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

# Curriculum Committee Agenda

## Wednesday, April 4, 2018, 3:00 p.m.

## Loft Conference Room – Drescher Hall 300-E

**Members:**

| | | | |
|---|---|---|---|
| Brenda Antrim, *Chair* | Sasha King | Emin Menachekanian | David Shirinyan |
| Jennifer Merlic, *Vice Chair* | William Konya | Estela Narrie | Audra Wells |
| Eve Adler | Jae Lee | Dana Nasser | Joshua Withers |
| Guido Davis Del Piccolo | Jing Liu | Lee Pritchard | Associated Students Rep |
| Christina Gabler | Emily Lodmer | Elaine Roque | Associated Students Rep |
| Maral Hyeler | Georgia Lorenz | Redelia Shaw | |

**Interested Parties:**

| | | | |
|---|---|---|---|
| Clare Batstista | 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

*(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:

1. Guided Pathways Update

*(Courses: Non-Substantial Changes)*

2. ET 31A: Digital Video Fundamentals
3. ET 32: Digital Compositing
4. ET 91: Perspective Drawing
5. ET 92: Figure In Motion
6. PHOTO 37: Advanced Black And White Printing Techniques
7. PHOTO 39: Beginning Photoshop

VII. Action Items:

*(Courses: New)*

a. MATH 1A: Bridge to College Mathematics ..... 5
b. MATH 1B: Bridge to College Mathematics 2 (prerequisite: MATH 1A) ..... 7
c. MATH 1C: Bridge to College Mathematics 3 (prerequisite: MATH 1B) ..... 12

*(Courses: Distance Ed)*

d. DANCE 2: Dance In American Culture ..... 24

*(Courses: Substantial Changes)*

e. ET 75: Digital Production For 2D Animation (addition of skills advisory: ET 19A) ..... 29
f. FASHN 21: Digital Fashion Portfolio (addition of skills advisory FASHN 9A as an alternative option to FASHN 18) ..... 32
g. NURSNG 2 (addition of prerequisite: NURSNG 36) ..... 35
h. NURSNG 3 (addition of corequsite: NURSNG 17) ..... 40
i. NURSNG 5 (addition of prerequisite: NURSNG 17) ..... 44

*(Programs: Revisions)*

j. 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.)

k. Prerequisite equivalency of Math 1A, B, C for the following courses: Math 2, 3, 4, 18, 20, 21, 26, 31, 32, 41, 54

IX. New Business

- AB 705 Guidance ..... 49

X. Old Business:

- Department Certificates Discussion

XI. Adjournment

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

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# CURRICULUM COMMITTEE MINUTES

## Wednesday, March 21, 2018 | 3:00 p.m.
## Loft Conference Room – Drescher Hall 300-E

**Members Present:**

| | | | |
|---|---|---|---|
| Brenda Antrim, *Chair* | Christina Gabler | Emin Menachekanian | Redelia Shaw |
| Jennifer Merlic, *Vice Chair* | Jae Lee | Estela Narrie | David Shirinyan |
| Eve Adler | Jing Liu | Dana Nasser | Audra Wells |
| Guido Davis Del Piccolo | Emily Lodmer | Lee Pritchard | Joshua Withers |

**Members Absent:**

| | | | |
|---|---|---|---|
| Karen Funk (As. Students) | Maral Hyeler | William Konya | Elaine Roque |
| Edgar Gonzalez (As. Students) | Sasha King | Georgia Lorenz | |

**Others Present:**

| | | | |
|---|---|---|---|
| Robert Armstrong | Rachel Demski | Colleen McGraw | Francisco Munoz |
| Gema Ceron | Erica LeBlanc | Mitra Moassessi | Irena Zugic |

## *MINUTES*

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

**I. Call to Order and Approval of Agenda**

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

**Motion made by:** Joshua Withers; **Seconded by:** Redelia Shaw

The motion passed unanimously

**II. Public Comments**

None

**III. Announcements**

None

**IV. Approval of Minutes**

**Motion made by:** Estela Narrie; **Seconded by:** Audra Wells

Y: 10

N: 0

A: 4 (Guido Davis Del Piccolo, Erica LeBlanc, Jae Lee, Emin Menachekanian, and David Shirinyan)

(Not present for vote: Emily Lodmer)

**V. Chair's Report:**

- Brenda mentioned she will be presenting the curriculum approved in this meeting and the previous meeting at the next Academic Senate meeting. All courses were approved by UCTCA except CS7. Estela will be updating the committee on IGETC decisions in April. The next meeting will include discussions on Board Policies and Administrative Regulations.

**VI. Information Items:**

1. Guided Pathways Update
   Guido went over the Pathways presentation that was shown at Flex Day, detailing the program mapping inquiry team, mini-teams, methodology, and timeline; including the 6 areas as part of BSSOT: STEM, ICT, Communications, Environmental Studies, Health Science, and Business.

*(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)
(Change in SAM code from C to B; and change in units from 3 to 2)
**Motion made by:** Dana Nasser; **Seconded by:** David Shirinyan
The motion passed unanimously
Skills Advisory: Fashion 18
(Approved with amendments to description and advisory to reflect body of work)
**Motion made by:** Emily Lodmer; **Seconded by:** David Shirinyan
The motion passed unanimously

*(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)
(Approved with minor edits)
**Motion made by:** Redelia Shaw; **Seconded by:** Emily Lodmer
The motion passed unanimously

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)
**Motion made by:** Audra Wells; **Seconded by:** Estela Narrie
The motion passed unanimously

d. POL SC 94 Law - Experiential Learning (change in units from 1 to 0.5)
(Approved with minor edits)
**Motion made by:** Joshua Withers; **Seconded by:** Emily Lodmer
The motion passed unanimously

*(Programs: Revisions)*

e. Changes to degrees and certificates as a result of courses considered on this agenda
- Motion to add FASHN 21 to the Fashion Design and Fashion Merchandising degree as an elective course option
**Motion made by:** Estela Narrie; **Seconded by:** Audra Wells
The motion passed unanimously

**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)")
**Motion made by:** David Shirinyan; **Seconded by:** Dana Nasser
The motion passed unanimously

**IX.** Old Business:
- Department Certificates Discussion – No discussion

**X.** Adjournment
Meeting adjourned at 4:54 pm

# Santa Monica College
# Course: NEW or Reinstatement
## Expanded Course Outline for MATH 1A - Bridge to College Mathematics

| Course Cover | |
|---|---|
| Discipline | MATH-MATHEMATICS |
| Course Number | 1A |
| Full Course Title | Bridge to College Mathematics |
| Catalog Course Description | This accelerated course uses adaptive learning technology to allow students to cover material from Math 85 (Arithmetic and Prealgebra), Math 31 (Elementary Algebra) and Math 20 (Intermediate Algebra) in one term. Students will learn the topics in this course at their own pace in a computer lab with faculty guidance. As students demonstrate proficiency, they will have the opportunity to complete multiple courses. This course has multiple exit levels where students can earn a grade of ?P? for passing the highest-level course offered and gain permission to enter subsequent courses in their plan of study. Course Comment: Students successfully completing Math 1A may continue the course by enrolling in Math 1B. |
| Rationale | This course provides potentially a one semester accelerated, student-driven path through pre-algebra to intermediate algebra for STEM majors. This course can potentially provide compliance to AB 705. |

| | |
|---|---|
| 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: 5.00 |
| Weekly Lecture Hours | Min: 4.00 (Sem: 72) |
| Weekly Laboratory Hours | Min: 2.00 (Sem: 36) |
| Total Semester Instructional Hours | 108.00 |
| Total Outside-of-Class Hours | 144.00 |
| Load Factor | 1.00 |
| Repeatability | May be repeated 0 time(s) |
| Grading Methods | P/NP Only |
| **Transfer/General Ed** | |
| Transferability | Does NOT transfer to CSU or UC |
| SMC GE Area: | |

| Program Applicability | |
|---|---|
| Designation | Credit - Degree Applicable |

| Course Objectives |
|---|
| Upon satisfactory completion of the course, students will be able to: |
| 1. Objectives of Math 85. |
| 2. Objectives of Math 31. |
| 3. Objectives of Math 20. |

| Course Content | |
|---|---|
| 33.33% | Content of Math 85. |
| 33.33% | Content of Math 31. |

| | |
|---|---|
| 33.34% | Content of Math 20. |
| Total: 100% | |

| Lab Content | |
|---|---|
| 100% | Application of lecture topics. |

| Methods of Presentation | |
|---|---|
| Methods | Lecture and Discussion<br>Other |
| Other Methods | Online Presentations |

| Methods of Evaluation | |
|---|---|
| Methods | • 20% - Class Participation<br>• 40% - Exams/Tests<br>2 to 4 Exams<br>• 30% - Final exam<br>• 10% - Homework<br>• 100% - Total |
| Additional Assessment Information (Optional) | Students must demonstrate 100% mastery of topics in a course through homework completion before taking the final exam. Students must demonstrate at least 80% mastery on the final comprehensive assessment of course topics for credit to be awarded for that course and for the student to begin working in the next course. Students will show mastery of course objectives including the **presentation in a sequence of clear and orderly steps.** All testing to demonstrate 80% mastery on the final comprehensive assessment will be completed in a proctored setting. A scientific calculator may be used at the discretion of the instructor as long as it is not a substitute for obtaining exact answers by mathematical procedures. |

| Appropriate Textbooks | |
|---|---|
| Textbooks such as the following are appropriate: | |
| Formatting Style | APA |
| Textbooks | 1. Aufmann. Arithmetic and Pre-Algebra, 1st ed. Cengage, 2014<br>2. Blitzer. Introductory Algebra for College Students, 7th ed. Pearson, 2016<br>3. Bittinger. Intermediate Algebra, 10th ed. Pearson, 2018<br>4. Miller, O'Neill, Hyde. Intermediate Algebra, 5th ed. McGraw-Hill, 2018 |

| Assignments | |
|---|---|
| Sample Assignment | See Sample Assignments of Math 85, Math 31, and Math 20. |

| Student Learning Outcomes |
|---|
| 1. A student will develop academic behaviors of initiative, responsibility, discipline, and self-management, and will understand their importance in succeeding in an academic setting. |
| 2. A student will be able to recognize the underlying mathematical concepts in a given context (word problems, data, diagrams, etc.), identify and implement techniques including manipulating expressions and solving equations, and use visual and graphical methods to analyze information to reach a conclusion. |

| Minimum Qualification | |
|---|---|
| Minimum Qualifications: | Mathematics (Masters Required) |

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

# Santa Monica College
# Course: NEW or Reinstatement
### Expanded Course Outline for MATH 1B - Bridge to College Mathematics 2

| Course Cover | |
|---|---|
| Discipline | MATH-MATHEMATICS |
| Course Number | 1B |
| Full Course Title | Bridge to College Mathematics 2 |
| Catalog Course Description | This course is a continuation of Math 1A, Bridge to College Mathematics (BCM) for students who have already taken BCM and successfully passed the Arithmetic/Pre-algebra level and/or the Elementary Algebra portions of the BCM course. Students enrolled in Math 1B (BCM 2) will pick up where they left off in BCM and have the opportunity to develop and demonstrate mastery of Elementary Algebra and/or Intermediate Algebra. Based on their proficiency of topics in one or both courses, students will earn a grade of "P" for passing the highest-level course offered and gain permission to enter subsequent courses in their plan of study. Course Comment: Students successfully completing Math 1B may continue the course by enrolling in Math 1C. |
| Rationale | This course will enable students to complete their progress from Math 1A - Bridge to College Mathematics. Students will be able to continue where they left off in Math 1A and potentially complete all the way to intermediate algebra. |
| Proposed Start | Year: 2019 Semester: Winter |
| Proposed for Distance Ed | No |
| Proposed for Global Citizenship | No |

| Course Unit/Hours | |
|---|---|
| Variable Hour Exist | NO |
| Credit Hours | Min: 5.00 |
| Weekly Lecture Hours | Min: 4.00 (Sem: 72) |
| Weekly Laboratory Hours | Min: 2.00 (Sem: 36) |
| Total Semester Instructional Hours | 108.00 |
| Total Outside-of-Class Hours | 144.00 |
| Load Factor | 1.00 |
| Repeatability | May be repeated 0 time(s) |
| Grading Methods | P/NP Only |

| Transfer/General Ed | |
|---|---|
| Transferability | Does NOT transfer to CSU or UC |

| Program Applicability | |
|---|---|
| Designation | Credit - Degree Applicable |

**Pre/Corequisites & Advisories**

**Prerequisite**: MATH 1A

**Course Objectives**

Upon satisfactory completion of the course, students will be able to:

1. Objectives of Math 31.
2. Objectives of Math 20

| Course Content | |
|---|---|
| 50% | Content of Math 31. |
| 50% | Content of Math 20. |
| Total: 100% | |

| Lab Content | |
|---|---|
| 100% | Application of lecture topics. |

| Methods of Presentation | |
|---|---|
| Methods | Lecture and Discussion<br>Other |
| Other Methods | Online Presentations |

| Methods of Evaluation | |
|---|---|
| Methods | • 20% - Class Participation<br>• 40% - Exams/Tests<br>2 to 4 exams<br>• 30% - Final exam<br>• 10% - Homework<br>• 100% - Total |
| Additional Assessment Information (Optional) | Students must demonstrate 100% mastery of topics in a course through homework completion before taking the final exam. Students must demonstrate at least 80% mastery on the final comprehensive assessment of course topics for credit to be awarded for that course and for the student to begin working in the next course. Students will show mastery of course objectives including the **presentation in a sequence of clear and orderly steps.** All testing to demonstrate 80% mastery on the final comprehensive assessment will be completed in a proctored setting. A scientific calculator may be used at the discretion of the instructor as long as it is not a substitute for obtaining exact answers by mathematical procedures. |

| Appropriate Textbooks | |
|---|---|
| Textbooks such as the following are appropriate: | |
| Formatting Style | APA |
| Textbooks | 1. Blitzer. Introductory Algebra for College Students, 7th ed. Pearson, 2016<br>2. Bittinger. Intermediate Algebra, 10th ed. Pearson, 2018<br>3. Miller, O'Neill, Hyde. Intermediate Algebra, 5th ed. McGraw-Hill, 2018 |

| Assignments | |
|---|---|
| Sample Assignment | See Sample Assignments of Math 31 and 20. |

| Student Learning Outcomes |
|---|
| 1. A student will develop academic behaviors of initiative, responsibility, discipline, and self-management, and will understand their importance in succeeding in an academic setting. |
| 2. A student will be able to recognize the underlying mathematical concepts in a given context (word problems, data, diagrams, etc.), identify and implement techniques including manipulating expressions and solving equations, and use visual and graphical methods to analyze information to reach a conclusion. |

| Minimum Qualification | |
|---|---|
| Minimum Qualifications: | Mathematics (Masters Required) |

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

# Prerequisite / Corequisite Checklist and Worksheet

## Math 1B (Bridge to College Mathematics 2)

**Prerequisite:** Math 1A (Bridge to College Mathematics )

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

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

**SECTION II - ADDITIONAL LEVEL OF SCRUTINY:**

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

X Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, …) **Complete the Prerequisite Worksheet**

ENTRY SKILLS FOR Math 1B **(Elementary Algebra portion)**

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

| | |
|---|---|
| A) | Use correct mathematical vocabulary and notation when translating from English to mathematics and from mathematics to English. |
| B) | Reasonably estimate the answer to a numerical problem. |
| C) | Solve proportion and percent problems. |
| D) | Prime factor whole numbers. Find the greatest common factor and the least common multiple of two or more whole numbers. |
| E) | Use the order of operations to evaluate expressions involving signed rational numbers, including, but not limited to, those containing nested grouping symbols and exponents. |
| F) | Convert between signed fractions, decimals, and percents. |
| G) | Solve introductory applications requiring the use of rational numbers. |
| H) | Show work in sequence with clear and logical steps. |
| I) | Find the perimeter and area of closed polygonal regions, as well as the surface area and volume of rectangular solids, using appropriate units of measurement. |

EXIT SKILLS (objectives) FOR Math 1A **(Pre-Algebra portion )**

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

| | |
|---|---|
| 1. | Add, subtract, multiply, and divide positive and negative numbers including integers, fractions and decimals. |

| | |
|---|---|
| 2. | Use correct mathematical vocabulary and notation when translating phrases from English to mathematics and from mathematics to English. |
| 3. | Read and analyze a word problem and represent the information in algebraic form. |
| 4. | Reasonably estimate the answer to a numerical problem. |
| 5. | Solve proportion and percent problems. |
| 6. | Find prime factorizations of whole numbers. |
| 7. | Find the greatest common factor and least common multiple of two or more whole numbers. |
| 8. | Use the order of operations to evaluate expressions involving positive and negative rational numbers, including, but not limited to, those containing nested grouping symbols and exponents. |
| 9. | Convert between positive and negative fractions and signed decimals, and between fractions and percents. |
| 10 | Solve introductory level applications requiring the use of integers, fractions, decimals and percents. |
| 11 | Show work in a sequence of clear and logical steps. |
| 12 | Graph positive and negative rational numbers on the number line. |
| 13 | Compare two rational number expressions and use an inequality symbol or equal sign to express their order relationship. |
| 14 | Find the principal square root of a perfect square. |
| 15 | Find the perimeter and area of closed polygonal regions, as well as the surface area and volume of a rectangular solid, using units of measurement. |
| 16 | Evaluate algebraic expressions given the replacement values of the variables. |
| 17 | Simplify sums, differences, products, quotients and integer powers of monomial expressions. |
| 18 | Solve first degree equations in a single variable. |
| 19 | Use conversion factors to convert between units of measurement. |
| 20 | Use a ruler to measure in terms of the customary (metric) system and the U.S. Customary system (English). |

| | Entry Skills For Math 1B (Elementary Algebra portion) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| EXIT SKILLS FOR Math 1A (Pre-Algebra portion ) | | A | B | C | D | E | F | G | H | I |
| | 1 | | | | | X | | | | |
| | 2 | X | | | | | | | | |
| | 3 | X | | | | | | | | |
| | 4 | | X | | | | | | | |
| | 5 | | | X | | | | | | |
| | 6 | | | | X | | | | | |
| | 7 | | | | X | | | | | |
| | 8 | | | | | X | | | X | |
| | 9 | | | | | | X | | | |
| | 10 | X | | X | | | | X | | |
| | 11 | | | | | | | | X | |
| | 12 | | | | | | | | | |
| | 13 | | | | | | | | | |
| | 14 | | | | | | | | | |
| | 15 | | | | | | | | | X |
| | 16 | | | | | | | | X | |
| | 17 | | | | | | | | | |
| | 18 | | | | | | | | | |
| | 19 | | | | | | | | | |
| | 20 | | | | | | | | | |

ENTRY SKILLS FOR Math 1B **(Intermediate Algebra portion)**

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

| | |
|---|---|
| A) | Simplify and perform basic operations on rational expressions. |
| B) | Perform basic operations on polynomials. |
| C) | Factor general trinomials at an elementary level. |
| D) | Solve linear equations in a single variable over the rationals. |
| E) | Solve second degree polynomial equations in a single variable over the rationals by factoring. |
| F) | Simplify square roots. |
| G) | Solve first degree linear inequalities in a single variable. |
| H) | Solve applications involving equations in a single variable. |
| I) | Solve linear systems of two equations in two variables. |
| J) | Graph first degree equations/ inequalities in one and two variables. |

EXIT SKILLS (objectives) FOR Math 1A **(Elementary Algebra portion )**

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

| | |
|---|---|
| 1. | Solve linear, quadratic, and literal equations, and systems of equations and linear inequalities. |
| 2. | Graph linear equations and inequalities. |
| 3. | Factor polynomials at an elementary level. |
| 4. | State and apply the quadratic formula. |
| 5. | Add, subtract, multiply and divide polynomials, square roots and rational expressions. |
| 6. | Simplify complex fractions, square roots and exponential expressions. |
| 7. | Solve introductory level equations with rational and radical expressions. |
| 8. | Translate and solve algebraic word problems in a single variable. |
| 9. | Given the description of a line, write an equation of the line. |
| 10. | Define and use properties of equality and inequality. |
| 11. | Recognize and use common mathematical language to describe mathematical processes in either written or verbal form. |
| 12. | Apply units of measurements in the solution of algebraic applications as appropriate. |

ENTRY SKILLS FOR Math 1B
(Intermediate Algebra portion)

EXIT SKILLS FOR Math 1A (Elementary Algebra portion )

| | A | B | C | D | E | F | G | H | I | J |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | | | | X | X | | X | | X | |
| 2 | | | | | | | | | | X |
| 3 | | | X | | X | | | | | |
| 4 | | | | | | | | | | |
| 5 | X | X | | | | X | | | | |
| 6 | | | | | | | | | | |
| 7 | | | | | | | | | | |
| 8 | | | | | | | | | | |
| 9 | | | | | | | | | | X |
| 10 | | | | | | | | | | |
| 11 | | | | | | | | | | |
| 12 | | | | | | | X | X | | |

# Santa Monica College
# Course: NEW or Reinstatement
### Expanded Course Outline for MATH 1C - Bridge to College Mathematics 3

| Course Cover | |
|---|---|
| Discipline | MATH-MATHEMATICS |
| Course Number | 1C |
| Full Course Title | Bridge to College Mathematics 3 |
| Catalog Course Description | This course is a continuation of Math 1B, Bridge to College Mathematics (BCM 2) for students who have already taken BCM 2 and successfully passed the Elementary Algebra level. Students enrolled in Math 1C (BCM 3) will pick up where they left off in BCM 2 and have the opportunity to develop and demonstrate mastery of Intermediate Algebra. Based on their proficiency of topics, students will earn a grade of "P" for passing Math 20. |
| Rationale | This is the last course in the BCM sequence for students who did not successfully pass the Math 20 content in Math 1B. Students will continue their progress for Math 20 from where they left off in Math 1B. |
| Proposal Information | |
| Proposed Start | Year: 2019 Semester: Spring |
| Proposed for Distance Ed | No |
| Proposed for Global Citizenship | No |

| Course Unit/Hours | |
|---|---|
| Variable Hour Exist | NO |
| Credit Hours | Min: 5.00 |
| Weekly Lecture Hours | Min: 4.00 (Sem: 72) |
| Weekly Laboratory Hours | Min: 2.00 (Sem: 36) |
| Total Semester Instructional Hours | 108.00 |
| Total Outside-of-Class Hours | 144.00 |
| Load Factor | 1.00 |
| Repeatability | May be repeated 0 time(s) |
| Grading Methods | P/NP Only |

| Transfer/General Ed |
|---|
| Transferability |
| Does NOT transfer to CSU or UC |
| SMC GE Area: |

| Program Applicability | |
|---|---|
| Designation | Credit - Degree Applicable |
| Proposed For | |

| Pre/Corequisites & Advisories |
|---|
| **Prerequisite**: MATH 1B |

| Content Review |
|---|
| MATH 1B - Prerequisite (Content to Content) |

| Course Objectives |
|---|

| | |
|---|---|
| Upon satisfactory completion of the course, students will be able to: | |
| 1. Objectives of Math 20. | |
| **Course Content** | |
| 100% | Content of Math 20. |
| **Lab Content** | |
| 100% | Application of lecture topics. |
| **Methods of Presentation** | |
| Methods | Lecture and Discussion<br>Other |
| Other Methods | Online Presentations |
| **Methods of Evaluation** | |
| Methods | • 20% - Class Participation<br>• 40% - Exams/Tests<br>2 to 4 exams<br>• 30% - Final exam<br>• 10% - Homework<br>• 100% - Total |
| Additional Assessment Information (Optional) | Students must demonstrate 100% mastery of topics in a course through homework completion before taking the final exam. Students must demonstrate at least 80% mastery on the final comprehensive assessment of course topics for credit to be awarded for that course. Students will show mastery of course objectives including the **presentation in a sequence of clear and orderly steps.** All testing to demonstrate 80% mastery on the final comprehensive assessment will be completed in a proctored setting. A scientific calculator may be used at the discretion of the instructor as long as it is not a substitute for obtaining exact answers by mathematical procedures. |
| **Appropriate Textbooks** | |
| Textbooks such as the following are appropriate: | |
| Formatting Style | APA |
| Textbooks | 1. Bittinger. *Intermediate Algebra*, 10th ed. Pearson, 2018<br>2. Miller, O'Neill, Hyde. *Intermediate Algebra*, 5th ed. McGraw-Hill, 2018 |
| **Assignments** | |
| Sample Assignment | See sample assignments of Math 20. |
| **Student Learning Outcomes** | |
| 1. A student will develop academic behaviors of initiative, responsibility, discipline, and self-management, and will understand their importance in succeeding in an academic setting. | |
| 2. A student will be able to recognize the underlying mathematical concepts in a given context (word problems, data, diagrams, etc.), identify and implement techniques including manipulating expressions and solving equations, and use visual and graphical methods to analyze information to reach a conclusion. | |
| **Minimum Qualification** | |
| Minimum Qualifications: | Mathematics (Masters Required) |
| **Library** | |
| List of suggested materials has been given to librarian? | No |
| Library has adequate materials to support course? | Yes |

# Prerequisite / Corequisite Checklist and Worksheet

**Math 1C (Bridge to College Mathematics 3)**

**Prerequisite:** Math 1B (Bridge to College Mathematics 2)

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

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

**SECTION II - ADDITIONAL LEVEL OF SCRUTINY:**

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

X Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, …) **Complete the Prerequisite Worksheet**

ENTRY SKILLS FOR Math 1C

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

| | |
|---|---|
| A) | Simplify and perform basic operations on rational expressions. |
| B) | Perform basic operations on polynomials. |
| C) | Factor general trinomials at an elementary level. |
| D) | Solve linear equations in a single variable over the rationals. |
| E) | Solve second degree polynomial equations in a single variable over the rationals by factoring. |
| F) | Simplify square roots. |
| G) | Solve first degree linear inequalities in a single variable. |
| H) | Solve applications involving equations in a single variable. |
| I) | Solve linear systems of two equations in two variables. |
| A) | Graph first degree equations/ inequalities in one and two variables. |

**EXIT SKILLS (objectives) FOR** Math 1B **(Elementary Algebra portion )**

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

| | |
|---|---|
| 1. | Solve linear, quadratic, and literal equations, and systems of equations and linear inequalities. |
| 2. | Graph linear equations and inequalities. |
| 3. | Factor polynomials at an elementary level. |

*modified 09/26/2012*

| | |
|---|---|
| 4. | State and apply the quadratic formula. |
| 5. | Add, subtract, multiply and divide polynomials, square roots and rational expressions. |
| 6. | Simplify complex fractions, square roots and exponential expressions. |
| 7. | Solve introductory level equations with rational and radical expressions. |
| 8. | Translate and solve algebraic word problems in a single variable. |
| 9. | Given the description of a line, write an equation of the line. |
| 10. | Define and use properties of equality and inequality. |
| 11. | Recognize and use common mathematical language to describe mathematical processes in either written or verbal form. |
| 12. | Apply units of measurements in the solution of algebraic applications as appropriate. |

ENTRY SKILLS FOR Math 1C

EXIT SKILLS FOR Math 1B (Elementary Algebra portion )

| | A | B | C | D | E | F | G | H | I | J |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | | | | X | X | | X | | X | |
| 2 | | | | | | | | | | X |
| 3 | | | X | | X | | | | | |
| 4 | | | | | | | | | | |
| 5 | X | X | | | | X | | | | |
| 6 | | | | | | | | | | |
| 7 | | | | | | | | | | |
| 8 | | | | | | | | | | |
| 9 | | | | | | | | | | X |
| 10 | | | | | | | | | | |
| 11 | | | | | | | | | | |
| 12 | | | | | | | X | X | | |

# Santa Monica College
## Course Outline For
## MATHEMATICS 20, Intermediate Algebra

Course Title: Intermediate Algebra Units: 5.00
Total Instructional Hours (usually 18 per unit): 90
Total Outside-of-Class Hours: 180
Hours per week (full semester equivalent) in Lecture: 5.00 In-Class Lab: 0 Arranged:

Date Submitted: May 2011
Date Updated: April 2017
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): MATH 31
or MATH 49
Pre/Corequisite(s): None
Corequisite(s): None
Skills Advisory(s): None

**I. Catalog Description**

Topics include rational, irrational and complex numbers; fundamental operations on algebraic expressions and functions; introduction to polynomial, rational, exponential and logarithmic functions, equations and graphs; circles and parabolas. Emphasis is on advanced algebraic factoring and simplification.

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

1. Intermediate Algebra, 6th , Dugopolski, Mark, McGraw Hill © 2009, ISBN: -
2. Intermediate Algebra, 3rd, Sullivan, Michael III, Struve, Katherine, Prentice Hall © 2014, ISBN:

**III. Course Objectives**

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

1. Simplify advanced numerical and algebraic expressions involving multiple operations.
2. Solve linear, quadratic, rational and absolute value inequalities, graph their solution sets, and express the answer in interval notation.
3. Solve literal equations for a designated variable.
4. Solve linear, quadratic form, simple cubic, radical, rational, absolute value, elementary exponential, and elementary logarithmic equations.
5. Apply algorithms of completing the square, rationalizing the denominator, and long division and synthetic division of polynomials.
6. Graph the solution sets of systems of linear inequalities.
7. Perform operations on complex numbers.
8. Determine the sum, difference, product and quotient of functions and determine their domains.
9. Determine the composition of elementary functions.
10. Use proper mathematical notation to evaluate functions and obtain their inverses.
11. State and apply the fundamental properties of exponents and logarithms.
12. Demonstrate knowledge of standard vocabulary associated with graphing, including but not limited

to slopes of lines, intercepts, vertices of parabolas, asymptotes, and interplay between graph and functional notation.
13. Determine, given its graph, whether a relation is a function and whether it is one-to-one, and determine its intercepts and domain and range.
14. Graph and determine the domain and range of linear, quadratic, simple cubic, radical, reciprocal, absolute value, exponential and logarithmic functions.
15. Graph circles and parabolas using horizontal and vertical translation.
16. Set up and solve practical applications using algebraic concepts.
17. Determine the distance between two given points in the Cartesian plane, and find the midpoint of the line segment joining them.

**IV. Methods of Presentation:**

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

**V. Course Content**

| % of course | Topic |
|---|---|
| 15% | Elementary algebra refresher |
| 20% | Advanced algebraic factoring and simplification |
| 15% | Function concepts |
| 15% | Graphing concepts |
| 20% | Equation & inequality solving strategies |
| 15% | System solving strategies |
| 100% | Total |

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

| Percentage | Evaluation Method |
|---|---|
| 60 % | Exams/Tests - 4 to 6 Exams |
| 30 % | Final exam |
| 10 % | Other - Homework, quizzes, projects, class participation |
| 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. A scientific calculator may be used, at the discretion of the instructor, as long as it is not a substitute for obtaining exact answers by mathematical procedures. It is highly recommended that homework be collected. At the discretion of the instructor, homework, quizzes, collaborative learning activities, class participation, or projects may be part of the evaluation process.

**VII. Sample Assignments:**

1. Derive an equivalent expression in simplest terms. $(x+1)/(x^2-x) - (18x^2+3x-10)/(9x^2-4) \div$

$(6x^2-x-5)/(6x+4)$

2. Rewrite the function in vertex form by completing the square and then sketch its graph. $g(x) = 2x^2-20x-7$

## VIII. Student Learning Outcomes

1. Given an algebraic expression involving multiple operations, derive an equivalent expression that is in simplest terms.
2. Given a linear, quadratic, simple cubic, radical, reciprocal, absolute value, exponential or logarithmic function, sketch its graph using horizontal and vertical translations and determine its domain and range.
3. Given equations such as linear, quadratic, logarithmic and exponential, solve for the indicated value.
4. Develop student 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.

# Santa Monica College

## Course Outline For

## MATHEMATICS 31, Elementary Algebra

Course Title: Elementary Algebra Units: 5.00
Total Instructional Hours (usually 18 per unit): 108
Total Outside-of-Class Hours: 180
Hours per week (full semester equivalent) in Lecture: 5.00 In-Class Lab: 0 Arranged: 1.00
Date Submitted: May 2011
Date Updated: May 2015
Transferability: Does NOT transfer to CSU or UC
SMC GE Area:
Degree Applicability: Credit - Degree Applicable
Prerequisite(s): MATH 84 or MATH 85
Pre/Corequisite(s): None
Corequisite(s): None
Skills Advisory(s): None

**I. Catalog Description**

Topics include: Arithmetic operations with real numbers, polynomials, rational expressions, and radicals; factoring polynomials; linear equations and inequalities in one and two variables; systems of linear equations and inequalities in two variables; application problems; equations with rational expressions; equations with radicals; introduction to quadratic equations in one variable.

**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. Elementary Algebra, 5th, Tussy, Gustafson, Cengage Learning © 2013, ISBN: -

**III. Course Objectives**

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

1. Solve linear, quadratic, and literal equations, and systems of equations and linear inequalities.
2. Graph linear equations and inequalities.
3. Factor polynomials at an elementary level.
4. State and apply the quadratic formula
5. Add, subtract, multiply and divide polynomials, square roots and rational expressions
6. Simplify complex fractions, square roots and exponential expressions
7. Solve introductory level equations with rational and radical expressions.
8. Translate and solve algebraic word problems in a single variable
9. Given the description of a line, write an equation of the line.
10. Define and use properties of equality and inequality.
11. Recognize and use common mathematical language to describe mathematical processes in either written or verbal form.
12. Apply units of measurements in the solution of algebraic applications as appropriate.

**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 others' learning.
3. Comprehend and apply the course objectives

**IV. Methods of Presentation:**

Group Work , Lecture and Discussion

**IVb. Arranged Hours Instructional Activities:**

Other (Specify)

Other Methods: Collaborative learning activities led by Supplemental Instruction coaches, 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 designed to motivate participation in the process of responding to another student's work or engaging in analysis and interpretation. Reference textbook specific videos, animations and PowerPoint presentations.

**V. Course Content**

| % of course | Topic |
|---|---|
| 5% | Arithmetic and Prealgebra Refresher |
| 5% | Properties of Exponents and Scientific Notation |
| 10% | Formulas, Applications and Problem Solving |
| 20% | Linear Equations and Inequalities |
| 10% | Systems of Linear Equations and Inequalities |
| 20% | Arithmetic Operations with Polynomial and Rational Expressions |
| 10% | Factoring Polynomials |
| 10% | Radical Numbers and Radical Equations |
| 10% | Quadratic Equations |
| 100% | Total |

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

| Percentage | Evaluation Method |
|---|---|
| 60 % | Exams/Tests - 4 to 6 exams |
| 30 % | Final exam |
| 10 % | Other - Home Work, Quizzes, Collaborative Learning Activities |
| 100 % | Total |

**VII. Sample Assignments:**

Write the equation for the line passing through points (-1,6) and (2,0).

Sample Assignment 2: Use factoring to solve the equation $x(x + 7) = (4x + 3)(3x + 13)$.

**VIII. Student Learning Outcomes**

1. Given a multi-step application problem, use a line of reasoning that includes algebraic concept and vocabulary to formulate an equation or other algebraic problem-solving strategy to develop a solution.
2. Develop 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.

# Santa Monica College

## Course Outline For

## MATHEMATICS 85, Arithmetic and Prealgebra

Course Title: Arithmetic and Prealgebra Units: 5.00
Total Instructional Hours (usually 18 per unit): 90
Total Outside-of-Class Hours: 180
Hours per week (full semester equivalent) in Lecture: 5.00 In-Class Lab: Arranged:
Date Submitted: March 2012
Date Updated: February 2016
Transferability: Does NOT transfer to CSU or UC
SMC GE Area:
Degree Applicability: Credit - Not Degree Applicable
Prerequisite(s): None
Pre/Corequisite(s): None
Corequisite(s): None
Skills Advisory(s): None

**I. Catalog Description**

This course offers an accelerated option for preparation for Elementary Algebra. The material covered is equivalent to that covered separately in Math 81 (Basic Arithmetic) and Math 84 (Prealgebra). This course develops number and operation sense with regard to whole numbers, integers, rational numbers, mixed numbers, and decimals. Grouping symbols, order of operations, estimation and approximation, scientific notation, ratios, percents, proportions, geometric figures, and units of measurement with conversions are included. An introduction to algebraic topics, including simple linear equations, algebraic expressions and formulas, and practical applications of the material also are covered. All topics will be covered without the use of a calculating device. Course Comment: Students who desire a slower pace should enroll in the Math 81/Math 84 sequence. Course credit may not be applied toward satisfaction of Associate Degree Requirements.

**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. Arithmetic and Prealgebra Custom package, 1 st, Aufmann, Cengage © 2014, ISBN: -

**III. Course Objectives**

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

1. Add, subtract, multiply, and divide positive and negative numbers including integers, fractions and decimals.
2. Use correct mathematical vocabulary and notation when translating phrases from English to mathematics and from mathematics to English.
3. Read and analyze a word problem and represent the information in algebraic form.
4. Reasonably estimate the answer to a numerical problem.
5. Solve proportion and percent problems.
6. Find prime factorizations of whole numbers.
7. Find the greatest common factor and least common multiple of two or more whole numbers.
8. Use the order of operations to evaluate expressions involving positive and negative rational numbers, including, but not limited to, those containing nested grouping symbols and exponents.
9. Convert between positive and negative fractions and signed decimals, and between fractions and percents.

10. Solve introductory level applications requiring the use of integers, fractions, decimals and percents.
11. Show work in a sequence of clear and logical steps.
12. Graph positive and negative rational numbers on the number line.
13. Compare two rational number expressions and use an inequality symbol or equal sign to express their order relationship.
14. Find the square root of a perfect square.
15. Find the perimeter and area of closed polygonal regions, as well as the surface area and volume of a rectangular solid, using units of measurement.
16. Evaluate algebraic expressions given the replacement values of the variables.
17. Simplify sums, differences, products, quotients and integer powers of monomial expressions.
18. Solve first degree equations in a single variable.
19. Use conversion factors to convert between units of measurement.
20. Use a ruler to measure in terms of the customary (metric) system and the U.S. Customary system (English).

**IV. Methods of Presentation:**

Group Work , Lecture and Discussion

**V. Course Content**

| **% of course** | **Topic** |
|---|---|
| 10% | Whole Number Operations |
| 10% | Integer Operations |
| 15% | Positive and Negative Fractions and Mixed Numbers |
| 10% | Positive and Signed Decimals |
| 5% | Ratios, Rates, and Proportions |
| 10% | Percents |
| 10% | Algebraic Expressions and Formulas |
| 5% | Translations between English and Mathematics |
| 15% | Applications |
| 10% | Solving First Degree Equations |
| 100% | Total |

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

| Percentage | Evaluation Method |
|---|---|
| 60 % | Exams/Tests - 5 to 7 Exams |
| 25 % | Final exam |
| 15 % | Other - Homework, quizzes, collaborative learning activities |
| 100 % | Total |

## VII. Sample Assignments:

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 thousand of dollars.
2. Use the Order of Operations to simplify the following expression:
   $(5/6 - 10/18)\ ((-2/3)^2 - (3/4 \times 2/9))$
3. The Saturn – 5 rocket uses 534,000 gallons of fuel in 2.5 minutes. How much fuel does the rocket use per minute?

## VIII. Student Learning Outcomes

1. Develop 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. Given an expression involving signed numbers (integers, fractions, decimals, and powers) and grouping symbols, evaluate the expression without the use of a calculator.

# Santa Monica College
# Course: DE for non-DE course
### Expanded Course Outline for DANCE 2 - Dance In American Culture

| Course Cover | |
|---|---|
| Discipline | DANCE-DANCE |
| Course Number | 2 |
| Full Course Title | Dance In American Culture |
| Catalog Course Description | This course is a comparative and integrative study of world dance styles of the United States. Included is the study of Native American, European American, African American, Chicano/Latin American, and Asian American dance styles from their historical origins to the present. The study of dance traditions from both the technical and cultural perspective is presented in relation to social, theatrical and artistic dance. Observation and descriptive skills are learned through films, live performances and lectures. |
| Rationale | Dance 2 online course will attract students both nationally and globally as it offers more accessible and flexible learning environment. |
| Proposed Start | Year: 2018 Semester: Fall |
| Proposed for Distance Ed | Yes |
| Proposed for Global Citizenship | No |

| Course Unit/Hours | |
|---|---|
| Variable Hour Exist | NO |
| Credit Hours | Min: 3.00 |
| Weekly Lecture Hours | Min: 3.00 (Sem: 54) |
| Total Semester Instructional Hours | 54.00 |
| Total Outside-of-Class Hours | 108.00 |
| Repeatability | May be repeated 0 time(s) |
| Grading Methods | Letter Grade or P/NP |

| Transfer/General Ed | |
|---|---|
| Transferability | Transfers to UC<br>Transfers to CSU |
| IGETC Area: | • IGETC Area 3: Arts and Humanities<br>o 3A: Arts |
| CSU GE Area: | • CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages<br>o C1 - Arts, Dance, Music, Theater |
| SMC GE Area: | • GENERAL EDUCATION PATTERN (SMC GE)<br>o Area III: Humanities<br>o Area V: Global Citizenship |

| Pre/Corequisites & Advisories |
|---|
| **Skills Advisory**: Eligibility for English 1 |

| Course Objectives |
|---|
| Upon satisfactory completion of the course, students will be able to: |
| 1. Identify dance styles and influences from a variety of Western and non-Western cultures. |
| 2. Describe the historical, cultural, and choreographic movement influences of Native American, African Americans, Chicano/Latin Americans, European Americans and Asian Americans have all had upon contemporary American social, theatrical, and artistic performance dance. |

| |
|---|
| 3. Describe how each world group?s dance traditions have assimilated in relation to mainstream American culture. |
| 4. Compare and contrast world dance styles within American culture. |
| 5. Recognize the impact of culture and gender in the evolution of dance in America. |
| 6. Describe the impact of social and political influence upon dance as a modern art form. |

**Arranged Hours Objectives**

Upon satisfactory completion of the course, students will be able to:

**Course Content**

| | |
|---|---|
| 8% | Introduction to observing and evaluating various kinds of dance |
| 8% | Vocabulary for watching and understanding dance |
| 8% | Dance of Native American, religious dance in context to historical and social changes, dance intent and purpose, cultural |
| 8% | Dance of Early European colonists, religious, social, theatrical and cultural |
| 8% | Dance of African Americans, religious, social, theatrical, cultural |
| 8% | Dance of Chicano/Latin American, religious, social, theatrical, cultural |
| 8% | Dance of 19th century European immigrants, historical, religious, theatrical, cultural |
| 8% | Danced of Asian Americans, historical, social, religious, theatrical, cultural |
| 8% | Dance of early 20th century America, theatrical minstrels, vaudeville, ballet, modern dance pioneers |
| 14% | Dance of mid to late 20th century, contemporary dance, theatrical jazz, tap, dance in the movies |
| 14% | Dance in contemporary American society, fusion, contemporary forms |
| Total: 100% | |

**Methods of Presentation**

| | |
|---|---|
| Methods | Lecture and Discussion |
| Other Methods | Discussion of assigned reading, visual presentation |

**Methods of Evaluation**

| | |
|---|---|
| Methods | • 30% - Exams/Tests<br>Midterm Exam<br>• 30% - Final exam<br>• 20% - Quizzes<br>• 20% - Written assignments<br>• 100% - Total |
| Additional Assessment Information (Optional) | A = 90 - 100%<br>B = 80 - 89%<br>C = 70 - 79%<br>D = 60 - 69%<br>F = Below 60% |

**Appropriate Textbooks**

Textbooks such as the following are appropriate:

| | |
|---|---|
| Formatting Style | APA |
| Textbooks | 1. Gottschild, Brenda Dixon. Digging The Africanist Presence In American Performance: Dance and Other Contexts, ed. Greenwood Publishing Group, 1998<br>2. Ann Dils (Author, Editor), Ann Cooper Albright (Editor) . ); Moving History and Dancing Cultures: A Dance History , 1st ed. Wesleyan, 2001<br>3. Margaret Fuhrer . American Dance: The Complete Illustrated History, 1st ed. Voyageur Press, 2014 |

| | |
|---|---|
| | 4. Cruz, Barbera C.. Celebrating African-American Culture in Dance, ed. Enslow Publishers, Inc., 2004<br>5. Eichenbaum, Rose. Masters of Movement: Portraits of America?s Great Choreographers, ed. Smithsonian Institution Press, 2004<br>6. Guillermopieto, Alma. Dancing with Cuba, ed. Pantheon Books, 2004<br>7. Anbinder, Tyler G.. Five Points, ed. Penguin Press, 2002<br>8. Most, Andrea. Making Americans: Jews and The Broadway Musical, ed. Harvard University Press, 2004 |

**Assignments**

| | |
|---|---|
| Sample Assignment | 1. Research project: Choose 2 different cultural dances (ex: African, Mexican, European and so on) which have been introduced in class, and discuss how these dances have influenced dance in American culture during the early 20th century. The essay should be 3-4 pages not including the bibliography.<br>2. In an essay, describe the most outstanding contributions of Denishawn Dance Company during the early 20th century and explain the major influence of Ted Shawn in American modern dance. |

**Student Learning Outcomes**

1. Students will be able to identify styles and influences of western and non western cultural dances and describe various impact of social and political influence upon dance in American culture.
2. Students will cultivate critical thinking, reading, and analysis skills through readings, viewings, and discussion.
3. Students will identify pertinent issues and trends throughout dance history, and define personal research interests within the context of greater dance history.

**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 |

**Distance Ed**

**Distance Education Application**

| | |
|---|---|
| Delivery Methods | Fully Online |

**Distance Education Quality**

| | |
|---|---|
| Quality Assurance | Course objectives have not changed<br>Course content has not changed<br>Method of instruction meets the same standard of course quality<br>Outside assignments meet the same standard of course quality<br>Serves comparable number of students per section as a traditional course in the same department<br>Required texts meet the same standard of course quality |
| Additional Considerations | Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.<br>Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures.<br>Adequate technology resources exist to support this course/section |

| | |
|---|---|
| | Library resources are accessible to students<br>Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments<br>Adequately fulfills ?effective contact between faculty member and student? required by Title 5.<br>Will not affect existing or potential articulation with other colleges<br>Special needs (i.e., texts, materials, etc.) are reasonable<br>Complies with current access guidelines for students with disabilities |
| **Guidelines and Questions for Curriculum Approval of a Distance Education Course<br>Student Interactions** | |
| Student-Instructor Interaction | There will be multiple, frequent and on-going communication between the instructor and each student via threaded discussions, email and online chats that occur throughout the course. These communications can be initiated by either the instructor or the student, as needed. The instructor will also provide instructions and support as needed for course navigation. Further clarification will also be provided regarding content, exams and assignments. |
| Student-Student Interaction | Students will participate in student-student interactions using the threaded discussions. Students also will be able to communicate with each other throughout the course regarding course material and assignments. |
| Student-Content Interaction | Students will engage with the historical content regularly throughout the course. Each class will include quizzes, discussions, exams and PPT lectures that allow the student to assess their comprehension of the historical course content before they complete a graded assignment.<br>To ensure that students keep pace with the material, as well as receive feedback about their progress, each unit will be linked to a weekly threaded-discussion assignment and brief set of review questions that are given a fixed due date. |

| **Online class activities that promote class interaction and engagement** | **Brief Description** | **Percentage of Online Course Hours** |
|---|---|---|
| Online Lecture | Online PowerPoint presentations and narrative with embedded website links to additional material | 20% |
| Videos | Streaming video within course as well as web links to video sources | 10% |
| Exams | Midterm and Final exams | 30% |
| Written assignments | Students will write a dance critique and research paper turned into Dropbox (Canvas) | 20% |
| Threaded Discussions | Threaded discussions | 20% |

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 equivalent of on-ground lectures will be presented as appropriately annotated PowerPoint slides and/or formatted-text webpages. In either format, the presentations will include active links to relevant materials available elsewhere. Following the pattern of the on-ground course, each unit will be accompanied by assigned chapters from the books for the course, supplemented by additional readings. There also will be periodic posts to Canvas (Files) or current LMS.

Describe the technical qualifications an instructor would need and the support that might be necessary for this

| |
|---|
| course to be delivered at a distance (e.g. the college?s existing technology, CCCConfer certification, other specialized instructor training, support personnel, materials and resources, technical support, etc.) |
| This course would not require any special technical qualifications beyond those generally required for distance education, such as proficiency with email, Canvas (or current LMS), and other online presentation tools. |
| 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.) |
| Since this course relies significantly on discussion of assigned readings, online library and bookstore resources would be helpful and will be developed in consultation with Library faculty as the course evolves. Materials for minor research tasks associated with some of the assignments are freely available via the World-Wide Web. |
| 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. |
| Online lecture presentations and assignments will be made accessible by incorporating design features such as alternative text, headings for data tables, and skip navigation. Whenever possible, links to additional materials that are likewise accessible will be chosen; when that is not possible, appropriate alternative accommodations will be made by the instructor. |
| Using one of the course objectives, describe an online lesson/activity that might be used in the course to facilitate student learning of that objective. Be sure the sample lesson/activity includes reference to the use of online teaching tools (such as drop box or threaded discussion, or multimedia such as Articulate, Flash, Jing, etc.). |
| Students will watch Jiri Kylian's "Road to the Stamping Ground" from the class Webliography (YouTube) and write two page critique discussing differences and similarities between primitive aboriginal cultures and modern dance aesthetics. |
| **Assessment Best Practices** |
| 20%-**Threaded discussions** - Grading rubric which assesses content accuracy, post quality, and amount of participation<br>20%-**Written assignment** - Grading rubric which assesses content accuracy and quality<br>20%-**Quizzes** - From lecture materials such as PPT, textbook and articles<br>20%-**Midterm Exam** - From lecture materials such as PPT, textbook and articles<br>20%-**Final Exam** - From lecture materials |

# Santa Monica College

## Course Outline For:

## ENTERTAINMENT TECHNOLOGY 75, Digital Production For 2D Animation

| | | | | | | |
|---|---|---|---|---|---|---|
| Course Title: | Digital Production For 2D Animation | | | | Units: | 3.00 |
| Total Instructional Hours (usually 18 per unit): | | 90 | | | | |
| Total Outside-of-Class Hours: | | 72 | | | | |
| Hours per week (full semester equivalent) in Lecture: | | 2.00 | In-Class Lab: | 1.00 | Arranged: | 2.00 |
| Date Submitted: | May 2011 | | | | | |
| Date Updated: | March 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): | ET 19A | | | | | |

**I. Catalog Description**

This course covers the digital production pipeline for producing 2D animated short films, commercials, TV series, and feature-length films. Students will have hands-on experience with the following stages of digital production: scanning, timing, clean-up, ink and paint, background painting, sound design, camera movement and compositing. Asset management of digital files will also be covered.

**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. The Illusion of Life: Disney Animation, Frank Thomas and Ollie Johnson, Hyperion Press © 1995
2. Instructor provided resources.

**III. Course Objectives**

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

1. Use digital tools to scan, clean up, and ink and paint sequential 2D drawings.
2. Coordinate and manage a multitude of scene files.
3. Create and change electronic exposure sheets.
4. Align sound to picture.
5. Composite backgrounds with animation.
6. Incorporate camera moves.
7. Work effectively in a team environment.

**IIIb. Arranged Hours Objectives:**

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

1. Demonstrate proficiency with the advanced features of 2D animation software applications.

**IV. Methods of Presentation:**

Projects , Lecture and Discussion , Observation and Demonstration

**IVb. Arranged Hours Instructional Activities:**

Online instructor-provided resources , Other (Specify) Other Methods: Students will use online tutorials to learn the advanced features of 2D animation software applications such as TVPaint.

**V. Course Content**

| % of course | Topic |
|---|---|
| 5% | Introduction and overview of the 2D digital animation pipeline |
| 10% | Scanning artwork |
| 10% | Digital asset management techniques |
| 10% | Pencil testing animation |
| 5% | Timing with digital exposure sheets |
| 20% | Digital ink and paint |
| 10% | Creating background artwork |
| 10% | Sound design |
| 10% | Lip sync animation |
| 10% | Compositing and camera moves |
| 100% | Total |

**Vb. Lab Content:**

| % of course | Topic |
|---|---|
| 100% | Hands-on projects |
| 100% | Total |

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

| Percentage | Evaluation Method |
|---|---|
| 50 % | Projects |
| 20 % | Class Participation |
| 30 % | Final Project |
| 100 % | Total |

**VII. Sample Assignments:**

1. Import a short music track, and scrub through it to find and mark the beats for synching with an animation.
2. Create an animation of two character crossing paths on the screen using a separate animation layer for each character. One character should be running while the other is walking.

**VIII. Student Learning Outcomes**

1. Students will exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.
2. Students will demonstrate mastery of the course content by designing and producing high-quality 2D animation projects for portfolio development.

# ADVISORY Checklist and Worksheet

**ET 75, Digital Production for 2D Animation**

**Proposed Advisory: ET 19A, Beginning 2D Animation**

**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: **ET 75**

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

| | |
|---|---|
| A) | Apply the basic principles of animation to individual projects. |
| B) | Understand the natural rules of gravity and physics as they apply to animation. |
| C) | Analyze and exaggerate realistic movement. |
| D) | Demonstrate a working knowledge of the digital animation production process. |

EXIT SKILLS (objectives) FROM: **ET 19A**

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

| | |
|---|---|
| 1. | Apply the basic principles of animation to individual projects. |
| 2. | Understand the natural rules of gravity and physics as they apply to animation. |
| 3. | Analyze and exaggerate realistic movement. |
| 4. | Demonstrate a working knowledge of the digital animation production process. |

| | ENTRANCE SKILLS FOR: **ET 75** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| EXIT SKILLS From: **ET 19A** | | A | B | C | D | E | F | G | H |
| | 1 | x | | | | | | | |
| | 2 | | x | | | | | | |
| | 3 | | | x | | | | | |
| | 4 | | | | x | | | | |
| | 5 | | | | | | | | |
| | 6 | | | | | | | | |
| | 7 | | | | | | | | |
| | 8 | | | | | | | | |

# Santa Monica College

## Course Outline For:

## FASHION DESIGN AND MERCHANDISING 21, Digital Fashion Portfolio

Course Title: Digital Fashion Portfolio Units: 2.00
Total Instructional Hours (usually 18 per unit): 72
Total Outside-of-Class Hours: 36
Hours per week (full semester equivalent) in Lecture: 1.00 In-Class Lab: 3.00 Arranged: 0
Date Submitted: October 2016
Date Updated: March 2018
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:
Degree Applicability: Credit - Degree Applicable
Prerequisite(s): None
Pre/Corequisite(s): None
Corequisite(s): None
Skills Advisory(s): FASHN 18

**I. Catalog Description**

This advanced course addresses the skills necessary to produce a well-organized and thoroughly planned portfolio, both virtual and printed, to be presented on job interviews. Students will be expected to have completed a body of work, prior to taking this course, from which to build a portfolio.

**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. Designing Your Fashion Portfolio, 1, Joanne Barrett , Fairchild © 2012, ISBN: B00JYI04FA

**III. Course Objectives**

Upon completion of this course, the student 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.

**IV. Methods of Presentation:**

Lab , Lecture and Discussion , Other (Specify)
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.

**V. Course Content**

| % of course | Topic |
|---|---|
| 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 |
| 100% | Total |

**Vb. Lab Content:**

| **% of course** | **Topic** |
|---|---|
| 100% | Application of course content |
| 100% | Total |

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

| Percentage | Evaluation Method |
|---|---|
| 50 % | Portfolios |
| 10 % | Oral Presentation |
| 30 % | Projects |
| 10 % | Class Participation |
| 100 % | Total |

**VII. Sample Assignments:**

Design or merchandise a group for an item or coordinated apparel line. Use these guidelines:
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.

**VIII. 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 demonstrate the ability to research, create and present a collection of active sportswear relevant to today's market trends and consumers.

# ADVISORY Checklist and Worksheet

| FASHN 21 |
|---|
| **Proposed Advisory: FASHN 9A** |

**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) | Basic Adobe Photoshop and Adobe Illustrator Skills |
| B) | Basic Fashion Illustration Skills |

EXIT SKILLS (objectives) FROM: **FASHN 9A**

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

| | |
|---|---|
| 1. | Draw the fashion figure effectively |
| 2. | Execute professional presentations |
| 3. | Illustrate a group of flats professionally |
| 4. | Communicate fashion concepts effectively |

| | ENTRANCE SKILLS FOR: **Fashion 21** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| EXIT SKILLS From: **FASHION 9A** | | A | B | C | D | E | F | G | H |
| | 1 | | X | | | | | | |
| | 2 | | X | | | | | | |
| | 3 | | X | | | | | | |
| | 4 | | X | | | | | | |
| | 5 | | | | | | | | |
| | 6 | | | | | | | | |
| | 7 | | | | | | | | |
| | 8 | | | | | | | | |

# Santa Monica College

## Course Outline For:

## NURSING 2, Fundamentals of Nursing Concepts 2

| | | | | |
|---|---|---|---|---|
| Course Title: | Fundamentals of Nursing Concepts 2 | | | Units: 2.50 |
| Total Instructional Hours (usually 18 per unit): | | 45 | | |
| Total Outside-of-Class Hours: | | 90 | | |
| Hours per week (full semester equivalent) in Lecture: | | 2.50 | In-Class Lab: | Arranged: |
| Date Submitted: | January 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 1 | | | |
| Pre/Corequisite(s): | None | | | |
| Corequisite(s): | NURSNG 2L | | | |
| Skills Advisory(s): | None | | | |

**I. Catalog Description**

This course expands the discussion of the roles of the nurse, as well as profession-related and patient care concepts. Emphasis is placed on leadership, spirituality, sexuality, nutrition, medication administration, and patient education. An exploration of basic human needs and nursing skills is presented in providing care for the adult and older adult.

**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. Explain the importance of selected concepts related to professionalism as they pertain to providing and directing safe, quality patient care.
2. Discuss selected concepts related to patient-centered care needed to provide safe, quality patient care for the adult and older adult.
3. Identify the physiologic and psychosocial needs of patients taking into account their diverse backgrounds, preferences, and values.
4. Identify strategies to promote an environment that is safe for the patient, self, and others.
5. Examine nursing skills that use proper techniques and measures to promote safe, quality patient-centered care.
6. Apply the various elements of the nursing process to clinical decision-making.
7. Identify characteristics of culture and related variations as they affect the health of a community.
8. Value seeing health care situations "through patients' eyes."
9. Discuss the concept of a head to toe assessment in the care of the adult and older adult patient.

**IV. Methods of Presentation:**

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

**V. Course Content**

| % of course | Topic |
|---|---|
| 10% | Nursing process |
| 10% | Medication Administration |
| 10% | Fluid and Electrolytes |
| 10% | Communication and Patient Education |
| 10% | Health Assessment |
| 10% | Cultural Sensitivity, Aging Adult |
| 10% | Oxygenation |
| 10% | Skin Integrity/Wound Care |
| 10% | Urinary Elimination |
| 10% | Sexuality, Spirituality, Complimentary Alternative Medicine |
| 100% | Total |

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

| Percentage | Evaluation Method |
|---|---|
| 30 % | Exams/Tests - 2-4 |
| 10 % | Quizzes |
| 10 % | Research Projects |
| 30 % | Final exam |
| 15 % | Written assignments |
| 5 % | Other |
| 100 % | Total |

**VII. Sample Assignments:**

Assignment # 1: Read the following Case Study and create:

1. One 3 part nursing diagnosis.

2. One short term goal and one long-term goal.

3. Nursing Intervention orders including identifying whether they are nurse initiated, physician initiated or collaborative in nature.

4. Evaluate whether goals are met or not.

Please submit hard copies in class.

Mrs. S. has a 10-year history of hypertension and a 5-year history of diabetes. Recently her hypertension has become uncontrolled, and she has been diagnosed with depression. Her medications, which have recently been changed, include captopril (Capoten), 25 mg 3 times a day; diltiazem (Cardizem CD), 240 mg every morning; metformin (Glucophage XR), 1500 mg before the evening meal; and sertraline (Zoloft), 100 mg by mouth at bedtime.

On performing a health assessment the nurse notes an open sore on her right foot. Mrs. S does not know how she got the sore on her foot. She does not feel any pain or pressure. She also tells the nurse she likes to take baths instead of showering.

While taking a diet history the nurse notes Mrs. S eats a lot of canned and frozen foods. Mrs S. also states her husband brings home fast food since he does not like to cook and she can no longer see well enough due to changes in her vision. This also makes it hard for her to check her blood sugar so she checks it once a week.

Vital Signs:

T 98.6 F, P 82, RR 16, B/P 170/90, O2 Sat 98%, Pain Scale 6/10

Blood Sugar 270 (Reference Range 70-110 mg/dl)

Assignment # 2: Overview: Students are to complete 5 quizzes utilizing the PrepU Software. These assignments will help prepare the students for the NCLEX licensing exam at the end of the program. The topics selected will follow the topics we are covering in Fundamentals of Nursing. The mastery level is set for level 3. Once you reach level 3 you may continue using additional questions to practice any content you want.

## VIII. Student Learning Outcomes

1. Students will demonstrate understanding of selected concepts related to patient-centered care needed to provide safe, quality patient care for the adult and older adults.
2. Identify the physiologic and psychosocial needs of patients taking into account their diverse backgrounds, preferences, and values.

# Prerequisite / Corequisite Checklist and Worksheet

## Nursing 2, Fundamentals of Nursing Concepts 2

**Prerequisite:** Nursing 36 ; Calculations in Drugs in Solutions

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 is Nursing 2L; Fundamentals of Nursing Concepts 2 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.

x Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, …)
**Complete the Prerequisite Worksheet**

# Prerequisite Worksheet

ENTRANCE SKILLS FOR **Nursing 2**

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

| | |
|---|---|
| A) | Identify the systems of measurement used in nursing. |
| B) | Describe the various notations used and accurately write them for each system of measurement. |
| C) | Make conversions from one unit of measure to another in each of the systems of measurement and know their equivalents. |
| D) | Utilize the medical terminology and abbreviations used in medication dosage calculations and administration. |
| E) | Utilize at least two methods to solve mathematical calculations encountered in the administration of medications. |
| F) | Select the appropriate equipment used in the preparation and administration of medications. |
| G) | Compute and prepare to administer pediatric medication dosages safely. |
| H) | Calculate intravenous therapy flow rates for children and adult via gravity flow and infusion pumps. |

EXIT SKILLS (objectives) FOR **Nursing 36**

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

| | |
|---|---|
| 1. | Identify the systems of measurement used in nursing. |
| 2. | Describe the various notations used and accurately write them for each system of measurement. |
| 3. | Make conversions from one unit of measure to another in each of the systems of measurement and know their equivalents. |
| 4. | Utilize the medical terminology and abbreviations used in medication dosage calculations and administration. |
| 5. | Utilize at least two methods to solve mathematical calculations encountered in the administration of medications. |
| 6. | Select the appropriate equipment used in the preparation and administration of medications. |
| 7. | Compute and prepare to administer pediatric medication dosages safely. |
| 8. | Calculate intravenous therapy flow rates for children and adult via gravity flow and infusion pumps. |

| | | ENTRANCE SKILLS FOR Nursing 2 | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| EXIT SKILLS FOR Nursing 36 | | A | B | C | D | E | F | G | H |
| | 1 | x | | | | | | | |
| | 2 | | x | | | | | | |
| | 3 | | | x | | | | | |
| | 4 | | | | x | | | | |
| | 5 | | | | | x | | | |
| | 6 | | | | | | x | | |
| | 7 | | | | | | | x | |
| | 8 | | | | | | | | x |

# Santa Monica College

## Course Outline For:

## NURSING 3, Adult Health Nursing Concepts 1

| | | | | |
|---|---|---|---|---|
| Course Title: | Adult Health Nursing Concepts 1 | | | Units: 2.50 |
| Total Instructional Hours (usually 18 per unit): | | 45 | | |
| Total Outside-of-Class Hours: | | 90 | | |
| Hours per week (full semester equivalent) in Lecture: | | 2.50 | In-Class Lab: | Arranged: |
| Date Submitted: | January 2018 | | | |
| Date Updated: | January 2018 | | | |
| Transferability: | Transfers to CSU | | | |
| IGETC Area: | | | | |
| CSU GE Area: | | | | |
| SMC GE Area: | | | | |
| Degree Applicability: | Credit - Degree Applicable | | | |
| Prerequisite(s): | NURSNG 2 | | | |
| Pre/Corequisite(s): | None | | | |
| Corequisite(s): | Nursing 3L must be taken at the same time | | | |
| Skills Advisory(s): | None | | | |

**I. Catalog Description**

This course focuses on the care of adult patients with health alterations that require medical and/or surgical intervention. Emphasis is placed on the care of patients with alterations in selected body functions. Concepts of patient-centered care, cultural sensitivity, informatics, safe practice, and professionalism 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 and Suddarth's textbook of medical surgical nursing, , 14, Hinkle, J, PA © 2018, ISBN: 9781496347992

**III. Course Objectives**

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

1. Discuss a basic health assessment of adult patients to identify deviations from normal that can contribute to alterations in health.
2. Explain the role of the nurse as a member of the inter-professional healthcare team in the provision of safe, quality care for adult and older adult patients with common/uncomplicated health alterations.
3. Discuss the clinical decision making used when participating in the provision of care to adult and older adult patients experiencing common/uncomplicated alterations in health.
4. Apply knowledge of pharmacology, pathophysiology, and nutrition in the provision of care for adult and older adult patients with common/uncomplicated alterations in health.
5. Articulate verbal and nonverbal communication that promotes caring, therapeutic relationships with patients and their families, as well as professional relationships with members of the healthcare team.
6. Discuss the secure use of health information systems and patient care technologies in an appropriate, effective manner.
7. Describe health and safety related education based on the identified needs of patients.
8. Use organizational and time management skills in the provision of patient-centered care.
9. Identify environmental hazards, patient safety concerns and activities that promote quality

improvement.

10. Summarize ethical, legal and professional standards while caring for adult and older adult patients with common/uncomplicated alterations in health.
11. Discuss a focused assessment on an adult and older adult with selected health alterations.

**IV. Methods of Presentation:**

Observation and Demonstration , Projects , Group Work , Lecture and Discussion

**V. Course Content**

| **% of course** | **Topic** |
|---|---|
| 15% | Fluid, Electrolytes, and Acid-Base Balance |
| 15% | Oxygenation |
| 15% | Cardiac Output and Tissue Perfusion |
| 15% | Alterations in Regulation and Metabolism |
| 15% | Alterations in Mobility |
| 15% | Perioperative Care |
| 10% | Sensory Perception |
| 100% | Total |

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

| Percentage | Evaluation Method |
|---|---|
| 60 % | Exams/Tests - minimum of 3 |
| 5 % | Quizzes |
| 10 % | Group Projects |
| 25 % | Final exam |
| 100 % | Total |

**VII. Sample Assignments:**

Assignment 1: Case Study

Application of the Nursing Process to Intravenous Therapy Case Study

An 18 year old college student presents himself to the urgent care clinic with a 3 day history of nausea and vomiting. The physician orders I.V. 0.9% sodium chloride to infuse at 125cc/hr.

A. Identify an appropriate nursing diagnosis for this client

B. List a goal statement for the nursing diagnosis

c. Identify nursing interventions for a client receiving I.V. fluids and appropriate for the selected nursing diagnosis

d. Evaluate patient care outcomes based upon selected nursing interventions

Assignment 2: Compare and contrast IV fluids appropriate for the selected patients. If the IV is not appropriate, state why and list the appropriate IV fluids to be administered.

A 36 year old admitted with fractured pelvis and a blood pressure of 80/40. The physician ordered ringers lactate wide open. Is this IV appropriate or not and explain why?

A 45 year old male is admitted to your unit with a blood pressure of 220/120. He has a history of hypertension and is on furosemide. The physician ordered Dextrose 5%1/2 normal saline at 50cc/hr. Is this IV appropriate or not and explain why?

**VIII. Student Learning Outcomes**

1. Identify knowledge of pharmacology, pathophysiology, and nutrition in the provision of care for adult and older adult patients with common/uncomplicated alterations in health.
2. Discuss the clinical decision making used when participating in the provision of care to adult and older adult patients experiencing common/uncomplicated alterations in health.

# Corequisite Checklist and Worksheet

| Nursing 3, Adult Health Nursing Concepts 1 |
|---|
| |
| **Corequisite:** Nursing 17; Pharmacological Aspects of Nursing) |
| Other prerequisites, corequisites, and advisories also required for this course:<br>(Please note that a separate sheet is required for each prerequisite, corequisite, or advisory) |
| Prerequisite is Nursing 2; Fundamentals of Nursing Concepts 2 |
| |

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

| Criterion | Met | Not Met |
|---|---|---|
| 1. Faculty with appropriate expertise have been involved in the determination of the corequisite. | **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 corequisite is based on tests, the type and number of examinations, grading criteria, applicability to performance or skill, or required additional support for the successful completion of both courses. | **X** | |
| 4. Selection of this corequisite 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 concurrent with enrollment have been specified in writing. | **X** | |
| 6. The course materials presented in this corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this corequisite. | **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 corequisite. | **X** | |
| 8. The body of knowledge and/or skills taught in the corequisite are not an instructional unit of the course requiring the corequisite. | **X** | |
| 9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files. | **X** | |

**SECTION 2 – please explain how the corequisite will support the course and why it is necessary for students to succeed:**

**Students enrolled in Adult Health Nursing Concepts 1 will need to recognize the various classes of drugs used in modern medicine in order to be successful in the theory and clinical setting.**

# Santa Monica College
## Course Outline For:
## NURSING 5, Adult Health Nursing Concepts 2

| | | | | |
|---|---|---|---|---|
| Course Title: | Adult Health Nursing Concepts 2 | | | Units: 2.50 |
| Total Instructional Hours (usually 18 per unit): | | 45 | | |
| Total Outside-of-Class Hours: | | 90 | | |
| Hours per week (full semester equivalent) in Lecture: | | 2.50 | In-Class Lab: | Arranged: |
| Date Submitted: | January 2018 | | | |
| Date Updated: | March 2018 | | | |
| Transferability: | Transfers to CSU | | | |
| IGETC Area: | | | | |
| CSU GE Area: | | | | |
| SMC GE Area: | | | | |
| Degree Applicability: | Credit - Degree Applicable | | | |
| Prerequisite(s): | NURSNG 4 | | | |
| Pre/Corequisite(s): | None | | | |
| Corequisite(s): | NURSNG 5L | | | |
| Skills Advisory(s): | None | | | |

**I. Catalog Description**

This course focuses on the care of adult patients with complex medical/surgical health problems. Emphasis is placed on helping patients and their families cope with alterations in body functions. Concepts of pharmacology, health promotion and education, evidence-based practice, and interdisciplinary collaboration will be 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 and 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. 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. Using a variety of teaching methods, prioritize health and safety related education for patients and families.
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.

9. Analyze social determinants contributing to the development of chronic illness in a community.

**IV. Methods of Presentation:**

Online instructor-provided resources , Other , Projects , Lecture and Discussion , Observation and Demonstration

**V. Course Content**

| % of course | Topic |
|---|---|
| 15% | Oncology |
| 8% | Anemias |
| 8% | Hematological Cancers |
| 3% | Bleeding Disorders |
| 5% | Function of Immune System |
| 9% | HIV/AIDS |
| 7% | Autoimmune Disorders |
| 10% | Renal Failure |
| 10% | Disorders of the GI Tract |
| 10% | Disorders of Biliary Function |
| 7% | Reproductive Cancers |
| 8% | Breast Cancer |
| 100% | Total |

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

| Percentage | Evaluation Method |
|---|---|
| 58 % | Exams/Tests - minimum of 3 |
| 6 % | Quizzes |
| 1 % | Simulation |
| 2 % | Homework |
| 30 % | Final exam |
| 3 % | Other - Case Studies |
| 100 % | Total |

**VII. Sample Assignments:**

**Assignment # 1: Case Study**

Students will complete case studies related to each unit topic. Case studies may include, but are not limited to, patient education, diagnostic interpretation, and patient care priorities. All case studies will be submitted in writing prior to the unit exam. Each week students will be chosen to present the case

studies in class for discussion.

**Assignment # 2: Patient in a Box**
Students divide into small groups in a classroom setting. Each group will be given patient information or "clues" about a patient. Students will work together in a group to interpret the patient information, determine assessment priorities and discuss intervention priorities

## VIII. Student Learning Outcomes

1. Students will demonstrate an understanding of the concepts of pharmacology, pathophysiology, nutrition and established evidence-based practices when caring for adult and older adult patients with complex alterations in health.
2. Students will demonstrate priority setting and decision-making skills when planning safe care for patients with complex alterations in health.

# Prerequisite / Corequisite Checklist and Worksheet

## Nursing 5, Adult Health Nursing Concepts 2

| |
|---|
| **Prerequisite:** Nursing 17 ; Pharmacological Aspects of Nursing |
| Other prerequisites, corequisites, and advisories also required for this course:<br>(Please note that a separate sheet is required for each prerequisite, corequisite, or advisory) |
| Prerequisite is N4; Mental Health Nursing Concepts |
| Corequisite is N5L; Adult Health Nursing Concepts 2 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.

x Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, …)
**Complete the Prerequisite Worksheet**

# Prerequisite Worksheet

ENTRANCE SKILLS FOR **Nursing 5**

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

| | |
|---|---|
| A) | Describe the appropriate indications and route of administration for the most common medications prescribed. |
| B) | Describe potential side effects/adverse reactions of common medications, and the appropriate procedure for reporting these effects. |
| C) | Assess factors that contribute to required changes to the common doses of medications. |
| D) | Describe the various drug classifications for the most common medications prescribed. |
| E) | Describe monitoring parameters utilized with medication therapy. |
| F) | Describe the process medication manufactures utilized to obtain approval to market a medication. |
| G) | Describe the differences between trade and generic names of medications. |
| H) | Describe the various schedules of controlled substances, and describe the procedures utilized to assure diversion does not take place. |

EXIT SKILLS (objectives) FOR **Nursing 17**

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

| | |
|---|---|
| 1. | Describe the appropriate indications and route of administration for the most common medications prescribed. |
| 2. | Describe potential side effects/adverse reactions of common medications, and the appropriate procedure for reporting these effects. |
| 3. | Assess factors that contribute to required changes to the common doses of medications. |
| 4. | Describe the various drug classifications for the most common medications prescribed. |
| 5. | Describe monitoring parameters utilized with medication therapy. |
| 6. | Describe the process medication manufactures utilized to obtain approval to market a medication. |
| 7. | Describe the differences between trade and generic names of medications. |
| 8. | Describe the various schedules of controlled substances, and describe the procedures utilized to assure diversion does not take place. |

| | ENTRANCE SKILLS FOR Nursing 5 | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| EXIT SKILLS FOR Nursing 17 | | A | B | C | D | E | F | G | H |
| | 1 | x | | | | | | | |
| | 2 | | x | | | | | | |
| | 3 | | | x | | | | | |
| | 4 | | | | x | | | | |
| | 5 | | | | | x | | | |
| | 6 | | | | | | x | | |
| | 7 | | | | | | | x | |
| | 8 | | | | | | | | x |

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DATE: March 22, 2018

TO: AB 705 Implementation Advisory Committee

FROM: Laura Hope
Executive Vice Chancellor, Educational Services and Support

SUBJECT: ASSEMBLY BILL 705 INITIAL GUIDANCE LANGUAGE

In preparation for the implementation of Assembly Bill (AB) 705, please review the following guidance on the bill's intent and steps that colleges can take to begin to move toward compliance. The Chancellor's Office intends to incorporate these recommendations into a regulations package for consideration by the Board of Governors at a future date. To that end, colleges are strongly encouraged to begin the following:

- Planning for substantial increases in transfer-level offerings to accommodate many more students in transfer-level English and mathematics
- Developing and/or increasing support systems to accelerate skills development of increasing numbers of students who will be placed into transfer-level English and mathematics
- Discussing pedagogical implications resulting from these changes
- Activating the existing function in CCCApply to allow students to self-report their high school performance data

The Chancellor's Office has been working with the AB 705 Implementation Advisory Committee and the Multiple Measures Assessment Project (MMAP) research team to help interpret the standards of the bill and provide guidance to the field. Fundamentally, the bill mandates the use of high school performance data for assessment and placement, citing the predictive validity of that preparation for course success. Further, the bill notes that colleges must "maximize the probability that students will enter and complete transfer-level English and mathematics coursework in one year and that a student enrolled in ESL will enter and complete degree and transfer requirements in English within 3 years." The Chancellor's Office intends to propose regulations to the Board of Governors that would define the one-year time frame as two primary terms or three quarters (as applicable) for English and mathematics, and the three-year time frame as six primary terms or nine quarters (as applicable) as it relates to English as a Second Language (ESL) instruction.

Under AB 705, students can only be placed into remedial coursework (credit or noncredit courses that are part of a sequence) when they are "highly unlikely to succeed" in the transfer-level course and when placement into the remedial coursework increases the probability of completing transfer-level coursework relative to the probability of completion if the student were directly placed into transfer-level. Statewide MMAP data modeling suggests that when compared to the attrition of traditional sequences, students are more likely to succeed in transfer-level English and mathematics if they begin there. Compelling evidence from within California and nationally further suggests that students across all levels of preparation are more likely to complete transfer-level coursework when placed directly into it, especially when they experience appropriate support. Research to date also demonstrates that high school performance has meaningful predictive validity for assessment and placement.

As a result of careful review of data and the language of the law, the Chancellor's Office believes that all students whose program of study requires transfer-level coursework, for whom transfer is the goal, with high school performance records within ten years of graduation, should be placed into transfer-level English. Further, AB 705 requires that students should be placed below transfer-level only if a college can demonstrate that students are highly unlikely to succeed in the transfer course, **and** they would be more likely to complete the transfer-level course successfully via the alternative path. The information and table below illustrate the evidence that informed the parameters outlined in this memo.

Table 1. Chancellor's Office AB 705 Compliant Multiple Measures Decision Rules: Transfer-level English

| High School Performance | Average Success Rate<br><br>Students Enrolling Directly in Transfer-Level | One-Year Completion of Transfer-Level<br><br>Students Enrolling One Level Below Transfer | AB 705-Compliant Placement |
|---|---|---|---|
| High School GPA ≥ 2.6 | 80% | 40% | Transfer-Level English Composition<br><br>No change in level of support required |
| High School GPA 1.9-2.6 | 59% | 22% | Transfer-Level English Composition<br><br>Additional academic and co-requisite support should be considered to improve success rates |
| High School GPA < 1.9 | 43% | 12% | Transfer-Level English Composition<br><br>Additional academic and co-requisite support should be provided to improve success rates |

As shown in Table 1, direct placement into transfer-level English is estimated to double or triple completion of transfer-level English within one year. Thus, under the requirement that colleges use high school performance data to maximize the probability of transfer-level English completion within one year, students should not be denied direct access to the gateway transfer-level English composition course. Note that even students with low high school performance histories are still more likely to succeed when placed directly into transfer-level English than students who are placed only one level below.

The Chancellor's Office, in conjunction with the AB 705 Implementation Advisory Committee, has developed the following recommendations, built from the statewide MMAP Phase II rule set and the broader analysis on which those placement recommendations were based on studies exploring multiple measures decision trees and improving placement accuracy.

Clearly, with the incorporation of these changes into California Code of Regulations, title 5, colleges will be placing almost all of their students into transfer-level English courses, and many students will likely require additional support services in order to further improve their likelihood of success. Services may include but are not limited to academic support, English language acquisition support, time management and study skills training, affective development, financial planning, and accommodations as needed. Across the state, this has been accomplished in a variety of ways: co-requisite support courses; learning support centers; supplemental instruction; or a combination of these. Among these strategies, co-requisite support has been mostly widely studied in its capacity to amplify student success. Additionally, two bills are currently under review to make it possible for colleges to collect apportionment for tutoring in college-level courses. It is important to note research indicates that placement changes alone will not help maximize student success. Changes in instructional methodology and strong support infrastructure are also essential to optimize student achievement. Faculty who have been on the cutting edge of these reforms note that these elements are equally important for student success.

While this guidance is a first step for colleges to begin planning, other questions remain, and the Implementation Advisory Committee continues to sort through these issues. Some of those include questions around how to address the implications of AB 705 for ESL students, and a subcommittee is working on those answers. Questions also remain about the implementation for transfer-level math and statistics, and that guidance will be forthcoming this spring. Other concerns the committee is working to address include how to establish effective practices for returning students without transcript data such as self-reported data and guided self-placement, the fate of placement skills instruments, the need to revise CB-21 coding, and review graduation competency considerations. The Chancellor's Office intends to incorporate all guidance and recommendations issued by the Implementation Advisory Committee into a regulatory proposal for consideration by the Board of Governors at a future date.

To further clarify the importance of making these changes, it is also worthwhile to note that funding for both AB 19 and Guided Pathways are contingent upon compliance with AB 705, which is expected by fall of 2019 in accordance with the previously published timeline found on the website.

Look for additional guidance in the next two months and for opportunities to learn from peers about how some of these changes have already been implemented at some colleges in the state. Plans to provide professional learning and research support are already underway with more details to come. Both the RP Group and the California Acceleration Project are hosting separate upcoming events, and the Chancellor's Office plans on hosting future events. Additionally, faculty will also be receiving a survey in order to map current and emerging practices and provide professional development in the future. Finally, the Chancellor's Office urges colleges to activate the function in CCCApply to allow students to self-report their GPA data so that colleges can begin to collect that information. In order to do so, please email John Hadad at jhadad@ccctechcenter.org. The Chancellor's' Office is working on a high school data agreement to support the logistics, and self-reported data will be just one element of that effort.

This is going to be an iterative process that, despite its challenges, represents a significant step forward for building our students' capacity to achieve their goals and addressing many of the equity gaps that begin at the point of assessment and placement. Stay informed by checking the Chancellor's Office Assessment and Placement webpage.