path to gain skills to improve their employability and/or to gain confidence in themselves to enter our credit programs. In addition, our enthusiastic adoption of guided pathways encourages us to look beyond traditional matriculation. We already have dual enrollment at both SMHS and Crenshaw HS with identified paths to SMC. Non-credit will play a similar role with students outside of high school, but who are not part of our credit programs, yet. This class: Every business today depends on its employees to provide exceptional customer service. A business's competitive position in the market and ultimate success depends on it.
Proposal Information	
Proposed Start	Year: 2017 Semester: Spring
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 0
Weekly Lecture Hours	Min: 1.00 (Sem: 18)
Total Semester Instructional Hours	18.00
Repeatability	May be repeated

Grading Methods		Noncredit (Progress Indicators Used)
Transfer/General Ed		
Transferability		
Does NOT transfer to CSU or UC		
SMC GE Area:		
Program Applicability		
Designation	Noncredit	
Proposed For	Certificate of Completion (Noncredit Only) -Customer Service (forthcoming)	
Course Objectives		
Upon satisfactory completion of the course, students will be able to:		
1. Project a professional Customer Service image that conveys a mature, emotionally intelligent assessment of and response to customers, colleagues, and supervisors in the service environment.		
2. Articulate clearly and consistently employ the key factors that determine a Customer-Focused business.		
3. Articulate clearly and consistently employ the key factors that build a strong customer service culture for a business.		
4. Demonstrate Emotional Intelligence to create strong customer relationships and cohesive work groups and / or work teams.		
5. Demonstrate commitment to building a company's Quality Customer Service culture, especially focusing on Attitudes, Motivation, Verbal and Non-Verbal Communication.		
6. Listen intently to determine a customer's emotional make-up in order to provide positive, customer-focused feedback to meet the customer's needs.		
7. Assess the causes and consequences of conflict when interacting with internal and external customers to ensure the service relationship remains positive, win-win oriented.		
8. Differentiate the Assertive vs. the Aggressive style of communication in Customer Service to guard against Customer Service Breakdowns.		
9. Formulate effective responses to Customer Service Breakdowns in order to recover the customer relationship.		
10. Research a Business Industry's job outlook to determine career options and potential employers within the Industry.		
Course Content		
15%	Internal Customers: Creating Cohesive Work Teams	
35%	External Customers: Positive, Customer-Focused Communication (Verbal, Nonverbal, Active Listening, Emotional Intelligence, Business Etiquette) to Build the Customer Relationship and Customer Loyalty	
35%	Customer Service Breakdown and Customer Service Recovery	
15%	Attitude, Motivation, Time Management, Conflict Management, Decision Making and Problem Solving	
Total: 100%		
Methods of Presentation		
Methods	Group Work Lecture and Discussion Observation and Demonstration	

	Projects
Other Methods	Videos, Case Studies, Simulations
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 35% - Group Projects Each student will interview a different Customer Service Manager in a different Industry to create a Team PowerPoint Presentation to Compare / Contrast Interview Results • 25% - Other Team Critical Thinking Discussions: Students generate Written Case Study detailing a Customer Service Breakdown that is assigned to another team to develop and present a solution • 20% - Quizzes Short Answer / Multiple Choice, especially focused on Customer Service Breakdowns and Service Relationship Recovery. • 10% - Written assignments Customer Service Journals: Written Log of Customer Service Breakdown / Customer Service Repairs • 10% - Additional Assessment • 100% - Total
Additional Assessment Information (Optional)	Emotional Intelligence (EI) Chart: Track Progress in Developing EI skills
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Lucas, R. <i>Customer Service: Skills for Success</i> , 6th edition ed. McGraw-Hill Inc, 2016, ISBN: -.	
Manuals	
1. Goleman, D. <u>What Makes a Leader?</u> , Harvard Business Review, 06-01-1998	
Assignments	
Sample Assignment	
<p>Emotional Intelligence Chart: Tracking Tool to Develop student’s EI Skills</p> <p>Customer Service Journals: Daily Written Log of Customer Service Breakdowns / Customer Service Repairs you observe in your personal or professional life. A model for tracking and writing up these encounters will include (1) a scenario description, (2) the people involved, and (3) the end result. In addition, (4) your analysis of the causes, conditions, and possible opportunities for Service Repair is required. The written work in this journal will be used for Team Work, Class Discussion, and other class projects.</p> <p>Problem Solving Quizzes: Short Answer / Multiple Choice covering both key principles from class discussion / lecture as well as textbook reading assignments.</p>	

Team Project: Create one Team Interview Questionnaire that each team member will use to conduct a 15 minute interview with a Customer Service Professional in a Business Sectors (no overlap). The results from each student’s interview will be combined and tabulated into one statistical Team Chart showing the combined results. Teams will then use the information from the chart to create a PowerPoint Presentation for delivering their Primary Research findings to the class.

Student Learning Outcomes

1. Demonstrate Emotional Intelligence in all relationships, both internal and external customers.

2. Develop ethical business strategies for solving business problems in the areas of customer service, sales, marketing, management, human resources, finance, and accounting.

3. Demonstrate a positive, customer-service outlook that incorporates verbal and non-verbal communication, body language and gestures, active listening, and cultural differences.

4. Demonstrate the ability to respond effectively to Customer Service Breakdowns in order to repair the relationship with customers and build customer loyalty.

5. Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.

Minimum Qualification

Minimum Qualifications:	Noncredit (per Title 5)
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Library

List of suggested materials has been given to librarian?	No
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Library has adequate materials to support course?	Yes
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Santa Monica College New SMC Course

Expanded Course Outline for ECE NC 900 - Early Childhood Education Communication Skills

Course Cover	
Discipline	ECE NC-ECE - NONCREDIT
Course Number	900
Full Course Title	Early Childhood Education Communication Skills
Catalog Course Description	The purpose of this course is to provide additional assistance to Early Childhood Education majors. The learning environment will provide an opportunity for active communication and interaction among students and instructor. The environment will also provide for students to verbalize their thinking and understanding of early childhood theories and concepts. This course seeks to empower students to reach their goals by developing stronger verbal and written communication skills needed to complete course work and as well as job specific tasks.
Rationale	
Proposal Information	
Proposed Start	Year: 2017 Semester: Spring
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 0
Weekly Lecture Hours	Min: 2.00 (Sem: 36)
Total Semester Instructional Hours	36.00
Repeatability	May be repeated
Grading Methods	Noncredit (No Progress Indicators)
Transfer/General Ed	
Transferability	
Does NOT transfer to CSU or UC	
SMC GE Area:	
Program Applicability	
Designation	Noncredit
Proposed For	Stand-Alone (non-degree applicable)
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Apply knowledge of Early Childhood theories to a variety of written assignments.	
2. Explore many ways of observing children and documenting the behaviors.	

3. Use observation notes to create learning plans for individual, small or large group activities.	
4. Apply the code of ethics to a variety of educational scenarios.	
5. Connect children's learning experience to California learning foundations.	
6. Develop and refine a philosophy of education.	
7. Select and use instructional methods and procedures appropriate for the situation when learning or teaching new things.	
8. Communicate using written and/or oral expression to convey information and ideas so others will understand.	
9. Select or create activities designed to promote physical, cognitive and social/emotional development, such as learning games, art, music, literacy, and science experiences for young children.	
Course Content	
100%	<p>The course content is tailored to the individual student in order to meet their personal, academic and professional goals as it relates to Early Childhood Education.</p> <p>Possible topics include:</p> <ul style="list-style-type: none"> • Theories of development • Observation strategies and tools • Code of conduct • Philosophy development • Developmentally appropriate curriculum • California Learning Foundations and Career pathways
Total: 100%	
Methods of Presentation	
Methods	Group Work Online instructor-provided resources
Other Methods	Individual instruction
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 50% - Class Participation Active learning • 50% - Oral Presentation Oral Presentation-explain strategies and/ or describe plan of approach • 100% - Total
Additional Assessment Information (Optional)	This is a noncredit course. The methods of evaluation will be student's oral or written self- evaluation of their performance on assignments/activities related to their coursework.

Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Assignments	
Sample Assignment	
<p>Assignments will vary depending on the student's needs. Possible activities:</p> <ul style="list-style-type: none"> • Assistance with reading the textbook and sharing understanding of material • Guidance in writing a lesson plan • Assistance with compiling and organizing observation notes • Support with writing a Philosophy statement 	
Student Learning Outcomes	
1. Explore the various roles of the early childhood educator, including ethical conduct and professional pathways.	
2. Select and apply developmentally appropriate teaching strategies and theories to curriculum, program and / or environmental design.	
Minimum Qualification	
Minimum Qualifications:	Child Development/Early Childhood Education (Masters Required)
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes
Additional Comments/Information	
Early Childhood Education textbooks are on reserve in the library.	

Santa Monica College

New SMC Course

Expanded Course Outline for HEALTH NC 900 - Introduction to the Career of a Rehabilitation Aide

Course Cover	
Discipline	HEALTH NC-HEALTH - NONCREDIT
Course Number	900
Full Course Title	Introduction to the Career of a Rehabilitation Aide
Catalog Course Description	This course introduces students to the field of rehabilitation therapy, including occupational, physical and speech therapy. It explores the history, ethics and common practice of these fields, especially focusing on the roles and responsibilities of rehabilitation aides.
Rationale	This will be a noncredit introductory course providing CTE training for those desiring to enter the rehabilitation therapy field. This course is especially designed for non-traditional students who may not be ready for the rigors of for-credit courses, do not need the credits to transfer and are searching for a direct pathway to a career or a stepping stone toward credit courses. Physical, occupational and speech therapy are high demand and growing fields according to the US Dept. of Labor. Santa Monica and Los Angeles are especially important areas for these fields because of our high concentration of hospitals, rehab centers, senior living facilities and professional and recreational athletes. There is a demand and need for Aides trained in these fields.
Proposal Information	
Proposed Start	Year: 2017 Semester: Spring
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 0
Weekly Lecture Hours	Min: 1.50 (Sem: 27)
Total Semester Instructional Hours	27.00
Repeatability	May be repeated
Grading Methods	Noncredit (Progress Indicators Used)
Transfer/General Ed	
Transferability	
Does NOT transfer to CSU or UC	
SMC GE Area:	
Program Applicability	
Designation	Noncredit
Proposed For	Certificate of Completion (Noncredit Only) -Rehabilitation Aide (forthcoming)

Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Review the history and development of the rehabilitation therapy profession, and the essential and basic education and training requirements to achieve entry into the rehabilitation therapy profession.	
2. Delineate the roles and functions of the various types of rehabilitation therapy practitioners.	
3. Recognize compliance of basic medical record keeping, chart review and documentation.	
4. Describe the various traditional and contemporary practice settings for rehabilitation therapy and emerging practice settings.	
5. Demonstrate a beginning level understanding of rehabilitation therapy terminology and the World Health Organization (WHO) Classification of Impairments, Disabilities and Handicaps.	
6. Discuss the general professional responsibilities, ethics, and competency in the rehabilitation field.	
7. Identify patient/client's needs and multicultural factors that influence the practice of rehabilitation therapy.	
8. Assess one's own attitudes toward disability, its impact on self and society, including the language of disability.	
Course Content	
25%	Discussion of diagnoses, injuries and disabilities, and their associated precautions, commonly encountered in rehabilitation therapy, and how to approach and work with people having these certain conditions, including ADA awareness and accommodation.
20%	What is rehabilitation therapy and the role of the rehabilitation aide v. assistant v. therapist; history and career exploration of the profession; Practice settings and role of rehab therapy in health care.
20%	Basic medical office ethics and laws, including patients' rights, informed consent, confidentiality, and HIPAA.
15%	General practice guidelines in rehabilitation, including role delineation among rehabilitation therapy personnel and specific education and training required for practitioners.
10%	Multicultural factors affecting patients and practitioners in the rehabilitation field, including professional dynamics and the language of disability.
10%	Compliance of proper medical record keeping, chart review and documentation.
Total: 100%	
Methods of Presentation	
Methods	Group Work Lecture and Discussion Observation and Demonstration Projects
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 40% - Class Participation

	<ul style="list-style-type: none"> • 20% - Group Projects • 20% - Papers • 20% - Research Projects • 100% - Total
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Minor, S., Minor, M. A. D.. <i>Patient Care Skills</i> , 7 ed. Pearson Higher Ed., 2013, ISBN: 9780133089189.	
Other	
1. Instructor will develop and provide articles and materials as needed.	
Assignments	
Sample Assignment	
<ol style="list-style-type: none"> 1. Interview a person working in the rehabilitation therapy field. Write a paper about his/her training, job duties and path to this career. 2. Given three common diagnoses, identify and explain their associated precautions. 	
Student Learning Outcomes	
1. Students will be able to differentiate among the varying roles of a rehabilitation aide, assistant and therapist.	
2. Students will be able to demonstrate competency in basic medical office ethics and common practices.	
3. Students will be able to give examples of diagnoses, injuries and disabilities, and their associated precautions, commonly encountered in a rehabilitation therapy setting.	
Minimum Qualification	
Minimum Qualifications:	Rehabilitation Technician
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes

Santa Monica College

New SMC Course

Expanded Course Outline for HEALTH NC 902 - Clinical Practice for a Rehabilitation Aide

Course Cover	
Discipline	HEALTH NC-HEALTH - NONCREDIT
Course Number	902
Full Course Title	Clinical Practice for a Rehabilitation Aide
Catalog Course Description	This course introduces students to the practice of a rehabilitation therapy aide, including occupational, physical and speech therapy aides. Students will learn the essential job duties of a rehabilitation aide and have clinical hands-on experience.
Rationale	This will be a noncredit introductory course providing CTE training for those desiring to enter the rehabilitation therapy field. This course is especially designed for non-traditional students who may not be ready for the rigors of for-credit courses, do not need the credits to transfer and are searching for a direct pathway to a career or a stepping stone toward credit courses. Physical, occupational and speech therapy are high demand and growing fields according to the US Dept. of Labor. Santa Monica and Los Angeles are especially important areas for these fields because of our high concentration of hospitals, rehab centers, senior living facilities and professional and recreational athletes. There is a demand and need for Aides trained in these fields.
Proposal Information	
Proposed Start	Year: 2017 Semester: Spring
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 0
Weekly Lecture Hours	Min: 1.50 (Sem: 27)
Total Semester Instructional Hours	27.00
Repeatability	May be repeated
Grading Methods	Noncredit (Progress Indicators Used)
Transfer/General Ed	
Transferability	
Does NOT transfer to CSU or UC	
SMC GE Area:	
Program Applicability	
Designation	Noncredit
Proposed For	Certificate of Completion (Noncredit Only) -Rehabilitation Aide (forthcoming)

Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Identify, learn how to and practice lifting, cleaning and maintaining the various types of equipment, machines and tools used in a rehabilitation therapy setting.	
2. Review various therapeutic exercises, therapeutic activities and modalities utilized in rehabilitation therapy.	
3. Recognize basic rehabilitation therapy terminology, anatomy and muscle movements.	
4. Demonstrate knowledge of CPR/AED/First Aid and practice for the American Red Cross CPR/AED/First Aid certification test.	
Course Content	
35%	How to lift, clean and maintain the equipment, machines, and tools used in rehabilitation therapy in various settings, including safety precautions
30%	Basic functional terminology and anatomy common to therapeutic settings, including muscle movement and body mechanics
15%	Watch and learn to cue basic therapeutic exercises and activities
10%	Rehabilitation therapy session preparation, including appropriate precautions
10%	CPR/AED/First Aid certification training
Total: 100%	
Methods of Presentation	
Methods	Field Experience Group Work Lab Lecture and Discussion Observation and Demonstration Projects
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 60% - Class Participation • 20% - Oral Presentation • 20% - Written assignments • 100% - Total
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Minor, S., Minor, M. A. D.. <i>Patient Care Skills</i> , 7 ed. Pearson Higher Ed., 2013, ISBN: 9780133089189.	
2. American Red Cross. <i>CPR/AED for Professional Rescuers and Health Care Providers Handbook</i> , ed. American Red Cross, 2012, ISBN: 978-1-58480-494-9.	
Other	
1. The instructor will develop and provide articles and materials as needed.	
Assignments	
Sample Assignment	

1. Observe a rehabilitation therapy session online (via a simulated or real session on youtube). Write a paper describing the session, including setting, purpose and the interactions between therapist and patient.
2. Given a specific patient scenario, present the preparation for that rehabilitation therapy session, while demonstrating appropriate precautions.

Student Learning Outcomes

1. Students will be able to lift, maintain and clean equipment, machines and tools commonly used in rehabilitation therapy settings.
2. Students will be able to recognize some modalities used in rehabilitation settings and distinguish an aide's role in helping patients with those modalities.
3. Students will learn CPR, AED, and First Aid in accordance with the American Red Cross' guidelines.

Minimum Qualification

Minimum Qualifications:	Rehabilitation Technician
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Library

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

Santa Monica College

New SMC Course

Expanded Course Outline for HEALTH NC 904 - Kinesiology for a Rehabilitation Therapy Aide

Course Cover	
Discipline	HEALTH NC-HEALTH - NONCREDIT
Course Number	904
Full Course Title	Kinesiology for a Rehabilitation Therapy Aide
Catalog Course Description	This course introduces students to basic skeletal anatomy, body mechanics and kinesiological terms used in the field of rehabilitation therapy, including physical, occupational, and speech therapy.
Rationale	This will be a noncredit introductory course providing CTE training for those desiring to enter the rehabilitation therapy field. This course is especially designed for non-traditional students who may not be ready for the rigors of for-credit courses, do not need the credits to transfer and are searching for a direct pathway to a career or a stepping stone toward credit courses. Physical, occupational and speech therapy are high demand and growing fields according to the US Dept. of Labor. Santa Monica and Los Angeles are especially important areas for these fields because of our high concentration of hospitals, rehab centers, senior living facilities and professional and recreational athletes. There is a demand and need for Aides trained in these fields.
Proposal Information	
Proposed Start	Year: 2017 Semester: Spring
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 0
Weekly Lecture Hours	Min: 1.50 (Sem: 27)
Total Semester Instructional Hours	27.00
Repeatability	May be repeated
Grading Methods	Noncredit (Progress Indicators Used)
Transfer/General Ed	
Transferability	
Does NOT transfer to CSU or UC	
SMC GE Area:	
Does NOT satisfy any area of SMC GE:	
Program Applicability	
Designation	Noncredit
Proposed For	Certificate of Completion (Noncredit Only) -Rehabilitation Aide (forthcoming)

Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Use basic rehabilitation therapy terminology.	
2. Identify and locate the major muscle groups of the human body.	
3. Give examples of proper muscle movement and body mechanics along the various planes of the body.	
Course Content	
50%	Anatomical names of the major muscle groups
30%	Basic functional terminology common to therapeutic settings
20%	Proper body mechanics, including common movements needed for functioning on a daily basis
Total: 100%	
Methods of Presentation	
Methods	Group Work Lecture and Discussion Observation and Demonstration Projects
Other Methods	Assigned reading, Handouts
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 40% - Class Work • 20% - Exams/Tests • 20% - Final exam • 20% - Quizzes • 100% - Total
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Books, Pamphlet. <i>Muscular System Coloring Book</i> , 1st ed. CreateSpace Independent Publishing Platform, 2014, ISBN: 978-150569914.	
Assignments	
Sample Assignment	
<ol style="list-style-type: none"> 1. Using a blank sketch of the human body, identify the major muscles in the legs. 2. Watch a video of a person sitting down and standing up (provided by the instructor or on Youtube). Describe the muscles utilized for these motions and determine whether he or she is using proper body mechanics to sit and stand. 	
Student Learning Outcomes	
1. Students will be able to use basic kinesiological terminology commonly used in a rehabilitation therapy setting.	
2. Students will identify and locate basic skeletal anatomy of the human body.	

3. Students will describe proper body mechanics for the human body.	
Minimum Qualification	
Minimum Qualifications:	Rehabilitation Technician
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes