



Curriculum Committee Agenda

Wednesday, May 16, 3:00 p.m.
Loft Conference Room – Drescher Hall 300-E

Members:

| | | | |
|------------------------------------|----------------|--------------------|-------------------------|
| Brenda Antrim, <i>Chair</i> | Sasha King | Emin Menachekanian | David Shirinyan |
| Jennifer Merlic, <i>Vice Chair</i> | 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 Battista | Patricia Burson | Dione Carter | Estela Ruezga |
| William Bloom | Vicki Drake | Stacy Neal | Scott Silverman |
| Maria Bonin | Kiersten Elliott | Patricia Ramos | Esau Tovar |
| | | | Tammara Whitaker |

Ex-Officio Members:

Jennifer Chen (As. Students) Nathaniel Donahue

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

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

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

(Courses: Deactivation)

 - 2. MUSIC 34 Survey of Piano Music
 - 3. MUSIC 81 Introduction To Mariachi Performance

(Courses: Non-Substantial Changes)

 - 4. CIS 36C Microsoft Excel - Short Course
 - 5. PHOTO 2 Basic Photography Lab Techniques
 - 6. PHOTO 42 Advanced Photoshop
 - 7. PHOTO 50 Basic Color Printing
 - 8. PHOTO 60 Business Practices In Photography
 - 9. PHYS 3 Human Physiology

VII. Action Items:

(Courses: New)

- a. ECON 4 Environmental Economics (skills advisory: MATH 31 or 50, and eligibility for English I) ... 11
- b. ECON 8 Women in the Economy (skills advisory: MATH 31 or 50, and eligibility for English I)..... 18
- c. HEALTH NC 905 Wellness in Older Adults..... 26
- d. HEALTH NC 906 Communication with Older Adults 28
- e. HEALTH NC 907 Providing Care to the Older Adult..... 30

(Programs: Revisions)

- a. Changes to degrees and certificates as a result of courses considered on this agenda
- b. Music Associate in Arts degree..... 33
- c. CSIS Entry Level Programmer Department Certificate 36

VIII. New Business

- BP 4025 37

IX. Old Business:

- Department Certificates Discussion

X. Adjournment

Please advise Jennifer Merlic (x4616), Brenda Antrim (x3538) or Rachel Demski (x4649) if you are unable to attend this meeting.



Curriculum Committee Minutes

Wednesday, May 2, 2018, 3:00 p.m.
Loft Conference Room – Drescher Hall 300-E

Members Present:

| | | | |
|------------------------------------|---------------|--------------------|----------------|
| Brenda Antrim, <i>Chair</i> | Maral Hyeler | Jing Liu | Lee Pritchard |
| Jennifer Merlic, <i>Vice Chair</i> | Sasha King | Georgia Lorenz | Redelia Shaw |
| Eve Adler | William Konya | Emin Menachekanian | Audra Wells |
| Guido Davis Del Piccolo | Jae Lee | Dana Nasser | Joshua Withers |
| Christina Gabler | | | |

Members Absent:

| | | |
|---------------|-----------------|-------------------------|
| Emily Lodmer | Elaine Roque | Associated Students Rep |
| Estela Narrie | David Shirinyan | Associated Students Rep |

Others Present:

| | | | |
|---------------|--------------|----------------|--------------|
| Rachel Demski | Laura Manson | Poliana Raymer | Mark Tomasic |
| Irena Zugic | | | |

(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. A motion was made to approve the agenda, amended to remove VIII. Action Item, h. EDUC 10 as it did not include a Global Citizenship component, and add “change in hours” for the substantial changes to DANCE 79

Motion made by: Eve Adler; **Seconded by:** Dana Nasser

Y: 16

N: 0

A: 0

II. Public Comments

None

III. Announcements

Jae Lee announced the Global Motion World Dance Company performances happening this Friday, May 4, and Saturday, May 5 at the Broad Stage.

IV. Approval of Minutes

Motion to approve the minutes of the 4/18/18 meeting with revisions to Item I. (change “tabled” to “removed” and remove “until the next meeting”), and Item II. (remove the wording “course descriptions/outlines are set by faculty, but she will get in touch and further discuss this with faculty”

Motion made by: Maral Hyeler; **Seconded by:** Audra Wells

Y: 14

N: 0

A: 2 (Jae Lee, Redelia Shaw)

V. Chair's Report:

- Congratulated Irena Zugic on becoming the SMC Pathways Project Manager
 - Via Guido, Congratulated Georgia Lorenz on becoming Seminole State College President
 - All items from previous Curriculum meeting were passed by Academic Senate, with the friendly amendment to ESL NC 980 to change the title to include 'US' before 'Citizenship Test Preparation'
 - Update on the UC/CCC Memorandum of Understanding for Enhancing Student Transfer. Details were emailed to committee members prior to the meeting and there were no questions. (see page 5 for details)
 - Update on the clarification of CSU Executive Order 1100 accepting certain distance education courses for CSU GE. Details were emailed to committee members prior to the meeting and there were no questions. (see page 7 for details)
 - Brought the recently adopted resolutions from the Academic Senate Plenary to the attention of the committee, highlighting:
 - 4.01 Develop a Paper on Effective Transfer Practices
 - 6.02 Opposition to the Proposed California Online College District 5
 - 7.03 Include Noncredit in All Student Success Measures Statewide
 - 7.04* Identifying Appropriate Assessment Measures
 - 7.05* Legal Interpretation of AB 705
 - 7.06* Support Students' Rights to Enroll in English as a Second Language Coursework
 - 7.07* Maintain Language Placement Tests as a Multiple Measure Option for English as a Second Language
 - 7.08 Local Determination of Degree Emphasis and Titles for ADT Social Justice Studies: General
 - 9.01 Adopt the Paper *Effective Practices for Educational Program Development*
 - 9.02* Pathways to Meet General Education Requirements of Quantitative Reasoning
 - 9.03 Effective Practices in Online Communication Courses
 - 9.04 Effective Practices in Online Lab Science Courses
 - 11.01 Adopt the Paper *Ensuring Effective Online Education Programs: A Faculty Perspective*
 - 13.02 Guided Pathways Handbook
 - 13.03 Research on Guided Pathways Outcomes in California'
 - 13.04* Providing Educational Access and Adequate Support for California Community College Students with Disabilities
 - 13.05 Develop a Paper on Career and Technical Education, Cooperative Work Experience, Internship, and Apprenticeship Programs.
 - 15.01* California State University Systemwide Credit Policy
 - 17.03* Reduce Course Enrollment Maximums as Needed to Satisfy New State Directives
- *Resolutions marked with an asterisk apply to AB 705.

VI. Information Items:

I. Guided Pathways Update

Guido Davis Del Piccolo gave an update on Pathways including a brief recap of the AACCC Conference that covered integrating the guiding principles of Pathways and developmental education. Reminder that this Friday is the first course sequencing exercise and if you haven't already, to please sign up for sorting day (so far 183 have signed up)

VII. Action Items:

(Courses: New)

- a. BIOL 10 Applied Ecology and Conservation Biology
Motion to approve BIOL 10 with minor edits
Motion made by: Georgia Lorenz; **Seconded by:** William Konya
The motion passed unanimously

- b. DANCE 6 20th and 21st Century Dance History (skills advisory: Dance 5)
Motion to approve DANCE 6 with removal of the skills advisory, note to be added to the course description for dance majors, and minor edits throughout
Motion made by: Eve Adler; **Seconded by:** Dana Nasser
The motion passed unanimously (Audra Wells was not present for vote)
 - c. EDUC 10 Introduction to Elementary Classroom Teaching & Field Experiences 2 (skills advisory: English 1)
Motion to approve EDUC 10 with change to the course title to Education 12 to avoid conflict with previously named Education 10 course; minor edits throughout
Motion made by: Eve Adler; **Seconded by:** Dana Nasser
The motion passed unanimously (Audra Wells was not present for vote)
- Motion to approve EDUC 12 skills advisory of English I
Motion made by: Georgia Lorenz; **Seconded by:** Joshua Withers
The motion passed unanimously (Audra Wells was not present for vote)

(Courses: Substantial Changes)

- d. DANCE 79 Dance Study Tour (course update, title change, change in hours, co-requisite change from Dance 2 to Dance 6)
Motion to approve DANCE 79 including making the grading P/NP and minor edits
Motion made by: Maral Hyeler; **Seconded by:** Redelia Shaw
The motion passed unanimously (Audra Wells was absent for vote)
- Motion to table the co/pre requisite discussion for DANCE 79
Motion made by: Joshua Withers; **Seconded by:** Guido Davis Del Piccolo
The motion passed unanimously (Audra Wells was absent for vote)
- e. ESL NC 902 English as a Second Language Level 2 (skills advisory addition: ESL NC 901)
Motion to approve ESL NC 902 with minor changes and addition of skills advisory ESL NC 901
Motion made by: Christina Gabler; **Seconded by:** William Konya
Y: 13
N: 0
A: 2 (Jae Lee, Redelia Shaw)
(Audra Wells was not present for vote)

(Courses: Distance Ed)

- f. EDUC 12 Introduction to Elementary Classroom Teaching & Field Experiences
Motion to approve EDUC 12 Distance Education with minor edits
Motion made by: Maral Hyeler; **Seconded by:** Redelia Shaw
The motion passed unanimously (Audra Wells was not present for vote)

(Courses: Global Citizenship)

- g. BIOL 10 Applied Ecology and Conservation Biology
Motion to approve BIOL 10 Global Citizenship component
Motion made by: Georgia Lorenz; **Seconded by:** William Konya
The motion passed unanimously

(Programs: Revisions)

- h. AD JUS 1 and AD JUS 2 addition to Liberal Arts: Social and Behavioral Science Associate in Arts Degree in Area A, Group 5
- i. Changes to degrees and certificates as a result of courses considered on this agenda

Motion to make all revisions to programs, including adding AD JUS 1 and AD JUS 2 to Liberal Arts: Social and Behavioral Science Associate in Arts Degree; Biology 10 as part of the General Science Associate in Arts degree; and Dance 6 added as an elective to Associate in Arts Dance degree

Motion made by: Eve Adler; **Seconded by:** Georgia Lorenz

The motion passed unanimously (Audra Wells was not present for vote)

VIII. New Business

- Board Policy 4025
Minor wording changes made; to be further discussed at the next curriculum meeting

IX. Old Business:

- Department Certificates Discussion
None

X. Adjournment

The meeting was adjourned at 5:11 pm



CALIFORNIA COMMUNITY COLLEGES

CHANCELLOR'S OFFICE

PRESS RELEASE

April 11, 2018

Contact: Paul Feist

Phone: 916.327.5353

E-mail: pfeist@cccco.edu

California Community Colleges and University of California Sign Agreement to Boost Transfers, Increase Academic Preparation

SACRAMENTO, Calif. – The California Community Colleges and the University of California today announced they have signed a joint agreement aimed at increasing the number of academically prepared community college students who transfer to UC and earn a bachelor's degree.

UC President Janet Napolitano and California Community Colleges Chancellor Eloy Ortiz Oakley signed the memorandum of understanding, "Enhancing Student Transfer," that immediately initiates a comprehensive effort to guarantee admission for all qualifying California community college transfer students to the University of California's system of nine undergraduate campuses.

"Further collaborating and coordinating with the California Community Colleges will not only make it easier for qualified students to transfer to the university, it will help ensure that they excel once they arrive," Napolitano said. "We hope to see the tangible, positive effects of these efforts by fall of next year."

"Community college students who transfer to the UC campuses do as well, or sometimes better academically, as students who start their studies at a UC," said Oakley. "This agreement when fully implemented will help more Californians from all backgrounds realize the promise of higher education and move our state forward."

Under the MOU, students who complete one of the UC pathways and achieve the requisite GPA will be guaranteed a place within the UC system. These guarantees will be in place for students beginning community college in fall 2019.

Existing transfer admission guarantees, known as TAGs, negotiated between a student and an individual campus will be retained. Where the California Community College Associate Degree for Transfer meets or exceeds the major requirements in a UC transfer pathway for the same major — as determined by the UC Academic Senate in consultation with the California Community Colleges Academic Senate — it will be accepted in lieu of a pathway for purposes of the guarantee.

"Our focus has long been on students' transfer success," said UC Academic Senate Chair Shane White. "We want to ensure that good academic preparation is incentivized and rewarded and that transfer students are well prepared academically to succeed once they are at UC. I look forward to the continued work toward this goal by my UC and community college faculty colleagues."

“Ensuring more community college students not only successfully transfer to UC but also achieve the educational milestone of an associate degree is a win for everyone,” said Julie Bruno, president of the Academic Senate for California Community Colleges. “We look forward to continuing our work with our UC faculty colleagues to create and promote academic opportunities for our students.”

Noting that increasing transfer rates has never been more important for California’s economy, the MOU outlines a series of efforts that each higher education system will undertake to further that goal. These include partnerships and programs that help community college students, especially those from disadvantaged backgrounds, to meet the rigorous academic standards required for UC admission.

“The changing face of the California populace requires a renewed commitment to higher education in ways that advantage students who wish to begin their educational journey at a community college,” the agreement says.

The MOU details several areas where UC and the community colleges will work together to ensure that the agreement meets the goals it has set forth, including efforts to expand the number of associate degrees that would also satisfy UC major preparation requirements. Key to this is the commitment of the joint leadership to work together to identify and secure the necessary resources. The MOU may be accessed here: <https://www.universityofcalifornia.edu/sites/default/files/UC-CCC-MOU.pdf>.

The California Community Colleges is the largest system of higher education in the nation composed of 72 districts and 114 colleges serving 2.1 million students per year. Community colleges supply workforce training, basic skills education in English and math, and prepare students for transfer to four-year institutions. The Chancellor’s Office provides leadership, advocacy and support under the direction of the Board of Governors of the California Community Colleges. For more information about the community colleges, please visit <http://californiacommunitycolleges.cccco.edu/>, <https://www.facebook.com/CACommColleges>, or <https://twitter.com/CalCommColleges>.

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**CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE**

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DATE: April 5, 2018

AA 18-12
VIA E-MAIL

TO: Chief Executive Officers
Chief Instructional Officers
Chief Student Services Officers
Academic Senate Presidents
Student Senate Presidents
Distance Education Coordinators
Distance Education and Educational Technology Advisory Committee
College Articulation Officers
College Registrars and Admissions Officers

FROM: LeBaron Woodyard, Ph.D.
Dean, Academic Affairs

SUBJECT: California State University Chancellor's Revised Executive Order 1100 Related to Courses Delivered by Distance Education Modalities

Synopsis: On August 23, 2017, Timothy P. White, Chancellor for the California State University System, issued a [revised Executive Order 1100](#) related to the California State University General Education Breath (CSU GE Breath) requirements. This revised policy supersedes [Executive Order 1100](#), issued on February 16, 2015. The policy incorporates changes recommended by faculty, students, administrators, and the CSU Academic Senate regarding how systemwide GE policy can better: (1) clarify requirements, (2) ensure equitable opportunity for student success, and (3) streamline graduation requirements.

The executive order establishes a common understanding of the requirements for CSU General Education Breadth (GE) and provide for the certification of courses completed by transfer students at regionally accredited institutions. Reciprocity among CSU campuses for full and subject-area completion of lower-division GE Requirements is also addressed in the executive order. The executive order is effective for students subject to the fall 2018 and subsequent catalog years.

Specific to instructional modality, Section 3.2 of Executive Order 1100 states that GE requirement may be satisfied through courses taught in all modalities. The exact language is copied below:

"3.2 Instructional Modality

*GE requirements may be satisfied through courses taught in all modalities (e.g., face-to-face, hybrid, or completely online). Pursuant to California Education Code Section 66763, an online course shall be accepted for credit at the student's home campus on the same basis as it would be for a student matriculated at the host campus."*¹

This means that CSU will not reject a course exclusively because it is taught via distance education. This is an important distinction because Executive Order 1100, section 3.2 makes it clear oral communication and lab science courses taught via distance education are accepted for CSU GE Breath effective August 23, 2017.

Requested Action/Timeline: Where appropriate, please incorporate in local policies and procedures the revised CSU GE Breath requirements related to the acceptance of courses regardless of the mode of instructional delivery. If you have any questions, please feel free to contact me at lwoodyar@cccco.edu or by telephone at (916) 445-1780.

cc: Laura Hope, Executive Vice Chancellor, Educational Services
Alice Perez, Vice Chancellor, Academic Affairs
Rhonda Mohr, Vice Chancellor, Student Services and Special Programs
Jackie Escajeda, Dean, Curriculum
Michael Quiaoit, Dean, Student Services
Mia Keeley, Dean Student Services
Erin Larson, Specialist, Academic Affairs
Bob Quinn, Specialist, Student Services

¹ CSU Revised Executive Order 1100, August 23, 2017

Santa Monica College

Course: NEW or Reinstatement

Expanded Course Outline for ECON 4 - Environmental Economics

Course Cover

| | |
|----------------------------|--|
| Discipline | ECON-ECONOMICS |
| Course Number | 4 |
| Full Course Title | Environmental Economics |
| Catalog Course Description | This course emphasizes the application of economic theory to environmental issues and resource allocation. It evaluates the potential role of government in implementing environmental policy to solve issues related to market failure. It also explores the ecological approach to environmental issues, connecting economic systems with natural ecosystems. ECON 4 is the same course as ENVRN 4. Students may earn credit for one but not both. |
| Rationale | This course would offer a wider range of transferrable economics courses to students interested in the field. |

| | |
|----------------|---------------------------|
| Proposed Start | Year: 2019 Semester: Fall |
|----------------|---------------------------|

| | |
|--------------------------|----|
| Proposed for Distance Ed | No |
|--------------------------|----|

| | |
|---------------------------------|----|
| Proposed for Global Citizenship | No |
|---------------------------------|----|

Course Unit/Hours

| | |
|------------------------------------|---------------------------|
| Variable Hour Exist | NO |
| Credit Hours | Min: 3.00 |
| Weekly Lecture Hours | Min: 3.00 (Sem: 54) |
| Weekly Laboratory Hours | Min: 0 |
| Weekly Arranged Hours | Min: 0 |
| Total Semester Instructional Hours | 54.00 |
| Total Outside-of-Class Hours | 108.00 |
| Load Factor | 1.00 |
| Repeatability | May be repeated 0 time(s) |
| Grading Methods | Letter Grade or P/NP |

Transfer/General Ed

Transferability

Transfers to UC (pending review)

Transfers to CSU

IGETC Area:

(pending review)

- IGETC Area 4: Social and Behavioral Sciences
 - 4B: Economics

CSU GE Area:

(pending review)

- CSU GE Area D: Social, Political, and Economic Institutions and Behavior, Historical
 - D2 - Economics

SMC GE Area:

- GENERAL EDUCATION PATTERN (SMC GE)

- Area II-B: Social Science (Group B)

Comparable Transfer Courses:

- **UC**
UC Berkeley
Introduction to Environmental Economics and Policy ECON C3
- **UC**
UC Riverside
Introduction to Environmental Economics ECON 6

Program Applicability

| | |
|--------------|---|
| Designation | Credit - Degree Applicable |
| Proposed For | AA Degree -Environmental Science, Environmental Studies AA-T Degree -Economics |

Pre/Corequisites & Advisories

Skills Advisory

MATH 31

or

Skills Advisory

MATH 50

and

Skills Advisory

Eligibility for English 1

Course Objectives

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

1. Describe economic models, such as the model of supply and demand, that incorporate the importance of the environment and natural capital in their structure.
2. Analyze critically market failures present under traditional economic decision making, as well as potential solutions such as carbon taxes.
3. Discuss solutions to environmental issues that economics can address by linking economic and ecological systems.
4. Collect economic data on the depletion of natural resources with economic growth, analyze observable trends, and understand the difference between correlation and causality in this analysis.
5. Visualize and explain each of the components of the environment that are linked to and affected by economic market systems, such as agriculture, water, energy, natural resources, and climate change.
6. Identify the role of government in policy making and tax structures that advance the welfare of the environment.
7. Compare and contrast different views of the economy's relationship with the environment, from free market structures to strict regulation to an ecological perspective that recognizes the importance of a flourishing planet to economic prosperity.
8. Determine the impact of the Industrial Revolution and the ensuing economic growth on natural resources and the welfare of the environment, and discuss critically what is needed for sustainable economic growth in the future.

Arranged Hours Objectives

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

Course Content

| | |
|-------------|---|
| 15% | Economic analysis of environmental issues: externalities, solutions, supply and demand, elasticity, welfare analysis |
| 10% | Different methods of valuing the environment: market valuation, revealed preference method, etc. |
| 15% | Ecological approach to environmental accounting: redefining economic concepts to make them more relevant to environmental issues |
| 15% | Population, agriculture, and the environment: impact of population growth, economic growth, soil erosion and irrigation issues, effect of fertilizer and pesticide use, sustainable agriculture for the future such as integrated pest management |
| 15% | Energy and resources: energy transition, solar, hydropower, economics of forest management, water economics and policy |
| 15% | Impact of pollution and policy responses: economics of pollution control and optimal levels of pollution, picking pollution control policies, cumulative and global pollutants, greening the economy, global climate change |
| 15% | Environment, trade, and development: environmental impacts of trade, trade agreements |
| Total: 100% | |

Methods of Presentation

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

Methods of Evaluation

| | |
|---------|---|
| Methods | <ul style="list-style-type: none"> • 10% - Class Participation • 5% - Class Work • 25% - Exams/Tests • 25% - Final exam • 20% - Homework • 5% - Oral Presentation • 10% - Projects • 100% - Total |
|---------|---|

Appropriate Textbooks

Textbooks such as the following are appropriate:

| | |
|--|-----|
| Formatting Style | APA |
| Textbooks | |
| 1. Harris, J., B. Roach. <i>Environmental and Natural Resource Economics: A Contemporary Approach</i> , ed. Routledge Taylor & Francis Group, 2017 | |
| 2. Hanley, N., J. Shogren, B. White. <i>Introduction to Environmental Economics</i> , ed. Oxford University Press, 2013 | |
| 3. Field, B., M. Field. <i>Environmental Economics: An Introduction</i> , ed. McGraw Hill Education, 2017 | |

Assignments

Sample Assignment

Assignment 1 - Environmental Accounting/Ecological vs Environmental Economics

- 1) List and briefly describe three important differences between ecological economics and environmental economics.
- 2) Discuss why “sustainable development” may mean different things to environmental and ecological economists.
- 3) Discuss the differences between the standard circular flow model and the broader ecological circular flow model.
- 4) State and briefly discuss the four core concepts of environmental economics.
- 5) State and briefly discuss the three core concepts of ecological economics.

Assignment 2 - Valuation

- 1) What is the difference between willingness-to-pay and willingness-to-accept? Do the two measures tend to be similar when used to value the same good or service? Why is this a problem with economic valuation?
- 2) What are the three revealed preference valuation methods? Briefly describe each method, listing at least one advantage and one disadvantage of each.
- 3) Summarize how one would use the travel cost method to estimate the recreational benefits of a National Park.
- 4) Describe at least three ways contingent valuation surveys can be designed to increase the validity of the results.
- 5) List three potential biases of contingent valuation questions and discuss one way each bias can be reduced.

Student Learning Outcomes

1. Demonstrate academic responsibility and integrity.
2. Demonstrate through oral and/or written work knowledge of the course content: economic versus ecological analysis of environmental issues, the importance of sustainable economic systems, and issues and models specific to agriculture, soil erosion, water economics and policy, energy provision, ecosystem management, and pollution control.
3. Demonstrate proficiency in the research, analytical, and communication skills necessary to present compelling and original arguments, orally and/or in writing, that advance reasonable conclusions as to how various political, social, and economic factors affect our environment and natural resources.
4. Demonstrate a level of engagement in the subject matter that enables and motivates the application of acquired knowledge and skills beyond the classroom.

Minimum Qualification

| | |
|-------------------------|--|
| Minimum Qualifications: | Ecology (Masters Required) Economics (Masters Required) |
|-------------------------|--|

Library

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

Attached Files

- [Suggested Materials](#)
- [Elig Eng 1 Advisory](#)
- [Math 50 Advisory](#)

ADVISORY Checklist and Worksheet: ECON 4

Proposed Advisory: MATH 50

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: **ECON 4**

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

| | |
|----|---|
| A) | Evaluate, apply, and simplify algebraic expressions. |
| B) | Use linear expressions, equations, and inequalities in application problems. |
| C) | Apply linear, exponential, logarithmic, and other functions to solve application problems including linear regression analysis. |
| D) | Use data to calculate and analyze the slope, y-intercept, and equation of a line in two variables and construct a graph of the linear equation and regression line. |

EXIT SKILLS (objectives) FROM: **MATH 50**

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

| | |
|----|---|
| 1. | Evaluate, apply, and simplify algebraic expressions. |
| 2. | Use linear expressions, equations, and inequalities in application problems. |
| 3. | Apply linear, exponential, logarithmic, and other functions to solve application problems including linear regression analysis. |
| 4. | Use data to calculate and analyze the slope, y-intercept, and equation of a line in two variables and construct a graph of the linear equation and regression line. |

| | | ENTRANCE SKILLS FOR: ECON 4 | | | | | | | |
|--------------------------------------|---|------------------------------------|---|---|---|---|---|---|---|
| | | A | B | C | D | E | F | G | H |
| EXIT SKILLS From: MATH 50 | 1 | X | | | | | | | |
| | 2 | | X | | | | | | |
| | 3 | | | X | | | | | |
| | 4 | | | | X | | | | |
| | 5 | | | | | X | | | |
| | 6 | | | | | | X | | |
| | 7 | | | | | | | X | |
| | 8 | | | | | | | | X |

ADVISORY Checklist and Worksheet: ECON 4

Proposed Advisory: ENG 20 (Eligibility for ENG 1)

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: **ECON 4**

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

| | |
|----|---|
| A) | Identify main ideas and supporting details to demonstrate basic reading skills. |
| B) | Utilize critical thinking skills, such as recognizing author's purpose, distinguishing fact from opinion, recognizing connotation, tone, and irony, developing questions of fact, inference, and speculation from specific texts. |
| C) | Use a variety of prewriting techniques and comprehension of the readings to generate and organize ideas into essays. |
| D) | Write a thesis statement with a specific focus, and develop a thesis statement into a full essay. |
| E) | Demonstrate an understanding of the writing process, including pre-writing, planning, drafting, revising, and editing. |
| F) | Create topic outlines for multi-paragraph essays. |
| G) | Demonstrate the ability to follow instructions on tests and written assignments. |
| H) | Develop the parts of an essay, including introduction with thesis, supporting paragraphs, and conclusion. |

EXIT SKILLS (objectives) FROM: **ENG 20**

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

| | |
|----|---|
| 1. | Identify main ideas and supporting details to demonstrate basic reading skills. |
| 2. | Utilize critical thinking skills, such as recognizing author's purpose, distinguishing fact from opinion, recognizing connotation, tone, and irony, developing questions of fact, inference, and speculation from specific texts. |
| 3. | Use a variety of prewriting techniques and comprehension of the readings to generate and organize ideas into essays. |
| 4. | Write a thesis statement with a specific focus, and develop a thesis statement into a full essay. |
| 5. | Demonstrate an understanding of the writing process, including pre-writing, planning, drafting, revising, and editing. |
| 6. | Create topic outlines for multi-paragraph essays. |
| 7. | Demonstrate the ability to follow instructions on tests and written assignments. |
| 8. | Develop the parts of an essay, including introduction with thesis, supporting paragraphs, and conclusion. |

| | | ENTRANCE SKILLS FOR: ECON 4 | | | | | | | | |
|------------------------------------|--|------------------------------------|---|---|---|---|---|---|---|---|
| EXIT SKILLS From: ENG 20 | | 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: NEW or Reinstatement

Expanded Course Outline for ECON 8 - Women in the Economy

Course Cover

| | |
|---------------------------------|---|
| Discipline | ECON-ECONOMICS |
| Course Number | 8 |
| Full Course Title | Women in the Economy |
| Catalog Course Description | This course applies economic theory to study women's decisions regarding labor force participation, unpaid household production, and marriage and fertility. Other topics to be considered include: the gender wage gap, women's educational attainment, and economic differences for women across race, socioeconomic status, and marital status. ECON 8 is the same course as WGS 8. Students may earn credit for one but not both. |
| Rationale | This course would offer a wider range of transferrable economics courses to students interested in the field. |
| Proposed Start | Year: 2019 Semester: Fall |
| Proposed for Distance Ed | No |
| Proposed for Global Citizenship | No |

Course Unit/Hours

| | |
|------------------------------------|---------------------------|
| Variable Hour Exist | NO |
| Credit Hours | Min: 3.00 |
| Weekly Lecture Hours | Min: 3.00 (Sem: 54) |
| Weekly Laboratory Hours | Min: 0 |
| Weekly Arranged Hours | Min: 0 |
| Total Semester Instructional Hours | 54.00 |
| Total Outside-of-Class Hours | 108.00 |
| Load Factor | 1.00 |
| Repeatability | May be repeated 0 time(s) |
| Grading Methods | Letter Grade or P/NP |

Transfer/General Ed

| | |
|--|--|
| Transferability | |
| Transfers to UC (pending review) | |
| Transfers to CSU | |
| IGETC Area: | |
| (pending review) | |
| <ul style="list-style-type: none"> • IGETC Area 4: Social and Behavioral Sciences <ul style="list-style-type: none"> ◦ 4B: Economics | |
| CSU GE Area: | |
| (pending review) | |
| <ul style="list-style-type: none"> • CSU GE Area D: Social, Political, and Economic Institutions and Behavior, Historical <ul style="list-style-type: none"> ◦ D2 - Economics | |
| SMC GE Area: | |
| <ul style="list-style-type: none"> • GENERAL EDUCATION PATTERN (SMC GE) <ul style="list-style-type: none"> ◦ Area II-B: Social Science (Group B) | |

Comparable Transfer Courses:

- **California Community College**
City College of San Francisco
Women in the Economy ECON 25
- **California Community College**
Cerritos College
Women in the Global Economy ECON 102

Program Applicability

| | |
|--------------|--|
| Designation | Credit - Degree Applicable |
| Proposed For | AA Degree -Women's Studies AA-T Degree -Economics |

Pre/Corequisites & Advisories

Skills Advisory

MATH 31

or

Skills Advisory

MATH 50

and

Skills Advisory

Eligibility for English 1

Content Review

MATH 31 - Skills Advisory (Content to Objective)

MATH 49 - Skills Advisory (Content to Objective)

ENGL 1 - Skills Advisory (Content to Objective)

Course Objectives

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

1. Describe alternative versions of economic models, such as the model of supply and demand, that incorporate aspects unique to decision making by women in the economy.
2. Analyze critically the changes in the female labor force participation rate over time.
3. Discuss trends in economic data related to marriage, divorce, and fertility rates, as well as poverty levels and other indicators relevant to women.
4. Collect economic data, analyze observable trends, and understand the difference between correlation and causality in this analysis.
5. Decompose the gender wage gap into the factors responsible for differences in pay.
6. Identify the role of government in social programs and tax structures that advance the welfare of women and children.
7. Compare and contrast women's work and pay across different race, socioeconomic, and marital statuses.
8. Determine the impact of the different forms of discrimination on women in the workforce.

Arranged Hours Objectives

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

Course Content

| | |
|-----|--|
| 15% | Economics of marriage and divorce: supply and demand in the marriage market, the male marriage premium, specialization and exchange in marriage |
| 10% | Fertility rates and family structure |
| 10% | Data analysis using natural experiments |
| 15% | Female labor force participation rates: how they are defined, how they have changed, relationship to other key economic indicators |
| 10% | Measuring poverty and its use for allocating government funds to social programs: child care credits, welfare, the Earned Income Tax Credit |
| 10% | Taxes and female labor supply, the marriage tax |
| 15% | Gender wage gap: explaining the difference in pay using compensating differentials, occupational segregation, measures of productivity and human capital |
| 15% | Different models of discrimination, both statistical and taste based |

Total: 100%

Methods of Presentation

| | |
|---------|---|
| Methods | <ul style="list-style-type: none"> Group Work Lecture and Discussion Observation and Demonstration Online instructor-provided resources Projects |
|---------|---|

Methods of Evaluation

| | |
|---------|---|
| Methods | <ul style="list-style-type: none"> • 10% - Class Participation • 5% - Class Work • 25% - Exams/Tests • 25% - Final exam • 20% - Homework • 5% - Oral Presentation • 10% - Projects • 100% - Total |
|---------|---|

Appropriate Textbooks

Textbooks such as the following are appropriate:

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

Textbooks

1. Hoffman, S., S. Averett. *Women and the Economy: Family, Work, and Pay*, 3 ed. Palgrave MacMillan, 2016, ISBN: 978-1137477033.

2. Blau, F., D., A. E. Winkler. *The Economics of Women, Men, and Work*, 8 ed. Oxford University Press, 2018, ISBN: 978-0-19-062085-1.

3. Kochar, K., S. Jain-Chandra, M. Newiak. *Women, Work, and Economic Growth: Leveling the Playing Field*, ed. International Monetary Fund, 2017, ISBN: 978-151351610-3.

Assignments

Sample Assignment

Assignment 1 - Specialization and Exchange

Question 1

Below is a listing of the output per hour of two different products: clean clothes (produced at home) and lasagna (bought in the market) for two different people (Ann and Mike).

| | Home Production (Clean Clothes) | Market Production (Lasagna) |
|------|------------------------------------|--------------------------------|
| Ann | 12 | 24 |
| Mike | 10 | 15 |

- What is the opportunity cost of producing clean clothes for Ann? For Mike?
- Who has an absolute advantage in producing lasagna? In cleaning clothes?
- Who has a comparative advantage in producing lasagna? In cleaning clothes?
- What should each person specialize in?

Question 2

Suppose both Minnie and Mike have 6 hours in which they can work. Minnie can earn \$3 an hour and Mike earns \$8 an hour. Minnie can clean a room in half an hour but it takes Mike 2 hours to clean a room in his house. Cleaning supplies (which are purchased with wages) cost \$6 a unit.

- On the same graph (with cleaning supplies on the horizontal axis) draw a PPF for Minnie and one for Mike. (Be sure to label your graph.)
- On the same graph show their combined PPF if Minnie and Mike get married.
- Assume they split the fruits of their labor equally and on the same graph draw the PPF that corresponds to half of their marital output.
- On your graph shade in the area that represents consumption bundles they can consume as a couple that they could not consume as singles.
- Now on a second graph redo parts a-d assuming that Mike is considering marrying Mabel. Mabel also earns \$8 an hour and needs two hours to clean a room. Who should Mike marry and why?

Assignment 2 - Labor Force Participation Rates

Question 1

Econland has 500 women (all of them over 16 and non-institutionalized). 400 of them are currently married. 250 married women and 70 single women currently work for pay. Another 50 married women and 20 single women are currently unemployed but seeking work. The remaining women do not work for pay.

- What is the labor force participation rate for the women (married and single) of Econland?
- What is the labor force participation rate for the single women of Econland?
- 10 married women *who were previously housewives* have nervous breakdowns and end up in a mental institution. What is the labor force participation rate for married women in Econland?

Question 2

Imagine that Ann is a working mother who earns \$10 an hour and has 50 hours a week to devote to either work or leisure. She has no non-labor income.

- Draw Ann's budget constraint.
- Now add an indifference curve such that Ann's preferred consumption bundle contains 35 hours of work. How many hours of leisure does Ann consume?
- Now the government passes a law that gives all mothers (working and non-working) \$200 a week for childcare. On the same graph draw Ann's new budget constraint and show her new preferred consumption bundle. What happens to the amount of time Ann spends working (up, down or unchanged)?
- According to your graph, how large of a child benefit would the government need to provide for Ann to stop working entirely (i.e work 0 hours and exit the labor force). (Note different people will have different answers depending on the shape of the original indifference curve.)
- How would your graph change if Ann's initial budget constraint incorporated the fact that she spends \$5 an hour on childcare and now the government decides to provide free childcare to mothers? In other words, the initial budget constraint with endpoints of \$500 and 50 reflects an effective wage of \$10 an hour (\$15 earned minus \$5 for childcare). Redraw this budget constraint and, on the same graph, the new budget constraint after the government provides free childcare. What happens to the amount of time Ann spends working? Did the income or substitution effect dominate in your graph?

Student Learning Outcomes

1. Demonstrate academic responsibility and integrity.
2. Demonstrate through oral and/or written work knowledge of the course content: women's paid and unpaid work decisions, marriage, divorce, and fertility rates, and the factors that explain the gender wage gap, including the various models of discrimination.
3. Demonstrate proficiency in the research, analytical, and communication skills necessary to present compelling and original arguments, orally and/or in writing, that advance reasonable conclusions as to how various political, social, and economic factors affect women in our economy.
4. Demonstrate a level of engagement in the subject matter that enables and motivates the application of acquired knowledge and skills beyond the classroom.

Minimum Qualification

| | |
|-------------------------|--|
| Minimum Qualifications: | Economics (Masters Required) Women's Studies (Masters Required) |
|-------------------------|--|

Library

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

Attached Files

[Suggested Materials](#)
[Elig for Eng 1 Advisory](#)
[Math 50 Advisory](#)

ADVISORY Checklist and Worksheet: ECON 8

Proposed Advisory: MATH 50

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: **ECON 8**

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

| | |
|----|---|
| A) | Evaluate, apply, and simplify algebraic expressions. |
| B) | Use linear expressions, equations, and inequalities in application problems. |
| C) | Apply linear, exponential, logarithmic, and other functions to solve application problems including linear regression analysis. |
| D) | Use data to calculate and analyze the slope, y-intercept, and equation of a line in two variables and construct a graph of the linear equation and regression line. |

EXIT SKILLS (objectives) FROM: **MATH 50**

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

| | |
|----|---|
| 1. | Evaluate, apply, and simplify algebraic expressions. |
| 2. | Use linear expressions, equations, and inequalities in application problems. |
| 3. | Apply linear, exponential, logarithmic, and other functions to solve application problems including linear regression analysis. |
| 4. | Use data to calculate and analyze the slope, y-intercept, and equation of a line in two variables and construct a graph of the linear equation and regression line. |

| | | ENTRANCE SKILLS FOR: ECON 8 | | | | | | | |
|--------------------------------------|---|------------------------------------|---|---|---|---|---|---|---|
| | | A | B | C | D | E | F | G | H |
| EXIT SKILLS From: MATH 50 | 1 | X | | | | | | | |
| | 2 | | X | | | | | | |
| | 3 | | | X | | | | | |
| | 4 | | | | X | | | | |
| | 5 | | | | | X | | | |
| | 6 | | | | | | X | | |
| | 7 | | | | | | | X | |
| | 8 | | | | | | | | X |

ADVISORY Checklist and Worksheet: ECON 8

Proposed Advisory: ENG 20 (Eligibility for ENG1)

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: **ECON 8**

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

| | |
|----|---|
| A) | Identify main ideas and supporting details to demonstrate basic reading skills. |
| B) | Utilize critical thinking skills, such as recognizing author's purpose, distinguishing fact from opinion, recognizing connotation, tone, and irony, developing questions of fact, inference, and speculation from specific texts. |
| C) | Use a variety of prewriting techniques and comprehension of the readings to generate and organize ideas into essays. |
| D) | Write a thesis statement with a specific focus, and develop a thesis statement into a full essay. |
| E) | Demonstrate an understanding of the writing process, including pre-writing, planning, drafting, revising, and editing. |
| F) | Create topic outlines for multi-paragraph essays. |
| G) | Demonstrate the ability to follow instructions on tests and written assignments. |
| H) | Develop the parts of an essay, including introduction with thesis, supporting paragraphs, and conclusion. |

EXIT SKILLS (objectives) FROM: **ENG 20**

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

| | |
|----|---|
| 1. | Identify main ideas and supporting details to demonstrate basic reading skills. |
| 2. | Utilize critical thinking skills, such as recognizing author's purpose, distinguishing fact from opinion, recognizing connotation, tone, and irony, developing questions of fact, inference, and speculation from specific texts. |
| 3. | Use a variety of prewriting techniques and comprehension of the readings to generate and organize ideas into essays. |
| 4. | Write a thesis statement with a specific focus, and develop a thesis statement into a full essay. |
| 5. | Demonstrate an understanding of the writing process, including pre-writing, planning, drafting, revising, and editing. |
| 6. | Create topic outlines for multi-paragraph essays. |
| 7. | Demonstrate the ability to follow instructions on tests and written assignments. |
| 8. | Develop the parts of an essay, including introduction with thesis, supporting paragraphs, and conclusion. |

| | | ENTRANCE SKILLS FOR: ECON 8 | | | | | | | | |
|------------------------------------|--|------------------------------------|---|---|---|---|---|---|---|---|
| EXIT SKILLS From: ENG 20 | | 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: NEW or Reinstatement

Expanded Course Outline for HEALTH NC 905 - Wellness in Older Adults

Course Cover

| | |
|----------------------------|---|
| Discipline | HEALTH NC-HEALTH - NONCREDIT |
| Course Number | 905 |
| Full Course Title | Wellness in Older Adults |
| Catalog Course Description | This course will educate students on how to promote wellness in older adults with an emphasis on nutrition, physical activities and lifestyle choices. The student will learn techniques to promote healthy lifestyles of older adults which is vital in helping them to maintain health and functional independence and lead healthy and independent lives. Completion of this course, Providing Care to the Older Adult, and Communication with Older Adults leads to a noncredit certificate in Introduction to Working with Older Adults. |
| Rationale | Community programs and services are urgently needed to address older adult issues such as: retirement planning, housing, health care, companionship, recreational needs, balanced nutrition, home management, in-home services, consumer protection and elder abuse. In response to this increasing older adult population, more courses and educational programs in Gerontology are necessary. |

| | |
|----------------|---------------------------|
| 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: 0 |
|--------------|--------|

| | |
|----------------------|---------------------|
| Weekly Lecture Hours | Min: 1.00 (Sem: 18) |
|----------------------|---------------------|

| | |
|------------------------------------|-------|
| Total Semester Instructional Hours | 18.00 |
|------------------------------------|-------|

| | |
|------------------------------|-------|
| Total Outside-of-Class Hours | 36.00 |
|------------------------------|-------|

| | |
|---------------|-------------------------|
| Repeatability | May be repeated time(s) |
|---------------|-------------------------|

| | |
|-----------------|------------------------------------|
| Grading Methods | Noncredit (No Progress Indicators) |
|-----------------|------------------------------------|

Transfer/General Ed

| | |
|-----------------|--------------------------------|
| Transferability | Does NOT transfer to CSU or UC |
|-----------------|--------------------------------|

| | |
|--------------|--------------------------------------|
| SMC GE Area: | Does NOT satisfy any area of SMC GE: |
|--------------|--------------------------------------|

Program Applicability

| | |
|-------------|-----------|
| Designation | Noncredit |
|-------------|-----------|

| | |
|--------------|---|
| Proposed For | Certificate of Completion (Noncredit Only) -Introduction to Working with Older Adults (forthcoming) |
|--------------|---|

Course Objectives

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

1. Define wellness in older adults.
2. Explain the relationship between aging and wellness.
3. Examine the variables involved in healthy aging.
4. Develop, and help others develop a lifestyle that combats the deterioration of aging.
5. Identify barriers and opportunities to promote wellness in older adults.

| | |
|--|--|
| 6. Discuss the nutritional needs of older adults. | |
| 7. List guidelines for safe food preparation. | |
| Arranged Hours Objectives | |
| Upon satisfactory completion of the course, students will be able to: | |
| Course Content | |
| 20% | Theoretical perspectives on the relationships among aging, health, and quality of life. |
| 30% | Healthy behaviors and promoting wellness in older adults: physical activity, mental stimulation, active social engagement, maintaining a safe environment, social support, and regular health care. |
| 30% | Identify nutritional changes in older adults with respect to hydration needs, meal planning and dietary supplements. |
| 20% | Describe safe food storage; kitchen sanitation techniques and handling food safely before and after cooking. |
| Total: 100% | |
| Methods of Presentation | |
| Methods | Group Work Lecture and Discussion Observation and Demonstration Other |
| Other Methods | videos |
| Methods of Evaluation | |
| Methods | <ul style="list-style-type: none"> • 20% - Class Participation • 20% - Group Projects • 30% - In Class Assessment (noncredit) • 30% - Performance In-class skill demonstration • 100% - Total |
| Appropriate Textbooks | |
| Textbooks such as the following are appropriate: | |
| Formatting Style | APA |
| Textbooks | 1. Leahy, W., Fuzy, J., Grafe, J.,. <i>Providing Home Care: A Textbook for Home Health Aides</i> , 5 ed. Hartman Publishing, Inc., 2017, ISBN: 978-1-60425-067-1. |
| Assignments | |
| Sample Assignment | |
| Assignment No. 1: Write a paper that demonstrates an understanding of the relationship between aging and wellness. | |
| Assignment No. 2: Describe safe food handling. | |
| Student Learning Outcomes | |
| 1. Discuss the nutritional needs of older adults. | |
| 2. Articulate how healthy behaviors and lifestyle choices lead to wellness in older adults. | |
| Minimum Qualification | |
| Minimum Qualifications: | Health (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 HEALTH NC 906 - Communication with Older Adults

Course Cover

| | |
|----------------------------|--|
| Discipline | HEALTH NC-HEALTH - NONCREDIT |
| Course Number | 906 |
| Full Course Title | Communication with Older Adults |
| Catalog Course Description | This course introduces techniques and skills that can be used to help facilitate communication with older adults. The student will examine age related sensory changes and be able to define and identify barriers to communication. Completion of Communication with Older adults, Providing Care to Older Adults and Wellness in Older Adults leads to a noncredit certificate in Introduction to Working with Older Adults. |
| Rationale | Community programs and services are urgently needed to address older adult issues such as: retirement planning, housing, health care, companionship, recreational needs, balanced nutrition, home management, in-home services, consumer protection and elder abuse. In response to this increasing older adult population, more courses and educational programs in Gerontology are necessary. |

| | |
|---------------------------------|---------------------------|
| 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: 0 |
| Weekly Lecture Hours | Min: 1.00 (Sem: 18) |
| Total Semester Instructional Hours | 18.00 |
| Total Outside-of-Class Hours | 36.00 |
| Repeatability | May be repeated 0 time(s) |
| Grading Methods | Noncredit (No Progress Indicators) |

Transfer/General Ed

| | |
|-----------------|--------------------------------------|
| Transferability | Does NOT transfer to CSU or UC |
| SMC GE Area: | Does NOT satisfy any area of SMC GE: |

Program Applicability

| | |
|--------------|--|
| Designation | Noncredit |
| Proposed For | Certificate of Completion (Noncredit Only) -Certificate in Introduction to Working with Older Adults (forthcoming) |

Course Objectives

| |
|--|
| Upon satisfactory completion of the course, students will be able to: |
| 1. Describe age related sensory changes and the impact on communication with older adults. |
| 2. Explain how to communicate effectively with older adults. |
| 3. Develop communication styles that promote dignity and respect. |
| 4. Identify communication in the context of a helping relationship. |
| 5. Discuss expectations and issues in building relationships with older adults and their family members. |

| | |
|--|--|
| 6. Evaluate therapeutic communication interventions. | |
| Arranged Hours Objectives | |
| Upon satisfactory completion of the course, students will be able to: | |
| Course Content | |
| 30% | Age related sensory changes and the impact aging has on communication with older adults |
| 30% | Effective communication strategies and effective interpersonal relationships |
| 20% | Expectations and issues in building relationships with older adults |
| 20% | Therapeutic communication interventions with older adults |
| Total: 100% | |
| Methods of Presentation | |
| Methods | Group Work Lecture and Discussion Observation and Demonstration Projects Visiting Lecturers |
| Methods of Evaluation | |
| Methods | <ul style="list-style-type: none"> • 20% - Class Participation • 20% - Group Projects • 30% - In Class Assessment (noncredit) • 30% - Performance In-class student demonstration • 100% - Total |
| Appropriate Textbooks | |
| Textbooks such as the following are appropriate: | |
| Formatting Style | APA |
| Textbooks | 1. Leahy, W., Fuzy, J., Grafe, J. <i>Providing Home Care: A Textbook for Home Health Aides</i> , 5 ed. Hartman Publishing, Inc., 2017, ISBN: 978-1-60425-067-1. |
| Assignments | |
| Sample Assignment | |
| Assignment No. 1: Describe three techniques to use when communicating with older adults. | |
| Assignment No. 2: List strategies for better communication with clients with dementia. | |
| Student Learning Outcomes | |
| 1. Describe effective communication techniques. | |
| 2. Apply communication skills and processes in relating to older adults with dementia or disabilities. | |
| Minimum Qualification | |
| Minimum Qualifications: | Health (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 HEALTH NC 907 - Providing Care to the Older Adult

Course Cover

| | | |
|---|---|--|
| Discipline | HEALTH NC-HEALTH - NONCREDIT | |
| Course Number | 907 | |
| Full Course Title | Providing Care to the Older Adult | |
| Catalog Course Description | This course will prepare the student to assist older adults. It provides an overview of the older adult population with respect to demographics and the aging process. The primary focus is on the role of a non-medical caregiver and the basic skills necessary to assist with daily living needs. Students completing this course will meet the State of California requirements for 10 hour Senior Caregiver Training. Completion of Providing Care to the Older Adult, Wellness in Older Adults and Communication with Older Adults leads to a noncredit certificate in Introduction to Working with Older Adults. | |
| Rationale | Community programs and services are urgently needed to address older adult issues such as: retirement planning, housing, health care, companionship, recreational needs, balanced nutrition, home management, in-home services, consumer protection and elder abuse. In response to this increasing older adult population, more courses and educational programs in Gerontology are necessary. | |
| 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: 0 | |
| Weekly Lecture Hours | Min: 1.00 (Sem: 18) | |
| Total Semester Instructional Hours | 18.00 | |
| Total Outside-of-Class Hours | 36.00 | |
| Repeatability | May be repeated 0 time(s) | |
| Grading Methods | Noncredit (No Progress Indicators) | |
| Transfer/General Ed | | |
| Transferability | Does NOT transfer to CSU or UC | |
| SMC GE Area: | Does NOT satisfy any area of SMC GE: | |
| Program Applicability | | |
| Designation | Noncredit | |
| Proposed For | Certificate of Completion (Noncredit Only) -Certificate in Introduction to Working with Older Adults (forthcoming) | |
| Course Objectives | | |
| Upon satisfactory completion of the course, students will be able to: | | |
| 1. Describe the characteristics of today's aging population. | | |
| 2. Describe the physiological, psychological and sociological changes associated with aging. | | |
| 3. Discuss the daily living needs of older adults and demonstrate appropriate techniques to meet these needs. | | |
| 4. Identify and demonstrate techniques for the maintenance of a safe home environment. | | |

| | |
|---|---|
| 5. Discuss how to report, prevent and detect elder abuse and neglect. | |
| 6. Review and exhibit basic emergency management techniques. | |
| Arranged Hours Objectives | |
| Upon satisfactory completion of the course, students will be able to: | |
| Course Content | |
| 30% | Introduction and overview of the older adult population and the aging process: physiological, psychological and sociological changes associated with aging. |
| 20% | Orientation training regarding the role of a caregiver and typical tasks performed. |
| 30% | Core competency training including how to provide for and respond to a client's daily living needs; how to assist a client with personal hygiene and other home care services; and how to report, prevent and detect elder abuse and neglect. |
| 20% | Safety training including basic safety precautions, emergency procedures, and infection control. |
| Total: 100% | |
| Methods of Presentation | |
| Methods | Group Work Lecture and Discussion Observation and Demonstration Other Visiting Lecturers |
| Other Methods | videos and simulation exercises |
| Methods of Evaluation | |
| Methods | <ul style="list-style-type: none"> • 20% - Class Participation • 20% - Group Projects • 30% - In Class Assessment (noncredit) • 30% - Performance <li style="padding-left: 20px;">In-class student demonstration • 100% - Total |
| Appropriate Textbooks | |
| Textbooks such as the following are appropriate: | |
| Formatting Style | APA |
| Textbooks | 1. Leahy, W., Fuzy, J., Grafe, J. <i>Providing Home Care: A Textbook for Home Health Aides</i> , 5 ed. Hartman Publishing, Inc., 2017, ISBN: 978-1-60425-067-1. |
| Assignments | |
| Sample Assignment | |
| Assignment No. 1: 1. Interview an older adult (Emeritus student) and answer the following questions: a. What is the "age identity" of the person you interviewed? b. How have the contributions of the interviewee's generation allowed us to live our lives today? | |
| Assignment No. 2: List strategies for better communication with older adults experiencing changes associated with aging. | |
| Student Learning Outcomes | |
| 1. Describe the aging population with respect to life expectancy, marital status, income and employment, living arrangements and health status. | |
| 2. Discuss the physiological, psychological and sociological changes associated with aging. | |

| | |
|--|---------------------------|
| 3. Demonstrate competency in providing non-medical care. | |
| Minimum Qualification | |
| Minimum Qualifications: | Health (Masters Required) |
| Library | |
| List of suggested materials has been given to librarian? | No |
| Library has adequate materials to support course? | Yes |

SANTA MONICA COLLEGE

PROGRAM OF STUDY

MUSIC

Associate in Arts (AA)

Effective Summer 2018

The music curriculum at Santa Monica College provides educational opportunities designed to meet the needs of students who wish to explore and expand their knowledge, performance skills and appreciation of music. This is fulfilled through a program that includes applied and group music instruction, history, vocal and instrumental ensembles, theory and musicianship. The curriculum is intended to serve music majors, general education transfer students, vocationally oriented students and the community.

ASSOCIATE DEGREE REQUIREMENTS:

- completion of at least 60 semester units including:
 - completion of the Area of Emphasis with a grade of C or higher in each course
 - completion of at least 50% of Area of Emphasis units at SMC
 - one of the following general education patterns: SMC GE, CSU GE, or IGETC (see www.smc.edu/articulation or visit the Transfer/Counseling Center)
 - the Global Citizenship requirement

- overall GPA of 2.0 or higher

CATALOG RIGHTS: A student may satisfy the requirements of a Degree or Certificate that were in effect at any time of the student's continuous enrollment. Continuous enrollment is defined as enrollment in consecutive Fall and Spring semesters until completion.

TRANSFER REQUIREMENTS:

Students planning to transfer to a four-year program should complete the lower-division major requirements and the general education pattern for the appropriate transfer school.

- Transfer requirements for UC and CSU can be found at www.assist.org.
- Transfer agreements with select private and out-of-state institutions can be found at www.smc.edu/articulation.

Program Learning Outcomes:

Upon completion of the program students will demonstrate conversance in music theory, musicianship, music history, and keyboard skills. Students will show proficiency in their music area and will demonstrate performance ability as active members of an ensemble.

Area of Emphasis

Recommended Preparation:

Students are strongly recommended to take one of these two courses prior to taking any other major courses

| | | |
|-----------|--|---|
| MUSIC 1 | Fundamentals Of Music | 3 |
| or | | |
| MUSIC 66 | Fundamentals Of Music And Elementary Piano | 5 |

Required Courses: (15 units)

| | | |
|---------|-------------------------|--------------|
| | | Units |
| MUSIC 2 | Musicianship | 2 |
| MUSIC 3 | Musicianship | 2 |
| MUSIC 4 | Musicianship | 2 |
| MUSIC 6 | Diatonic Harmony | 3 |
| MUSIC 7 | Chromatic Harmony | 3 |
| MUSIC 8 | Modulation And Analysis | 3 |

Select two courses from the following:

| | | |
|-----------|------------------------------|--------------|
| | | Units |
| MUSIC 60A | Elementary Piano First Level | 2 |

or

| | | |
|-----------|--|---|
| MUSIC 66 | Fundamentals Of Music And Elementary Piano | 5 |
| ----- | | |
| MUSIC 60B | Elementary Piano Second Level | 2 |
| MUSIC 60C | Elementary Piano Third Level | 2 |
| MUSIC 60D | Elementary Piano Fourth Level | 2 |
| MUSIC 61A | Intermediate Piano Fifth Level | 2 |
| MUSIC 61B | Intermediate Piano Sixth Level | 2 |
| MUSIC 64 | Piano Ensemble | 2 |
| MUSIC 69D | Interpretation of 20th Century Piano Music | 2 |

Piano majors pursuing Applied Music option may be exempt by examination given by the piano faculty. Students beyond the intermediate/early advanced level in piano may be exempted from this requirement by audition. Certification of the exemption by the Music Department must be filed with the petition for graduation. Students exempted from this requirement receive course credit but do not receive unit credit.

All students must complete a minimum of 8 units or four semesters of performance ensemble selected from the following courses. Students pursuing Applied Music option need to complete one course per semester for a total of four semesters of performance ensemble courses selected from the following:

| | | Units |
|---------------------------------------|---|-------|
| MUSIC 40 | Opera Workshop | 2 |
| MUSIC 42 | Advanced Opera Production | 5 |
| MUSIC 45 (<i>same as TH ART 45</i>) | Musical Theatre Workshop | 3 |
| MUSIC 52 | Advanced Production - Musical Theatre | 5 |
| MUSIC 53 | Jazz Vocal Ensemble | 2 |
| MUSIC 55 | Concert Chorale | 2 |
| MUSIC 59 | Chamber Choir | 2 |
| MUSIC 64 * | Piano Ensemble | 2 |
| MUSIC 73B | Intermediate Percussion Ensemble | 2 |
| MUSIC 74 | Orchestra | 2 |
| MUSIC 76 | Intermediate Brass Woodwinds And Percussion | 2 |
| MUSIC 77 | Wind Ensemble | 2 |
| MUSIC 78 | Jazz Ensemble | 2 |

Students pursuing Applied Music option must take four semesters of the following courses as remaining electives (12 units):

| | | |
|----------|---------------------------|---|
| MUSIC 92 | Applied Music Instruction | 2 |
| MUSIC 94 | Concert Music Class | 1 |

Other Music students are allowed to complete additional units from the list of electives below to meet a minimum of 39 units:

| | | |
|---------------------------------------|--|---|
| MUSIC 1 | Fundamentals Of Music | 3 |
| or | | |
| MUSIC 66 * | Fundamentals Of Music And Elementary Piano | 5 |
| MUSIC 10 | Popular Harmony And Arranging | 3 |
| MUSIC 12 | Introduction to Music Technology | 3 |
| MUSIC 13 | Tonal Counterpoint | 3 |
| MUSIC 24 | Conducting | 2 |
| MUSIC 30 | Music History I | 3 |
| MUSIC 31 | Music History II | 3 |
| MUSIC 32 | Appreciation of Music | 3 |
| MUSIC 33 | Jazz in American Culture | 3 |
| MUSIC 36 | History of Rock Music | 3 |
| MUSIC 37 | Music in American Culture | 3 |
| MUSIC 39 | History of Opera | 3 |
| MUSIC 40 | Opera Workshop | 2 |
| MUSIC 42 | Advanced Opera Production | 5 |
| MUSIC 45 (<i>same as TH ART 45</i>) | Musical Theatre Workshop | 3 |
| MUSIC 50A | Elementary Voice | 2 |
| MUSIC 50B | Intermediate Voice | 2 |

| | | |
|-------------|---|---|
| MUSIC 52 | Advanced Production - Musical Theatre | 5 |
| MUSIC 53 | Jazz Vocal Ensemble | 2 |
| MUSIC 55 | Concert Chorale | 2 |
| MUSIC 57 | Advanced Vocal Performance Techniques | 2 |
| MUSIC 59 | Chamber Choir | 2 |
| MUSIC 60A * | Elementary Piano First Level | 2 |
| or | | |
| MUSIC 66 * | Fundamentals Of Music And Elementary Piano | 5 |
| MUSIC 60B | Elementary Piano Second Level | 2 |
| MUSIC 60C | Elementary Piano Third Level | 2 |
| MUSIC 60D | Elementary Piano Fourth Level | 2 |
| MUSIC 61A | Intermediate Piano Fifth Level | 2 |
| MUSIC 61B | Intermediate Piano Sixth Level | 2 |
| MUSIC 63 | Sight Reading At Keyboard | 2 |
| MUSIC 64 | Piano Ensemble | 2 |
| MUSIC 65A | Keyboard Improvisation I | 2 |
| MUSIC 65B | Keyboard Improvisation II | 2 |
| MUSIC 69D | Interpretation of 20th Century Piano Music | 2 |
| MUSIC 70A | String Instrument Techniques | 2 |
| MUSIC 70B | Intermediate Strings Techniques | 2 |
| MUSIC 70C | Intermediate Strings Orchestra | 2 |
| MUSIC 71 | Woodwind Instrument Techniques | 2 |
| MUSIC 72 | Brass Instrument Techniques | 2 |
| MUSIC 73A | Percussion Ensemble Instrument Techniques | 2 |
| MUSIC 73B | Intermediate Percussion Ensemble | 2 |
| MUSIC 74 | Orchestra | 2 |
| MUSIC 76 | Intermediate Brass Woodwinds And Percussion | 2 |
| MUSIC 77 | Wind Ensemble | 2 |
| MUSIC 78 | Jazz Ensemble | 2 |
| MUSIC 79A | Jazz Improvisation | 2 |
| MUSIC 84A | Popular Guitar First Level | 2 |
| MUSIC 84B | Popular Guitar Second Level | 2 |
| MUSIC 87A | Classical And Flamenco Guitar First Level | 2 |
| MUSIC 87B | Classical And Flamenco Guitar Second Level | 2 |
| MUSIC 92 | Applied Music Instruction | 2 |
| MUSIC 94 | Concert Music Class | 1 |

Recommended Courses:

| | | Units |
|----------|------------------|--------------|
| MUSIC 30 | Music History I | 3 |
| MUSIC 31 | Music History II | 3 |

Total Units for Area of Emphasis: 39

*if not used above

PID 334

SANTA MONICA COLLEGE

PROGRAM OF STUDY

Entry Level Programmer

Department Certificate

The certificate of Entry Level Programmer, aims to provide potential Computer Science students with the knowledge and practice needed to develop small-scale applications. The certificate also provides students with the building blocks to pursue further studies in computer science and or start an entry-level position in the software development industry.

DEPARTMENT CERTIFICATE REQUIREMENTS:

- satisfactory completion of the Area of Emphasis
- a grade of C or higher in each course in the Area of Emphasis
- completion of at least 50% of Area of Emphasis units at SMC

Note: Department Certificates are not notated on student transcripts. Student must submit a petition to the relevant academic department.

Additional information for the Certificate is available at the Transfer/Counseling Center and at www.smc.edu/articulation.

CATALOG RIGHTS: A student may satisfy the requirements of a Department Certificate that were in effect at any time of the student's continuous enrollment. Continuous enrollment is defined as enrollment in consecutive Fall and Spring semesters until completion.

Required Courses:

CS 3

Take any 3 courses of the following:

CS 15 , 17 , 18 , 19 , 20A , 20B , 30 , 32 , 33 , 34A , 37 , 50 , 51 , 52 , 53A , 53B , 55 , 56 , 80 , 81 , 82 , 83 , 83R , 85 , 86 , 87A

PID 331



Board Policy
Chapter 4 – Academic Affairs

BP 4025 PHILOSOPHY AND CRITERIA FOR ASSOCIATE DEGREE AND GENERAL EDUCATION

Courses that are designated to fulfill the general education and depth requirements shall meet the following philosophy.

A Santa Monica College degree represents more than an accumulation of units. It leads students through patterns of learning experiences designed to develop certain capabilities and insights. In addition, upon completion of a degree, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest.

Santa Monica College affirms the following institutional learning outcomes for all students:

- Acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives;
- Obtain the knowledge and skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems;
- Respect the inter-relatedness of the global human environment, engage with diverse peoples, and acknowledge the significance of their daily actions relative to broader issues and events;
- Assume responsibility for their own impact on the earth by living a sustainable and ethical life style; and
- Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.

Central to a Santa Monica College degree, general education is designed to prepare students to participate in society as independent, educated adults. It leads students to a better understanding of themselves and the world around them and guides them to select courses to develop skills encompassing knowledge of the diverse elements of their external and internal realities, and some understanding of their own and other cultural heritages.

Essential skills include writing and speaking for self-expression and effective communication, arithmetic skills as needed for solving the problems of everyday living, and critical thinking.

In addition to these skills, students gain knowledge of both the natural and social sciences, and of the methods of inquiry appropriate to each. Included in this knowledge is an understanding of political organization and of historical perspective; a clearer concept of themselves as physical, emotional, and social beings, and an acquaintance with the effects of technology. Also, students learn to form aesthetic judgments about the artistic achievements of civilization.

The Superintendent/President shall establish an administrative regulation to assure that courses used to meet general education and associate degree requirements meet the standards in this policy. The procedures shall provide for appropriate Academic Senate involvement.

References:

Title 5 Section 55061;
ACCJC Accreditation Standard II.A

Adopted:

(This is a new policy)