



CURRICULUM COMMITTEE | AGENDA

Wednesday, December 7, 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) |
|---------------|------------------------|

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:

- V. Information Items:
 - (Course Updates)*
 - I. PSYCH 11 Child Growth And Development

- VI. Action Items
 - (Consent Agenda)*
 - a. ESL 20A Advanced Grammar Workshop (removal of prerequisites: ESL 11A and ESL 11B)
 - b. ESL 20B Advanced Grammar and Editing (title change and removal of prerequisites: ESL 11A and ESL 11B)

 - (New Courses)*
 - c. ACCTG 17 Comprehensive Income Tax Preparation CTEC Approved6
 - d. BUS 8 Law and Entrepreneurship.....9
 - e. DANCE 11 Beginning Hip Hop Dance (skills advisory: DANCE 10)14
 - f. DANCE 12 Intermediate Hip Hop Dance (skills advisory: DANCE 11)18
 - g. KIN PE 11D Olympic Style Weightlifting (skills advisory: KIN PE 11B or previous experience in weightlifting).....22
 - h. VAR PE 11A In-Season Intercollegiate Strength and Conditioning26
 - i. VAR PE 11B Off-Season Intercollegiate Strength and Conditioning29

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

(Course reinstatement)

- j. AD JUS 1 Introduction to Administration of Justice.....33
- k. AD JUS 2 Concepts of Criminal Law.....37

(Distance Education)

- l. COSM 64 Salon Management.....41

(Program Revisions)

- m. Changes to degrees and certificates as a result of courses considered on this agenda

(Policy Revisions)

- n. AR 5150 Continuing Education.....46

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 | MINUTES

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

Members Present:

| | | | |
|---------------------------------------|---------------|--------------------|-------------------|
| Guido Davis Del Piccolo, <i>Chair</i> | Maral Hyeler | Georgia Lorenz | Gita Runkle |
| Jennifer Merlic, <i>Vice Chair</i> | Sasha King | Emin Menachekanian | Odemaris Valdivia |
| Eve Adler | William Konya | Estela Narrie | Audra Wells |
| Brenda Antrim (non-voting) | Jing Liu | Darryl-Keith Ogata | Joshua Withers |
| Christina Gabler | Emily Lodmer | James Pacchioli | |

Members Absent:

| | | | |
|-------------------|----------------------|--------------|-----------------|
| Saori Gurung (AS) | Adrian Restrepo (AS) | Elaine Roque | David Shirinyan |
| Mark Tomasic | | | |

Others Present:

| | | | |
|------------------|-------------|--------------------|-------------|
| Laura Manson | Peter Morse | Melody Nightingale | Cesar Rubio |
| Marissa Tiamfook | Sal Veas | | |

MINUTES

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

I. Call to order:

The meeting was called to order at 3:08pm.

II. Public Comments:

None.

III. Approval of Minutes:

The minutes of November 2, 2016 were approved as presented.

IV. Chair's report:

- "The Reemergence of Noncredit in the California Community Colleges" article published by the ASCCC.
- Guido reported that all approved action items from the previous meeting were approved by the Academic Senate on November 15, 2016.
- Guido informed the committee that we will have a meeting on December 7, 2016.
- Guido reported to the committee that because of the timing of the next Academic Senate meeting (which is a short meeting during final exams), he presented an overview of noncredit in general and presented the titles of the noncredit courses on this agenda to the Academic Senate on November 29, 2016. Guido indicated that a rather lengthy and important discussion occurred with some significant concerns being raised by Senators including: The possible creation of "silos" or "segregation" (for both noncredit students and the faculty teaching in noncredit); the problems with the current AR 5150 which has contradictory language (which does not match our past practice) and which specifies that noncredit is "non-graded"; the load factor of noncredit courses; the concern over minimum qualifications for faculty teaching in noncredit. He further mentioned that the discussion seemed to be focused on issues under the purview of the Faculty Association and that, while those issues are still outstanding, the courses on today's agenda would be considered based on the role of the Curriculum Committee.

- Georgia informed the committee that she and Peter Morse, Faculty Association President, have already had one meeting on the contractual issues surrounding noncredit and that a second meeting is scheduled. She also commented that the draft course outlines in the agenda packet will facilitate these discussions by providing specific examples for discussion.

V. Information Items:

(Course Updates)

1. NUTR 4 Healthy Lifestyle Food And Fitness

(Deactivation of cross listed courses)

2. GIS 19 / GEOG 19 Geographic Information Systems For Business (GEOG19 will be deactivated; GIS 19 will remain)

Action Items:

(Consent Agenda)

- 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)
Motion made by: Georgia Lorenz **Seconded by:** Estela Narrie
 The motion passed unanimously. (Emily Lodmer not present for vote)

(New Courses)

- d. BCYCLE NC 901 Bicycle Maintenance Level 1 – presented by Sal Veas
Motion made by: Georgia Lorenz **Seconded by:** Gita Runkle
 Y: 15
 N: 1 (William Konya)
 A: 0
 Not present for vote: 1 (Emily Lodmer)
- e. BCYCLE NC 902 Bicycle Maintenance Level 2 – presented by Sal Veas
Motion made by: Georgia Lorenz **Seconded by:** Gita Runkle
 Y: 15
 N: 1 (William Konya)
 A: 0
 Not present for vote: 1 (Emily Lodmer)
- f. BUS NC 901 Introduction to Business Basic – presented by Cesar Rubio and Sal Veas
Motion made by: Estela Narrie **Seconded by:** Odemaris Valdivia
 Y: 14
 N: 2 (William Konya and James Pacchioli)
 A: 0
 Not present for vote: 1 (Emily Lodmer)
- g. BUS NC 902 Introduction to Business Mindset – presented by Cesar Rubio and Sal Veas
Motion made by: Estela Narrie **Seconded by:** Odemaris Valdivia
 Y: 14
 N: 2 (William Konya and James Pacchioli)
 A: 0
 Not present for vote: 1 (Emily Lodmer)

- h. BUS NC 911 Customer Service Level 1 – presented by Sal Veas
Motion made by: Odemaris Valdivia **Seconded by:** Joshua Withers
 Y: 15
 N: 1 (William Konya)
 A: 0
 Not present for vote: 1 (Emily Lodmer)
- i. BUS NC 912 Customer Service Level 2 – presented by Sal Veas
Motion made by: Odemaris Valdivia **Seconded by:** Joshua Withers
 Y: 15
 N: 1 (William Konya)
 A: 0
 Not present for vote: 1 (Emily Lodmer)
- j. ECE NC 900 Early Childhood Education Communication Skills – presented by Laura Manson
Motion made by: Eve Adler **Seconded by:** Maral Hyeler
 The motion passed unanimously. (Emily Lodmer not present for vote)
- k. HEALTH NC 900 Introduction to the Career of a Rehabilitation Aide – presented by Marissa Tiamfook
Motion made by: Estela Narrie **Seconded by:** Odemaris Valdivia
 Y: 15
 N: 1 (William Konya)
 A: 0
 Not present for vote: 1 (Emily Lodmer)
- l. HEALTH NC 902 Clinical Practice for a Rehabilitation Aide – presented by Marissa Tiamfook
Motion made by: Estela Narrie **Seconded by:** Odemaris Valdivia
 Y: 15
 N: 1 (William Konya)
 A: 0
 Not present for vote: 1 (Emily Lodmer)
- m. HEALTH NC 904 Kinesiology for a Rehabilitation Therapy Aide – presented by Marissa Tiamfook
Motion made by: Estela Narrie **Seconded by:** Odemaris Valdivia
 Y: 15
 N: 1 (William Konya)
 A: 0
 Not present for vote: 1 (Emily Lodmer)

VI. Adjournment

The meeting adjourned at 5:06pm.

Santa Monica College**New SMC Course****Expanded Course Outline for ACCTG 17 - Comprehensive Income Tax Preparation
CTEC Approved**

| Course Cover | |
|--------------------------------------|--|
| Discipline | ACCTG-ACCOUNTING |
| Course Number | 17 |
| Full Course Title | Comprehensive Income Tax Preparation CTEC Approved |
| Catalog Course Description | This comprehensive course is intended for individuals to enter the tax profession and enable them to prepare individual tax returns for the general public, including individual taxpayers who operate sole-proprietor businesses. At the completion of the course, students will prepare most individual tax returns and small business income tax returns (self-employed.Schedule C returns). This tax course is a qualified course by California Tax Education Council (CTEC), so the course fulfills the requirements to become a California Registered Tax Preparer (CRTP). |
| Rationale | Fulfills the requirements to become a California Registered Tax Preparer (CRTP). |
| 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: 4.00 |
| Weekly Lecture Hours | Min: 4.00 (Sem: 72) |
| Total Semester Instructional Hours | 72.00 |
| Repeatability | May be repeated 0 time(s) |
| Grading Methods | Letter Grade or P/NP |
| Transfer/General Ed | |
| Transferability | |
| Transfers to CSU | |
| IGETC Area: | |
| Does NOT satisfy any area of IGETC: | |
| CSU GE Area: | |
| Does NOT satisfy any area of CSU GE: | |
| SMC GE Area: | |
| Does NOT satisfy any area of SMC GE: | |
| Program Applicability | |
| Designation | Credit - Degree Applicable |
| Proposed For | Stand-Alone (not in any program) |

| Course Objectives | |
|---|----------------------------|
| Upon satisfactory completion of the course, students will be able to: | |
| 1. Prepare most individual tax returns. | |
| 2. Perform a thorough interview with a taxpayer. | |
| 3. Determine a taxpayer's filing status and eligibility for exemptions. | |
| 4. Accurately report income and deductions for a taxpayer. | |
| 5. Determine a taxpayer's eligibility for credits and deductions. | |
| 6. Complete Schedules C-EZ, C and E. | |
| 7. Compute depreciation for assets and eligibility for Section 179. | |
| 8. Accurately calculate a taxpayer's refund or balance due. | |
| 9. Advise a taxpayer in tax planning strategies. | |
| 10. Become a California CTEC Registered Tax Preparer. | |
| Course Content | |
| 2% | W-2 & 1099 Forms |
| 5% | Form 1040 (1040 EZ/A) |
| 1% | Interview Techniques |
| 5% | Filing Requirements |
| 5% | Filing Status |
| 5% | Exemptions & Dependents |
| 5% | Earned Income Tax Credit |
| 1% | Due Diligence |
| 5% | Child Care & Tax Credits |
| 5% | Interest & Dividends |
| 2% | Other Income |
| 5% | Adjustments to Income |
| 5% | Itemized Deductions |
| 3% | Employee Business Expenses |
| 4% | Sale of Real Estate |
| 5% | Depreciation |
| 3% | Self-Employment |
| 5% | Rental Property |
| 5% | Capital Gains & Losses |
| 3% | Alternative Minimum Tax |
| 4% | Education Expenses & Plans |
| 2% | IRAs & Retirements Plans |
| 3% | Ethics |
| 2% | Kiddie Tax |
| 2% | Tax Saving Ideas |
| 3% | Same Sex Marriage |
| 2% | Affordable Care Act |
| 2% | Tax Law Updates |
| 1% | Electronic Filing |
| Total: 100% | |

| Methods of Presentation | |
|--|--|
| Methods | Lecture and Discussion Online instructor-provided resources Projects |
| Methods of Evaluation | |
| Methods | <ul style="list-style-type: none"> • 60% - Exams/Tests 4 modules exams. • 15% - Homework End of Chapter Learning Activities (20) & Federal and State Practicals (2) • 10% - Other IRS & FTB research. • 15% - Quizzes 10 quizzes (2 chapters). • 100% - Total |
| Appropriate Textbooks | |
| Textbooks such as the following are appropriate: | |
| Formatting Style | APA |
| Textbooks | |
| 1. The Income Tax School. <i>Federal & California State Comprehensive Income Tax Course</i> , ed. Peoples Income Tax, Inc., 2017 | |
| Assignments | |
| Sample Assignment | |
| The course is divided into six modules, and each module is composed of five (5) chapters. The modules will focus on a specific tax area, and assignments will involve reading assignments from the tax books and IRS Publications, reviewing end of chapter questions and covering learning activities. The assignments are designed to test the student's comprehension of the course material and facilitate students pass the module examination for certification. | |
| Student Learning Outcomes | |
| 1. Prepare basic level individual Federal and California income tax returns. | |
| 2. Prepare business tax forms for sole proprietors, including Schedule C, D, E and Depreciation. | |
| 3. Perform tax research and answer tax questions. | |
| Minimum Qualification | |
| Minimum Qualifications: | Accounting (Masters Required) |
| Library | |
| List of suggested materials has been given to librarian? | No |
| Library has adequate materials to support course? | Yes |

Santa Monica College New SMC Course

Expanded Course Outline for BUS 8 - Law and Entrepreneurship

| Course Cover | |
|--------------------------------------|---|
| Discipline | BUS-BUSINESS |
| Course Number | 8 |
| Full Course Title | Law and Entrepreneurship |
| Catalog Course Description | This course navigates the current business environment and identifies the key legal challenges that an entrepreneur faces in starting and operating a business. It is ideal for business majors and for students who have an interest in starting their own businesses. A special emphasis is placed on protecting one's intellectual property and includes an analysis of the laws pertaining to trademark, copyright, patent and trade secrets. The following additional topics are explored: basic legal concepts, dispute resolution, tort liability, contracts, managing risk, employment law, agent liability, choosing a form of business and legal challenges with marketing. |
| Rationale | This course is in support of our Entrepreneurship certificate program. |
| Proposal Information | |
| Proposed Start | Year: 2017 Semester: Fall |
| Proposed for Distance Ed | No |
| Proposed for Global Citizenship | No |
| Course Unit/Hours | |
| Variable Hour Exist | NO |
| Credit Hours | Min: 3.00 |
| Weekly Lecture Hours | Min: 3.00 (Sem: 54) |
| Total Semester Instructional Hours | 54.00 |
| Load Factor | 1.00 |
| Repeatability | May be repeated 0 time(s) |
| Grading Methods | Letter Grade or P/NP |
| Transfer/General Ed | |
| Transferability | |
| Transfers to CSU | |
| IGETC Area: | |
| Does NOT satisfy any area of IGETC: | |
| CSU GE Area: | |
| Does NOT satisfy any area of CSU GE: | |
| SMC GE Area: | |
| Does NOT satisfy any area of SMC GE: | |
| Program Applicability | |
| Designation | Credit - Degree Applicable |
| Proposed For | AS Degree -Business (General Business) |

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|--|--|
| | Certificate of Achievement -Entrepreneurship (Elective) Department Certificate -Entrepreneurship |
| Course Objectives | |
| Upon satisfactory completion of the course, students will be able to: | |
| 1. Identify various sources of law that govern the business environment. | |
| 2. Describe the various forms of alternative dispute resolution. | |
| 3. Distinguish between intentional torts and negligence and demonstrate an understanding of how these torts arise in the business context. | |
| 4. State the elements of a contract and explain the importance of including these elements for enforcement of a contract. | |
| 5. Explain the relevance, and enforceability, of non-compete clauses in the business environment. | |
| 6. Distinguish between the various forms of intellectual property and demonstrate an understanding of the intangible property each type protects. | |
| 7. Demonstrate an understanding of the strict liability doctrine and its underlying purpose. | |
| 8. Identify the different types of insurance that are particularly relevant for the entrepreneur. | |
| 9. State the relevant federal employment laws prohibiting discrimination such as the Civil Rights Act of 1964, Equal Pay Act of 1963, and the Americans with Disabilities Act of 1990, among others. | |
| 10. Distinguish between independent contractors and employees and the legal consequences that follow from hiring each. | |
| 11. Identify the various forms of business ownership and list the characteristics of each form. | |
| 12. Analyze the Federal Trade Commission's prohibition of deceptive and unfair advertising and explain how entrepreneurs can comply with the regulations. | |
| Course Content | |
| 5% | <u>Basic legal concepts and terminology</u> <ul style="list-style-type: none"> • Classifications of the law (common law, equity, civil v. criminal, procedural v. substantive law) • Sources of and reasons for law • Case analysis and the impact of case decisions on business |
| 5% | <u>Resolving business Disputes</u> <ul style="list-style-type: none"> • State and Federal Court Systems • Progress of a case through the courts • forms of alternative dispute resolution (settlement, arbitration and mediation) |

| | |
|-----|--|
| 5% | <p><u>Tort liability and the entrepreneur</u></p> <ul style="list-style-type: none"> • Introduction to torts and their application to the business environment • Intentional Torts • Negligence • Distinction between crimes and torts |
| 10% | <p><u>Contracts for business dealings</u></p> <ul style="list-style-type: none"> • Introduction to contracts • Elements of a contract: the agreement, consideration, consent, capacity • The significance of a writing and documentation • Duty to mitigate |
| 5% | <p><u>Contractual protections for business</u></p> <ul style="list-style-type: none"> • Overview of specific types of agreements disclaiming potential tort liability, protecting trade secrets and related issues • non-compete clauses associated with the sale of a business • non-compete clauses applicable to the employment context/legality concerns • Nondisclosure agreements |
| 20% | <p><u>Protecting your inventions/business name/ trade secrets and liability concerns</u></p> <ul style="list-style-type: none"> • Overview of intellectual property and its significance for the entrepreneur • Trademark protection and strategies to avoid infringement • Copyright protection and strategies to avoid infringement; application of the fair use doctrine • Patent protection and strategies to avoid infringement • Trade Secrets protection • Intellectual property issues specific to the online realm |
| 5% | <p><u>Production and distribution of products</u></p> <ul style="list-style-type: none"> • Overview of the production and distribution of products in today's business climate • product liability doctrine • Negligence • Strict liability • liability for breach of express/implied warranties |
| 5% | <p><u>Managing risk through Insurance</u></p> <ul style="list-style-type: none"> • Overview of insurance • Types of insurance |
| 20% | <p><u>Human Resources and employment law</u></p> <ul style="list-style-type: none"> • Overview of human resources and issues relevant to the entrepreneur |

| | |
|-----|--|
| | <ul style="list-style-type: none"> • Federal employment laws prohibiting discrimination • employment at will and exceptions • legal issues associated with hiring, promoting and terminating employees • special concerns associated with hiring unpaid and/or paid interns |
| 10% | <p><u>Understanding Agency</u></p> <ul style="list-style-type: none"> • Summary of the need for hiring agents to conduct business • Different types of authority • Principal’s contract and tort liability for agents • Distinguish between independent contractors and employees |
| 5% | <p><u>Choosing a business form of ownership</u></p> <ul style="list-style-type: none"> • Overview of the various forms of businesses available to the entrepreneur • characteristics of the various forms including, but not limited to sole proprietorships, partnerships, corporations, and LLCs • Different liabilities and protections associated with each. • Practical considerations |
| 5% | <p><u>Marketing your business</u></p> <ul style="list-style-type: none"> • Review of the marketing environment today • Trademark/copyright protection online • Truth in advertising • user-generated content • anti-spam regulation • defamation |

Total: 100%

Methods of Presentation

| | |
|---------|------------------------|
| Methods | Lecture and Discussion |
|---------|------------------------|

Methods of Evaluation

| | |
|---------|---|
| Methods | <ul style="list-style-type: none"> • 5% - Class Participation • 40% - Exams/Tests 2 exams • 25% - Final exam • 10% - Oral Presentation • 20% - Written assignments • 100% - Total |
|---------|---|

Appropriate Textbooks

Textbooks such as the following are appropriate:

| | |
|------------------|-----|
| Formatting Style | APA |
|------------------|-----|

Textbooks

1. Bagley, Constance E. & Dauchy, Craig. E. *The Entrepreneur’s Guide to Business Law*, 4th ed. Cengage Publications, 2011, ISBN: ISBN # 978-053846646.
2. Warner, Daniel; Mayer, Don; Seidel, George J. & Lieberman, Jethro K. *Law for*

| | |
|---|------------------------|
| <i>Entrepreneurs</i> , ed. Saylor Foundation, 2012, ISBN: 13:978-1-4533441-7-0. | |
| 3. Kline, David. <i>The Intangible Advantage: Understanding Intellectual property in the New Economy</i> , ed. Michelson 20MM Foundation, 2016 | |
| Assignments | |
| Sample Assignment | |
| Sample Writing Assignment: Students will review reputable business periodicals to find a current intellectual property issue. For example, a student may decide to research a patent-infringement case between Apple and Samsung. After researching the topic, the student would provide an overview of the various issues involved in the case and critically analyze the result reached by the court. Students should identify the lessons this case has for entrepreneurs and pose strategies for avoiding lawsuits for infringement. | |
| Sample Oral Presentation: Students will research informational resources available to the entrepreneur concerning one of the topics covered in class. For example, a student may be interested in how to incorporate a business in California. The student would research this issue and provide an oral presentation (5-6 minutes) which summarizes the relevant resources. | |
| Student Learning Outcomes | |
| 1. Identify and distinguish the different types of intellectual property protections. | |
| 2. Given a set of facts, select a form(s) of business ownership which best suits the business presented in the hypothetical and critically analyze the reasons for this choice. | |
| 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: | Law (Masters Required) |
| Library | |
| List of suggested materials has been given to librarian? | No |
| Library has adequate materials to support course? | Yes |
| Additional Comments/Information | |
| Please note that we are utilizing some free source materials for this course. | |

Santa Monica College New SMC Course

Expanded Course Outline for DANCE 11 - Beginning Hip Hop Dance

| Course Cover | |
|------------------------------------|--|
| Discipline | DANCE-DANCE |
| Course Number | 11 |
| Full Course Title | Beginning Hip Hop Dance |
| Catalog Course Description | This introductory course will explore fundamental techniques of hip hop dance. Attention is placed on basic syncopation, isolations and rhythms with an emphasis on musicality, strength, flexibility and coordination. Improvisation or "freestyling" is introduced to develop the individual expression and style indigenous to the form. Critical analysis of hip hop choreography and an appreciation of hip hop dance including its cultural significance, history and origins as an art form are emphasized. Written assignments and attendance at Dance Department concerts are required. |
| Rationale | Hip Hop dance, music and culture has emerged as a dominant force in the US and internationally over the past 30 years and has had a major influence on current entertainment trends. Many of our students are interested in pursuing careers in the commercial dance industry and of necessity need to be versed in this genre. In the two most recent Dance Major surveys (Spring 2015 and Fall 2015), over 50% of respondents requested a hip hop course. Hip Hop dance is offered at several California Community Colleges including El Camino, Glendale, Moorpark, Citrus, Mira Costa and San Diego City College. Hip hop technique classes are essential in order for SMC Dance to offer comparable training and to best prepare our students to work in this competitive industry. |
| Proposal Information | |
| Proposed Start | Year: 2017 Semester: Fall |
| Proposed for Distance Ed | No |
| Proposed for Global Citizenship | No |
| Course Unit/Hours | |
| Variable Hour Exist | NO |
| Credit Hours | Min: 2.00 |
| Weekly Lecture Hours | Min: 1.00 (Sem: 18) |
| Weekly Laboratory Hours | Min: 3.00 (Sem: 54) |
| Total Semester Instructional Hours | 72.00 |
| Repeatability | May be repeated 0 time(s) |
| Grading Methods | Letter Grade or P/NP |
| Transfer/General Ed | |
| Transferability | |
| Transfers to UC (pending review) | |

| | |
|---|---|
| Transfers to CSU | |
| IGETC Area: | |
| Does NOT satisfy any area of IGETC: | |
| CSU GE Area: | |
| Does NOT satisfy any area of CSU GE: | |
| SMC GE Area: | |
| Does NOT satisfy any area of SMC GE: | |
| Comparable Transfer Courses: | |
| <ul style="list-style-type: none"> • California Community College El Camino College Hip Hop Dance 162 | |
| Program Applicability | |
| Designation | Credit - Degree Applicable |
| Proposed For | AA Degree -AA Dance Elective |
| Pre/Corequisites & Advisories | |
| Skills Advisory DANCE 10 | |
| Course Objectives | |
| Upon satisfactory completion of the course, students will be able to: | |
| 1. Demonstrate strength, flexibility, coordination and stamina to execute the technical skills of beginning hip hop dance. | |
| 2. Embody beginning hip hop movements in various styles (i.e. hip hop, krump, break dance, street dance). | |
| 3. Create "freestyle" hip hop dance phrases using improvisational skills at a beginning level. | |
| 4. Perform movement variations at a beginning level with syncopations and rhythms prevalent in hip hop music. | |
| 5. Identify rhythmic structures and syncopations in hip hop music, and their relationship to movement at a beginning level. | |
| 6. Evaluate movements in terms of space, time and force and reproduce them accurately through the movement of their own body at a beginning level. | |
| 7. Apply concepts of body alignment and structural placement in hip hop dance at a beginning level. | |
| 8. Critically analyze hip hop choreography (in writing and discussion) as experienced through attendance and viewing of live concerts, films, videos and in-class demonstrations. | |
| 9. Describe the relationship of hip hop dance to African diasporic dance traditions in American culture and cultures abroad. | |
| Course Content | |
| 5% | Body alignment and structural placement |
| 10% | Strength, flexibility and aerobic elements in relation to hip hop dance |

| | |
|---|--|
| | technique |
| 15% | Basic movements and positions of the body in hip hop dance technique |
| 25% | Hip hop dance technique including improvisation/“freestyle” in center floor and traveling sequences |
| 15% | Hip hop music’s rhythmic structures and syncopations |
| 15% | Readings, concert evaluations, tests and written assignments |
| 5% | Distinguish hip hop styles/hip hop dance as aesthetic art form |
| 5% | Hip Hop dance terminology |
| 5% | Class protocol, dance discipline and studio respect |
| Total: 100% | |
| Lab Content | |
| 100% | Application of skills |
| Total: 100% | |
| Methods of Presentation | |
| Methods | Critique Group Work Lecture and Discussion Observation and Demonstration Other |
| Other Methods | Other Methods: Guided individual and group experiences, presentation of audio and visual examples of movement and music expression, use of handouts, textbooks, reading list, use of video recording and feedback |
| Methods of Evaluation | |
| Methods | <ul style="list-style-type: none"> • 30% - Class Participation • 20% - Exams/Tests Written and practical • 20% - Final exam Written and practical • 20% - Papers Dance concert reports • 10% - Projects • 100% - Total |
| Appropriate Textbooks | |
| Textbooks such as the following are appropriate: | |
| Formatting Style | APA |
| Textbooks | |
| 1. Mohanalakshmi Rajakumar. <i>Hip Hop Dance (The American Dance Floor)</i> , ed. Mohanalakshmi Rajakumar, 2012 | |
| 2. Schloss, J., G.. <i>Foundation: B-boys, B-girls and Hip-Hop Culture in New York</i> , ed. Oxford University Press, 2009, ISBN: 978-0195334067. | |
| 3. Chang, J.. <i>Can’t Stop Won’t Stop: A History of the Hip-Hop Generation</i> , ed. Picador, 2005, ISBN: 031230143X. | |
| Assignments | |

| Sample Assignment | |
|--|--------------------------|
| <p>1. Writing assignment and in-class presentation: Compare and contrast two styles of hip hop dance technique studied. Include an historical and cultural context in your written evaluation. Discuss and demonstrate the two styles for the class.</p> <p>2. Dance concert report: describe the overall content of the program, and at least one dance of particular interest. Dance title, choreographer, music title and composer should be identified. The meaning, theme, and/or traditional origin of the dance should be discussed. The movement style, quality, and compositional design should be described. The effectiveness of production elements (lighting, costuming, etc.) in supporting the intention of the work will be analyzed. A reflection of one's personal response to the dance will complete the assignment.</p> | |
| Student Learning Outcomes | |
| 1. Demonstrate fundamental techniques of hip hop dance as well as knowledge of placement, alignment and anatomical structure needed to accomplish the technique. | |
| 2. Demonstrate basic knowledge of syncopation, isolations and rhythmic structure in relation to hip hop dance. | |
| 3. Demonstrate basic knowledge of hip hop dance history, styles, terminology and significance as an art form. | |
| Minimum Qualification | |
| Minimum Qualifications: | Dance (Masters Required) |
| 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 DANCE 12 - Intermediate Hip Hop Dance

| Course Cover | |
|------------------------------------|--|
| Discipline | DANCE-DANCE |
| Course Number | 12 |
| Full Course Title | Intermediate Hip Hop Dance |
| Catalog Course Description | This course builds on the fundamental techniques of hip hop dance at an intermediate level. Attention is placed on syncopation, isolations and rhythms with an emphasis on musicality, strength, flexibility and coordination. Improvisation or "freestyling" is emphasized to further develop the individual expression and style indigenous to the form. Critical analysis of hip hop choreography and hip hop street dance, along with its cultural significance, history and origins as an art form are also emphasized. Written assignments and attendance at Dance Department concerts are required. |
| Rationale | Hip Hop dance, music and culture has emerged as a dominant force in the US and internationally over the past 30 years and has had a major influence on current entertainment trends. Many of our students are interested in pursuing careers in the commercial dance industry and of necessity need to be versed in this genre. In the two most recent Dance Major surveys (Spring 2015 and Fall 2015), over 50% of respondents requested a hip hop course. Hip Hop dance is offered at several California Community Colleges including El Camino, Glendale, Moorpark, Citrus, Mira Costa and San Diego City College. Hip hop technique classes are essential in order for SMC Dance to offer comparable training and to best prepare our students to work in this competitive industry. |
| Proposal Information | |
| Proposed Start | Year: 2017 Semester: Fall |
| Proposed for Distance Ed | No |
| Proposed for Global Citizenship | No |
| Course Unit/Hours | |
| Variable Hour Exist | NO |
| Credit Hours | Min: 2.00 |
| Weekly Lecture Hours | Min: 1.00 (Sem: 18) |
| Weekly Laboratory Hours | Min: 3.00 (Sem: 54) |
| Total Semester Instructional Hours | 72.00 |
| Load Factor | 0.88 |
| Repeatability | May be repeated 0 time(s) |
| Grading Methods | Letter Grade or P/NP |
| Transfer/General Ed | |

| | |
|---|--|
| Transferability | |
| Transfers to UC (pending review) | |
| Transfers to CSU | |
| IGETC Area: | |
| Does NOT satisfy any area of IGETC: | |
| CSU GE Area: | |
| Does NOT satisfy any area of CSU GE: | |
| SMC GE Area: | |
| Does NOT satisfy any area of SMC GE: | |
| Comparable Transfer Courses: | |
| <ul style="list-style-type: none"> California Community College Citrus College Intermediate Hip Hop Dance 258 | |
| Program Applicability | |
| Designation | Credit - Degree Applicable |
| Proposed For | AA Degree -AA Dance Elective |
| Pre/Corequisites & Advisories | |
| Skills Advisory DANCE 11 | |
| Course Objectives | |
| Upon satisfactory completion of the course, students will be able to: | |
| 1. Demonstrate strength, flexibility, coordination and stamina to execute the technical skills of intermediate hip hop dance. | |
| 2. Embody intermediate hip hop movements in various styles (i.e. hip hop, pop and lock, krump, break dance, street dance). | |
| 3. Create "freestyle" hip hop dance phrases using improvisational skills at an intermediate level. | |
| 4. Perform movement variations with syncopations and rhythms prevalent in hip hop music at an intermediate level. | |
| 5. Recognize rhythmic structures and syncopations in hip hop music, and their relationship to movement at an intermediate level. | |
| 6. Evaluate movements in terms of space, time and force and reproduce them accurately through the movement of their own body at an intermediate level. | |
| 7. Apply concepts of body alignment and structural placement in hip hop dance at an intermediate level | |
| 8. Employ in-depth critical analysis of hip hop choreography (in writing and discussion) as experienced through attendance and viewing of live concerts, films, videos and in-class demonstrations. | |
| 9. Articulate the relationship of hip hop dance to African diasporic dance traditions in American culture and cultures abroad. | |

| Course Content | |
|---|--|
| 5% | Body alignment and structural placement |
| 10% | Strength, flexibility and aerobic elements in relation to hip hop dance technique |
| 15% | Intermediate level movements and positions of the body in hip hop dance technique |
| 25% | Hip hop dance technique including improvisation/“freestyle” in center floor and traveling sequences |
| 15% | Hip hop music’s rhythmic structures and syncopations |
| 15% | Readings, concert evaluations, tests and written assignments |
| 5% | Analyze hip hop styles/hip hop dance as aesthetic art form |
| 5% | Hip hop dance terminology |
| 5% | Class protocol, dance discipline and studio respect |
| Total: 100% | |
| Lab Content | |
| 100% | Application of skills |
| Total: 100% | |
| Methods of Presentation | |
| Methods | Critique Group Work Lecture and Discussion Observation and Demonstration Projects |
| Other Methods | Guided individual and group experiences, presentation of audio and visual examples of movement and music expression, use of handouts, textbooks, reading list, use of video recording and feedback |
| Methods of Evaluation | |
| Methods | <ul style="list-style-type: none"> • 30% - Class Participation • 20% - Exams/Tests Written and practical exams • 20% - Final exam Written and practical • 10% - Other Written assignments/projects • 20% - Papers Dance concert reports • 100% - Total |
| Appropriate Textbooks | |
| Textbooks such as the following are appropriate: | |
| Formatting Style | APA |
| Textbooks | |
| 1. Schloss, J., G.. <i>Foundation: B-boys, B-girls and Hip-Hop Culture in New York</i> , ed. Oxford University Press, 2009, ISBN: 978-0195334067. | |

| 2. Rajakumar, M.. <i>Hip Hop Dance (The American Dance Floor)</i> , ed. Mohanalakshmi Rajakumar, 2012, ISBN: 978-0313378454. | |
|--|--------------------------|
| 3. Chang, J.. <i>Can't Stop Won't Stop: A History of the Hip-Hop Generation</i> , ed. Picador, 2005, ISBN: 031230143X. | |
| Assignments | |
| Sample Assignment | |
| 1. Movement assignment: create and perform a short movement study based on a specific hip hop aesthetic that incorporates elements of improvisation/"freestyling". | |
| 2. Dance concert report: describe the overall content of the program, and at least one dance of particular interest. Dance title, choreographer, music title and composer should be identified. The meaning, theme, and/or traditional origin of the dance should be discussed. The movement style, quality, and compositional design should be described. The effectiveness of production elements (lighting, costuming, etc.) in supporting the intention of the work will be analyzed. A reflection of one's personal response to the dance will complete the assignment. | |
| Student Learning Outcomes | |
| 1. Demonstrate an intermediate level of hip hop dance technique as well as knowledge of placement, alignment and anatomical structure needed to accomplish the technique. | |
| 2. Demonstrate an intermediate level of syncopation, isolations and rhythmic structure employing elements of improvisation/"freestyling". | |
| 3. Demonstrate progressive critical thinking skills in regards to hip hop dance history, styles, terminology and significance as an art form | |
| Minimum Qualification | |
| Minimum Qualifications: | Dance (Masters Required) |
| 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 KIN PE 11D - Olympic Style Weightlifting

| Course Cover | |
|---|--|
| Discipline | KIN PE-KINESIOLOGY PHYSICAL EDUCATION |
| Course Number | 11D |
| Full Course Title | Olympic Style Weightlifting |
| Catalog Course Description | The course is designed for students interested in learning how to perform Olympic style weightlifting. Students learn the technical execution of the snatch, clean, and jerk. This course is not recommended for beginners; previous experience in weight training is important for success in this course. |
| Rationale | Kinesiology offers weight training courses with three different levels. Each one of these courses emphasizes basic strength training techniques and exercises. This Olympic weightlifting course would fill the gaps for students looking for advanced specialized strength training techniques. The emphasis would be on weightlifting movements (clean, jerk, and snatch). |
| Proposal Information | |
| Proposed Start | Year: 2018 Semester: Spring |
| Proposed for Distance Ed | No |
| Proposed for Global Citizenship | No |
| Course Unit/Hours | |
| Variable Hour Exist | NO |
| Credit Hours | Min: 1.00 |
| Weekly Lecture Hours | Min: 0 |
| Weekly Laboratory Hours | Min: 3.00 (Sem: 54) |
| Total Semester Instructional Hours | 54.00 |
| Repeatability | May be repeated 0 time(s) |
| Grading Methods | Letter Grade or P/NP |
| Transfer/General Ed | |
| Transferability | |
| Transfers to UC (pending review) | |
| Transfers to CSU | |
| IGETC Area: | |
| Does NOT satisfy any area of IGETC: | |
| CSU GE Area: | |
| <ul style="list-style-type: none"> • CSU GE Area E: Lifelong Understanding and Self-Development <ul style="list-style-type: none"> ◦ E - Lifelong Understanding and Self-Development | |
| SMC GE Area: | |
| Does NOT satisfy any area of SMC GE: | |
| Program Applicability | |

| | |
|---|--|
| Designation | Credit - Degree Applicable |
| Proposed For | AS Degree -Athletic Coaching Certificate of Achievement -Athletic Coaching |
| Pre/Corequisites & Advisories | |
| Skills Advisory KIN PE 11B or <hr/> Skills Advisory previous experience in weightlifting | |
| Course Objectives | |
| Upon satisfactory completion of the course, students will be able to: | |
| 1. Demonstrate proficiency in Olympic weightlifting techniques. | |
| 2. Identify positions and techniques that can lead to injury. | |
| 3. Execute stability and mobility exercises specifically intended for the enhancement of the weightlifting movements. | |
| 4. Discuss the effects of different repetitions, sets, and loads on a training program. | |
| 5. Explain and execute correct foot work and bar positioning during the weightlifting movements. | |
| 6. Create a comprehensive Olympic weightlifting program based on specific goals. | |
| Course Content | |
| 10% | Introduction of Olympic style weightlifting and the student's responsibilities. Review course outline objectives and educational plan. |
| 10% | Safety procedures and techniques used to minimize risk factors in weightlifting. |
| 10% | Olympic weightlifting rules and regulations. |
| 50% | Olympic weightlifting technique: <ol style="list-style-type: none"> 1. Bar path 2. Footwork – pulling and receiving position 3. Snatch 4. Clean 5. Jerk |
| 20% | Developing and planning a training program: <ol style="list-style-type: none"> 1. Exercise selection 2. Repetitions 3. Sets 4. Load |
| Total: 100% | |

| Lab Content | |
|--|--|
| 10% | Mobility and stability exercises that help weightlifting technique <ol style="list-style-type: none"> 1. Ankle Mobility 2. Hip Mobility 3. Thoracic Spine Mobility 4. Core Stability 5. Shoulder Stability |
| 15% | Fundamental transfer exercises for weightlifting: Overhead squat, Front squat, and Romanian Dead Lift. |
| 75% | Execute/practice weightlifting technique <ol style="list-style-type: none"> 1. Snatch 2. Clean 3. Jerk 4. Identify ideal body positions and bar trajectory 5. Understand what correct technique should look like |
| Total: 100% | |
| Methods of Presentation | |
| Methods | Lab Lecture and Discussion Observation and Demonstration |
| Methods of Evaluation | |
| Methods | <ul style="list-style-type: none"> • 70% - Class Participation Students are required to participate in daily workout activities and maintain a workout log throughout the semester. • 15% - Final Project Students will create a 4 week Olympic weightlifting workout plan. • 15% - Quizzes 3 quizzes that test the students' knowledge of weightlifting technique, safety issues, program design, rules / regulations. • 100% - Total |
| Appropriate Textbooks | |
| Textbooks such as the following are appropriate: | |
| Formatting Style | APA |
| Textbooks | |
| 1. Greg Everett. <i>Olympic Weightlifting: A Complete Guide for Athletes & Coaches</i> , 3rd ed. Catalyst Athletics, LLC, 2016, ISBN: 0990798542. | |
| Assignments | |
| Sample Assignment | |
| 1) Create a comprehensive four week Olympic weightlifting program. This needs to include a warm up, preparatory exercises, and progression of the weightlifting movements. The program should include repetitions and sets per exercise. Provide an explanation for your designed program. | |

2) The midterm quiz requires students to recall various rules and regulations for the sport of weightlifting, understand the difference between the various receiving positions, and know the position of the bar path at various points of the clean and snatch.

Student Learning Outcomes

1. Demonstrate proper technique for the clean and jerk.
2. Design a 4 week weightlifting training program including the various training parameters (exercises, order, repetitions, sets, and intensity).
3. Identify the elements of a proper warm up routine used for weightlifting.

Minimum Qualification

| | |
|-------------------------|---------------------------------------|
| Minimum Qualifications: | Physical 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

Greg Everett. Olympic Weightlifting: A Complete Guide for Athletes & Coaches , 3rd ed. Catalyst Athletics, LLC, 2016, ISBN: 0990798542.

Santa Monica College**New SMC Course****Expanded Course Outline for VAR PE 11A - In-Season Intercollegiate Strength and Conditioning**

| Course Cover | |
|-------------------------------------|--|
| Discipline | VAR PE-KINESIOLOGY TEAM SPORTS |
| Course Number | 11A |
| Full Course Title | In-Season Intercollegiate Strength and Conditioning |
| Catalog Course Description | Students will be instructed in sport specific strength and conditioning protocols geared towards maintaining physical athletic qualities such muscular strength and power. There will also be an emphasis on recovery techniques. This in-season physical preparation course is recommended for those students participating on the intercollegiate varsity team. |
| Rationale | This course would specifically address the needs of student-athletes during their in-season preparation. The in season is the time of year when athletes need to focus on recovery, regeneration, and maintenance of physical qualities such as strength and power. The increasing competition in California Community College Athletics necessitates this course to provide student-athletes the ability to increase individual and team performance through sport specific injury prevention, and sport specific strength and conditioning with technical and tactical pedagogy. |
| Proposal Information | |
| Proposed Start | Year: 2017 Semester: Fall |
| Proposed for Distance Ed | No |
| Proposed for Global Citizenship | No |
| Course Unit/Hours | |
| Variable Hour Exist | NO |
| Credit Hours | Min: 1.00 |
| Weekly Laboratory Hours | Min: 3.00 (Sem: 54) |
| Total Semester Instructional Hours | 54.00 |
| Load Factor | 0.75 |
| Repeatability | May be repeated 1 time(s) |
| Grading Methods | Letter Grade or P/NP |
| Transfer/General Ed | |
| Transferability | |
| Transfers to UC (pending review) | |
| Transfers to CSU | |
| IGETC Area: | |
| Does NOT satisfy any area of IGETC: | |

| | |
|---|---|
| CSU GE Area: | |
| <ul style="list-style-type: none"> • CSU GE Area E: Lifelong Understanding and Self-Development <ul style="list-style-type: none"> ○ E - Lifelong Understanding and Self-Development | |
| SMC GE Area: | |
| Does NOT satisfy any area of SMC GE: | |
| Program Applicability | |
| Designation | Credit - Degree Applicable |
| Proposed For | AS Degree -Athletic Coaching Certificate of Achievement -Athletic Coaching |
| Course Objectives | |
| Upon satisfactory completion of the course, students will be able to: | |
| 1. Demonstrate physical strength, endurance, agility, speed, and power qualities necessary for sport. | |
| 2. Analyze and perform recovery strategies used during the competition season. | |
| 3. Explain nutritional strategies that will enhance physical performance. | |
| Course Content | |
| 25% | Recovery and regeneration <ul style="list-style-type: none"> • Soft tissue work • Static and active stretching • Yoga poses • Breathing techniques |
| 5% | Nutrition discussion <ul style="list-style-type: none"> • Pre-competition strategies • Post-competition strategies |
| 10% | Safety and technique fundamentals <ul style="list-style-type: none"> • Proper use of equipment • Lifting and spotting fundamentals • Injury prevention protocols • Overtraining • Body position and movement efficiency |
| 60% | Sport-specific strength and conditioning program <ul style="list-style-type: none"> • Dynamic warm up • Plyometric training • Speed training: sport-specific • Change of direction and agility training • Power development • Strength training |
| Total: 100% | |
| Lab Content | |
| 100% | All content is lab content. |
| Total: 100% | |

| Methods of Presentation | |
|---|--|
| Methods | Lecture and Discussion Observation and Demonstration Projects |
| Methods of Evaluation | |
| Methods | <ul style="list-style-type: none"> • 65% - Class Participation • 15% - Final Project • 10% - Papers • 10% - Portfolios • 100% - Total |
| Appropriate Textbooks | |
| Textbooks such as the following are appropriate: | |
| Formatting Style | APA |
| Textbooks | |
| 1. Michael Boyle. <i>New Functional Training for Sports</i> , 2nd ed. Human Kinetics, 2016, ISBN: 1492530611. | |
| Assignments | |
| Sample Assignment | |
| <ul style="list-style-type: none"> • Students will be asked to create an in-season training program using the FITT principle. This will require students to research and design a sport-specific strength and conditioning program and be prepared to discuss in class the type of workout, periodization, and the expected results. • The final project will include a written analysis comparing various recovery methods used to enhance physical performance during the course of the competition season. | |
| Student Learning Outcomes | |
| 1. Create a sport-specific in season training program using the FITT principle (frequency, intensity, type, time). | |
| 2. Demonstrate a level of skill related-fitness components (speed, power, agility, reaction time, balance and coordination). | |
| 3. Identify key recovery strategies for in season performance. | |
| Minimum Qualification | |
| Minimum Qualifications: | Physical Education (Masters Required) |
| 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 VAR PE 11B - Off-Season Intercollegiate Strength and Conditioning

| Course Cover | |
|---|--|
| Discipline | VAR PE-KINESIOLOGY TEAM SPORTS |
| Course Number | 11B |
| Full Course Title | Off-Season Intercollegiate Strength and Conditioning |
| Catalog Course Description | Students will be instructed in sport specific strength and conditioning protocols related to improving muscular strength, power, agility, and speed. This off-season physical preparation course is recommended for those students that plan on participating on the intercollegiate varsity team. |
| Rationale | This course would specifically address the needs of student-athletes during their off-season preparation. The off-season is the time of year when athletes need to push their physical limits to prepare for the rigors of competition. The increasing competition in California Community College Athletics necessitates this course to provide student-athletes the ability to increase individual and team performance through sport specific injury prevention, and sport specific strength and conditioning with technical and tactical pedagogy. |
| Proposal Information | |
| Proposed Start | Year: 2017 Semester: Fall |
| Proposed for Distance Ed | No |
| Proposed for Global Citizenship | No |
| Course Unit/Hours | |
| Variable Hour Exist | NO |
| Credit Hours | Min: 1.00 |
| Weekly Laboratory Hours | Min: 3.00 (Sem: 54) |
| Total Semester Instructional Hours | 54.00 |
| Repeatability | May be repeated 1 time(s) |
| Grading Methods | Letter Grade or P/NP |
| Transfer/General Ed | |
| Transferability | |
| Transfers to UC (pending review) | |
| Transfers to CSU | |
| IGETC Area: | |
| Does NOT satisfy any area of IGETC: | |
| CSU GE Area: | |
| <ul style="list-style-type: none"> • CSU GE Area E: Lifelong Understanding and Self-Development <ul style="list-style-type: none"> ○ E - Lifelong Understanding and Self-Development | |
| SMC GE Area: | |

| | |
|--|---|
| Does NOT satisfy any area of SMC GE: | |
| Program Applicability | |
| Designation | Credit - Degree Applicable |
| Proposed For | AS Degree -Athletic Coaching Certificate of Achievement -Athletic Coaching |
| Course Objectives | |
| Upon satisfactory completion of the course, students will be able to: | |
| 1. Demonstrate improvement in physical strength, endurance, agility, speed, and power. | |
| 2. Analyze and perform sport-specific strength training techniques. | |
| 3. Explain safety principles involved with exercise, including prevention of overtraining. | |
| 4. Exhibit proficiency in sport-specific speed and agility drills. | |
| Course Content | |
| 5% | Performance testing <ul style="list-style-type: none"> • Weight and body fat • Speed • Agility • Power • Strength |
| 5% | Nutrition discussion <ul style="list-style-type: none"> • Recovery • Weight gain • Weight loss |
| 10% | Safety and technique fundamentals <ul style="list-style-type: none"> • Proper use of equipment • Lifting and spotting fundamentals • Injury prevention protocols • Overtraining • Body position and movement efficiency |
| 70% | Sport-specific strength and conditioning program <ul style="list-style-type: none"> • Soft tissue work • Dynamic warm up • Plyometric training • Speed training: sport-specific • Change of direction and agility training • Power development • Strength training |
| 10% | Energy system development <ul style="list-style-type: none"> • Aerobic base • Alactic power and capacity development • Lactate threshold training |
| Total: 100% | |
| Lab Content | |
| 5% | Performance Testing <ul style="list-style-type: none"> • Weight and body fat • Speed • Agility |

| | |
|--------------------------------|--|
| | <ul style="list-style-type: none"> • Power • Strength |
| 5% | Nutrition discussion <ul style="list-style-type: none"> • Strategies to improve performance • Recovery • Growth/development |
| 10% | Safety and technique fundamentals <ul style="list-style-type: none"> • Proper use of equipment • Lifting and spotting fundamentals • Injury prevention protocols • Overtraining • Body position and movement efficiency |
| 70% | Sport specific strength and conditioning program <ul style="list-style-type: none"> • Soft tissue work • Dynamic warm up • Plyometric training • Speed training: sport specific • Change of direction and agility training • Power development • Strength training |
| 10% | Energy system development <ul style="list-style-type: none"> • Aerobic base • Alactic power and capacity development • Lactate threshold training |
| Total: 100% | |
| Methods of Presentation | |
| Methods | Critique Group Work Lab Lecture and Discussion Observation and Demonstration Projects |
| Methods of Evaluation | |
| Methods | <ul style="list-style-type: none"> • 65% - Class Participation Actively engage in the daily sport specific training program including dynamic warm up, speed, agility, plyometric, strength, and conditioning exercises. • 15% - Final Project Analysis of performance tests. • 10% - Papers Designing a sport specific off-season training program. • 10% - Portfolios Students will be required to create a daily workout journal. • 100% - Total |

| Appropriate Textbooks | |
|---|---|
| Textbooks such as the following are appropriate: | |
| Formatting Style | APA |
| Textbooks | |
| 1. Michael Boyle. <i>New Functional Training for Sports</i> , 2 ed. Human Kinetics, 2016, ISBN: 1492530611. | |
| Assignments | |
| Sample Assignment | |
| 1) Students will be asked to create a training program using the FITT principle. This will require students to research and design a sport specific strength and conditioning program and be prepared to discuss in class the type of workout, periodization, and the expected results. | |
| 2) The final project will include a written analysis comparing pre and post tests levels and formulating/adjusting training plan/schedule. | |
| Student Learning Outcomes | |
| 1. Create a sport-specific offseason training program using the FITT principle (frequency, intensity, type, time). | |
| 2. Demonstrate a level of skill related-fitness components (speed, power, agility, reaction time, balance and coordination). | |
| 3. Appraise nutrition requirements for optimal athletic performance. | |
| Minimum Qualification | |
| Minimum Qualifications: | Coaching - CSCS - certified strength and conditioning specialist |
| Library | |
| List of suggested materials has been given to librarian? | No |
| Library has adequate materials to support course? | No |
| Additional Comments/Information | |
| New Functional Training for Sports - 2nd Edition Michael Boyle (2016) | |

Santa Monica College New SMC Course

Expanded Course Outline for AD JUS 1 - Introduction to Administration of Justice

| Course Cover | |
|---|---|
| Discipline | AD JUS-ADMINISTRATION OF JUSTICE |
| Course Number | 1 |
| Full Course Title | Introduction to Administration of Justice |
| Catalog Course Description | This course provides students with an overview of the characteristics of the criminal justice system in the United States. An emphasis is placed on examining the structure and functions of the police, courts and corrections. The following additional topics are explored: the origins of criminal law, theories of crime, the adjudication of a criminal case, measurement of crime, the evolution of the principles and approaches utilized by the justice system, the social impact of crime, sentencing policies and related subject areas. |
| Rationale | This is a resurrection of our Administration of Justice course offerings as part of our CTE training. These classes were very popular with both prospective and current police officers. In addition, these courses serve as skill building continuing education for professionals in the field. |
| Proposal Information | |
| Proposed Start | Year: 2017 Semester: Fall |
| Proposed for Distance Ed | No |
| Proposed for Global Citizenship | No |
| Course Unit/Hours | |
| Variable Hour Exist | NO |
| Credit Hours | Min: 3.00 |
| Weekly Lecture Hours | Min: 3.00 (Sem: 54) |
| Total Semester Instructional Hours | 54.00 |
| Repeatability | May be repeated 0 time(s) |
| Grading Methods | Letter Grade or P/NP |
| Transfer/General Ed | |
| Transferability | |
| Transfers to UC (pending review) | |
| Transfers to CSU | |
| IGETC Area: | |
| (pending review) | |
| <ul style="list-style-type: none"> • IGETC Area 4: Social and Behavioral Sciences <ul style="list-style-type: none"> ○ 4J: Sociology & Criminology | |

| | |
|--|---|
| CSU GE Area: | |
| (pending review) | |
| <ul style="list-style-type: none"> • CSU GE Area D: Social, Political, and Economic Institutions and Behavior, Historical <ul style="list-style-type: none"> ○ D0 - Sociology and Criminology | |
| SMC GE Area: | |
| <ul style="list-style-type: none"> • GENERAL EDUCATION PATTERN (SMC GE) <ul style="list-style-type: none"> ○ Area II-B: Social Science (Group B) | |
| Program Applicability | |
| Designation | Credit - Degree Applicable |
| Proposed For | Certificate of Achievement -IGETC and CSU GE |
| Course Objectives | |
| Upon satisfactory completion of the course, students will be able to: | |
| 1. Identify various legal theories that justify and provide an understanding of crimes and criminology. | |
| 2. Explain the methods, theories, and concepts associated with the sources of crime data, the emerging patterns of criminal activity, and the costs of crime. | |
| 3. Demonstrate an understanding of the development, structure and functions of the court system and corrections. | |
| 4. Explain the history, structure and functions of the police. Distinguish between the roles of the courts, corrections and the police. | |
| 5. Describe how a criminal case is adjudicated through the court system. Identify the stages of a criminal trial. | |
| 6. Demonstrate an understanding of the roles of probation, parole and community corrections including the functions of prisons and jails. | |
| 7. Identify special problems in the criminal justice system involving juvenile delinquency and drugs. Describe the future impact of these issues as well as the projected social impact of crime generally. | |
| 8. Analyze and discuss the issues of crime and justice from varying perspectives. | |
| 9. Convey the ability to draw on reputable research when taking a stance on a controversial issue in criminal justice. | |
| 10. Demonstrate the ability to raise critically relevant questions based upon independent reading of criminal justice literature. | |
| 11. Effectively follow the appropriate writing style practiced in the social sciences. | |
| 12. State the definition of a crime and list the elements of a crime. Distinguish between felonies, misdemeanors and infractions. | |
| 13. Convey an appreciation for the magnitude of the crime problem that exists today. | |
| Course Content | |
| 10% | <u>Understanding the Criminal Justice System:</u> the philosophy and background of the criminal justice system, introduction to the structure and roles of the major components of the criminal justice system (police, courts and corrections), and the interaction among them. |

| | |
|---|--|
| 20% | <u>Crime and Victimization:</u> definitions of crime, elements and categories of crime, theories used to explain crime, measurement of crime, costs of crime and analysis of victimization. |
| 20% | <u>Law Enforcement:</u> the history, structure and role of the American police, procedures and constitutional protections, challenges with policing, civil liability and professionalizing law enforcement. |
| 20% | <u>Courts and Sentencing:</u> structure and purpose of the courts, the adjudication process, roles of the judge, prosecutor and defense attorney, stages of the criminal trial, rules of evidence and sentencing guidelines. |
| 20% | <u>Punishment and Corrections:</u> the history and structure of the corrections system, theories and goals of punishment, the roles of probation, parole and the prisons, the overall condition of the prison system and inmate rights. |
| 3% | <u>Juvenile Justice:</u> the historical development of the juvenile justice system, theories regarding juvenile delinquency and its causes, and the processing of juvenile offenders. |
| 7% | <u>The Future of the Criminal Justice System:</u> the projected social impact of crime, the influence of technology and an examination of special challenges concerning drugs and terrorism. |
| Total: 100% | |
| Methods of Presentation | |
| Methods | Lecture and Discussion |
| Other Methods | Case studies |
| Methods of Evaluation | |
| Methods | <ul style="list-style-type: none"> • 5% - Class Participation • 60% - Exams/Tests 3 unit exams • 10% - Oral Presentation • 10% - Quizzes • 15% - Written assignments Assignments include review of scholarly literature on controversial topics in the criminal justice system. Papers will be submitted in the proper writing style for the social sciences. • 100% - Total |
| Appropriate Textbooks | |
| Textbooks such as the following are appropriate: | |
| Formatting Style | APA |
| Textbooks | |
| 1. Schmalleger, Frank. <i>Criminal Justice Today</i> , 13th ed. Columbus, Ohio: Pearson, Prentice-Hall Publications, 2015, ISBN: 978-0133460049. | |
| 2. Bohm, Robert M. & Haley, Keith N.. <i>Introduction to Criminal Justice</i> , 8th ed. New York, NY: McGraw-Hill Education, 2014, ISBN: 978-0-07-802653-9. | |
| Assignments | |

| Sample Assignment | |
|--|---------------------------|
| <p>Writing Assignment: Students will research problems areas in the criminal justice system. Students will then write a paper which includes an examination of the topic, an identification of the specific problem discussed, a list of relevant questions and a potential solution to the problem. List of potential topic areas include the following: the crowding issue in American prisons, the "three strikes law", the accuracy of crime measurement, among others.</p> <p>Students will consult scholarly journals in preparing their papers and adhere to the APA writing style format.</p> <p>Oral Presentation: Students will deliver a 5 - 6 minute informative presentation on a significant topic in the criminal justice system. The following are examples of topics: a comparison of determinate v. indeterminate sentencing, a survey of inmates' rights or an analysis of which crimes are expected to increase in the future.</p> | |
| Student Learning Outcomes | |
| 1. Distinguish between the responsibilities of the American police, courts and corrections. | |
| 2. Identify the stages in a criminal jury trial and analyze the roles of the judge, prosecutor and defense attorney in this proceeding. | |
| 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 careers in business and accounting and their personal lives. | |
| Minimum Qualification | |
| Minimum Qualifications: | Administration of Justice |
| Library | |
| List of suggested materials has been given to librarian? | Yes |
| Library has adequate materials to support course? | Yes |
| Additional Comments/Information | |
| Attached Files | |
| Reference Books | |

Santa Monica College New SMC Course

Expanded Course Outline for AD JUS 2 - Concepts of Criminal Law

| Course Cover | |
|--|---|
| Discipline | AD JUS-ADMINISTRATION OF JUSTICE |
| Course Number | 2 |
| Full Course Title | Concepts of Criminal Law |
| Catalog Course Description | This course examines the doctrines of criminal liability in the United States. It covers topics which include the sources of law, the elements of a crime, the classification of crime, the nature of credible evidence, the adversary system, criminal defenses and related subjects. The course utilizes case studies to ascertain and analyze the concepts of criminal law. It also provides a foundation for upper division criminal justice courses. |
| Rationale | This is a resurrection of our Administration of Justice course offerings as part of our CTE training. These classes were very popular with both prospective and current police officers. In addition, these courses serve as skill building continuing education for professionals in the field. |
| Proposal Information | |
| Proposed Start | Year: 2017 Semester: Fall |
| Proposed for Distance Ed | No |
| Proposed for Global Citizenship | No |
| Course Unit/Hours | |
| Variable Hour Exist | NO |
| Credit Hours | Min: 3 |
| 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 | |
| Transferability | |
| Transfers to UC (pending review) | |
| Transfers to CSU | |
| IGETC Area: | |
| (pending review) | |
| <ul style="list-style-type: none"> • IGETC Area 4: Social and Behavioral Sciences <ul style="list-style-type: none"> ◦ 4H: Political Science, Government & Legal Institutions | |
| CSU GE Area: | |
| (pending review) | |
| <ul style="list-style-type: none"> • CSU GE Area D: Social, Political, and Economic Institutions and Behavior, Historical <ul style="list-style-type: none"> ◦ D8 - Political Science, Government, and Legal Institutions | |

| | |
|--|---|
| SMC GE Area: | |
| <ul style="list-style-type: none"> • GENERAL EDUCATION PATTERN (SMC GE) <ul style="list-style-type: none"> ◦ Area II-B: Social Science (Group B) | |
| Program Applicability | |
| Designation | Credit - Degree Applicable |
| Proposed For | Certificate of Achievement -IGETC and CSU GE |
| Course Objectives | |
| Upon satisfactory completion of the course, students will be able to: | |
| 1. Explain the objectives, characteristics and nature of criminal law. | |
| 2. Identify the sources of criminal law including case law and applicable statutes such as the California Penal Code. | |
| 3. Describe how criminal law has evolved and developed. Explain the historical foundations and identify the changes in philosophy. | |
| 4. Analyze the adversary system and relevant procedural rules. | |
| 5. Demonstrate an understanding of the key terms and theories of criminal law. | |
| 6. Identify and distinguish between offenses which are against the person, property and those which are against morals and public welfare. State the basic elements of a crime including the identification of an act which violates a statute and the mental state component. | |
| 7. Categorize crimes according to their severity and distinguish between the behaviors which constitute felonies, misdemeanors and infractions. Demonstrate an understanding of the relationship between the severity of the crime and the applicable punishment. | |
| 8. Analyze the concepts of lesser included offenses. | |
| 9. Analyze capacity to commit crime, causation and culpability. | |
| 10. Critically analyze various components of the criminal justice system including the adjudicative process, police procedures and corrections. | |
| 11. Describe various defenses and justifications. Distinguish between the burden of proof in criminal cases and the less stringent burden of proof in civil cases. | |
| Course Content | |
| 15% | <u>Historical Background of Criminal Law</u> <ul style="list-style-type: none"> • the origins and the philosophical development of criminal law; the role of the judiciary in its development • purposes and functions of the law • definitions and theories of criminal law • sources of the law (statutory and common law), case interpretation • overview of the structure and operation of the criminal justice system • procedural v. substantive law |
| 5% | <u>Laws of Arrest</u> <ul style="list-style-type: none"> • reasonable suspicion • constitutional protections • searches and seizures • detention |

| | |
|-----|--|
| 20% | <p><u>Fundamentals of the Adversarial System</u></p> <ul style="list-style-type: none"> • basics of criminal procedure • presumption of innocence • evidentiary analysis and credibility • roles of prosecutor, defense attorney, judge and jury |
| 25% | <p><u>Criminal Law Classifications/ Elements of a Crime</u></p> <ul style="list-style-type: none"> • Civil v. criminal law • severity of crimes (felonies, misdemeanors, petty offenses) • state v. federal • ex post facto laws, penalties • elements of a crime • specific v. general intent • causation • lesser included offenses • attempts to commit a crime • principals and accomplices |
| 25% | <p><u>Offenses against Persons, Property, Morals and Public Welfare</u></p> <ul style="list-style-type: none"> • Homicide (elements and degrees) • physical crimes such as battery, assault, sex crimes, false imprisonment • crimes against property: arson, burglary, robbery and variations of theft • white-collar crime • crimes against safety, order and morality: prostitution, drug related crimes |
| 10% | <p><u>Criminal Justifications and Defenses</u></p> <ul style="list-style-type: none"> • Self-defense, necessity and duress • Defenses based upon the lack of capacity to commit a crime (insanity, infancy and intoxication) |

Total: 100%

Methods of Presentation

| | |
|---------------|------------------------|
| Methods | Lecture and Discussion |
| Other Methods | Case Studies |

Methods of Evaluation

| | |
|---------|--|
| Methods | <ul style="list-style-type: none"> • 5% - Class Participation • 60% - Exams/Tests 3 unit exams. • 10% - Oral Presentation • 15% - Quizzes • 10% - Written assignments Assignments include the review of landmark criminal law decisions and an analysis of their application today. • 100% - Total |
|---------|--|

| Appropriate Textbooks | |
|--|------------------------|
| Textbooks such as the following are appropriate: | |
| Formatting Style | APA |
| Textbooks | |
| 1. Garland, Norman M. <i>Criminal Law for the Criminal Justice Professional</i> , 3rd ed. New York, NY: McGraw-Hill Education, 2012, ISBN: 978-0-07-802638-6. | |
| Assignments | |
| Sample Assignment | |
| <p>Sample Assignment #1: Students will review a case involving an important constitutional protection such as the 4th Amendment. A student may decide to research one of the cases involving the controversial search of cell phones. The student will review the case and break it down into elements such as the issue(s), rule, reasoning and decision. He or she will then provide a critical analysis of the impact that this decision is expected to produce. This analysis should also include an alternative ruling if the result is not considered beneficial.</p> <p>Sample Assignment #2: Students will research a U.S. Supreme Court case opinion involving a criminal offense. In an oral presentation, students will present their research of the case to the class. This discussion should include an analysis of the elements of the subject crime as well as its classification. Additionally, students will critically evaluate the significance of the decision and its effect on future cases. The presentation should be between five to six minutes.</p> | |
| Student Learning Outcomes | |
| 1. Given a set of facts, identify any potential crimes that are implicated from the fact pattern and state whether the crimes would be categorized as misdemeanors or as felonies. | |
| 2. Explain the difference between a specific and a general intent crime. | |
| 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: | Law (Masters Required) |
| Library | |
| List of suggested materials has been given to librarian? | Yes |
| Library has adequate materials to support course? | No |
| Attached Files | |
| Reference Books | |

Santa Monica College
DE for EXISTING courses
Expanded Course Outline for COSM 64 - Salon Management

| Course Cover | |
|------------------------------------|---|
| Discipline | COSM-COSMETOLOGY |
| Course Number | 64 |
| Full Course Title | Salon Management |
| Catalog Course Description | This course presents an opportunity for a student/licensee to learn clientele building, choosing the right salon, types of leases and rent agreements, business permits, how to handle supplies, labor related laws, and key points for operating a salon, as well as how to write a resume. |
| Rationale | We will convert this course for online delivery. By offering this class online we can capture students who are already licensed, current cosmetology, skin care and manicuring students or students trying to achieve the Department Certificate (in Business or Cosmetology Departments) in Salon Management. This will allow students to take the class off campus enabling more students access. Cosm 64 is a unique class that will help licensed and non licensed students to excel and get jobs in the beauty industry. |
| Proposal Information | |
| Proposed Start | Year: 2005 Semester: Summer |
| Proposed for Distance Ed | Yes |
| Proposed for Global Citizenship | No |
| Course Unit/Hours | |
| Variable Hour Exist | NO |
| Credit Hours | Min: 2.00 |
| Weekly Lecture Hours | Min: 2.00 (Sem: 36) |
| Total Semester Instructional Hours | 36.00 |
| Repeatability | May be repeated 0 time(s) |
| Grading Methods | Letter Grade or P/NP |
| Transfer/General Ed | |
| Transferability | |
| Does NOT transfer to CSU or UC | |
| Program Applicability | |
| Designation | Credit - Degree Applicable |
| Proposed For | AA Degree -Cosmetology Certificate of Achievement -Cosmetology Department Certificate -Skin Care |
| Course Objectives | |

| | |
|---|--|
| Upon satisfactory completion of the course, students will be able to: | |
| 1. Identify Career paths in Cosmetology. | |
| 2. Evaluate salon management options. | |
| 3. Demonstrate professional business ethics in a salon. | |
| 4. Identify legal requirements for operating a salon. | |
| 5. Describe general business challenges in operating a salon. | |
| Course Content | |
| 6.25% | Resume |
| 6.25% | Goals and Attire |
| 6.25% | Commission versus Renting |
| 6.25% | Clientele Building |
| 6.25% | Salon Types |
| 6.25% | Taxes, State, Local, and Federal |
| 6.25% | Types of Leases and Rent Agreements |
| 6.25% | Permits, Public Utilities and Insurances |
| 6.25% | The Supply Room |
| 6.25% | Labor Related Laws |
| 6.25% | Salon Operating Costs |
| 6.25% | Record Keeping |
| 6.25% | Advertising |
| 12.5% | Key Points for Successful Salon Operation |
| 6.25% | Business Ethics |
| Total: 100% | |
| Methods of Presentation | |
| Methods | Group Work Lecture and Discussion Online instructor-provided resources Projects |
| Other Methods | PowerPoint, Video, Guest artists, Information sheets |
| Methods of Evaluation | |
| Methods | <ul style="list-style-type: none"> • 25% - Class Participation • 25% - Exams/Tests • 25% - Final exam • 25% - Other Resume • 100% - Total |
| Appropriate Textbooks | |
| Textbooks such as the following are appropriate: | |
| Formatting Style | APA |
| Textbooks | |
| 1. Tezak, E.J.. <i>Successful Salon Management</i> , 5th ed. Milady, Thompson Learning Co., 0 | |
| Assignments | |

| | |
|--|---|
| Sample Assignment | |
| Create a resume and cover letter for the cosmetology field | |
| Design a salon using the criteria we have discussed in class | |
| Student Learning Outcomes | |
| 1. Given the opportunity to rent a booth or own a salon the student will demonstrate successful salon management skills. Assessed by: In class demonstration and written testing according to state board guidelines | |
| 2. The student will be able to design a resume to further their career. Assessed by: In class demonstration and written tests according to state board guidelines. | |
| 3. The student will be able to identify the many career paths in cosmetology. Assessed by: In class demonstration and written tests according to state board guidelines. | |
| 4. Given a business plan the student will be able to describe the many challenge one faces owning their own business. Assessed by: In class demonstration and written tests according to state board guidelines. | |
| 5. Students will exhibit strong academic behavior as assessed by the College Honor Code of Conduct on all assignments and tests both written and practical. | |
| Minimum Qualification | |
| Minimum Qualifications: | Cosmetology |
| Library | |
| List of suggested materials has been given to librarian? | No |
| Library has adequate materials to support course? | Yes |
| Additional Comments/Information | |
| Existing course. No new resources required. | |
| Distance Ed | |
| Distance Education Application | |
| Delivery Methods | Online/Web-based |
| Distance Education Quality | |
| Quality Assurance | 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 Course objectives have not changed |
| 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 |

| | |
|--|--|
| | <p>as defined by Administrative Regulation 5420 and college curriculum approval procedures.</p> <p>Adequate technology resources exist to support this course/section</p> <p>Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments</p> <p>Adequately fulfills ?effective contact between faculty member and student? required by Title 5.</p> <p>Will not affect existing or potential articulation with other colleges</p> <p>Special needs (i.e., texts, materials, etc.) are reasonable</p> <p>Complies with current access guidelines for students with disabilities</p> |
|--|--|

Guidelines and Questions for Curriculum Approval of a Distance Education Course
Student Interactions

| | |
|--------------------------------|--|
| Student-Instructor Interaction | Instructor will post regular introduction videos to engage with students on a face-to-face basis. The instructor will also be readily available to video chat or email if help is needed. Instructor will notify students of pending work and announcements. Students will have a platform where they can ask questions and post concerns about the course and the instructor and/or other students can respond. Specific course questions may be directed to the instructor and the instructor will respond. A course threaded discussion will be part of the assignments where students will post comments on a specific topic and the instructor will post general feedback to the students. A grading rubric will be used to evaluate student work so that they may see the breakdown of all the assignments and how and why they scored the way they did. . |
| Student-Student Interaction | Canvas allows students to participate in group discussion, students will engage with other students to form conversations about the class. This will allow students to get to know each other. Students will be required to post comments related to a specific prompt from the instructor and other students will be required to comment on the posts. This will lead to constant student-student interaction. Students will have the opportunity to work in a group project. |
| Student-Content Interaction | Students will interact with content as they will be exposed to a plethora of resources and opportunities to engage in various topics. This includes videos, text, threaded instruction, discussions, and online links to related topics. |

| Online class activities that promote class interaction and engagement | Brief Description | Percentage of Online Course Hours |
|--|--|--|
| Discussion Boards | Discussion boards will feature lively conversations designed to stimulate interest and interact with the information on a deeper level. The discussion will have a practical approach, focusing on problem solving in the workplace. | 15% |

| |
|---|
| Describe how content will be organized and delivered in the interest of achieving course outcomes/objectives (e.g. what are the methods of instruction being used, technologies used, approximate time schedule, necessary instructional materials.) |
| The course will be broken down to 8 modules and will include the following topics: career paths in Cosmetology, salon management practices, basic business ethics and challenges, legal requirements for operating a salon. Each module will include instructional text/video, links to videos, text and threaded discussion lead by a prompt. There will be a final group project. |
| 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, CCC Confer certification, other specialized instructor training, support personnel, materials and resources, technical support, etc.) |
| Training in Canvas; training in effective instruction in an online environment; understanding of various digital files such as video, audio and image files; understanding of basic audio and video editing; understanding of a blogging platform such as Wordpress; understanding of basic multimedia tools such as cameras, microphones, and audio recorders |
| 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.) |
| Online writing tutoring. Canvas support. Best practices for taking an online course-- tutorials 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 videos presented as instructional resources will be close captioned. A transcript of audio content will be provided. |
| 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.). |
| Learning Objective: Given the opportunity to rent a booth or own a salon the student will demonstrate successful salon management skills need to a successful career in a salon. Referenced online tools: Threaded discussion and online assignment submission. Activity: Students use threaded discussion to present their ideas in text form in this online discussion to the instructor and rest of class, and use online submission tool to turn in assignment as either a file upload or weblink. |
| Assessment Best Practices |
| 30%- Assignment - Students will be assigned to produce portions of their group projects by a deadline. 30%- Project - Students will need to produce a final salon business plan project that demonstrates an understanding of the best practices for producing a salon. 30%- Threaded Discussion - Students are given instructional material and then must apply that material to a graded discussion that demonstrates an understanding of that material 10%- Quizzes - An occasional brief quiz may be given to test student's understanding of instruction material in each module. |



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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 § 55150 and § 58160. The noncredit categories are: (1) English as a second language, (2) immigrant education (including citizenship), (3) elementary and secondary basic skills, (4) health and safety, (5) courses for adults with substantial disabilities, (6) parenting, (7) home economics, (8) courses for older adults, (9) short-term vocational (including apprenticeship), and (10) workforce preparation. Noncredit course and program proposals are developed in collaboration with and with the approval of 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 § 55150 and § 58160. The noncredit categories are: (1) English as a second language, (2) immigrant education (including citizenship), (3) elementary and secondary basic skills, (4) health and safety, (5) courses for adults with substantial disabilities, (6) parenting, (7) home economics, (8) courses for older adults, (9) short-term vocational (including apprenticeship), and (10) workforce preparation. Noncredit course and program proposals are developed in collaboration with and with the approval of instructional departments. Proposals for noncredit courses and programs are considered for approval according to Administrative Regulations 5110 and 5111.