



CURRICULUM COMMITTEE | AGENDA

Wednesday, March 21, 2018 | 3:00 p.m.

Loft Conference Room – Drescher Hall 300-E

Members:

Brenda Antrim, <i>Chair</i>	Edgar Gonzalez (As. Students)	Emily Lodmer	Elaine Roque
Jennifer Merlic, <i>Vice Chair</i>	Maral Hyeler	Georgia Lorenz	Redelia Shaw
Eve Adler	Sasha King	Emin Menachekanian	David Shirinyan
Guido Davis Del Piccolo	William Konya	Estela Narrie	Audra Wells
Karen Funk (As. Students)	Jae Lee	Dana Nasser	Joshua Withers
Christina Gabler	Jing Liu	Lee Pritchard	

Interested Parties:

Clare Battista	Patricia Burson	Dione Carter	Estela Ruezga
William Bloom	Vicki Drake	Stacy Neal	Scott Silverman
Maria Bonin	Kiersten Elliott	Patricia Ramos	Esau Tovar
			Tammara Whitaker

Ex-Officio Members:

Jennifer Chen (As. Students) Nathaniel Donahue

AGENDA

(Information items are listed numerically; action items are listed alphabetically)

- I. Call to Order and Approval of Agenda
- II. Public Comments *(Five minutes is allotted to any member of the public who wishes to address the Committee.)*
- III. Announcements
- IV. Approval of Minutes.....3
- V. Chair’s Report:

- VI. Information Items:
 - I. Guided Pathways Update

 - (Courses: Non-Substantial Changes)*
 - 2. ART 32 Intermediate Painting
 - 3. FASHN 6B Pattern Drafting And Design (Intermediate)
 - 4. OFTECH 1A Keyboarding 1A
 - 5. OFTECH 1B Keyboarding 1B
 - 6. OFTECH 1C Keyboarding 1C

- VII. Action Items:
 - (Courses: New)*
 - a. FASHN 21 Digital Fashion Portfolio (Skills Advisory: FASHN 18).....6

 - (Courses: Substantial Changes)*
 - b. MATH 50 Pre-Statistics (course update; removal of prerequisite: MATH 84 or MATH 85; and change in instructional hours from 5 lecture hours to 4 lecture, 2 lab, 1 arranged hour, no change in units) 12
 - c. NURSNG 8 Adult Health Nursing Concepts 3 (change in prerequisite from NURSNG 7 and (NURSNG 19 or Advanced Placement into the Nursing Program) to NURSNG 5)19
 - d. POL SC 94 Law - Experiential Learning (change in units from 1 to 0.5)25

(Programs: Revisions)

- e. Changes to degrees and certificates as a result of courses considered on this agenda
- VIII. Consent Agenda: (Any item pulled from the Consent Agenda will be discussed and voted on separately.)
- f. Course update and change in instructional hours from to 1 lecture, 3 lab hours, no change in units, for DANCE 60, DANCE 61, DANCE 62, DANCE 63
 - g. DANCE 55A Dance Performance – Modern (Corequisite change from “Any Ballet or Modern Dance Course (Dance 31-36, 41-46) to “Dance 10 or any Ballet, World, or Modern Dance Course (Dance 11-29, 31-38, 41-46)”)”)
 - h. DANCE 57A World Dance Performance (Corequisite change from “Any Ballet, World, or Modern Dance Course (Dance 21-36, 41-46) to “Dance 10 or any Ballet, World, or Modern Dance Course (Dance 11-29, 31-38, 41-46)”)”)
- IX. Old Business:
- Department Certificates Discussion
- X. Adjournment

Please advise Jennifer Merlic (x. 4616), Brenda Antrim (x. 3538) or Irena Zugic (x. 4403) if you are unable to attend this meeting.



CURRICULUM COMMITTEE I MINUTES

Wednesday, March 07, 2018 | 3:00 p.m.

Loft Conference Room – Drescher Hall 300-E

Members Present:

Brenda Antrim, <i>Chair</i>	Maral Hyeler	Georgia Lorenz	Elaine Roque
Jennifer Merlic, <i>Vice Chair</i>	William Konya	Estela Narrie	Redelia Shaw
Eve Adler	Jing Liu	Dana Nasser	Audra Wells
Christina Gabler	Emily Lodmer	Lee Pritchard	Joshua Withers

Members Absent:

Guido Davis Del Piccolo	Karen Funk (As. Students)	Edgar Gonzalez (As. Students)	Sasha King
Jae Lee	Emin Menachekanian	Elaine Roque	David Shirinyan

Others Present:

Vini Angel	Ciaran Brewster	Amina Khoja	Eric Minzenberg
Katya Rodriguez	Anntippia Short	Fabiola Valcin	Sal Veas
Eric Williams			

MINUTES

(Information items are listed numerically; action items are listed alphabetically)

I. Call to order:

The meeting was called to order at 3:06pm and agenda approved:

Motion made by: Maral Hyeler **Seconded by:** Dana Nasser
The motion passed unanimously.

II. Public Comments:

None.

III. Announcements:

None.

IV. Approval of Minutes:

The minutes of February 21, 2018 were unanimously approved.

Motion made by: Eve Adler **Seconded by:** Jing Liu

V. Chair's report:

- Brenda reported that everything we sent on to the Academic Senate for approval was passed and would be going to the Board for approval as well. Brenda encouraged members to join William Konya at the program mapping Guided Pathways Redesign Team meeting, as well as encouraged faculty to urge their departments to attend the Pathways sessions at the SMC flex day.

VI. Information Items:

1. Guided Pathways Update – William informed members that program mapping is set to begin and mini work teams will be formed to define each pathway. Also, Georgia announced that May 18th will be an all-day campus-wide program sorting event.

(Courses: Non-Substantial Changes)

2. ECE 21 Observation and Assessment

3. ECE 22 Practicum in Early Childhood Education
4. ET 2 Storytelling
5. ET 3 Principles Of Project Management
6. ET 11 Computer Skills For Digital Media
7. ET 24A Introduction To 3D Animation
8. NURSNG 10 Nursing Skills
9. NURSNG 10L Nursing Skills Laboratory
10. NURSNG 35 Advanced Medical-Surgical Nursing 2
11. NURSNG 35L Advanced Medical-Surgical Nursing Laboratory 2

(Courses: SLO Update Only)

2. PHOTO 13 News Photography
3. PHOTO 14 Photography For Publication

VII. Action Items:

(Courses: New)

- a. BUS 84 Introduction to Procurement
Motion made by: Georgia Lorenz **Seconded by:** Audra Wells
 The motion passed unanimously.
- b. NURSNG 1 Fundamentals of Nursing Concepts 1
 Prerequisite: ANATMY 1, ENGL 1, MCRBIO 1, and PHYS 3; Corequisite: NURSNG 1L
- c. NURSNG 1L Fundamentals of Nursing Concepts 1 Lab
 Corequisite: NURSNG 1
- d. NURSNG 2 Fundamentals of Nursing Concepts 2
 Prerequisite: NURSNG 1; Corequisite: NURSNG 2L
- e. NURSNG 2L Fundamentals of Nursing Concepts 2 Lab
 Corequisite: NURSNG 2
- f. NURSNG 3 Adult Health Nursing Concepts 1
 Prerequisite: NURSNG 2; Corequisite: NURSNG 3L
- g. NURSNG 3L Adult Health Nursing Concepts 1 Lab
 Corequisite: NURSNG 3
- h. NURSNG 4 Mental Health Nursing Concepts
 Prerequisite: NURSNG 3; Corequisite: NURSNG 4L
- i. NURSNG 4L Mental Health Concepts Lab
 Corequisite: NURSNG 4
- j. NURSNG 5 Adult Health Nursing Concepts 2
 Prerequisite: NURSNG 4; Corequisite: NURSNG 5L
- k. NURSNG 5L Adult Health Nursing Concepts 2 Lab
 Corequisite: NURSNG 5
- l. NURSNG 6 Maternal Newborn Nursing Concepts
 Prerequisite: NURSNG 5; Corequisite: NURSNG 6L
- m. NURSNG 6L Maternal Newborn Nursing Concepts Lab
 Corequisite: NURSNG 6
- n. NURSNG 7 Pediatric Nursing Concepts
 Prerequisite: NURSNG 5; Corequisite: NURSNG 7L
- o. NURSNG 7L Pediatric Nursing Concepts Lab
 Corequisite: NURSNG 7
- p. NURSNG 8 Adult Health Nursing Concepts 3
 Prerequisite: NURSNG 7 and (NURSNG 19 or Advanced Placement into the Nursing Program);
Motion to table the prerequisite for NURSNG 8 made by: Georgia Lorenz
Seconded by: Redelia Shaw
 Corequisite: NURSNG 8L
- q. NURSNG 8L Adult Health Nursing Concepts 3 Lab
 Corequisite: NURSNG 8
- r. NURSNG 9 Nursing Leadership Concepts
 Pre/Corequisite: NURSNG 8; Corequisite: NURSNG 9L

- s. NURSNG 9L Nursing Leadership Concepts Lab

Corequisite: NURSNG 9

All of the Nursing courses presented were approved unanimously with minor course edits.

Motion made by: Georgia Lorenz **Seconded by:** Lee Pritchard

All prerequisites and corequisites of the presented nursing courses were approved unanimously, with the exception of prerequisite for NURSNG 8 course.

Motion made by: Maral Hyeler **Seconded by:** Estela Narrie

(Courses: Distance Ed)

- t. BUS 84 Introduction to Procurement

Motion made by: Redelia Shaw **Seconded by:** William Konya

The motion passed unanimously.

(Programs: New)

- u. Cultural Resource Management Department Certificate

Motion made by: Redelia Shaw **Seconded by:** Emily Lodmer

The motion passed unanimously.

(Programs: Revisions)

- v. Changes to degrees and certificates as a result of courses considered on this agenda -
None

VIII. Old Business:

- Department Certificates Discussion

IX. Adjournment

The meeting adjourned at 5:06pm.

Santa Monica College
Course: NEW or Reinstatement
Expanded Course Outline for FASHN 21 - Digital Fashion Portfolio

Course Cover	
Discipline	FASHN-FASHION DESIGN AND MERCHANDISING
Course Number	21
Full Course Title	Digital Fashion Portfolio
Catalog Course Description	This advanced course addresses the skills necessary to produce a well-organized and thoroughly planned virtual portfolio and portfolio book to be presented on job interviews.
Rationale	There is no portfolio class in the fashion department and this class would provide students with a professional portfolio. All educational institutions have this type of course and SMC never has. The fashion department is sorely lacking in technology in many of our classes and will be making further updates to other existing courses. This advanced section would cover creating a digital fashion portfolio, advanced Photoshop & Illustrator techniques and creating a web presence (specifically for fashion & merchandising students). The students would then present their portfolios to industry professionals who would critique their work. The web aspect could include (and connect) interdisciplinary aspects. I would like them to be able to upload and link the best portfolio examples to the SMC Fashion website, thus promoting the fashion department. SAM Code: C
Proposal Information	
Proposed Start	Year: 2018 Semester: Fall
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 2.00 (Sem: 36)
Weekly Laboratory Hours	Min: 3.00 (Sem: 54)
Weekly Arranged Hours	Min: 0
Total Semester Instructional Hours	90.00
Total Outside-of-Class Hours	72.00
Load Factor	0.88
Load Factor Rationale	Technology based class.
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 -Fashion Design and Fashion Merchandising
Pre/Corequisites & Advisories	
Skills Advisory FASHN 18	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Create and present a cohesive portfolio consisting of a unified body of work targeting a particular customer and market and displaying a range of design seasons and theme concepts.	
2. Develop a digital portfolio demonstrating the ability to manipulate fabric prints and scanned artwork and create detailed computerized flat technical drawings.	
Course Content	
10%	Components of an inspiration board
10%	Design elements. Color and fabric board
10%	Digital fashion illustration
10%	Garment construction and technical flat creation
10%	Grouping clothing lines and collections
10%	Importing scanned artwork to digitally modify
10%	Print versus web portfolios
10%	Final project selection of digital elements
10%	Online portfolio content
10%	Oral presentation technique
Total: 100%	
Lab Content	
10%	Components of an inspiration board
10%	Design elements. Color and fabric board
10%	Digital fashion illustration
10%	Garment construction and technical flat creation.

10%	Grouping clothing lines and collections
10%	Importing scanned artwork to digitally modify
10%	Print versus web portfolios
10%	Final project selection of digital elements
10%	Online portfolio content
10%	Oral presentation technique
Total: 100%	
Methods of Presentation	
Methods	Lab Lecture and Discussion
Other Methods	This course is a lecture-demonstration/lab course with hands-on experience in the laboratory. Unit credit is given for lab time and thus students are expected to work on projects during the laboratory period.
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 10% - Class Participation • 10% - Oral Presentation • 50% - Portfolios • 30% - Projects • 100% - Total
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Joanne Barrett . <i>Designing Your Fashion Portfolio</i> , 1 ed. New York: Fairchild, 2012, ISBN: B00JYI04FA.	
Assignments	
Sample Assignment	
<p>Design or merchandise a group for an item or coordinated apparel line. Use these guidelines:</p> <ol style="list-style-type: none"> 1. Identify the group name, season, market category, target customer and price range. 2. Illustrate a minimum of three figures wearing items from the group you have designed by sketching, using images from commercial print sources or on the computer using digital illustration for all digitally rendered components including features, clothing, etc. 3. Include the use of 2" x 2" color, fabric and trim swatches for the grouping in at least three color-ways. 4. Include front and back flat techs of each of the garments in the grouping. 	
Student Learning Outcomes	
1. Create and present a cohesive portfolio consisting of a unified body of work targeting a	

particular customer and market and displaying a range of design seasons and theme concepts.	
2. Develop a digital portfolio demonstrating the ability to manipulate fabric prints and scanned artwork and create detailed computerized flat technical drawings.	
3. Students will have the ability to research, create and present a collection of active sportswear relevant to today's market trends and consumers.	
Minimum Qualification	
Minimum Qualifications:	--- Fashion and Related Technologies - BA in field of study, with two years experience in industry.
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes

ADVISORY Checklist and Worksheet

FASHN 21

Proposed Advisory: FASHN 18

SECTION 1 - CONTENT REVIEW:

Criterion	N/A	Yes	No
1. Faculty with appropriate expertise have been involved in the determination of the advisory.		X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.		X	
3. Selection of this advisory is based on tests, the type and number of examinations, and grading criteria.		X	
4. Selection of this advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.		X	
5. The body of knowledge and/or skills which are recommended for success before enrollment have been specified in writing (see below).		X	
6. The course materials presented in this advisory have been reviewed and determined to teach knowledge or skills recommended for success in the course requiring this advisory.		X	
7. The body of knowledge and/or skills recommended for success in this course have been matched with the knowledge and skills developed by the advisory course.		X	
8. The body of knowledge and/or skills taught in the advisor are not an instructional unit of this course.		X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.		X	

Advisory Worksheet

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: **FASHN 21**

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

A)	Design and manipulate digital images in Photoshop
B)	Use Photoshop for basic digital image editing and correcting
C)	Create basic shapes and images with Adobe Illustrator
D)	Basic Fashion Illustration Skills

EXIT SKILLS (objectives) FROM: **FASHN 18**

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

1.	Design and manipulate digital images in Photoshop
2.	Use Photoshop for basic digital image editing and correcting
3.	Create basic shapes and images with Adobe Illustrator
4.	Basic Fashion Illustration Skills

		ENTRANCE SKILLS FOR: Fashion 21							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: Fashion 18	1	X							
	2		X						
	3			X					
	4				X				
	5								
	6								
	7								
	8								

If the advisory proposed is a **NON-COURSE ADVISORY** (i.e., ability to do x), please explain the reasoning/rationale for this advisory, as well as, the non-course opportunities available for students to acquire the recommended skills:

Santa Monica College

Course Outline For MATHEMATICS 50, Pre-Statistics

Course Title: Pre-Statistics Units: 5.00
Total Instructional Hours (usually 18 per unit): 126
Total Outside-of-Class Hours: 144
Hours per week (full semester equivalent) in Lecture: 4.00 In-Class Lab: 2.00 Arranged: 1.00

Date Submitted: March 2016
Date Updated: March 2018
Transferability: Does NOT transfer to CSU or UC
SMC GE Area:

- GENERAL EDUCATION PATTERN (SMC GE)
 - Area IV-B: Language and Rationality (Group B)

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

I. Catalog Description

This course introduces algebra topics and the basic elements of exploratory data analysis needed for Elementary Statistics (Math 54) and Finite Mathematics (Math 21). Course topics include number and operation sense with regard to whole numbers, integers, rational numbers, mixed numbers, decimals, grouping symbols, order of operations, estimation and approximation, scientific notation, ratios, percents, proportions, formulas and algebraic expressions, linear equations and inequalities in one variable, analyzing and producing data, sample statistics and graphs, functions, systems of linear equations, and probability. Course Comment: Math 50 is designed for students who are only required to complete Elementary Statistics (Math 54) or Finite Mathematics (Math 21). Students who plan to take a non-math course which lists Math 20 or Math 31 as a pre-requisite should take those courses unless otherwise advised by the department offering the non-math course. This course is not intended as a preparation for precalculus or Calculus. Students planning to take Precalculus (Math 2) must complete Intermediate Algebra (Math 20).

Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. A Pathway To Introductory Statistics, 1st, Jay Lehmann, Pearson © 2016,

III. Course Objectives

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

1. Graph positive and negative rational numbers on the number line.
2. Compare rational numbers using comparative symbols.
3. Use correct statistical vocabulary and notation when translating phrases from English.
4. Reasonably estimate the answer to a numerical problem.
5. Evaluate, apply, and simplify algebraic expressions.
6. Use linear expressions, equations, and inequalities in application problems.
7. Solve systems of linear equations using matrix row reduction.
8. Produce data through random sampling and analyze the data collected.
9. Analyze real data sets by finding measures of central tendency, position, and spread, including standard deviation, and by constructing various charts and graphs.
10. Apply linear, exponential, logarithmic, and other functions to solve application problems including linear regression analysis.
11. Use data to calculate and analyze the slope, y-intercept, and equation of a line in two variables and construct a graph of the linear equation and regression line.
12. Solve and analyze basic probability problems using ratios, proportions, two-way tables and percentages.

IIIb. Arranged Hours Objectives:

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

1. Understand the need and develop the ability to show work in a sequence of clear and logical steps.
2. Work with other students to maximize their own and each other's learning.
3. Comprehend and apply the course objectives.

IV. Methods of Presentation:

Lecture and Discussion , Other (Specify)
Other Methods: Problem Solving, Group Work

IVb. Arranged Hours Instructional Activities:

Other , Other (Specify)
Other Methods: Collaborative learning activities led by Supplemental Instruction Leaders, faculty led workshops, and self-created study groups including but not limited to: a. Activities designed around specific sequential steps, or tightly structured tasks to deepen understanding of new concepts. b. Activities which motivate students to interact with each other and engage in critical analysis of each other's work.

V. Course Content

<u>% of course</u>	<u>Topic</u>
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6%	<p>Number Sense</p> <ol style="list-style-type: none"> 1. Graphing rational numbers on the number line with appropriate scaling 2. Comparing rational numbers using comparative symbols 3. Using appropriate mathematical and statistical rounding rules
6%	<p>Computational Skills</p> <ol style="list-style-type: none"> 1. Evaluating and simplifying arithmetic expressions 2. Converting between fractions and percents 3. Solving basic proportion and percent problems
6%	<p>Statistical Reading Comprehension</p> <ol style="list-style-type: none"> 1. Using correct statistical vocabulary and notation when translating English phrases 2. Reasonably estimating and interpreting statistical results
8%	<p>Formulas and algebraic expressions</p> <ol style="list-style-type: none"> 1. Evaluating formulas using real numbers and the order of operations 2. Using formulas in applied problems 3. Simplifying algebraic expressions
12%	<p>Linear equations and inequalities in one variable</p> <ol style="list-style-type: none"> 1. Addition and multiplication properties of equality with application problems 2. Solving general linear equations and inequalities with application problems 3. Solving formulas with application problems 4. Solving problems involving ratios and proportions with application problems
16%	<p>Analyzing and producing data</p> <ol style="list-style-type: none"> 1. Samples and producing data 2. Observation vs. experiments 3. Principles of responsible survey and experimental design 4. Purpose of randomization and random sampling 5. Simple random samples and other sampling design 6. Lurking (confounding) variables and cautions about sample surveys, experimentation, and population claims 7. Correlation vs. causation
9%	<p>Sample statistics and graphs</p> <ol style="list-style-type: none"> 1. Measures of center: mean and median. 2. Measures of position: quartiles, percentiles, and boxplots 3. Measures of spread: range, interquartile range, and standard deviation 4. Appropriate use of sample statistics 5. Constructing and reading bar charts, dot plots, histograms, and boxplots

	6. Application: use statistics and graphs to analyze real data 7. Area under the curve
14%	Linear equations and inequalities in two variables 1. The rectangular coordinate system and plotting ordered pairs 2. Graphs of linear equations and inequalities 3. Slopes of linear equations, average rate of change 4. Finding the equation of a line 5. Constructing and analyzing scatterplots 6. Linear correlation 7. Regression line
16%	Functions 1. Relations, functions, and function notation 2. Linear functions and applications 3. Graphing various functions 4. Composite and inverse functions 5. Exponents, scientific notation, and exponential functions with applications 6. Logarithms and logarithmic functions with applications 7. Exponential and logarithmic equations with applications 8. Direct and indirect variation
4%	Systems of Linear Equations 1. Solving system of Linear Equations by graphing, substitution, and elimination 2. Using Matrices to solve systems
3%	Probability 1. Two-way tables 2. Basic probability (marginal, conditional and joint probabilities) with applications
100%	Total

Vb. Lab Content:

<u>% of course</u>	<u>Topic</u>
100%	Application of lecture topics
100%	Total

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

<u>Percentage</u>	<u>Evaluation Method</u>
60 %	Exams/Tests - 4 to 6 Exams
12 %	Projects - Projects, Written Assignments, Presentations, Study Skills
25 %	Final exam
3 %	Other - Arranged Hours
100 %	Total

Additional Assessment Information:

Closed-book, closed-notes exams will be given to determine the student's mastery of the material. A comprehensive closed-book, closed-notes final exam will be given to assess student learning outcomes and knowledge of course objectives. Department-approved sets of formulas may be provided during exams. A graphing calculator may be used during exams. Projects must be included as part of the evaluation process. At the discretion of the instructor, homework, quizzes, or class participation may be part of the evaluation process.

VII. Sample Assignments:

Sample Assignment #1

Avi and Sooeae find out that the flat cost of building the home they have chosen is \$212,500. They decide they want to add some extra features. A wood-burning fireplace costs an additional \$3,980. They also want to upgrade the fixtures and appliances at a cost of \$12,158. Estimate the cost of the house to the nearest thousands of dollars.

Sample Assignment #2

The 2010 Census results include a summary of the racial composition of the population of the United States. The data reported for the population of the State of California are summarized below. The data are given in millions. (Source: census.gov)

Race	California
White	21.5

Black or African American	2.3
American Indian and Alaska Native	0.4
Asian	4.9
Native Hawaiian and Other Pacific Islander	0.1
Some Other Race	6.3
Two or More Races	1.8

1. Construct a relative frequency distribution for the racial composition of the population of California.
2. What percentage of California residents claims two or more races?
3. What percentage of California residents is not Asian?
4. Construct a relative frequency bar graph for this data.
5. Construct a pie chart for this data.

Sample Assignment #3

The heights and weights of 11 men between the ages of 21 and 26 were measured. The data are presented in the table below.

	75	66	71	67	70	72	72	70	72	76	69
Height (Inches), x											
Weight (Pounds), y	187	151	183	155	179	175	181	173	194	212	160

1. Draw a scatter diagram of the data.
2. Based on the scatter diagram, comment on the type of relation that appears to exist between the height and the weight of the men.
3. Using the points (66, 151) and (76, 212) to find the equation of a line that could represent the relation between the height (x) and the weight (y) of men between the ages of 21 and 26. Write your answer in slope-intercept form of a line.

Sample Assignment #4

Simplify the following expression: $6(2x - 3y) - 4(9x + 5y)$

VIII. Student Learning Outcomes

1. Students will demonstrate success skills and academic behaviors including use of class notes and required text, regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code and other codes of conduct.
2. Students will evaluate expressions involving signed numbers (integers, fractions, decimals, powers) and grouping symbols.
3. Students will construct, evaluate, and analyze mathematical models and graphs to represent relationships in quantitative data.

Santa Monica College

Course Outline For NURSING 8, Adult Health Nursing Concepts 3

Course Title: Adult Health Nursing Concepts 3 Units: 2.50
Total Instructional Hours (usually 18 per unit): 45
Total Outside-of-Class Hours: 90
Hours per week (full semester equivalent) in 2.50 In-Class Lab: Arranged:
Lecture:

Date Submitted: February 2018
Date Updated: February 2018
Transferability: Transfers to CSU
IGETC Area:
CSU GE Area:
SMC GE Area:

Degree Applicability: Credit - Degree Applicable
Prerequisite(s): NURSNG 5
Pre/Corequisite(s): None
Corequisite(s): NURSNG 8L
Skills Advisory(s): None

I. Catalog Description

This course focuses on advanced concepts of nursing care as they relate to patients with complex, multi-system alterations in health. Emphasis is placed on implementing time management and organizational skills while managing the care of patients with multiple needs and collaborating with the interdisciplinary team. Complex clinical skills, as well as priority setting, clinical judgment, and tenets of legal and ethical practice are integrated throughout the course.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Brunner & Suddarth's Textbook of Medical-Surgical Nursing, 14th, Hinkle, J., Wolters Kluwer © 2018, ISBN: 9781496347992

III. Course Objectives

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

1. Construct a comprehensive health assessment of patients with deviations from normal that contribute to multisystem alterations in health.
2. Develop an individualized, evidence-based plan of care that demonstrates an

- appreciation of a patient's diverse cultural, spiritual, and developmental variations while addressing the interaction of multisystem alterations in health.
3. Value the role of a patient advocate when collaborating with members of the interprofessional healthcare team in the provision of safe, quality care for patients with multisystem alterations in health.
 4. Utilize clinical judgment when managing the care of patients with multisystem alterations in health.
 5. Integrate knowledge of pharmacology, pathophysiology, nutrition, established evidence-based practices, and concepts from previous nursing courses when planning care for patients with multisystem alterations in health.
 6. Synthesize the use of verbal and nonverbal communication to promote caring, therapeutic relationships with patients, families, and groups as well as professional relationships with members of the healthcare team.
 7. Examine the use of healthcare information systems and patient care technology to manage patient care, mitigate error, and communicate relevant patient information with members of the healthcare team.
 8. Evaluate the efficacy of health-related education that has been provided to patients, families, and groups.
 9. Integrate organizational, time management, and priority setting skills when planning the management of patients and making clinical judgments about their care.
 10. Evaluate the effectiveness of quality improvement strategies using patient outcome data.
 11. Adhere to ethical, legal, and professional standards while planning the management and delegation of care for patients with multi-system alterations in health.
 12. Appreciate the risks associated with handoff communication among providers and across transitions in care.

IV. Methods of Presentation:

Online instructor-provided resources , Projects , Group Work , Lecture and Discussion

V. Course Content

<u>% of course</u>	<u>Topic</u>
5%	Culturally sensitive health assessment and care
5%	Health Promotion
5%	Measurement tools and nursing standards
5%	Safe nursing care
5%	Professional Standards
5%	Delegation
20%	Complex Respiratory Disorders

20%	Complex Cardiovascular Disorders
20%	Complex Neurological Disorders
10%	Complex Fluid and Electrolyte Imbalances
100%	Total

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

<u>Percentage</u>	<u>Evaluation Method</u>
30 %	Exams/Tests
10 %	Quizzes
10 %	Research Projects
30 %	Final exam
15 %	Written assignments
5 %	Other
100 %	Total

VII. Sample Assignments:

Assignment #1: Group Project

In a group of 3-4 members choose one of the following topics. Create a 10-15 minute presentation. Utilize the grading criteria for the group project to develop the presentation.

Discuss the principles of delegation. How would these principles be used among nursing staff in the hospital setting? Give examples.

Describe and discuss new technologies and interventions used in the diagnosis and treatment of patients with respiratory disorders.

Describe modes of weaning from the mechanical ventilator. Evaluate readiness for the weaning process.

Discuss the long-term rehabilitation needs of the spinal cord injured patient. What types of nursing care will be needed in the rehabilitative phase.

Describe and discuss new technologies and interventions used in the diagnosis and treatment of patients with degenerative neurological disorders.

Discuss the meaning and purpose of determining the priority of patient triage. What is meant by emergent, urgent, and non-urgent patients?

Explore and discuss technological advances that patients can use at home to monitor their healthcare status.

Assignment #2: EKG Rhythm Interpretation Assignment

For each of the following EKG rhythm strips measure the:

PR interval, QRS, interval, Heart Rate (state “not applicable” if not measurable). Identify the EKG rhythm.

VIII. Student Learning Outcomes

1. Develop comprehensive plans of care for patients who have complex health disorders.
2. Integrate cultural, ethical, and legal principles when planning care for the patient with complex health alterations.

Prerequisite / Corequisite Checklist and Worksheet

(Nursing 8)

Prerequisite: (Nursing 5) ; (Adult Health Nursing Concepts 2)

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

(Corequisite: Nursing 8L) ; (Adult Health Nursing Concepts 3 Lab)

SECTION 1 - CONTENT REVIEW: If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

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

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

List schools here:

Complete the Prerequisite Worksheet

x Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, ...)

Complete the Prerequisite Worksheet

Prerequisite Worksheet

ENTRANCE SKILLS FOR (the course in question)

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

A)	Discuss the importance of advocacy as a member of the interprofessional health care team in the provision of safe, quality care for adult and older adult patients with complex health alterations.
B)	Discuss concepts of pharmacology, pathophysiology, nutrition, and established evidence-based practices when caring for adult and older adult patients with complex alterations in health.
C)	Analyze verbal and nonverbal communication that promotes caring, therapeutic relationships with patients and families, as well as professional relationships with members of the healthcare team.
D)	Examine the use of health information systems and patient care technologies in an effective and secure manner when assessing and monitoring patients.
E)	Prioritize health and safety related education for patients and families using a variety of teaching methods.
F)	Correlate organizational, time management, priority-setting, and decision-making skills in the planning of care for patients with complex health alterations.
G)	Determine strategies that provide a safe environment for patients, self, and others while supporting quality improvement initiatives.
H)	Discuss ethical, legal, and professional standards when planning care for the adult and older adult patient with complex alterations in health.

EXIT SKILLS (objectives) FOR (the prerequisite course)

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

1.	Discuss the importance of advocacy as a member of the interprofessional health care team in the provision of safe, quality care for adult and older adult patients with complex health alterations.	
2.	Discuss concepts of pharmacology, pathophysiology, nutrition, and established evidence-based practices when caring for adult and older adult patients with complex alterations in health.	
3.	Analyze verbal and nonverbal communication that promotes caring, therapeutic relationships with patients and families, as well as professional relationships with members of the healthcare team.	
4.	Examine the use of health information systems and patient care technologies in an effective and secure manner when assessing and monitoring patients.	
5.	Prioritize health and safety related education for patients and families using a variety of teaching methods.	
6.	Correlate organizational, time management, priority-setting, and decision-making skills in the planning of care for patients with complex health alterations.	
7.	Determine strategies that provide a safe environment for patients, self, and others while supporting quality improvement initiatives.	
8.	Discuss ethical, legal, and professional standards when planning care for the adult and older adult patient with complex alterations in health.	

		ENTRANCE SKILLS FOR (XXX)							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR (XXX)	1	x							
	2		x						
	3			x					
	4				x				
	5					x			
	6						x		
	7							x	
	8								x

Santa Monica College

Course Outline For POLITICAL SCIENCE 94, Law - Experiential Learning

Course Title: Law - Experiential Learning Units: 0.50
Total Instructional Hours (usually 18 per unit): 30.06
Total Outside-of-Class Hours: 0
Hours per week (full semester equivalent) in Lecture: In-Class Lab: Arranged: 1.67

Date Submitted: October 2016
Date Updated: January 2018
Transferability: Transfers to CSU
IGETC Area:
CSU GE Area:
SMC GE Area:

Degree Applicability: Credit - Degree Applicable
Prerequisite(s): None
Pre/Corequisite(s): None
Corequisite(s): None
Skills Advisory(s): BUS 5
or POL SC 24

I. Catalog Description

This course is a practicum in the legal profession and provides students with experience in the legal field. Students engage in applied learning through unpaid experiential activities organized by SMC's applied / service learning center (in conjunction with the student and the instructor). Experiential learning will take place in private firms, government agencies, and non-governmental organizations that have a direct connection to the American legal system. Students will complete a minimum of 30 hours of work at their placement, develop a customized reading list relevant to their particular placement (i.e., a student placed with a labor lawyer would develop a reading list specific to labor law), and submit academically-sound written reports regarding the work done at their placement. Through this experiential learning opportunity, students develop a deeper understanding of the discipline and the profession.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Constitutional Law for a Changing America, 6, Epstein, L. and Walker, T., Sage CQ Press © 2015, ISBN: 9781483307800
2. Essential Supreme Court Decisions: Summaries of Leading Cases in US

Constitutional Law, 16, Vile, J., Rowman & Littlefield © 2014, ISBN: 1442225572

3. Law and Society, Lippman, M., Sage CQ Press © 2015, ISBN: 9781412987547
4. Smith and Roberson's Business Law, 16, Mann, R.A., Cengage Learning © 2014, ISBN: 1285428250
5. American Law and Legal Systems, 7, Calvi, J. and Coleman, S., Pearson © 2012, ISBN: 0202028187
6. . *ABA Journal*, Volume 2017
7. . *Yale Law Journal*, Volume 2012
8. . *Journal of Criminal Law*, Volume 2016
9. . *Journal of Civil and Human Rights*, Volume 2016

III. Course Objectives

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

1. Demonstrate an understanding and awareness of the particular area of the law in which they are working.
2. Apply theories and/or empirical knowledge from introductory law coursework to the activity in which the student is involved.
3. Assess the value and effectiveness of the activity in which the student is involved.
4. Demonstrate and identify the behaviors appropriate to the setting within which they are working.
5. Demonstrate professional skills in the field of law.

IIIb. Arranged Hours Objectives:

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

1. Write critically about an issue, case, or controversy in a specific area of law.
2. Conduct themselves according to appropriate professional norms in a legal environment, such as a law firm, legal organization, or courtroom.

IV. Methods of Presentation:

Service Learning , Other (Specify) , Field Experience , Lecture and Discussion
Other Methods: Students will be placed in an experiential learning environment (law firm or other related law-related environment) by the SMC Service and Experiential Learning Office. They will work with the instructor on various assignments, including journals and other written work, that will allow them to apply basic legal concepts to their experiential learning.

IVb. Arranged Hours Instructional Activities:

Other (Specify) , Field Experience
Other Methods: Students engage in 30 hours of applied learning through unpaid experiential activities organized by the SMC's applied / service learning center student (in conjunction with the student and the instructor).

V. Course Content

<u>% of course</u>	<u>Topic</u>
15%	Introduction to course requirements, basic concepts in the law, basic concepts in experiential learning, and how they are applied in the particular area of the law involved.
10%	Development of an appropriate reading list.
75%	Applying theoretical and empirical knowledge to lived experiences through experiential learning.
100%	Total

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

<u>Percentage</u>	<u>Evaluation Method</u>
30 %	Papers - Final Paper
60 %	Written assignments - Academically-sound Experiential Learning Reflection Journals
10 %	Other - Development of appropriate reading list
100 %	Total

VII. Sample Assignments:

1. Maintain a weekly journal in which you reflect upon the connections between concepts covered in your introductory law course and the practical work you are doing in your applied learning activity.
2. Write a paper in which you evaluate and critique the effectiveness and value of your applied learning activity in terms of concepts covered in your introductory law course.
3. Develop a list of important resources (texts and other sources as applicable) in

the field of your applied learning activity.

VIII. Student Learning Outcomes

1. Exhibit, through their behavior and course work academic and professional behaviors appropriate to the legal profession, including regular attendance, timeliness, appropriate dress and communication styles, as well as a heightened sense of personal efficacy and responsibility, evidenced by their prompt and regular attendance at scheduled experiential learning hours, successful completion of class activities, understanding of the relationship between the behaviors expected at their specific experiential learning experience and the more general legal profession, as well as their understanding of the various professional employment and career positions available within the legal profession.
2. Demonstrate through oral and/or written work knowledge of broad legal concepts, such as Constitutional rights and protections or contract law, and how to apply that knowledge to understand and explain the work being done in their placement.
3. Demonstrate proficiency in the research, analytical, and communication skills necessary to present, orally and/or in writing, compelling and original arguments about the work of their placement site that identify, explain, and apply theories learned in introductory law courses.
4. Demonstrate an understanding of how they might advance their personal, professional and/or political goals through the legal profession.
5. Evaluate their ability to impact the larger society through their work in the legal profession.