



## Curriculum Committee Agenda

Wednesday, May 30, 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: Non-Substantial Changes)*

    - 2. CIS I Introduction to Computer Information Systems
    - 3. CIS 34 Advanced Excel With Visual Basic For Applications
    - 4. CIS 50 Internet, HTML, and Web Design
    - 5. CIS 51 HTML5, CSS3, and Accessibility
    - 6. PHOTO 29 Video Production For Still Photographers

*(Programs: Non-Substantial Changes)*

    - 7. Business Bookkeeping
    - 8. Business Entrepreneurship
    - 9. Business International
    - 10. Business Logistics
    - 11. Business Marketing
    - 12. Business Sales and Promotion Department Certificate
    - 13. CPA Track Candidate Certificate of Achievement
    - 14. Entrepreneurship Certificate of Achievement
    - 15. Insurance Professional Associate in Science (AS) / Certificate of Achievement
    - 16. Insurance Specialist Certificate of Achievement

17. International Business Certificate of Achievement
18. Management/Leadership Associate in Science (AS) / Certificate of Achievement
19. Marketing Certificate of Achievement
20. Sales and Promotion Associate in Science (AS) / Certificate of Achievement
21. Staff Accountant (formerly General Accountant) Certificate of Achievement

VII. Action Items:

*(Courses: New)*

a. BUS 69 Gig Economy .....	13
b. FILM 34 Advanced Digital Filmmaking (prerequisite FILM 32; corequisite: FILM 34L) .....	19
c. FILM 34L Advanced Digital Filmmaking Lab (corequisite: FILM 34) .....	26
d. SST NC 901 Fundamentals of Sustainability .....	30
e. SST NC 902 Sustainability Outreach.....	32
f. SST NC 904 Sustainability Assessment.....	34
g. SST NC 905 Organics Recycling .....	37
h. SST NC 906 Introduction to Clean Technologies.....	39
i. SST NC 908 Impacts of Policy on Sustainability .....	41
j. SST NC 909 Sustainable Food Systems .....	43
k. WGS 40 Introduction to LGBTQ Studies .....	46

*(Courses: Substantial Changes)*

l. CS 66 Advanced Oracle (credit/degree applicable, skills advisory addition: CS 3).....	52
m. CS 68 Oracle Database Administrator (credit/degree applicable; hours change: instructional 108 to 54, outside-of-class 216 to 108; weekly lecture 6 to 3; no change in units) .....	60
n. FILM 32 Intermediate Digital Filmmaking (course title change, hours change: instructional 72 to 54, outside-of-class 144 to 108, weekly lecture 4 to 3, no change in units) .....	64
o. FILM 32L Intermediate Digital Filmmaking Lab (course title change, hours change: instructional 54 to 72, arranged 2 to 3, no change in units).....	67
p. FILM 33 Making The Short Film (course title change, hours change: instructional 72 to 54, outside of class 144 to 108, and weekly lecture 4 to 3; no change in units).....	70
q. FILM 33L Making the Short Film Lab (course title change).....	72
r. POL SC 95 Experiential Learning (hours change: instructional 36 to 18, arranged 2 to 1; units 2 to 1)..	74
s. WGS 10 Introduction to Women's, Gender and Sexuality Studies (discipline/course title change) .....	77
t. WGS 20 Gender, Feminisms, and Social Movements: A Global Approach (discipline/course title change)	82
u. WGS 30 Women, Gender and Sexuality in Popular Culture (discipline/course title change) .....	85
v. WGS 80 Women's, Gender, and Sexuality Studies Leadership Practicum (discipline/course title change, removal of skills advisory of eligibility for English I) .....	89

*(Courses: Distance Ed)*

w. ACCTG 22 Advanced Bookkeeping.....	92
x. BUS 69 Gig Economy .....	14

*(Programs: New)*

a. Social Justice Studies: Women, Gender, and Sexuality Associate in Arts for Transfer (AA-T).....	98
b. Small Business Tax Practice Department Certificate .....	100

*(Programs: Revisions)*

c. Business Bookkeeping (formerly Computer Accounting).....	101
d. Registered Nursing .....	102
e. Women's, Gender, and Sexuality Studies (formerly Women's Studies) .....	104
f. Changes to degrees and certificates as a result of courses considered on this agenda	

VIII. Old Business

- Department Certificates Discussion

IX. 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 16, 3:00 p.m.

### Loft Conference Room – Drescher Hall 300-E

**Members Present:**

Brenda Antrim, <i>Chair</i>	Christina Gabler	Emily Lodmer	Redelia Shaw
Jennifer Merlic, <i>Vice Chair</i>	Sasha King	Emin Menachekanian	David Shirinyan
Eve Adler	William Konya	Estela Narrie	Audra Wells
Guido Davis Del Piccolo	Jing Liu	Dana Nasser	Joshua Withers

**Members Absent:**

Maral Hyeler	Georgia Lorenz	Elaine Roque	Associated Students Rep
Jae Lee	Lee Pritchard	Associated Students Rep	

**Others Present:**

Jinan Darwiche	Chiquita Emel	Robin Ramsdell	Amber Urrutia
Rachel Demski	Yulia Kozlova	Howard Stahl	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 3:05 pm. A motion was made to approve the agenda.

**Motion made by:** Adler; **Seconded by:** Zugic

The motion passed unanimously (Lodmer, Menachekanian, and Shirinyan were not present for vote)

**II. Public Comments**

None

**III. Announcements**

Brenda Antrim announced upcoming performances on behalf of Jae Lee, who is absent:

(Dance) Synapse: Fri., May 18, 2018, 7:30 p.m.; Sat., May 19, 2018, 4 & 7:30 p.m.;

(Theatre) Into the Woods: Preview May 17, 2018, 8 p.m.; May 18, 19, 25, 26 @ 8 p.m.; May 20, 26, 27 @ 2 p.m.

**IV. Approval of Minutes**

Motion to approve the minutes of the 5/2/18 meeting with no revisions or changes.

**Motion made by:** Withers; **Seconded by:** Wells

Y: 12

N: 0

A: 3 (Lodmer, Narrie, Shirinyan)

**V. Chair's Report**

- All items presented at Senate 05/15/18 were approved

- Pathways sorting day is this Friday, 5/18/18
- Curriculum Regional meeting Saturday:
  - Updates from CCCCC
  - Implementation requirements for AB 705
  - Math and Quantitative Reasoning Task Force update
  - Group discussions on local implementation of AB 705 – Eng I/Eng 28 and Math 50
- Budget update from Governor’s Office – May Revision (see page 4)
- Guided Pathways Perspective from Dan Nannini to Academic Senators (see page 9)

## VI. Information Items

### I. Guided Pathways Update

Guido Davis Del Piccolo mentioned that Pathways sorting day is on Friday; 254 people RSVP’d  
 William Konya gave a brief recap of the meeting on May 4<sup>th</sup> with the seven pilot programs.  
 Guidelines/templates for course sequencing of all programs are being created

*(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)  
 Motion to approve ECON 4 with cross post to Environmental Studies, addition of “service learning”  
 to Methods of Presentation, and removal of applicability to Environmental Science AA degree  
**Motion made by:** Lodmer; **Seconded by:** Gabler  
 The motion passed unanimously

Motion to approve ECON 4 skills advisories of MATH 31 or 50, and eligibility for English I

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

The motion passed unanimously

- b. ECON 8 Women in the Economy (skills advisory: MATH 31 or 50, and eligibility for English I)  
 Motion to approve ECON 8 with cross post to Women’s, Gender, and Sexuality Studies, and  
 addition of “service learning” to Methods of Presentation  
**Motion made by:** Lodmer; **Seconded by:** Gabler  
 The motion passed unanimously

Motion to approve ECON 8 skills advisories of MATH 31 or 50, and eligibility for English I

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

The motion passed unanimously

- c. HEALTH NC 905 Wellness in Older Adults

Motion to approve HEALTH NC 905 with change to course number to 907

**Motion made by:** Shirinyan; **Seconded by:** Shaw

The motion passed unanimously

d. HEALTH NC 906 Communication with Older Adults

Motion to approve HEALTH 906 with change to repeatability to Non-Credit, and minor edits

**Motion made by:** Shirinyan; **Seconded by:** Shaw

The motion passed unanimously

e. HEALTH NC 907 Providing Care to the Older Adult

Motion to approve HEALTH 907 with change to course number to 905, revision to course title to “Providing Care to Older Adults”, change to repeatability to Non-Credit, and minor edits

**Motion made by:** Shirinyan; **Seconded by:** Shaw

The motion passed unanimously

*(Programs: Revisions)*

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

Motion to pass changes to: ECON 4 to apply to Environmental Studies AA Degree, and Economics AA-T Degree; ECON 8 to apply to Women’s Studies AA Degree

**Motion made by:** Narrie; **Seconded by:** Nasser

The motion passed unanimously

b. Music Associate in Arts degree

Motion to approve Music Associate in Arts degree with minor edits

**Motion made by:** Adler; **Seconded by:** Narrie

The motion passed unanimously (Shaw was not present for vote)

c. CSIS Entry Level Programmer Department Certificate (revision from previous

Computer Programming Department Certificate; changes to title, description, and courses)

Motion to approve CSIS Entry Level Programmer Department Certificate with minor edits

**Motion made by:** Nasser; **Seconded by:** Konya

The motion passed unanimously

VIII. New Business

- BP 4025

Minor edits made; will now be presented to the Board

IX. Old Business:

- Department Certificates Discussion

None

X. Adjournment

# HIGHER EDUCATION

**H**igher Education includes the California Community Colleges (CCC), the California State University (CSU), the University of California (UC), the Student Aid Commission, and several other entities. The Budget includes total funding of \$33.9 billion (\$18.8 billion General Fund and local property tax and \$15.1 billion other funds) for all higher education entities in 2018-19.

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## CALIFORNIA COMMUNITY COLLEGES

The CCCs are the largest system of higher education in the nation, serving roughly one-quarter of the nation's community college students, or approximately 2.1 million students. The CCCs provide basic skills, vocational, and undergraduate transfer education with 72 districts, 114 campuses, and 78 educational centers. In 2016-17, the community colleges awarded more than 81,000 certificates and 139,000 degrees and transferred more than 106,000 students to four-year institutions.

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## STUDENT-FOCUSED FUNDING FORMULA

The Governor's Budget proposed a new student-focused funding formula for general purpose apportionments that reflected the following core components: (1) a base grant largely comprised of a funding rate per Full-Time Equivalent Student (FTES), (2) a supplemental grant based on a funding rate per low-income student, and (3) a student success incentive grant comprised of a funding rate per degree, certificate, and award granted to a student.

The proposed student-focused funding formula also included a hold harmless provision that ensured that in 2018-19 and 2019-20, no district would receive less funding than it received in 2017-18.

Since the release of the Governor's Budget, the CCC Chancellor's Office has engaged college leaders and executives and other stakeholders on the proposed formula. The May Revision proposes the following adjustments in response to this feedback and recommendations by the Chancellor's Office:

- **Formula Framework**—The revised components of the Student-Focused Funding Formula reflect the distribution of 60 percent as a base funding allocation, 20 percent as a supplemental funding allocation, and 20 percent as a student success incentive funding allocation. Non-credit FTES, including career development and college preparation FTES, are not included in the formula and are funded at existing rates. Further, the base funding allocation calculation reflects the use of a three-year rolling average to protect districts from enrollment swings and the peaks and valleys of the economic cycle.
- **Supplemental Metrics**—The revised components of the supplemental funding allocation reflect the number of low-income students over the age of 25 receiving a College Promise Grant fee waiver, specified undocumented students qualifying for resident tuition, and the total number of students receiving a Pell grant.
- **Student Success Incentive Metrics**—The revised components of the student success incentive funding allocation include completion of associate degrees and certificates over 18 units, Associates Degrees for Transfer (ADTs), successful transfer to four-year institutions, completion of transfer-level math and English courses in the first year, obtaining a regional living wage within 12 months of completing a degree or certificate program, and successfully completing nine units of career technical education courses. Additionally, the revised student success incentive funding allocation reflects an allocation based upon the successful outcomes of economically disadvantaged students.
- **Hold Harmless**—The revised hold harmless provision ensures that no district will receive less in both 2018-19 and 2019-20 than it received in 2017-18. Thereafter, each district would be held harmless to its 2017-18 marginal rate of funding. Additionally, the May Revision proposes \$104 million one-time Proposition 98 General Fund to provide one-time discretionary resources to districts whose year-over-year increase in general purpose apportionment funding would be less than 2.71 percent (the budget year's cost-of-living adjustment).

The Governor's Budget also directed the Chancellor's Office to consult with stakeholders and develop a proposal for the May Revision that would consolidate categorical programs. Based on

recommendations from the Chancellor’s Office, the May Revision proposes to integrate the Student Success and Support Program, Student Equity Program, and the Student Success for Basic Skills Program into a block grant program. These programs all target similar students, and consolidation will give districts enhanced flexibility to serve them.

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## ONLINE COLLEGE

The Governor’s Budget proposed the creation of an online college to provide quality, affordable, and flexible educational opportunities for working adults without a postsecondary credential to improve their economic mobility. As proposed, the online college would design industry-valued credentials that lead to wage gain or promotion, delivered through competency-based education to recognize the skills students bring to community colleges and allow for flexible start-times and other supports. The first two pathways developed by the college would be an information technology support credential program and a medical coding credential program. CalWORKs employment support services funding would provide some students with a laptop, internet access, and books needed to participate in California Online Community College courses, as referenced in the Health and Human Services Chapter.

The May Revision proposes the following clarifications:

**Governance**—The Board of Governors would serve as the governing board of the online community college. The Chancellor and the Board of Governors would choose the president of the online college and the college’s president would manage and control the operations of the college. Further, the president of the online college would establish an advisory council, which would include representatives from local trustees and employees of the college, to advise him or her on issues related to the college.

**Collective Bargaining**—The faculty and classified employees of the online college would be represented for the purposes of collective bargaining. To accomplish this, the online college would partner with an existing district for the purposes of establishing a collective bargaining agreement. The online college’s president would retain the authority to recommend staff for hire and to assign and direct staff workload.

**Student Success**—The online college would report on outcome measures similar to all other community colleges. To provide greater accountability, the online college would provide a comprehensive status report in its third year of operation regarding student outcomes and the college’s progress on reaching working adults. The college would be required to share promising practices and processes with California’s 114 traditional community colleges. Additionally, provisions added to the proposed legislation would require the college to comply with disability and accessibility requirements, develop a process for recording and addressing



complaints, and report back to the Legislature on compliance with these requirements.

**Accreditation**—The president of the online college would be responsible for commencing the accreditation process upon enrollment of the college’s first cohort of students. While the college is seeking accreditation, the Workforce Development Board would certify that programs offered by the online college have job market value. The proposed legislation will direct the college to explore a process for allowing students to retroactively obtain credit units upon demonstrated mastery of competencies for programs completed after the college becomes accredited.

**Curriculum**—The curriculum developed by the online college and its faculty would have the same academic protections granted to all curricula developed by other community college faculty. The proposed legislation will clarify the intent of the online college to create unique content and not duplicate content offered by local colleges. The faculty of the online college would also review the Online Education Initiative protocols for online content and adopt as appropriate.

Significant Adjustments:

- **Apportionments**—An increase of \$73.7 million Proposition 98 General Fund, which includes the following:
  - An increase of \$46.9 million Proposition 98 General Fund to reflect the amount of FTES funding earned back by community college districts that declined in enrollment during the previous three years.
  - An increase of \$14.9 million Proposition 98 General Fund to reflect unused growth provided in 2016-17.
  - An increase of \$11.9 million Proposition 98 General Fund to reflect a change in the cost-of-living adjustment from 2.51 percent to 2.71 percent.
- **Discretionary Resources for Specified Districts**—An increase of \$104 million one-time Proposition 98 General Fund to provide limited-term discretionary resources to districts whose year-over-year increase in general purpose apportionment funding would be less than 2.71 percent.
- **Financial Aid Awards**—An increase of \$7.8 million Proposition 98 General Fund for the proposed Student Success Completion Grant to reflect an increased estimate of students.
- **Financial Aid Technology Improvements**—An increase of \$13.5 million one-time and \$5 million ongoing Proposition 98 General Fund to upgrade colleges’ financial aid management systems for more efficient processing.

- Apprenticeships—An increase of \$4.8 million ongoing Proposition 98 General Fund for increased reimbursements to K-12 and community college-sponsored apprenticeship programs and an increase of \$5.9 million one-time Proposition 98 General Fund to backfill shortfalls in Related and Supplemental Instruction hours in the prior years.
- Open Educational Resources—An increase of \$6 million one-time Proposition 98 General Fund to expand open educational resources.
- NextUp Program Augmentation—An increase of \$5 million Proposition 98 General Fund to expand the NextUp Program, which supports current and former foster youth, at 20 community college districts.
- K-12 Strong Workforce Program—An increase of \$2 million Proposition 98 General Fund to support the consortia administrative costs associated with the K-12 Strong Workforce Program, as referenced in the K-12 Education Chapter.
- Adult Education Block Grant Program—An increase of \$1 million Proposition 98 General Fund to reflect a change in the cost-of-living adjustment from 2.51 percent to 2.71 percent in 2018-19.
- Course Identification Numbering System—An increase of \$685,000 one-time Proposition 98 General Fund to support a course identification numbering system.
- Categorical Program Cost-of-Living Adjustment—An increase of \$581,000 Proposition 98 General Fund to reflect a change in the cost-of-living adjustment from 2.51 percent to 2.71 percent for the Disabled Student Programs and Services program, the Extended Opportunities Programs and Services program, the Special Services for CalWORKs Recipients program, and the Child Care Tax Bailout program.
- Deferred Maintenance—A decrease of \$131.7 million one-time Proposition 98 General Fund for deferred maintenance, instructional equipment, and specified water conservation projects to reflect alternative spending priorities.
- Local Property Tax Adjustment—An increase of \$53 million Proposition 98 General Fund as a result of decreased offsetting local property tax revenues.
- Student Enrollment Fee Adjustment—A decrease of \$12.8 million Proposition 98 General Fund as a result of increased offsetting student enrollment fees.

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## UNIVERSITY OF CALIFORNIA

Consisting of ten campuses, the UC is the primary institution authorized to independently award doctoral degrees and professional degrees. The UC educates approximately

Recently, in a Senate meeting, there was a general discussion about Guided Pathways. One of my Senate colleagues posed the rhetorical question, “What will counselors do once we have these Guided Pathways?” So, I picked a day I saw students and decided to share the topic of conversation I had with each of the six students. Usually, we see more students in a day, but I had 4 hours of grade appeals on the same day. As you read through each of these counseling sessions, you will begin to see that the varied programs we have and students we serve won’t always ‘fit’ with a Guided Pathways program. As long as we remain an open enrollment institution, we will have wide varieties of students in need of a guided pathway by counselors, but perhaps not a Guided Pathway.

The first student of the day had a Bachelor’s degree in Math, recently attained. The student was not interested in any of the careers that were presenting themselves related in math, so the decision was to pursue a second BA in Mechanical Engineering or a Master’s in the same subject. Research by the student yielded limited results on Master’s programs, and the course requirements appeared lengthy and expensive, because most programs so far found were all out of state. The engineering prospect did find a secondary source listing public schools in state, but we actually needed to check with the schools from this secondary source list to see if they were, indeed, still accepting applicants seeking a second bachelor’s. I called one of the programs, found some nuances not listed on the secondary source, and instructed my student to call the other programs, using similar questions that I posed to the school I called, to get better clarification on opportunities present. We then discussed appropriate classes to take to make the future application viable and attractive.

The next student was a first semester international student seeking to enter USC in Fall 2019 in the Public Relations. The student would be transferring as a sophomore, so the first part of the counseling session centered around why this program only. Impressively, the student had done research and knew of the strengths of the program, resources and facilities at USC. But when I posed the question, “If they don’t admit you, what is the plan?”, there was no plan. The student seemed genuinely shocked that this was even a possibility. At this point, I try to make it very clear that nothing would make me happier than seeing the student attending “The Dream School”, but as in love, sometimes we want them, and they don’t want us. The student chose to table that discussion for a follow-up appointment, so we laid out summer and Fall courses with USC as the target institution.

The next student had a BA and Master’s, and was pursuing our Photography certificate. The GPA in courses completed so far, was around a 3.8. Health problems were going to require dropping the classes for the current semester, and the concern for the student was the potential negative consequences of two W’s on the transcripts. I explained very carefully that due to the number of courses already completed, there would be no negative repercussions, and that it was important that health consideration were most important for future performance. The student was visibly relieved, but then began to share the impending surgery and concerns about the future. Truly, this was of the most concern to the student. I asked if the student had confidence in the doctors, and was given an affirmative answer, then I said you only have a few more classes to complete the certificate, so sign up for the courses that were dropped, and all should be finished by early next year.

The fourth student of the day was dismissed from CSUN after one year, and seeking reentry, after taking relevant courses at SMC. A math major, who never attempted a math course the first year, revealed that CSUN was not the first choice. Parents would only pay for CSUN. The student did not discuss any particular displeasure with CSUN, but did say that an inability to balance the work with the commute contributed to the poor performance. I think there is more to the story, but the student was unwilling to talk about it. The grades for the previous Winter at SMC were A’s, and Spring was going

well. So, we laid out a plan to complete major coursework, starting in summer, and GE's sprinkled in, to keep the student on course.

The fifth student was a freeway flier, taking courses at multiple community colleges. The student was finally in a nursing program at Glendale, but was back to see if all the requirements had been met for two AA degrees, one in general science and the other in liberal arts. I had to plug in some courses to the SMC degree audit system from other institutions, but all the requirements had been met for both degrees. The student felt that the additional degrees would help the resume when it came time to look for work after completing the ADN. I asked the student if the long term plan was to get a BSN, and the answer was yes. But a couple of hospitals had come and spoke to the ADN students, indicating they could get hired with the ADN and pursue the BSN while employed. UCLA would only hire BSN's, as I had checked that earlier in the week. Every now and then, I glean information from students to help other students, obviously if the information seems credible.

Last appointment of the day was student who had four courses left for the Associate Degree for Transfer in Kinesiology. So, the student came in wanting to know what courses we were willing to substitute (with a hint of 'negative attitude') in place of those four, so the student could complete the degree by the end of Fall and transfer to CSULB in Spring. The student claimed none of the four courses needed were being offered in summer. One of the four courses needed was Physiology, and as I pulled up the summer schedule, I showed the student we were offering 6 sections of Physiology. The student said those courses weren't there earlier. I didn't think that was the case, but I said, 'Well, there here now, and the other three are always offered in Fall.'" We discussed transfer application that was due in August, and where to find it and how to fill it out. The student's 'attitude' never changed, nor was there hint of gratitude for our mutual discovery of a needed class.

The preceding summaries were by one counselor, on one day, at the Transfer/Counseling Center that has many more counselors. Then there is the EOPS Office, International Counseling, The Adelante Program, Black Collegians Program, Scholar's, Veteran's and several more, all with unique populations and issues. The support of the teaching faculty of the counseling faculty and programs is greatly appreciated, and we constantly strive to provide the support and guidance to each and every student that walks through our doors.

Dan Nannini

May 15, 2018

**Santa Monica College**  
**Course: NEW or Reinstatement**  
**Expanded Course Outline for BUS 69 - Gig Economy**

**Course Cover**

Discipline	BUS-BUSINESS
Course Number	69
Full Course Title	Gig Economy
Catalog Course Description	This course provides students with a hands-on class experience in starting a side business that can add to a student's income stream or grow into a full-time business. During the length of the course, students will learn to identify income producing opportunities, develop a one-page business plan and a one-page promotion plan, fund, launch, refine their business and make a profit. Emphasis will be placed on experiential learning, taking action and the iterative refinement process needed to start a new business.
Rationale	By 2020, more than 40% of the workforce will be contingent workers providing project based services to the business and consumer communities - both locally and globally. Many contingent workers first started their business as a side-job, or side hustle, to augment the income from their full-time job. Others were able to grow the side-job into their full-time job or an enterprise employing tens of employees . This course provides the necessary instruction, support and step-by-step experience for students to select, launch, refine and profit from a side job. This includes opportunities for artists, restaurateurs, accountants, chefs, nurses, athletes, programmers, graphic designers and engineers. While this is a course in the Business Department, the goal is to enroll an interdisciplinary group of students including adult learners and part-time students.
Proposed Start	Year: 2018 Semester: Fall
Proposed for Distance Ed	Yes
Proposed for Global Citizenship	No
<b>Course Unit/Hours</b>	
Variable Hour Exist	NO
Credit Hours	Min: 1.00
Weekly Lecture Hours	Min: 1.00 (Sem: 18)
Total Semester Instructional Hours	18.00
Total Outside-of-Class Hours	36.00
Load Factor	1.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
<b>Transfer/General Ed</b>	
Transferability	Transfers to CSU
IGETC Area:	
CSU GE Area:	
SMC GE Area:	
<b>Program Applicability</b>	
Designation	Credit - Degree Applicable
Proposed For	<b>AS Degree</b>

	-Business/General Business <b>Certificate of Achievement</b> -Entrepreneuership <b>Department Certificate</b> -Business Entrepreneurship
<b>Course Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Explain the process of how to turn a problem solving idea to a money making opportunity.	
2. Construct low-cost, low resolution prototypes to advance a business idea.	
3. Assemble a portfolio of work product to set them apart from their competition in the job market.	
4. Implement effective teamwork and leadership skills to start a business.	
5. Collect and analyze customer needs.	
6. Use prototypes and the iterative refinement process to improve on initial problem solving ideas.	
7. Evaluate various opportunities and determine which to pursue or drop.	
<b>Course Content</b>	
20%	<ul style="list-style-type: none"> <li>• Predict the future</li> <li>• Brainstorm</li> <li>• Weigh the obstacles and opportunities of each idea</li> <li>• Forecast your profit on the back of a napkin</li> </ul>
20%	<ul style="list-style-type: none"> <li>• Select your best ideas</li> <li>• Become a detective</li> <li>• Have an imaginary coffee with your ideal customer</li> <li>• Transform your idea into an offer</li> <li>• Create your origins story</li> </ul>
20%	<ul style="list-style-type: none"> <li>• Assemble the nuts and bolts</li> <li>• Decide how to price your offer</li> <li>• Set up a way to get paid</li> <li>• Design your first workflow</li> <li>• Spend 10% more time on the most important tasks</li> </ul>
20%	<ul style="list-style-type: none"> <li>• Publish your offer</li> <li>• Ask ten people for help</li> <li>• Test, test and test again</li> <li>• Frame your first dollar</li> </ul>
20%	<ul style="list-style-type: none"> <li>• Track your progress and decide on next steps</li> <li>• Grow what works, let go of what doesn't</li> <li>• Get it out of your head</li> <li>• Back to the future</li> </ul>
Total: 100%	
<b>Methods of Presentation</b>	
Methods	Lecture and Discussion Online instructor-provided resources Visiting Lecturers
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 20% - Class Participation</li> <li>• 30% - Exams/Tests</li> </ul>

	<ul style="list-style-type: none"> <li>15% @ for midterm and final exams</li> <li>• 20% - Homework Reflective exercises</li> <li>• 30% - Other Experiential Assignments including Complete \$5 Resource Challenge (10%) Complete AEIOU (observation acronym) of potential customers (10%) Complete interview roadmap - interview potential customers starting with the phrase "What makes it hard about _____?" (10%)</li> <li>• 100% - Total</li> </ul>
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### Appropriate Textbooks

Textbooks such as the following are appropriate:

Formatting Style	APA
Textbooks	1. Guillebeau, C. <i>Side Hustle, From Idea to Income in 27 Days</i> , First ed. New York City: Crown Business, 2017, ISBN: 978-1-5247-5884-4.

### Assignments

#### Sample Assignment

#### **SAMPLE HOMEWORK: \$5 STARTUP**

Application assignment: Using only \$5 as “startup funding” student teams will be required to start a business. Teams will have one-week to plan, but only two-hours of “doing business time” to make as much money as possible, within the assignment guidelines. Each team will prepare and present their reflection on this assignment and answer the following questions: (a) Describe the problems, frustrations or unmet needs you tried to fill, (b) What did you do? (c) Did other people have this problem? (d) How are they currently solving the problem?, (e) How much money did you make?, and (e) How might you offer a better solution?

#### **SAMPLE HOMEWORK: ORIGIN OF YOUR SIDE HUSTLE**

Application assignment: Students will reflect on their own experiences and develop ideas on how to help make people’s lives better. Students will complete their own “Origins Story” by answering the following questions: (a) What have you always been interested in? What did you decide to try because of that interest?, (b) What were/are you frustrated by? What have you done about that? Do you think that will help other people?, (c) I started a side business because I noticed (fill in the blank noted here), and (d) There didn’t seem to be anyone else doing anything about it so I made (fill in the blank noted here).

### Student Learning Outcomes

1. Students will be able to apply ideation techniques to identify problem solving opportunities.
2. Students will be able to apply creative methodologies to fund their businesses.
3. Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.
4. Students will be able to rank and compare ideas and determine which has the highest probability of success.
5. Presented with real-world examples, students will be able to identify problem-solving opportunities and learn the process by which entrepreneurs with limited resources transform simple ideas into a sustainable and successful businesses.

### Minimum Qualification

Minimum Qualifications:	Business (Masters Required) - MBA, JD or equivalent.
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### Library

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

**Distance Ed  
Distance Education Application**

<b>Delivery Methods</b>	Online/Classroom Hybrid Fully Online
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**Distance Education Quality**

<b>Quality Assurance</b>	<p>Course objectives have not changed</p> <p>Course content has not changed</p> <p>Method of instruction meets the same standard of course quality</p> <p>Outside assignments meet the same standard of course quality</p> <p>Serves comparable number of students per section as a traditional course in the same department</p> <p>Required texts meet the same standard of course quality</p>
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<b>Additional Considerations</b>	<p>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.</p> <p>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.</p> <p>Adequate technology resources exist to support this course/section</p> <p>Library resources are accessible to students</p> <p>Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments</p> <p>Adequately fulfills "effective contact between faculty member and student" required by Title 5.</p> <p>Will not affect existing or potential articulation with other colleges</p> <p>Special needs (i.e., texts, materials, etc.) are reasonable</p> <p>Complies with current access guidelines for students with disabilities</p>
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**Guidelines and Questions for Curriculum Approval of a Distance Education Course  
Student Interactions**

<b>Student-Instructor Interaction</b>	<p>The course will begin with a detailed "welcome letter" with information about the course and how the instructor will be in frequent communication with the students.</p> <p>The instructor will post regular and frequent announcements regarding assignments along with frequent reminders.</p> <p>Content pages will begin each module and will include summaries of key information and suggestions for how to approach content.</p> <p>Weekly discussion boards will be posted and the instructor will provide comments, input and feedback like in a regular on-ground course.</p> <p>Additionally, constructive feedback will be provided on the homework essays and exams in addition to numerical scores. The instructor will promptly respond to communication from students via email and through the "general questions" discussion board.</p>
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<b>Student-Student Interaction</b>	<p>Students will engage in weekly discussion board groups where they will be required to reply to at least two students in the class.</p> <p>For example, in the first module students are asked to introduce themselves and reply to at least two other students in the class. From the beginning, a sense of community is established in the virtual classroom.</p>
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	Additionally, they will be able to participate in the "general questions" discussion board where they can help each other with questions as well as hear other general questions about the course content just as in an on-ground classroom.
Student-Content Interaction	<p>The class is organized through weekly course modules. A wealth of material is offered to assist students learn the entrepreneurial mindset concepts.</p> <p>The content includes the following: specific learning objectives for each module, comprehensive video lectures regarding the course materials, weekly discussion boards that help students to check their understanding of the concepts, relevant supplemental course materials including video interviews with selected thought leaders in the field.</p>

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	Weekly discussion boards will be posted to promote student-teacher interaction and student-to student interaction on a variety of relevant material to develop an entrepreneurial mindset.	30%
Online Lecture	Students will watch a video lecture on the story of a selected "side-hustler" such as Joe Maiellano a backyard distiller who came up with the idea of selling people tools to make their own gin in their kitchens. The first 250 "Homemade Gin Kits" were sold out of Joe's condo and within four (4) years he had sold 75,000 kits.	30%
Written assignments	Students will write at least four (4) short essays in response to chapter reflection exercises. Prior to their due dates, we will have discussions via the "general questions" discussion board regarding the assignment. Additionally, I will provide input to students on an individual basis via email to help them understand the nature of the assignment.	20%
Peer Feedback	In preparation for their "application" students will have the opportunity to share their ideas with their peers via a discussion board where they can gain valuable feedback. Students will also be asked to find current examples of the chapter topics and share it with their peers.	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 course is organized through modules that reflects the textbook's From Idea to Income in 27-days Plan. The first module provides an introduction to the course, the concept of the starting a side-hustle and the structure of the course.

To provide consistency and ensure that quality of instruction, the following format is provided for each module: learning objectives, lecture video, PowerPoint summary slides, discussion board assignment, pre and post chapter assignments and links to relevant articles and cases.

Discussion boards are provided on a weekly basis. The two exams, a midterm and a final define the middle and the end of the course. Homework is given on a regular basis. Care is given to pacing the assignments in a reasonable manner.

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.)

Instructors should have completed a comprehensive LMS(Learning Management System)instruction course and received the appropriate certification. Instructors should be aware of the technical support that is available for their LMS such as technical support lines. Knowledge of how to make sure the material is accessible is also critical for online instructors.

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.)

Links to the following services should be provided: online tutoring, the bookstore, and tutorials for online classes.

Describe how the design of the course will ensure access for students with disabilities including compliance with the regulations of Section 508 of the Rehabilitation Act.

All of the videos have been closed captioned. Any additional videos or materials posted will be reviewed to make sure compliance is met.

Using one of the course objectives, describe an online lesson/activity that might be used in the course to facilitate student learning of that objective. Be sure the sample lesson/activity includes reference to the use of online teaching tools (such as drop box or threaded discussion, or multimedia such as Articulate, Flash, Jing, etc.).

Learning objective: Expand students' thinking about side businesses as it relates to helping improve people's lives.

After reviewing the learning objective, students are asked to watch a video and observe people in public area or business such as a cafeteria, cafe, or park.

Following the video viewing, students participate in a threaded discussion where they identify specific challenges they perceive the individuals are experiencing. For example, a customer: having difficulty finding a change machine for parking, finding it hard to understand the menu, experiencing frustration while taking care of their small child while having to buy food, etc. Students will be required to identify potential businesses to help these potential customers.

They are also asked to describe why it is important to understand what others are going through (empathy) and how they may use these observation techniques in developing their business.

### Assessment Best Practices

15%-**Lesson completion** - Students will listen to narrated lectures and respond to embedded multiple choice and true/false questions.

30%-**Homework Essays** - Students are provided with four (4) reflection homework essay assignments where they will analyze a specific area pertinent to entrepreneurial mindset. Rubric is provided.

15%-**Discussion board assignments** - After reading the textbook or watching a lecture video, students answer questions regarding the material. They are graded based upon their responsiveness to the question and support provided. Rubric is provided

# Santa Monica College

## Course: NEW or Reinstatement

### Expanded Course Outline for FILM 34 - Advanced Digital Filmmaking

#### Course Cover

Discipline	FILM-FILM STUDIES	
Course Number	34	
Full Course Title	Advanced Digital Filmmaking	
Catalog Course Description	<p>This course focuses on advanced techniques of digital filmmaking and theoretical and critical rubrics, allowing the student to gain increased proficiency in producing, directing, cinematography, production design, sound recording, grip/electric, and editing, while at the same time producing original content. Students hone their skills in various facets of the filmmaking process during pre-production, production and post-production. Working with original content that has not yet been produced and/or material written by themselves, students advance their skills in the visualization of the screenplay, script breakdown, preparation of shot lists, working with actors, and the staging of action for the camera.</p>	
Rationale	<p>This advanced filmmaking course will provide support and give further coherence to our A.S. degree and certificate in achievement in film production, the demand for which has grown exponentially and exceeded our current supply, forcing the need to create new courses and more sections of existing courses. In addition, students will benefit from now having a beginning (31), intermediate (32/32L), and advanced (34/34L) filmmaking courses.</p>	
Proposed Start	Year: 2019 Semester: Spring	
Proposed for Distance Ed	No	
Proposed for Global Citizenship	No	
<b>Course Unit/Hours</b>		
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	
Load Factor	0.88	
Repeatability	May be repeated 0 time(s)	
Grading Methods	Letter Grade or P/NP	
<b>Transfer/General Ed</b>		
Transferability	<p>Transfers to UC (pending review) Transfers to CSU</p>	
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	
<b>Comparable Transfer Courses:</b>		
<ul style="list-style-type: none"> <li>• <b>California Community College</b> Santa Rosa Junior College Intermediate Digital Filmmaking Media 21</li> </ul>		

- **California Community College**  
Reedley College  
Digital Filmmaking Film 5

### Program Applicability

Designation	Credit - Degree Applicable
Proposed For	<b>AS Degree</b> -Film Production <b>Certificate of Achievement</b> -Film Production

### Pre/Corequisites & Advisories

**Prerequisite**  
FILM 32

**Corequisite**  
FILM 34L

### Course Objectives

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

1. Apply advanced theoretical and critical pre-production rubrics, such as realistic and verifiable scheduling and budgeting, towards planning their own shoots.
2. Apply advanced theoretical and critical rubrics from film critical studies to conceptualize and eventually critique their own work.
3. Read and summarize advanced film theory and critical analyses for application in personal and group filmmaking.
4. Identify and apply film techniques and procedures to guide the viewer's interpretation of film grammar vis-à-vis the filmmaker's intentions. Compare and contrast diverse approaches to synthesize an all-encompassing understanding of the cinematic text.
5. Analyze original screenplays, or excerpts thereof, that have not yet been produced, translating their content into images through visualization and complex design of shots to most effectively convey the narrative in cinematic terms.
6. Break down the original screenplays in preparation for the various departments' and crew members' work on the film set.
7. Adapt the prep work to the shooting scripts and shot lists through two-dimensional representations (floor plans) and three-dimensional mise-en-scène methods learned in class (blocking the scene with stand-ins and proper use of simultaneous 2-camera setups to optimize coverage).
8. Break down the original screenplay for the actors, analyzing its dramatic content and organizing the material into a form and common language that can be communicated to the actors.
9. Select among different strategies for helping actors to prepare and perform a role in a film during rehearsals and filming.
10. Apply advanced techniques of interior lighting on a professional soundstage, making use of green screen when appropriate.

### Course Content

17.5%	Theory and critical analysis of original content that has not yet been produced, including scenes written by the students themselves that will be filmed in the lab section of the class: mise-en-scene setups, dolly tracking, storyboarding a sequence, camera angles.
17.5%	Theory and critical analysis of advanced concepts of film production in relation to working on

	a professional soundstage: lighting setups, sound design, rehearsing the actors, direction, continuity; composition, framing, perspective; production concerns in terms of logistics, film permits, legal issues, copyright and intellectual property, and safety protocols.
17.5%	Analysis of original content to be produced to determine the best filming approach regarding montage (linking characters and environment through editing) vs. long take (linking through mise-en-scene). Explore the appropriate filmmaking techniques on a case by case basis to convey ideas and emotions through film language. Illustrate with examples from material produced by the students themselves in the pre-requisite class: "Film 32: Intermediate Filmmaking."
17.5%	Visualizing and representing the action on a floor plan. Preparing shot lists for maximum efficiency. Generating and using storyboards. Meaning and timing of camera movements. Maintaining screen direction.
17.5%	Balancing process vs. results. Learning to work within the boundaries of time and scheduling. In the case of these original projects, it is imperative that shoots be completed within the allocated time for production, so students have original content to show at the end of the semester. No time for pickups or reshoots.
12.5%	Analysis of the edited scenes that were produced in the lab component of the class.
Total: 100%	
<b>Methods of Presentation</b>	
Methods	Critique Group Work Lecture and Discussion Observation and Demonstration Projects Visiting Lecturers
Other Methods	Screening of film clips/tutorials Individual and group exercises Lectures which include discussion, demonstration, and observation and analysis of films.
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 20% - Class Participation</li> <li>• 30% - Class Work critical journals, storyboards, floor plans with camera setups and blocking of actors.</li> <li>• 20% - Final exam</li> <li>• 10% - Group Projects</li> <li>• 10% - Homework</li> <li>• 10% - Quizzes</li> <li>• 100% - Total</li> </ul>
<b>Appropriate Textbooks</b>	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Nicholas Proferes. <i>Film Directing Fundamentals: See Your Film Before Shooting</i> , 4th ed. Focal Press, 2017, ISBN: 1138052914.	
2. Deborah Patz. <i>Film Production Management 101: Management &amp; Coordination in a Digital Age</i> , 2nd ed. Michael Wiese Productions, 2010, ISBN: 1932907777.	
3. Blain Brown. <i>Cinematography: Theory and Practice: Image Making for Cinematographers and Directors</i> ,	

3rd ed. Focal Press, 2016, ISBN: 1138940925.

### Assignments

#### Sample Assignment

1. Create a breakdown of the original scenes written by the students themselves, highlighting with different colors the screen directions that apply to different departments, such as cinematography, production design, sound, grip/electric, etc. Hold a production meeting supervised by the instructor to discuss the potential creative and logistical challenges of each scene; come up with collective solutions as to how to effectively pre-produce the scenes that will be filmed in the lab component of the class.
2. Analyze the finished scenes that the class filmed together the previous semester in the prerequisite class, “Film 32: Intermediate Digital Filmmaking,” and discuss the different uses of film grammar and the lessons learned towards making the upcoming shoots this semester as efficient as can be.
3. Prepare a production book based on original narrative material written by the students themselves.

### Student Learning Outcomes

1. Apply advanced theoretical and critical pre-production rubrics, such as realistic and verifiable scheduling and budgeting, towards planning their own shoots.
2. Analyze original screenplays, or excerpts thereof, that have not yet been produced, translating their content into images through visualization and complex design of shots to most effectively convey the narrative in cinematic terms.
3. Break down the original screenplays in preparation for the various departments' and crew members' work on the film set.
4. Adapt the prep work to the shooting scripts and shot lists through two-dimensional representations (floor plans) and three-dimensional mise-en-scène methods learned in class (blocking the scene with stand-ins and proper use of simultaneous 2-camera setups to optimize coverage).

### Minimum Qualification

Minimum Qualifications:	Film Studies (Masters Required) - Film Production or Filmmaking (Masters Required) Or professional equivalent.
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### Library

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

### Attached Files

[Coreq of FILM 34L](#)  
[Prereq of FILM 32](#)

## Corequisite Checklist and Worksheet

**Film 34:** Advanced Digital Filmmaking

**Corequisite:** Film Production; Film 34L: Advanced Digital Filmmaking Lab

**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.	<b>X</b>	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	<b>X</b>	
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.	<b>X</b>	
4. Selection of this corequisite is based on a detailed course syllabus and outline of record, related instructional materials and course format.	<b>X</b>	
5. The body of knowledge and/or skills which are necessary for success concurrent with enrollment have been specified in writing.	<b>X</b>	
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.	<b>X</b>	
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.	<b>X</b>	
8. The body of knowledge and/or skills taught in the corequisite are not an instructional unit of the course requiring the corequisite.	<b>X</b>	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	<b>X</b>	

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

**The corequisite course, “Film 34L: Advanced Digital Filmmaking Lab,” provides the necessary hands-on, practical approach that will allow students to implement the theoretical and critical concepts learned in Film 34. Film 34L focuses on implementing the advanced techniques of digital filmmaking that are learned in Film 34, which give students proficiency in producing, directing, cinematography, production design, sound recording, grip/electric, and editing. Honing their filmmaking craft is fundamental for students producing original content that can be shown on different platforms. The corequisite course will greatly enhance students’ skills in various facets of the filmmaking process in the areas of pre-production, production, and post-production.**

## Prerequisite / Corequisite Checklist and Worksheet

### Film 34: Advanced Digital Filmmaking

**Prerequisite:** Film 32: Intermediate Digital Filmmaking

**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.	<b>X</b>	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	<b>X</b>	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	<b>X</b>	
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.	<b>X</b>	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	<b>X</b>	
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.	<b>X</b>	
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.	<b>X</b>	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	<b>X</b>	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	<b>X</b>	

### 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 FILM 34

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

A)	Ability to operate intermediate digital film formats and technologies (e.g., 1080p and 2K equipment).
B)	Use of intermediate, 3-point lighting techniques.
C)	Use of appropriate set design on a soundstage.
D)	Use of intermediate production sound techniques (e.g., recording with booms and lavaliers).
E)	Ability to support and direct actors in rehearsal and in front of the camera, applying intermediate mise-en-scene concepts.
F)	Ability to design a setup/shot list that will render the necessary shots to edit a scene or short project successfully, adhering to the principles of classic film grammar.



## EXIT SKILLS (objectives) FOR **FILM 32**

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

1.	Identify and apply intermediate-level film techniques and procedures to guide the viewer's interpretation of a scene in line with the filmmaker's intentions.
2.	Analyze a screenplay, translating its content into images through visualization and designing shots to most effectively tell the story in cinematic terms.
3.	Break down the screenplay in preparation for the shoot, convert it into a shooting script, and prepare shot lists
4.	Break down the screenplay for the actor, analyzing its dramatic content and organizing the material into a form and common language that can be communicated to the actor.
5.	Select among different strategies for helping actors to prepare and perform a role in a film during rehearsals and filming.
6.	Demonstrate how sound elements play an important role in a film.
7.	Apply intermediate-level techniques of interior and exterior lighting.
8.	Apply intermediate-level techniques of set design on a professional soundstage.

		ENTRANCE SKILLS FOR ( FILM 34 )							
		A	B	C	D	E	F		
EXIT SKILLS FOR (FILM 32)	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 FILM 34L - Advanced Digital Filmmaking Lab

#### Course Cover

Discipline	FILM-FILM STUDIES
Course Number	34L
Full Course Title	Advanced Digital Filmmaking Lab
Catalog Course Description	This is the laboratory component of Film 34. The laboratory projects will parallel the advanced filmmaking lecture topics taught in Film 34. The lab projects will foster advanced skills in producing, directing, cinematography, production design, sound recording, grip/electric, and editing. Students will produce elaborate and well-crafted original content based on narrative film scenes written by themselves or derived from scripts that have not yet been produced. These advanced projects will be filmed in their entirety in class, working in collaboration with all the students enrolled in the course.

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: 1.00
Weekly Laboratory Hours	Min: 1.00 (Sem: 18)
Weekly Arranged Hours	Min: 3.00 (Sem: 54)
Total Semester Instructional Hours	72.00
Total Outside-of-Class Hours	0
Load Factor	0.75
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP

#### Transfer/General Ed

Transferability	Transfers to CSU
IGETC Area:	Does NOT satisfy any area of IGETC:
CSU GE Area:	Does NOT satisfy any area of CSU GE:
SMC GE Area:	Does NOT satisfy any area of SMC GE:

#### Program Applicability

Designation	Credit - Degree Applicable
Proposed For	<b>AS Degree</b> -Film Production <b>Certificate of Achievement</b> -Film Production

#### Pre/Corequisites & Advisories

<b>Corequisite</b> FILM 34	
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#### Course Objectives

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

1. Produce short digital projects in the form of original content based on narrative scenes written by the students themselves, or derived from scripts that have not yet been produced, thus demonstrating the advanced filmmaking skills learned in class.
2. Implement advanced techniques of shooting to edit for 2 simultaneous camera setups, applying the principles of the 180-degree and 30-degree rules, as well as proper lighting directionality.
3. Apply advanced-level techniques of camera placement and movement to convey cinematic meaning, both explicitly and as subtext.
4. Evaluate and critique their final cuts.

### Arranged Hours Objectives

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

1. Produce short digital projects in the form of original content, working in collaboration with other students in the class.

### Course Content

5%	Pitch film projects. Every student in the class pitches and a selection of 10 projects is made by the instructor, based on her/his criteria of viability and what will be best for the class to engage in as a whole production-wise.
18%	Stage film projects on soundstage. Build a set using professional production-design flats, dress the set, and pre-light using a professional grid with LED lights. Block with stand-ins; tapemarking with different color codes.
18%	Visualizing the script: Where to place the camera to most effectively tell the story. Directorial techniques. Working with actors, taking to the next level techniques learned in prerequisite course (Film 32), where there was a reference for the scene. In this case, students are conceptualizing and creating from scratch because they are working on their own scenes.
18%	Applying advanced filming techniques: elaborate long takes using the Panther dolly, simultaneous camera setups, assessing material on set during playback and making adjustments on the go. The power of improvisation when there is a solid shooting plan.
18%	Continuation of film project on soundstage. Applying skills to enhance interior lighting techniques: Creating the stylized or the natural look. Applying advanced concepts of formalism or realism depending on the demands of storytelling and character development.
18%	Working with the green screen. Visual effects. Compositing and CGI techniques. Production sound and creating soundtrack elements: working with lavalier microphones and 2 boom pole dialogue scenarios.
5%	Screening and critique of final cuts of all student film work.

Total: 100%

### Lab Content

100%	This is the laboratory component of Film 34; hence, the lab content is the hands-on filming that is done every single class.
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Total: 100%

### Arranged Hours Instructional Activities

Methods	<ul style="list-style-type: none"> <li>Critique</li> <li>Group Work</li> <li>Lab</li> <li>Observation and Demonstration</li> <li>Projects</li> </ul>
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### Methods of Presentation

Methods	Lab
Other Methods	In-class lab demonstrations; Individual and group shooting exercises; Filming of original content.
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 100% - Projects In Class Projects 70% Individual Project 30%</li> <li>• 100% - Total</li> </ul>
<b>Appropriate Textbooks</b>	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	1. Steven Ascher & Edward Pincus. <i>The Filmmaker's Handbook</i> , 4th ed. Plume, 2013, ISBN: 0452297281.
<b>Assignments</b>	
<b>Sample Assignment</b>	
<ol style="list-style-type: none"> <li>1. Stage a live action scene where characters interact with a green screen on a professional soundstage. The composited image has to be preselected so the scene can be prepared accordingly, from believable lighting to a coherent production design.</li> <li>2. Stage, rehearse, and shoot a pre-approved dramatic or comedic scene written by yourselves. The entire class will crew on the shoot and the whole lab session will be devoted to the production of these scenes.</li> </ol>	
<b>Student Learning Outcomes</b>	
1. Produce short digital projects in the form of original content based on narrative scenes written by the students themselves, or derived from scripts that have not yet been produced.	
2. Demonstrate advanced filmmaking skills in the use of digital production equipment and the use of a professional soundstage.	
<b>Minimum Qualification</b>	
Minimum Qualifications:	Film Studies (Masters Required)
<b>Library</b>	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes
<b>Attached Files</b>	
<a href="#">Coreq of FILM 34</a>	

## Corequisite Checklist and Worksheet

### Film 34L: Advanced Digital Filmmaking Lab

**Corequisite:** Film Production; Film 34: Advanced Digital Filmmaking

**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.	<b>X</b>	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	<b>X</b>	
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.	<b>X</b>	
4. Selection of this corequisite is based on a detailed course syllabus and outline of record, related instructional materials and course format.	<b>X</b>	
5. The body of knowledge and/or skills which are necessary for success concurrent with enrollment have been specified in writing.	<b>X</b>	
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.	<b>X</b>	
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.	<b>X</b>	
8. The body of knowledge and/or skills taught in the corequisite are not an instructional unit of the course requiring the corequisite.	<b>X</b>	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	<b>X</b>	

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

**The corequisite course, “Film 34: Advanced Digital Filmmaking,” provides the necessary theoretical and critical framework that will allow students to engage in the lab portion of the course successfully. Film 34 focuses on advanced techniques of digital filmmaking that give students proficiency in producing, directing, cinematography, production design, sound recording, grip/electric, and editing that are indispensable for when they produce their original content within Film 34L. The corequisite course will greatly enhance students’ grasp, understanding, and knowledge in various facets of the filmmaking process in the areas of pre-production, production, and post-production.**

# Santa Monica College

## Course: NEW or Reinstatement

### Expanded Course Outline for SST NC 901 - Fundamentals of Sustainability

#### Course Cover

Discipline	SST NC-SUSTAINABILITY SYSTEMS AND TECHNOLOGIES - NONCREDIT
Course Number	901
Full Course Title	Fundamentals of Sustainability
Catalog Course Description	This course introduces the basic concepts of sustainability and examines connections among social, economic and environmental systems in society.
Rationale	This course provides both non-traditional and pathway students the opportunity to develop a skill-set in the burgeoning field of sustainability that provides potential employment and entrepreneurial opportunities within the multi-trillion dollar sustainability industry.

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: 2.00 (Sem: 36)
Total Semester Instructional Hours	36.00
Total Outside-of-Class Hours	72.00
Repeatability	May be repeated time(s)
Grading Methods	Noncredit (Progress Indicators Used)

#### Transfer/General Ed

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

#### Program Applicability

Designation	Noncredit
Proposed For	<b>Certificate of Completion (Noncredit Only)</b> -Sustainability Learning Academy (Forthcoming)

#### Course Objectives

Upon satisfactory completion of the course, students will be able to:	
1.	Demonstrate an understanding of climate change, and how to pivot into a more sustainable world.
2.	Exhibit responsibility for their own impact on the earth by living a sustainable and ethical lifestyle.
3.	Demonstrate a basic understanding of how to implement sustainability into the workplace, culture, and community.
4.	Develop a personal sustainability plan.
5.	Identify occupations in the industry and the skill set needed to gain employment.
6.	Provide an accurate definition of sustainability.

#### Course Content

20%	Introduction to Sustainability principles.
20%	Basic sustainability plans.

30%	Sustainability frameworks.
10%	Sustainability terminology.
10%	Field visit.
10%	Analytics and Reporting.
Total: 100%	
<b>Methods of Presentation</b>	
Opt Heading	Fundamentals of Sustainability
Methods	Critique Field Experience Field Trips Group Work Lecture and Discussion Observation and Demonstration Projects Service Learning Visiting Lecturers
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 20% - Class Participation</li> <li>• 40% - Final Project</li> <li>• 10% - Oral Presentation</li> <li>• 10% - Research Projects</li> <li>• 20% - Written assignments</li> <li>• 100% - Total</li> </ul>
Additional Assessment Information (Optional)	Interactive audio-visual presentations, guest speakers, discussions, and participation in experiential activities at SMC.
<b>Appropriate Textbooks</b>	
Formatting Style	APA
<b>Assignments</b>	
Sample Assignment	
<ol style="list-style-type: none"> <li>1. Choose a segment of the SMC campus to study the current sustainability practice.</li> <li>2. Create a sustainability plan for the segment researched. With your assigned group team research and write the best practices for the choosen segment using field visit survey forms and compiled data. Information will be presented in class as a final presentation on the last day of class.</li> </ol>	
<b>Student Learning Outcomes</b>	
1. Identify appropriate sustainability best practices for a given scenario.	
2. Implement a sustainability best practice.	
3. Evaluate an example of best practices in sustainability.	
<b>Minimum Qualification</b>	
Minimum Qualifications:	Environmental Technologies - Master degree or 5 years of field experience.
<b>Library</b>	
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 SST NC 902 - Sustainability Outreach

#### Course Cover

Discipline	SST NC-SUSTAINABILITY SYSTEMS AND TECHNOLOGIES - NONCREDIT
Course Number	902
Full Course Title	Sustainability Outreach
Catalog Course Description	This course introduces a community relations system with proven techniques and practices for effective sustainability outreach programs.
Rationale	This course provides both non-traditional and pathway students the opportunity to develop a skill-set in the burgeoning field of sustainability that provides potential employment and entrepreneurial opportunities within the multi-trillion dollar sustainability industry.

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: 2.00 (Sem: 36)
Total Semester Instructional Hours	36.00
Total Outside-of-Class Hours	72.00
Repeatability	May be repeated time(s)
Grading Methods	Noncredit (Progress Indicators Used)

#### Transfer/General Ed

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

#### Program Applicability

Designation	Noncredit
Proposed For	<b>Certificate of Completion (Noncredit Only)</b> -Sustainability Management Assistant

#### Course Objectives

Upon satisfactory completion of the course, students will be able to:	
<b>1. Identify components of an effective sustainability outreach campaign.</b>	
<b>2. Identify and utilize social media and social marketing techniques.</b>	
<b>3. Develop an effective sustainability outreach campaign.</b>	
<b>4. Identify barriers and benefits to sustainable behavior change.</b>	
<b>5. Identify personal sustainability footprint and consumption habits.</b>	

#### Course Content

10%	Introduction to social marketing techniques
30%	Designing and implementing a sustainability outreach campaign
10%	Barriers to and benefits of behavior change
10%	Strategies for deploying an effective outreach campaign



10%	Piloting an outreach campaign
30%	Evaluating and reporting on an outreach campaign
Total: 100%	
<b>Methods of Presentation</b>	
Opt Heading	Cultivating Sustainable Behaviors
Methods	Field Experience Field Trips Group Work Lecture and Discussion Observation and Demonstration Projects Visiting Lecturers
Other Methods	Interactive audio-visual presentations, guest speakers, discussions, and participation in experiential activities at SMC.
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>0% - Total</li> </ul>
Additional Assessment Information (Optional)	This is a non credit adult learning course, that will not require exams or quizzes. Interactive audio-visual presentations, guest speakers, discussions, and participation in experiential activities at SMC.
<b>Appropriate Textbooks</b>	
Formatting Style	APA
1. All course materials will be provided by the instructor.	
<b>Assignments</b>	
Sample Assignment	
Assignment #1 Students will work as a team to design, implement and evaluate an sustainability outreach program.	
Assignment #2 Students will determine a sustainable behavior change, utilizing a result-oriented social marketing based methodology.	
A team project will be presented in a final presentation on the last day of class.	
<b>Student Learning Outcomes</b>	
1. Develop an effective sustainability outreach campaign.	
2. Utilize social media and social marketing based methodology.	
3. Identify the impact of your personal environmental footprint and how to consume ethically and sustainable.	
4. Identify barriers and benefits to sustainable behavior change.	
5. Discuss how sustainability will require a cultural shift from consumerism and a throw-away society to a circular economy.	
6. Identify occupations in the industry and the skill set needed to gain employment.	
<b>Minimum Qualification</b>	
Minimum Qualifications:	Environmental Technologies - Master Degree or 5 years of field experience.
<b>Library</b>	
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 SST NC 904 - Sustainability Assessment

#### Course Cover

Discipline	SST NC-SUSTAINABILITY SYSTEMS AND TECHNOLOGIES - NONCREDIT
Course Number	904
Full Course Title	Sustainability Assessment
Catalog Course Description	This course provides hands-on instruction on the qualitative and quantitative processes and equipment used to assess sustainability in areas including Zero Waste, Net Zero, energy efficiency, and more.
Rationale	This NC course provides both non-traditional and pathway students the opportunity to develop a skill-set in the burgeoning field of sustainability that provides potential employment and entrepreneurial opportunities within the multi-trillion dollar sustainability industry.

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: 2.00 (Sem: 36)
Total Semester Instructional Hours	36.00
Total Outside-of-Class Hours	72.00
Load Factor	0.65
Load Factor Rationale	non credit course
Repeatability	May be repeated time(s)
Grading Methods	Noncredit (Progress Indicators Used)

#### Transfer/General Ed

Transferability	Does NOT transfer to CSU or UC
SMC GE Area	

#### Program Applicability

Designation	Noncredit
Proposed For	<b>Certificate of Completion (Noncredit Only)</b> -Sustainability Service Technician (FORTHCOMING)

#### Course Objectives

Upon satisfactory completion of the course, students will be able to:
<b>1. Identify the principles of sustainability assessment (SA).</b>
<b>2. Identify the application of SA in developing sustainable communities and businesses.</b>
<b>3. Develop an appropriate SA protocol.</b>
<b>4. Identify SA informational requirements and data acquisition obstacles.</b>
<b>5. Identify best practices and solutions to eliminate and prevent emissions.</b>
<b>6. Identify potential safety issues and the use of Personal Protective Equipment (PPE).</b>
<b>7. Identify the current trends, career opportunities and pathways to employment in the environmental</b>

<b>and sustainability industry.</b>	
<b>Course Content</b>	
20%	Introduction to Sustainability Assessment
10%	Energy Audits
10%	Material and waste audits
10%	Water conservation audits
10%	Pollution Prevention Audits
10%	Compliance and Forensic Audits
10%	Field visit
20%	Analytics and Reporting
Total: 100%	
<b>Methods of Presentation</b>	
Methods	Field Experience Group Work Lecture and Discussion Observation and Demonstration
Other Methods	Interactive audio-visual presentations and discussion with participation in experiential assignments
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 30% - Class Participation</li> <li>• 40% - In Class Assessment (noncredit)</li> <li>• 30% - Research Projects</li> <li>• 100% - Total</li> </ul>
<b>Appropriate Textbooks</b>	
Formatting Style	APA
Manuals	1. Huls, J. Michael. <u>Environmental Assessment</u> , Self-published, 01-01-2018
<b>Assignments</b>	
<b>Sample Assignment</b>	
Sample assignments will be group-based and could include but are not limited to: (1) conduct a building waste audit; (2) conduct an energy audit of an existing building; and (3) survey attitudes of students on campus regarding their sustainability practices. In each assignment, students will assess and make recommendations for campus implementation.	
<b>Student Learning Outcomes</b>	
1. Identify sustainability assessment (SA) in the areas of water, energy, and materials (urban resource) management.	
2. Apply SA to identify appropriate solutions to eliminate and prevent emissions and losses.	
3. Identify informational requirements and data acquisition obstacles.	
4. Develop analytical sustainability assessments.	
5. Identify data management and report preparation requirements.	
<b>Minimum Qualification</b>	
Minimum Qualifications:	Environmental Technologies - Master degree or 5 years of field experience

**Library**

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

**Attached Files**

[Reading Addendum](#)  
[Recommended Reading](#)

# Santa Monica College

## Course: NEW or Reinstatement

### Expanded Course Outline for SST NC 905 - Organics Recycling

#### Course Cover

Discipline	SST NC-SUSTAINABILITY SYSTEMS AND TECHNOLOGIES - NONCREDIT	
Course Number	905	
Full Course Title	Organics Recycling	
Catalog Course Description	This course is a hands-on introduction to integrated organics recycling and management including: waste prevention, food rescue, recovery through onsite and offsite technologies, energy production, and marketing of processed by-products. Students will participate in operating the on-campus worm farm for recycling food wastes.	
Rationale	This course provides both non-traditional and pathway students the opportunity to develop a skill-set in the burgeoning field of sustainability that provides potential employment and entrepreneurial opportunities within the multi-trillion dollar sustainability industry.	
Proposed Start	Year: 2018 Semester: Fall	
Proposed for Distance Ed	No	
Proposed for Global Citizenship	No	
<b>Course Unit/Hours</b>		
Variable Hour Exist	NO	
Credit Hours	Min: 0	
Weekly Lecture Hours	Min: 2.00 (Sem: 36)	
Total Semester Instructional Hours	36.00	
Total Outside-of-Class Hours	72.00	
Load Factor	0.65	
Load Factor Rationale	noncredit course	
Repeatability	May be repeated time(s)	
Grading Methods	Noncredit (Progress Indicators Used)	
<b>Transfer/General Ed</b>		
Transferability	Does NOT transfer to CSU or UC	
SMC GE Area:		
<b>Program Applicability</b>		
Designation	Noncredit	
Proposed For	<b>Certificate of Completion (Noncredit Only)</b> -Sustainability Services Technician (FORTHCOMING)	
<b>Course Objectives</b>		
Upon satisfactory completion of the course, students will be able to:		
<b>1. Describe integrated organics waste management.</b>		
<b>2. Describe small-scale onsite management systems for organics.</b>		
<b>3. Prepare a predesign of an onsite or offsite organic wastes recycling program.</b>		
<b>4. Identify biological, mechanical and thermal processes to manage organic wastes including composting, decomposers, dehydrators, syn-fuel, and digestors.</b>		
<b>5. Discuss food rescue and food waste prevention programs.</b>		

<b>6. Identify potential occupational opportunities in industry and government.</b>	
<b>Course Content</b>	
10%	Overview of organics waste management and sources of organics waste generation, and why organic wastes' proper management is important to GHG reduction.
10%	Mechanical and thermal processes for organic waste recycling.
30%	Operation of a vermicomposting system.
10%	Preliminary design of onsite or offsite organics waste recycling systems.
10%	Food rescue and food waste prevention programs.
10%	Basics of organics by-products marketing.
20%	Integrated strategies for businesses or communities for organics waste recycling.
Total: 100%	
<b>Methods of Presentation</b>	
Methods	Field Experience Lecture and Discussion Observation and Demonstration
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 30% - Class Participation</li> <li>• 40% - Class Work</li> <li>• 30% - In Class Assessment (noncredit)</li> <li>• 100% - Total</li> </ul>
<b>Appropriate Textbooks</b>	
Formatting Style	APA
Manuals	1. Huls, J Michael. <u>Organics Recycling</u> , Self-published, 01-01-2018
<b>Assignments</b>	
Sample Assignment	
Sample group assignments will include, but are not limited to: (1) assist in the operation of the SMC vermicomposting (worm bin) program; (2) be involved in the training of campus staff for sustainability practices; and (3) marketing of organic compost with community organizations.	
<b>Student Learning Outcomes</b>	
1. Operate a small-scale vermicomposting system.	
2. Market organic rich materials such as worm castings.	
3. Utilize soil amendments in the on-campus organic garden	
4. Obtain the skill of food rescue and food waste prevention.	
5. Prepare written reports and communications.	
<b>Minimum Qualification</b>	
Minimum Qualifications:	Environmental Technologies - Master degree or 5 years of field experience
<b>Library</b>	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes
<b>Attached Files</b>	
<a href="#">Recommended Reading</a>	
<a href="#">Reading Addendum</a>	

# Santa Monica College

## Course: NEW or Reinstatement

### Expanded Course Outline for SST NC 906 - Introduction to Clean Technologies

#### Course Cover

Discipline	SST NC-SUSTAINABILITY SYSTEMS AND TECHNOLOGIES - NONCREDIT
Course Number	906
Full Course Title	Introduction to Clean Technologies
Catalog Course Description	This course introduces current and emerging soft and hard sustainability technologies including energy and water efficiency and conservation, renewable energy, and the 3Rs: Reduce, Reuse and Recycle.
Rationale	This course provides both non-traditional and pathway students the opportunity to develop a skill-set in the burgeoning field of sustainability that provides potential employment and entrepreneurial opportunities within the multi-trillion dollar sustainability industry.

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: 2.00 (Sem: 36)
Total Semester Instructional Hours	36.00
Total Outside-of-Class Hours	72.00
Load Factor	0.65
Load Factor Rationale	noncredit course
Repeatability	May be repeated time(s)
Grading Methods	Noncredit (Progress Indicators Used)

#### Transfer/General Ed

Transferability	Does NOT transfer to CSU or UC
SMC GE Area	

#### Program Applicability

Designation	Noncredit
Proposed For	<b>Certificate of Completion (Noncredit Only)</b> -Sustainability Services Technician (FORTHCOMING)

#### Course Objectives

Upon satisfactory completion of the course, students will be able to:
<b>1. Identify sustainable technologies for water, energy, and materials.</b>
<b>2. Identify uses and impacts of sustainable technologies to create a sustainable society.</b>
<b>3. Determine the feasibility of sustainable technologies, particularly in the development of appropriate pollution prevention solutions.</b>
<b>4. Describe the practical application of sustainable technologies from current specialists in the field.</b>
<b>5. Pre-design an integrated sustainable technologies program.</b>
<b>6. Identify potential occupational opportunities in industry and government.</b>

<b>Course Content</b>	
10%	Introduction to CleanTechnologies (CT)
10%	How can CTs be developed in the urban community
10%	What are the costs and benefits of CTs
10%	Preliminary design or improvement of a CT system at SMC such as organic recycling of food wastes, or marketing of worm castings
60%	Current topics in the sustainability industry
Total: 100%	
<b>Methods of Presentation</b>	
Methods	Lecture and Discussion Visiting Lecturers
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 30% - Class Participation</li> <li>• 40% - In Class Assessment (noncredit)</li> <li>• 30% - Written assignments</li> <li>• 100% - Total</li> </ul>
<b>Appropriate Textbooks</b>	
Formatting Style	APA
<b>Assignments</b>	
Sample Assignment	
The following are two (2) suggested or sample group assignments: (1) develop a conceptual design of a ST system for a business or community based on specific parameters; and (2) develop or upgrade an existing ST practice on the SMC campus.	
<b>Student Learning Outcomes</b>	
1. Identify the difference between hard and soft technologies for application in Clean Tech.	
2. Describe Clean Tech applications for energy, water, and materials.	
3. Describe recycling market development zones and incubator programs, and their application in Clean Technologies.	
4. Prepare a preliminary design of a micro-Clean Technology.	
5. Identify the basic skills in operating Clean Technologies.	
<b>Minimum Qualification</b>	
Minimum Qualifications	Environmental Technologies - Master degree or 5 years of field experience
<b>Library</b>	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes
<b>Attached Files</b>	
<a href="#">Recommended Reading</a> <a href="#">Reading Addendum</a>	



# Santa Monica College

## Course: NEW or Reinstatement

### Expanded Course Outline for SST NC 908 - Impacts of Policy on Sustainability

#### Course Cover

Discipline	SST NC-SUSTAINABILITY SYSTEMS AND TECHNOLOGIES - NONCREDIT	
Course Number	908	
Full Course Title	Impacts of Policy on Sustainability	
Catalog Course Description	This course presents information critical to a basic understanding of public and private sector governance that acts as an important driver to sustainability.	
Rationale	This course provides both non-traditional and pathway students the opportunity to develop a skill-set in the burgeoning field of sustainability that provides potential employment and entrepreneurial opportunities within the multi-trillion dollar sustainability industry.	
Proposed Start	Year: 2018 Semester: Fall	
Proposed for Distance Ed	No	
Proposed for Global Citizenship	No	
<b>Course Unit/Hours</b>		
Variable Hour Exist	NO	
Credit Hours	Min: 0	
Weekly Lecture Hours	Min: 2.00 (Sem: 36)	
Total Semester Instructional Hours	36.00	
Total Outside-of-Class Hours	72.00	
Repeatability	May be repeated time(s)	
Grading Methods	Noncredit (Progress Indicators Used)	
<b>Transfer/General Ed</b>		
Transferability	Does NOT transfer to CSU or UC	
SMC GE Area:	Does NOT satisfy any area of SMC GE	
<b>Program Applicability</b>		
Designation	Noncredit	
Proposed For	<b>Certificate of Completion (Noncredit Only)</b> -Sustainability Program Apprentice (FORTHCOMING)	
<b>Course Objectives</b>		
Upon satisfactory completion of the course, students will be able to:		
<b>1. Identify major legislation effecting sustainability.</b>		
<b>2. Examine the private sector policies that impact sustainability.</b>		
<b>3. Identify California laws related to sustainability.</b>		
<b>4. Examine Extended Producer Responsibility (EPR).</b>		
<b>Course Content</b>		
40%	Overview of public sector governance.	
40%	Overview of private sector governance.	
20%	Develop and execute a sample sustainability goal and policy.	
Total: 100%		

<b>Methods of Presentation</b>	
Methods	Field Experience Group Work Lecture and Discussion Projects Visiting Lecturers
Other Methods	Interactive audio-visual presentations, guest speakers, discussions, and participation in experiential activities at SMC.
<b>Methods of Evaluation</b>	
Methods	• 0% - Total
Additional Assessment Information (Optional)	50% Written Assignment 50% Class Participation
<b>Appropriate Textbooks</b>	
Formatting Style	APA
1. All course materials will be provided by instructor.	
<b>Assignments</b>	
Sample Assignment	
Assignment 1: A group assignment to research, write and propose a sample sustainability policy.	
Assignment 2: Write 2 reflections on assigned articles.	
Assignment 3: Write a paper on Extended Producer's Responsibility (EPR).	
<b>Student Learning Outcomes</b>	
1. Identify how major legislation driving sustainability.	
2. Identify the advantages and disadvantages of Extended Producer Responsibility (EPR).	
3. Determine how private sector policies impact sustainability.	
4. Identify how EPR and legislation impact occupations in the industry.	
5. Develop a sample sustainability policy.	
<b>Minimum Qualification</b>	
Minimum Qualifications:	Environmental Technologies - Master Degree or 5 years of field experience.
<b>Library</b>	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes
Additional Comments/Information	

# Santa Monica College

## Course: NEW or Reinstatement

### Expanded Course Outline for SST NC 909 - Sustainable Food Systems

#### Course Cover

Discipline	SST NC-SUSTAINABILITY SYSTEMS AND TECHNOLOGIES - NONCREDIT
Course Number	909
Full Course Title	Sustainable Food Systems
Catalog Course Description	This course looks at the environmental, social and economic issues surrounding our food system. We look at food sustainability, including zero waste, on campus and at food policy in Los Angeles and explore ways to be food activists.
Rationale	This course provides both non-traditional and pathway students the opportunity to develop a skill-set in the burgeoning field of food sustainability that provides potential employment and entrepreneurial opportunities within the multi-trillion dollar sustainability industry.

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: 2.00 (Sem: 36)
Weekly Laboratory Hours	Min:
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	36.00
Total Outside-of-Class Hours	72.00
Repeatability	May be repeated time(s)
Grading Methods	Noncredit (Progress Indicators Used)

#### Transfer/General Ed

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

#### Program Applicability

Designation	Noncredit
Proposed For	<b>Certificate of Completion (Noncredit Only)</b> -Sustainability Program Apprentice

#### Course Objectives

Upon satisfactory completion of the course, students will be able to:
<b>1. Identify the meaning of food sustainability; zero waste principles; effects of corporate, industrial food system on environment, health and equity.</b>
<b>2. Exercise agency in the food system; understand community-based networks of action and policy making in Los Angeles; be effective participants in change-making on campus, in their families, neighborhoods, workplace.</b>
<b>3. Develop and begin to follow a personal food sustainability plan: grow, forage, compost, practice zero-waste, home-cooking.</b>

**4. Evaluate alternative methods of agriculture (biodynamic, permaculture, agroecology) including urban agriculture.**

**5. Identify occupations in a sustainable food system.**

**Course Content**

10%	Introduction to sustainable food systems
5%	Industrial and sustainable agriculture
10%	Food and culture: memory, identity, migration
5%	Ethical food/food justice
5%	Food access, food security, food sovereignty
10%	Waste reduction across the food system, zero waste principles
10%	Personal sustainable food plan
10%	Basic skills for food sustainability
10%	SMC garden plot
10%	Evaluate food sustainability on SMC campus
10%	Ethnographic field methods
5%	Effective advocacy

Total: 100%

**Methods of Presentation**

Methods	Field Experience Field Trips Group Work Observation and Demonstration Projects Service Learning Visiting Lecturers
Other Methods	Interactive audio-visual presentations, guest speakers, discussions, and participation in experiential activities at SMC.

**Methods of Evaluation**

Methods	<ul style="list-style-type: none"> <li>• 40% - Class Participation</li> <li>• 20% - Projects</li> <li>• 40% - Written assignments</li> <li>• 100% - Total</li> </ul>
Additional Assessment Information (Optional)	20% SMC Garden; active participation, garden journal 40% Ethnographic project: written paper or oral presentation 40% Class participation

**Appropriate Textbooks**

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

**Assignments**

**Sample Assignment**

Students will produce a short written paper or photo essay. An Ethnography of Food Activism, based on volunteering with two food-related community organizations and using anthropological fieldwork methods to collect and analyze data.

**Student Learning Outcomes**

1. Evaluate how two community organizations practice food activism.

2. Know how to actively participate in food system change in Los Angeles.	
3. Identify real needs behind policy and policy change.	
4. Know how to grow your own food, make compost and revitalize soil and save seeds.	
5. Develop a personal food sustainability plan and the skill set needed to implement it.	
<b>Minimum Qualification</b>	
Minimum Qualifications:	Anthropology (Masters Required) - Master's degree or 5 years of field experience.
<b>Library</b>	
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 WGS 40 - Introduction to LGBTQ Studies

#### Course Cover

Discipline	WGS-WOMEN'S, GENDER, AND SEXUALITY STUDIES
Course Number	40
Full Course Title	Introduction to LGBTQ Studies
Catalog Course Description	This introductory course examines a broad range of contemporary and historical gay, lesbian, bisexual, transgender, intersex and queer issues in various contexts, such as social, scientific and cultural contexts.
Rationale	To reflect intersectional issues around sexuality in the field of Women's and Gender Studies.

Proposed Start	Year: 2019 Semester: Fall
Proposed for Distance Ed	No
Proposed for Global Citizenship	Yes

#### 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 (pending review) Transfers to CSU
IGETC Area:	
CSU GE Area:	
SMC GE Area:	

#### Program Applicability

Designation	Credit - Degree Applicable
Proposed For	<b>AA Degree</b> -Women's and Gender Studies and Liberal Arts: Social and Behavioral Science

#### Course Objectives

Upon satisfactory completion of the course, students will be able to:
1. Assess theories about sexual orientation and gender identity and expression within the context of Feminist Theory, Gender Theory, and Queer Theory.
2. Analyze the various ways people identify their sexual orientation and/or their gender identity and expression.
3. Explore the intersections of homophobia, transphobia, sexism, heterosexism, racism, classism, ageism, ableism and other intersecting identities within the context of LGBTQ political struggles in the United States.
4. Examine the continuous evolution of legal policies and societal views of LGBTQ people on a global level.
5. Examine sexual orientation and gender identity issues within the Native American, African American,

Chicano/a and Latino/a, Asian American, Pacific Islander, and immigrant communities in the United States.	
6. Identify key individuals and describe their roles and contributions to domestic and international LGBTQ struggles for full human rights.	
7. Assess the impact of hate crimes on LGBTQ individuals, the LGBTQ community, the community at large, and public policy.	
8. Examine the evolution of LGBTQ culture in the media and the arts.	
<b>Arranged Hours Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
<b>Course Content</b>	
20%	Analysis of power and institutional inequalities in examining heterosexism and homophobia within dominant society.
15%	Feminist Theory, Critical Race Theory and Queer Theory
20%	Social construction of sexuality, including sexual identity, sexual orientation, and desire. Discussions of gender identity and gender expression.
15%	Intersectionality and LGBTQ Identity Across Cultures in the United States
15%	History and emergence of the LGBTQ movement within the U.S. and globally. Key Figures, Challenges, and Triumphs in LGBTQ History, LGBTQ Civil Rights and Human Rights Movement
15%	LGBTQ Media Representations
Total: 100%	
<b>Methods of Presentation</b>	
Methods	Critique Group Work Lecture and Discussion Online instructor-provided resources Visiting Lecturers
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 20% - Class Participation</li> <li>• 20% - Final exam</li> <li>• 20% - Oral Presentation</li> <li>• 20% - Quizzes</li> <li>• 20% - Written assignments</li> <li>• 100% - Total</li> </ul>
<b>Appropriate Textbooks</b>	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Feinberg, Leslie. <i>Stone Butch Blues</i> , ed. Firebrand Books, 1993, ISBN: 1563410303.	
2. Bornstein, Kate. <i>Gender Outlaws: The Next Generation</i> , ed. Seal Press, 2010	
3. Eaklor, Vicki. <i>Queer America: A People's GLBT History of the United States.</i> , ed. The New Press, 2011	
4. Lorde, Audre. <i>Zami: A New Spelling of My Name - A Biomythography</i> , ed. The Crossing Press, 1982	
5. Halberstam, Judith. <i>Female Masculinity</i> , ed. Duke University Press, 1998	
6. Kumashiro, Kevin. <i>Restoried Selves: Autobiographies of Queer Asian / Pacific American Activists (Haworth Gay &amp; Lesbian Studies)</i> , ed. Routledge, 2003	
7. Moraga, Cherie. <i>Loving In The War Years</i> , 2 ed. South End Press, 2000	

8. Brettschneider, Marla. *LGBTQ Politics: A Critical Reader*, ed. NYU Press, 2017

## Manuals

1. D' Emilio, John. *In a New Century: Essays on Queer History, Politics, and Community Life*, University of Wisconsin Press, 05-07-2014

## Assignments

### Sample Assignment

**EXAMPLE 1:** In a 4-5 page paper, discuss the following quote and whether it represents Social Constructionism or Essentialism.

"Human sexuality is amazingly malleable and can organize itself in many sorts of ways. How that desire is understood and hence experienced is what counts. Only in some societies and eras do desires coalesce into a social role, or identity, that gets labeled homosexual, or gay, or lesbian, and that corresponds to how individuals organize their emotional, intimate, and erotic lives."

**EXAMPLE 2:** In a 4-5 page paper, discuss "romantic friendships"? Were these considered socially acceptable during the late 19<sup>th</sup> century, early 20<sup>th</sup> century? Why or why not? In your discussion, include feminist and queer theories around gender and sexuality as discussed in the readings.

**EXAMPLE 3:**

Please provide a critical analysis of the poem "A Litany for Survival" by Audre Lorde. How does this poem connect to some of the major themes discussed in the novel *Zami* (such as intersectionality, feminism, homophobia, and mysogyny)? In your response, try to be as specific as possible when supporting your argument and provide examples from the course lecture and readings in your analysis.

**EXAMPLE 4:**

Prepare an 20-25 minute oral presentation on highlights of the history of the LGBTQ movement in the U.S., employing John D' Emilio's analysis. In your presentation, include a discussion of how capitalism played a role in creating an environment where gay and lesbian *identities* emerged? Your presentation should also include a reflection and critique of the LGBTQ movement in the U.S. today.

**EXAMPLE 5:**

Each student is expected to complete a film review, focusing on a film or films we screen for this class (such as "Paris Is Burning", "Love, Simon", "Moonlight", "Mosquita y Mari", or "Mala Mala"). You may wish to focus on just one film, or you may choose to structure your review around a particular theme, such as violence against LGBTQ people, or histories of LGBTQ communities, to discuss representations in two or more films. Your reviews should address theme of our class, and you must cite at least two readings from our class.

## Student Learning Outcomes

1. Exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.
2. Demonstrate through oral and written work knowledge of the course content: The Lesbian, Gay, Bisexual, Transgender, Intersex, and Queer experience. Identify and critically analyze key concepts and themes in the interdisciplinary field of LGBTQ and/or queer studies. Articulate and assess the forms of institutional inequalities and oppression affecting sexual minorities, including homophobia, heterosexism, transphobia, etc., as well as some of the key ways in which LGBTQ individuals and communities have resisted such inequalities and forms of oppression. Historically and socially contextualize the experiences and writings of lesbian, gay, bisexual, transgender, and queer individuals, communities, and movements, using a feminist framework. Demonstrate an understanding of the effects of institutional discrimination on people and social groups.
3. Demonstrate proficiency in the research, analytical, and communication skills necessary to present



compelling and original oral and written arguments that advance a critical analysis of the power relations experienced personally as well as those that exist more generally in society based on the understanding of the intersectionality of sexual orientation, gender/sex, race/ethnicity, class, age, physical ability and how these constructs are socially constructed through the economic, political, and cultural structures of society in the United States as well as globally.

**Minimum Qualification**

Minimum Qualifications:	Women?s Studies (Masters Required)
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**Library**

List of suggested materials has been given to librarian?	No
--	----

Library has adequate materials to support course?	No
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**Global Citizenship Application**

Global Citizenship Category	American Cultures
Global Citizenship Sub-Categories	Utilizes a comparative framework to explore how the American identity and experience have been shaped?and will continue to be shaped?by a diverse array of cultural influences and traditions
Citizenship Rationale	Please see attached.

**Attached Files**

[CG FOR WGS 40](#)

# APPLICATION FOR APPROVAL—COURSE TO FULFILL GLOBAL CITIZENSHIP ASSOCIATE DEGREE REQUIREMENT

## WOMEN'S, GENDER AND SEXUALITY STUDIES 40, Introduction to LGBTQ Studies

Step 1: Under which **category** does the course belong? (**Select ONLY ONE**. You may delete the others.)

<b>X</b>	<b>Genders and Sexualities Category</b>	Course content focuses primarily on <b>at least one</b> of the following five areas: (Check all that apply)	
		<input checked="" type="checkbox"/>	How the constructions of genders and sexualities—as well as identities—are formed, reformed, defined, redefined and experienced by a variety of communities, cultures, and societies.
		<input checked="" type="checkbox"/>	Application of theoretical perspectives based in gender relations to understand social phenomena.
		<input checked="" type="checkbox"/>	An examination of the experiences of diverse gender and sexual identities and expressions.
		<input checked="" type="checkbox"/>	An exploration of how collective identity and experiences have been shaped—and will continue to be shaped—by individuals and groups of diverse gender and sexual identities and expressions.
		<input checked="" type="checkbox"/>	The intersectionality of genders and sexualities with race, ethnicity, class, religion, and nationality.

### Step 3: **Student Learning Outcome**

It is expected that **at least** one student learning outcome (SLO) of this course reflects the particular focus of the category to which you are applying. Please identify that SLO (or multiple SLOs) here:

#### **SELECT SLO WGS 40: INTRODUCTION TO LGBTQ STUDIES**

1. Demonstrate through oral and written work knowledge of the course content: The Lesbian, Gay, Bisexual, Transgender, Intersex, and Queer experience. Identify and critically analyze key concepts and themes in the interdisciplinary field of LGBTQ and/or queer studies. Articulate and assess the forms of institutional inequalities and oppression affecting sexual minorities, including homophobia, heterosexism, transphobia, etc., as well as some of the key ways in which LGBTQ individuals and communities have resisted such inequalities and forms of oppression. Historically and socially contextualize the experiences and writings of lesbian, gay, bisexual, transgender, and queer individuals, communities, and movements, using a feminist framework. Demonstrate an understanding of the effects of institutional discrimination on people and social groups.
2. Demonstrate proficiency in the research, analytical, and communication skills necessary to present compelling and original oral and written arguments that advance a critical analysis of the power relations experienced personally as well as those that exist more generally in society based on the understanding of the intersectionality of sexual orientation, gender/sex, race/ethnicity, class, age, physical ability and how these constructs are socially constructed through the economic, political, and cultural structures of society in the United States as well as globally.

### Step 4: **Narrative**

Please write a rationale as to why this course should fulfill of the SMC Global Citizenship Associate degree requirement for the particular category under which you have applied. **Explain how this course fulfills the areas checked above.**

As the list of course objectives below demonstrates, this course has the essence of the “Genders and Sexualities” Category as its inherent and primary focus.

1. Assess theories about sexual orientation and gender identity and expression within the context of Feminist Theory, Gender Theory, and Queer Theory.
2. Analyze the various ways people identify their sexual orientation and/or their gender identity and expression.

3. Explore the intersections of homophobia, transphobia, sexism, heterosexism, racism, classism, ageism, ableism and other intersecting identities within the context of LGBTQ political struggles in the United States.
4. Examine the continuous evolution of legal policies and societal views of LGBTQ people on a global level.
5. Examine sexual orientation and gender identity issues within the Native American, African American, Chicano/a and Latino/a, Asian American, Pacific Islander, and immigrant communities in the United States.
6. Identify key individuals and describe their roles and contributions to domestic and international LGBTQ struggles for full human rights.
7. Assess the impact of hate crimes on LGBTQ individuals, the LGBTQ community, the community at large, and public policy.
8. Examine the evolution of LGBTQ culture in the media and the arts.

**Step 5: Departmental or Area Vote on Fulfillment of Global Citizenship Degree Requirement**

	Yes	No	Abstain	Not voting
Department or Area Vote	14	-	-	5

**Santa Monica College**  
**Course Outline For**  
**COMPUTER SCIENCE 66, Advanced Oracle**

Course Title: Advanced Oracle Units: 3.00  
 Total Instructional Hours (usually 18 per unit): 54  
 Total Outside-of-Class Hours: 108  
 Hours per week (full semester equivalent) in Lecture: 3.00      In-Class Lab: 0      Arranged:  
 Date Submitted: May 2011  
 Date Updated: August 2017  
 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): CS 3 and CS 65

**I. Catalog Description**

This course expands on topics covered in the basic Oracle course. The topics include SQL, SQL\*Plus, Developer, and DBA tasks. In addition, it will cover in detail the varied aspects of Designer, a software suite instrumental in analyzing, designing, and building large scale Oracle applications.

**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. Oracle Database 12c The Complete Reference, 1st, Bob Bryla, McGraw-Hill Education © 2013, ISBN: 978-0071801751
2. 1. Oracle Database 12c PL/SQL Programming (February 2014).  
 2. Oracle SQL Performance Tuning and Optimization, Kevin Meade (September 2014).

**III. Course Objectives**

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

1. Create and execute complex SQL statements.
2. Use the Oracle SQL\*PLUS environment to its fullest.
3. Perform DBA functions such as backup/recovery, security, etc.
4. Use the advanced features of Developer.
5. Get an advanced understanding of the Oracle architecture.
6. Use Designer to its fullest to analyze, design and implement a full scale oracle application.

**IV. Methods of Presentation:**

Projects , Other (Specify) , Lecture and Discussion , Online instructor-provided resources  
 Other Methods: Handouts; computer demos and real life case presentations; and threaded discussions.

**V. Course Content**

<u>% of course</u>	<u>Topic</u>
18%	Advanced SQL and PL/SQL -Create complex SQL using sub-queries, unions, intersections and outer joins. -Create simple and complex triggers.
18%	Advanced SQL*PLUS=> -Create reports within the SQL*PLUS environment.

	-Understand and modify SQL*PLUS environment parameters.
24%	Advanced Developer=> -Create complex forms by using multi-blocks, activex controls, etc. -Create complex reports. -Create complex graphs, which will go on Oracle forms. -Create simple and complex procedures and functions through the Developer Procedure Builder. -Learn how to fully use the debugger within the procedure builder.
22%	Advanced presentation of the Oracle architecture=> -Understand the components and function of an "Oracle Instance." -Understand the make-up of an Oracle Dictionary. -Understand the make-up of backup/recovery.
18%	Designer – Introduction and Advanced=> -Create an Entity Relationship Diagram through Data Modeling. -Create function hierarchies through Function Modeling. -Create software modules. -Create PL/SQL modules. -Understand the Designer architecture. -Create Object sets. -Understand the Diagrammers contained in Designer.
100%	Total

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

<u>Percentage</u>	<u>Evaluation Method</u>
20 %	Exams/Tests - Midterm exam
30 %	Projects
5 %	Class Participation
25 %	Homework - (4 assignments)
20 %	Final exam
100 %	Total

**Additional Assessment Information:**

Final Letter Grade

Total Percentage

A = 90% -100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = 0% - 59%

**VII. Sample Assignments:**

Sample of Assignment 1

SETUP

Create a script file and call it "cs66hwk1.sql". This file will contain all the scripts, in order, that you will be creating below. Make sure to make it legible and self documenting. Comment by putting two "--" next to each other and then write your comments. Each comment should say what is going to happen and refer to the section and sub-section to which it refers.

Use the SQL Plus command of SPOOL to create “cs66run1.txt” which will have the results of your sql file run.

Put all scripts in a folder called CS66\_F07\_HWK1\_lastName\_FirstName on your flash drive and bring it to class to copy to my folder.

Your sql file should look like this

```
clear screen
```

```
clear buffer
```

```
set long 100000
```

```
set pagesize 50000
```

```
set linesize 100
```

```
spool cs66run1.txt
```

```
-- 1.b Create 3 non-trivial tables with 5 columns each. One of the tables is a --- join table
```

```
-- 2.a Create one primary key constraint for table
```

```
Etc.
```

```
spool off
```

Create 3 non-trivial tables with 5 columns each. One of the tables is a join table.

For each table, create the following with at least:

One primary key constraint

One check constraint

One “NOT NULL” constraint

One foreign key constraint where applicable

One default constraint

Create the following:

Four “Insert” statements per table

One View that accesses all 3 tables

An index on the composite key in the join table

Any ten (10) SELECT statements that demonstrate the use of the following:

NVL function

Date Function

Concatenation

WHERE operators such as BETWEEN and IN

NOT NULL

TO\_CHAR conversion function

TO\_DATE conversion function

Group functions such as COUNT(), MAX(), MIN(), etc.

Two UPDATE statements

Two DELETE statements

One COMMIT statement

Create a new trivial table and drop it using the DROP command

Create a new trivial table and alter the length of a column using the ALTER command. Use the same command to add another column. When done, drop the table.

Create a sequence for each of the parent tables for the primary key. Do one (1) “insert” into each of the parent tables using the appropriate sequence.

Create the following but comment them i.e., write them but do not run them

Grant an Insert, Update and Delete on each of the parent tables to a fictitious User such as “FictUser”

Revoke Update and Delete on the parent tables to “FictUser”

## Sample of Assignment 2 – Data Dictionary & DB Programmatic Access

Please enter these questions and your answers in a word document. Print the document and hand me the hard copy. Make sure to include the course name and your name. Keep your descriptions very brief . Make sure to draw a picture wherever I ask for one.

Questions

What is a base table?

What is the importance of the SYSTEM tablespace?

What are the 3 data dictionary view prefixes?

Give 2 examples of “USER\_” views

Give 2 examples of “DBA\_” views

Give 2 examples of “ALL\_” views

What is the meaning of a “V\$” view?

Draw a picture showing the main classes of ADO 1.1 and higher (Hint: What I drew on the board in class) and their relationships.

List the conceptual items that must be followed by any DB Access model (a set of classes) to work against a database (Hint: The items I listed in class).

Why did we chose to talk about ADO and not some other DB Access model?

Write the approximate code (does not have to be working code) for using ADO classes to execute a stored procedure that retrieves data from an Oracle DB (see handout #7). Do not just copy from the handout!!

Write the approximate code (does not have to be working code) for using ADO classes to execute a stored procedure that inserts rows into an Oracle DB (see handout #7). Do not just copy from the handout!!

Write the approximate code (does not have to be working code) for using ADO classes to execute a stored procedure that updates data in an Oracle DB (see handout #7). Do not just copy from the handout!!

Write the approximate code (does not have to be working code) for using ADO classes to execute a stored procedure that deletes rows from an Oracle DB (see handout #7). Do not just copy from the handout!!

### CS66 Assignment 3 – Oracle9iAS

Please enter these questions and your answers in a word document. Keep your descriptions very brief . Make sure to draw a picture wherever I ask for one.

#### Questions

List 3 benefits of a 3-tier architecture.

What is the significance of Oracle9iAS in a 3-tier architecture?

What is a Web Server and why has Oracle Corp. not chosen IIS?

What full programming language has Oracle Corp. chosen to take over the inadequacies of PL/SQL and why?

What is a Java Servlet?



What is a Java Server Page?

What is the difference between a Java Servlet and a Java Server Page?

In order to join the Internet Bandwagon, has Oracle Corp. developed web technologies from scratch? Why?

Explain by using a drawing and words how a previously built Oracle form (screen) can be used in a web environment (Hint: Take a look at the drawings in handout #3).

Give me a sample of a Java Servlet. You do not need understand how it works; I just need you to know what it looks like.

Give me a sample of a Java Server Page. You do not need understand how it works; I just need you to know what it looks like.

Give me a sample of a PL/SQL Servlet (Hint: Look at handout #5)

What is an Oracle Portal?

List a few programming languages you might be able to use in an Oracle9iAS application.

List a few scripting languages you might be able to use in an Oracle9iAS application.

### **VIII. Student Learning Outcomes**

1. Students describe how to use Oracle Designer to design and build a database.
2. Students describe and code advanced PL/SQL objects such as (a) temporal functions and procedures and (b) stored functions, procedures, and triggers.
3. Students code advanced inner and outer joins and self joins that use tables, views, or result sets as the sources of the data in the joins.

## ADVISORY Checklist and Worksheet

**CS 66**

**Proposed Advisory: CS 3**

### SECTION 1 - CONTENT REVIEW:

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

## Advisory Worksheet

### ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: **CS 66**

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

A)	Trace the execution of basic programs.
B)	Write rudimentary computer programs.
C)	
D)	
E)	
F)	

### EXIT SKILLS (objectives) FROM: **CS 3**

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

1.	Trace the execution of basic programs.
2.	Write rudimentary computer programs.
3.	
4.	
5.	
6.	
7.	

		ENTRANCE SKILLS FOR: <b>CS 66</b>							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: <b>CS 3</b>	1	x							
	2		x						
	3								
	4								
	5								
	6								
	7								
	8								

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

# Santa Monica College

## Course Outline For

### COMPUTER SCIENCE 68, Oracle Database Administrator

Course Title:	Oracle Database Administrator	Units:	3.00
Total Instructional Hours (usually 18 per unit):	54		
Total Outside-of-Class Hours:	108		
Hours per week (full semester equivalent) in Lecture:	3.00	In-Class Lab:	0
Date Submitted:	May 2011	Arranged:	
Date Updated:	August 2017		
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):	CS 65		

#### I. Catalog Description

This course offers hands-on experience as a Database Administrator (DBA) using an Oracle server. Topics include a DBA's responsibilities, Oracle architecture, installing Oracle software, configurational options, managing RAM and disk space, managing database changes, managing transactions, tuning and monitoring database resources such as space, transactions, memory, and file usage.

#### 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. Beginning Oracle Database 12c Administration, 2nd, 2. Fernandez, Ignatius, Apress © 2015, ISBN: 978-1484291947
2. Oracle Database 12c DBA Handbook, Bob Bryla and Kevin Loney, Osborne/Oracle Press Series © 2015, ISBN: 978-0071798785
3. Oracle DBA references as PDF files that students can download from Oracle's website.

#### III. Course Objectives

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

1. Describe the major components of Oracle12c architecture and how they interact with each other.
2. List a DBA's responsibilities.
3. Plan and demonstrate how to install Oracle12c database software.
4. Plan and demonstrate how to configure Oracle12c database software.
5. Demonstrate how to create, startup, maintain, and support Oracle9i databases.
6. Describe and demonstrate how to monitor disk space, RAM, and file usage.
7. Describe and demonstrate how to manage database transactions.

#### IV. Methods of Presentation:

Projects , Other (Specify) , Lecture and Discussion , Online instructor-provided resources  
Other Methods: demonstrations of concepts, commands, and procedures for Oracle12c, Threaded Discussions.

#### V. Course Content

<u>% of course</u>	<u>Topic</u>
13%	Course introduction and review of relational database concepts

8%	Installing Oracle and creating databases
7%	Configuration options
8%	Internal configuration
16%	Managing space
18%	Managing database changes
15%	Managing transactions
15%	Monitoring Space, transactions, memory, file usage Tuning
100%	Total

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

<u>Percentage</u>	<u>Evaluation Method</u>
20 %	Exams/Tests - Midterm exam
30 %	Projects
5 %	Class Participation
20 %	Homework
25 %	Final exam
100 %	Total

**Additional Assessment Information:**

Final Letter Grade

Total Percentage

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = 0% - 59%

**VII. Sample Assignments:**

Sample of Assignment 1:

1. Define the following terms. Please keep the definitions short. (2 pt each for 10 pts)
  1. Rollback segment
  2. UNDOTBS
  3. Change Vector
  4. Commit command
  5. Rollback command
  
2. Draw a picture for each of the following to show components and relationships: (4 pts each for 20 points)
  1. Read-consistency of a Rollback segment

2. What happens when a rollback command is issued.
  3. What happens when a commit command is issued
  4. Tablespaces with UNDOTBS
  5. Tablespaces with a Rollback-Segment tablespace called RBS\_TBS
3. Compose a DDL statement for each of the following. Watch out for the requirements if listed (2 pts each for 10 points)
    1. Take rollback segment rbs1 offline
    2. Bring rollback segment rbs2 online
    3. Drop rollback segment rbs1
    4. Create rollback segment rbs3 and place it in table RBS\_TBS
    5. Specify rollback segment rbs2 for a transaction where you do an “insert into mytable (123, “hello”)”
  4. Answer the following questions as briefly as you can (2 pts each for 10 points).
    1. What are the 2 main reasons a rollback segment is used for?
    2. What do you do to indicate to Oracle that you want to use UNDOTBS rather than Rollback segments?
    3. What does a rollback segment store when a user makes data changes?
    4. What is a public rollback segment?
    5. How does Oracle look at the information sitting in a Rollback segment after a user does a “commit” on that information.

#### Sample of Assignment 2

1. Define the following terms. Please keep the definitions short (2 pt each for 10 pts)
  1. Duplexed Redo log
  2. Checkpoint
  3. Log Group
  4. Archive Log
  5. RMAN
2. Draw a picture for each of the following to show components and relationships: (4 pts each for 20 points)
  1. Duplexed Redo Logs within Dulexed Redo Log Groups
  2. Show what happens with Redo logs and Redo Log Archiving when a user does database Inserts, Updates, etc.
  3. Shows what happens when an instance is shut down and checkpoints are written. Show affected files?
  4. Draw a timeline and show transactions, commits, partial backups, full backups, Redo log archiving, etc. that take place all day for a database site. Show a timeline for a couple of days. Look at your notes from class.
  5. Draw a timeline and show, in order of recovery, the components you apply to a failed database in order to restore it. Look at your notes from class.
3. Compose a DDL statement or otherwise for each of the following. Watch out for the requirements if listed (2 pts each for 10 points)
  1. Dynamically, force a Redo log switch
  2. Dynamically, force a checkpoint
  3. Add a new Redo Log Group
  4. Use “alter system” to stop redo log archiving

5. Open a mounted-but-not open database
4. Answer the following questions as briefly as you can (2 pts each for 10 points).
  1. List 3 different categories of database failure and explain
  2. For each of the above categories of database failures, list one way to recover.
  3. What is a Redo Log file and how does Oracle go from taking a user database “Insert” to writing an entry into the log.
  4. What is the purpose of a checkpoint and why is it so important?
  5. What is RMAN and why is so useful?

### **VIII. Student Learning Outcomes**

1. Students will be able to explain the architecture of Oracle databases.
2. Students will be able to apply the Control Language category of SQL commands with its granting of privileges and retracting privileges to control who can access, alter, insert, and delete data.
3. Students will be able to explain how to backup an Oracle database and restore a backup.
4. Students will be able to identify the several categories of secondary storage for databases, including rotating magnetic hard drives, tapes and tape drives, optical drives, and solid state drives (both flash and battery backed-up DRAM).

# Santa Monica College

## Course Outline For

### FILM STUDIES 32, Intermediate Digital Filmmaking

Course Title:	Intermediate Digital Filmmaking	Units:	3.00
Total Instructional Hours (usually 18 per unit):	54		
Total Outside-of-Class Hours:	108		
Hours per week (full semester equivalent) in Lecture:	3.00	In-Class Lab:	0
Date Submitted:	May 2011	Arranged:	
Date Updated:	May 2018		
Transferability:	Transfers to UC Transfers to CSU		
IGETC Area:			
CSU GE Area:			
SMC GE Area:			
Degree Applicability:	Credit - Degree Applicable		
Prerequisite(s):	FILM 31		
Pre/Corequisite(s):	None		
Corequisite(s):	FILM 32L		
Skills Advisory(s):	None		

#### I. Catalog Description

This course focuses on intermediate techniques of digital filmmaking and theoretical and critical rubrics, allowing the student to gain proficiency in producing, directing, cinematography, production design, sound recording, grip/electric, and editing. Students learn the roles and responsibilities of various facets of the filmmaking process during pre-production, production and post-production. Working with previously produced scenes written by industry professionals, students learn skills that include the visualization of the screenplay, script breakdown, preparation of shot lists, direction of actors, and the staging of action for the camera.

#### 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 Digital Filmmaking Handbook, 6th, Ben Long and Sonja Schenk, Foreign Films © 2017, ISBN: 0692782117
2. Film Directing Fundamentals: See Your Film Before Shooting, 4th, Nicholas Proferes, Focal Press © 2017, ISBN: 1138052914
3. High Definition Cinematography, 3rd, Paul Wheeler, Focal Press © 2009, ISBN: 0240521617
4. Cinematography: Theory and Practice, 3rd, Blain Brown, Focal Press © 2016, ISBN: 1138940925
5. The Filmmaker's Handbook: A Comprehensive Guide for the Digital Age, 4th, Steven Ascher & Edward Pincus, Plume © 2013, ISBN: 978-0452297289
6. Directing: Film Techniques and Aesthetics, 5th, Michael Rabiger & Mick Hurbis-Cherrier, Focal Press © 2013, ISBN: 978-0240818450

#### III. Course Objectives

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

1. Apply theoretical and critical rubrics from film studies to critique others' and their own work.
2. Examine masterworks for examples of how to read frames and sequences according to the filmmaker's intentions.
3. Read and summarize film theory and critical analyses for application in personal or group filmmaking.
4. Identify and apply intermediate-level film techniques and procedures to guide the viewer's interpretation of a scene in line with the filmmaker's intentions.



5. Analyze a screenplay, translating its content into images through visualization and designing shots to most effectively tell the story in cinematic terms.
6. Break down the screenplay in preparation for the shoot, convert it into a shooting script, and prepare shot lists.
7. Break down the screenplay for the actor, analyzing its dramatic content and organizing the material into a form and common language that can be communicated to the actor.
8. Select among different strategies for helping actors to prepare and perform a role in a film during rehearsals and filming.
9. Demonstrate how soundtrack elements play an important role in a film.
10. Apply intermediate-level techniques of interior and exterior lighting.
11. Interpret the photographic image from a cinematic standpoint, considering its aesthetic components to achieve a stylistic or intended result.

**IV. Methods of Presentation:**

Critique , Group Work , Lecture and Discussion , Observation and Demonstration , Projects , Visiting Lecturers , Other (Specify)

Other Methods: Screening of film clips/tutorials Individual and group exercises Lectures which include discussion, demonstration, and observation and analysis of films.

**V. Course Content**

<u>% of course</u>	<u>Topic</u>
19%	Theory and critical analysis of film sequences and scenes and how they are created: mise-en-scene shots, dolly tracking, storyboarding, camera angles.
19%	Theory and critical analysis of fundamental concepts of film production: lighting setups, sound capture, rehearsing the actors, direction, continuity; composition, framing, perspective; production concerns in terms of logistics and safety protocols.
19%	Influence of "Auteur" theory on contemporary filmmaking practices.
19%	Montage vs. long take: applying the appropriate filmmaking techniques to convey ideas and emotions through film language. Illustrate with examples from the cinema of directors such as Sergei Eisenstein (montage) and Jean Renoir (long takes).
19%	Plotting the action on a floor plan. Preparing shot lists. Generating and using storyboards. Meaning and timing of camera movements. Maintaining screen direction.
6%	Analysis of an edited (first assembly) scene. Notes for re-edits.
100%	Total

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

<u>Percentage</u>	<u>Evaluation Method</u>
10 %	Quizzes
10 %	Group Projects
20 %	Class Participation
30 %	Class Work - critical journals, storyboards, floor plans with camera setups and blocking of actors.
10 %	Homework

20 %	Final exam
100 %	Total

## **VII. Sample Assignments:**

1. Prepare a production book based on previously produced scenes written by industry professionals.
2. Students break down the film script for mise-en-scene and performance, which provides a blueprint for the interpretation and conversion of the written word into visual terms. Using a script extract that they have chosen, students break it down and indicate the intentions/objectives of the characters (basic actions), the adjustments or attitudes of each character which influence his/her actions, and the physical activity that illustrates each action. Students insert a blank page in between each page of their script, form three columns, and label them “objective”, “adjustment”, and “activity”. After carefully reviewing the script, they write down a succinct sentence that identifies each of these three properties for each “beat” in the script. At the end of the assignment, students have a working blueprint of the actor’s performance, and a simple way of communicating this to their casts.

## **VIII. Student Learning Outcomes**

1. Apply theoretical and critical rubrics from film studies to critique others' and their own work, identifying film techniques and procedures to guide the viewer's interpretation of a scene in a film.
2. Pre-produce a digital scene which demonstrates advanced proficiency in script interpretation and breakdown, as well as in conceptualizing and preparing "shooting prep materials" for the entire film crew.

# Santa Monica College

## Course Outline For

### FILM STUDIES 32L, Intermediate Digital Filmmaking Lab

Course Title:	Intermediate Digital Filmmaking Lab	Units:	1.00
Total Instructional Hours (usually 18 per unit):	72		
Total Outside-of-Class Hours:	0		
Hours per week (full semester equivalent) in Lecture:		In-Class Lab:	1.00
		Arranged:	3.00
Date Submitted:	January 2014		
Date Updated:	May 2018		
Transferability:	Transfers to CSU		
IGETC Area:			
CSU GE Area:			
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):	FILM 32		
Skills Advisory(s):	None		

#### I. Catalog Description

This is the laboratory component of Film 32. The laboratory projects will parallel the lecture topics. The lab projects will pertain to directing, cinematography, lighting, sound recording, and the acquiring of images in the HD (High Definition) format. Students will produce elaborate and well-crafted narrative scenes, working in collaboration with other students in the class.

#### 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 Director's Six Senses: An Innovative Approach to Developing Your Filmmaking Skills, 1st, Simone Bartesaghi, Michael Wiese Productions © 2016, ISBN: 1615932348

#### III. Course Objectives

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

1. Use the 1080p, 2K, and 4K digital formats to acquire images that address the high-definition workflow and shooting to get the ?film look.?
2. Demonstrate the techniques of shooting to edit.
3. Apply intermediate-level techniques of camera positioning and movement.
4. Evaluate and critique the assemblies and first cuts of adapted scenes made by the students in the class.
5. Produce short digital scenes that are adaptations of previously produced professional scenes from movies, demonstrating skills learned in the class.

#### IIIb. Arranged Hours Objectives:

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

1. Produce and edit first cuts of intermediate-level, well-crafted narrative scenes adapted from existing professional scenes, working in collaboration with other students in the class.

#### IV. Methods of Presentation:

Lab , Other (Specify)

Other Methods: In-class lab demonstrations; Individual and group shooting exercises; Filming of narrative scenes adapted from previously produced professional scripts.

#### IVb. Arranged Hours Instructional Activities:

Lab , Observation and Demonstration , Critique , Projects , Group Work

#### V. Course Content

<u>% of course</u>	<u>Topic</u>
6%	Pitch film projects.
19%	Begin film projects on soundstage. Visualizing the script: Where to place the camera to most effectively tell the story. Mise-en-scene techniques.
19%	Working with actors: Difference between theater and film acting. Hold auditions and engage in the process of casting the scene. Helping an actor maintain focus. Emotional memory. Removing obstacles to develop acting performances. The use of improvisation. Actors and text. Rehearsals with actors. Blocking the actors for the camera. Continuation of film projects on soundstage.
19%	Applying intermediate filming techniques: The moving camera. Blocking “dolly” shots. Hand-held camera shots and the “cinema-verite” shooting style. Different high-definition formats and work flow. Camera menu settings. Getting the “film look”. Choice of lenses. Shooting with editing in mind: continuity and coverage. Viewing “dailies”. Working with the editor.
19%	Continuation of film project on soundstage. Applying skills to enhance interior lighting techniques: Creating the “natural look”. Diffusion. Bounce lighting. Practical lighting sources. Low key lighting vs. high key lighting.
6%	Production sound and creating soundtrack elements: Dialogue, sound effects, narration, voice-over. Working with temp tracks or a composer. Visual effects. The final mix.
13%	Screening and critique of assemblies or first cuts of adapted scenes produced in class throughout the semester.
100%	Total

**Vb. Lab Content:**

<u>% of course</u>	<u>Topic</u>
100%	This is the laboratory component of Film 32; hence, the lab content is the hands-on filming that is done every single class.
100%	Total

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

<u>Percentage</u>	<u>Evaluation Method</u>
100 %	Projects - In Class Projects 70% Individual Project 30%
100 %	Total

**VII. Sample Assignments:**

1. Students will stage, rehearse, and shoot a pre-approved dramatic or comedic scene from an existing screenplay. The entire lab session will be devoted to the production of this scene, in which the whole class participates. Students rotate crew positions for each different shoot.
2. Students will evaluate the latitude of the digital video camera and further their understanding of contrast ratio by bracketing exposures in three different lighting conditions. Working in groups and shooting in three different lighting conditions --full sunlight, open shade, and shadow and sunlight--

students will record a series of shots, incrementally setting proper exposure, overexposure, and underexposure. At the completion of this assignment, the class will evaluate the results and discuss the effect of underexposure, overexposure, and the exposure latitude of the digital video camera.

### **VIII. Student Learning Outcomes**

1. Demonstrate intermediate-level skills in the use of digital production equipment, emphasizing high-definition technologies in the 1080p, 2K, and 4K formats.
2. Produce (shoot and edit) a digital scene adapted from a previously produced professional script that demonstrates intermediate-level proficiency in script interpretation and breakdown, mise-en-scene methods, cinematography, production design, grip/electric, working with actors, sound recording techniques, and edit of an assembly or first cut.

# Santa Monica College

## Course Outline For

### FILM STUDIES 33, Making The Short Film

Course Title:	Making The Short Film	Units:	3.00
Total Instructional Hours (usually 18 per unit):	54		
Total Outside-of-Class Hours:	108		
Hours per week (full semester equivalent) in Lecture:	3.00	In-Class Lab:	0
Date Submitted:	June 2011	Arranged:	
Date Updated:	May 2018		
Transferability:	Transfers to UC 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):	FILM 32		
Pre/Corequisite(s):	None		
Corequisite(s):	FILM 33L		
Skills Advisory(s):	None		

#### I. Catalog Description

In this course, students go through the process of making a short narrative film together, emulating a professional working environment. Supervised by their instructor, students develop, pre-produce, rehearse, shoot, and edit scenes from an original screenplay that is filmed in its entirety in the lab component course (Film 33L) at the end of the semester.

#### 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 Producer's Business Handbook: The Roadmap for the Balanced Film Producer, 4th, Lee, J., J. & Gillen, A., M., Focal Press © 2018, ISBN: 9781138050938
2. Grammar of the Shot, 4th, Bowen, C., J., Focal Press © 2018, ISBN: 9781138632226
3. Carrasco, Salvador The Invisible Sight? (essay on the making of a first feature film, from the book ?The Zapatista Reader?, Tom Hayden, Nation Books © 2001, ISBN: 1560253355

#### III. Course Objectives

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

1. Conduct "film drills;" i.e., rehearse, shoot, and edit scenes from an original screenplay in a workshop environment, where all the students are engaged in the filmmaking process.
2. Analyze and develop an original screenplay from the perspective of different departments and crew positions, in preparation for an actual shoot.
3. Scout locations that meet the creative and logistical requirements of the selected screenplay. Assess and discuss the findings in class through audiovisual methods.
4. Schedule and budget realistically an original screenplay in preparation for an actual production that will happen as part of the co-requisite class (33L).

#### IV. Methods of Presentation:

Critique , Group Work , Lecture and Discussion , Observation and Demonstration , Projects , Visiting Lecturers

#### V. Course Content

<u>% of course</u>	<u>Topic</u>
25%	Overall creative and logistical choices and decisions involved in a short-film

	production, interpretation of screenplays, auditions and selection of cast members, conducting rehearsals, working with actors, and maximizing the efficiency of crew roles on set.
25%	Overall design elements of a short-film production, including sets, costumes, choreography, and music; interaction between producing team and different heads of departments.
50%	Implementation of prep materials during the “film drills” in a class workshop environment: how to turn into effective images and sounds the lined script with correlated shot lists; the ‘mise en scene’ diagrams with camera setups and blocking of actors; and the storyboards of the short-film production.
100%	Total

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

<u>Percentage</u>	<u>Evaluation Method</u>
10 %	Quizzes
10 %	Group Projects
20 %	Class Participation
30 %	Class Work
10 %	Homework
20 %	Final exam
100 %	Total

**VII. Sample Assignments:**

Students break down an original short-film script from the perspective of different departments and crew positions, correlating the lined script with storyboards and mise-en-scène floor plans that indicate camera setups and blocking of actors.

Students do presentations in class that emulate a “pitch” session at a production studio. These presentations are prepared with the aid of PowerPoint or Keynote software, so that students can use movie clips, photographs, paintings, and music clips to illustrate their concepts of visual and aural design in relation to the collective project that they’re going to shoot in the lab component of the class. This assignment fosters students’ pre-visualization skills and helps them structure their shoots in a thoughtful and highly organized way, maximizing on-set collaboration in terms of communication and efficiency.

**VIII. Student Learning Outcomes**

1. Conceptualize, prepare, and rehearse a short film in its entirety.
2. Formulate creative and logistical choices and decisions of a short-film production, maximizing the efficiency of crew roles on set.
3. Implement prep materials (pre-production) through the ‘film drills’ conducted in class (production) in a workshop environment.

# Santa Monica College

## Course Outline For

### FILM STUDIES 33L, Making the Short Film Lab

Course Title:	Making the Short Film Lab	Units:	2.00
Total Instructional Hours (usually 18 per unit):	108		
Total Outside-of-Class Hours:	0		
Hours per week (full semester equivalent) in Lecture:		In-Class Lab:	Arranged: 6.00
Date Submitted:	January 2014		
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):	FILM 33		
Skills Advisory(s):	None		

#### I. Catalog Description

In this course students will collectively develop and shoot one narrative short film throughout the semester. This course is the laboratory component for Film 33 and will parallel the lecture topics of that 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. The Digital Filmmaking Handbook, 6th, Schenk, S. & Long, B., Foreign Films © 2017, ISBN: 0692782117
2. Film Directing Fundamentals: See Your Film Before Shooting, 4th, Proferes, N., Focal Press © 2017, ISBN: 1138052914

#### III. Course Objectives

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

1. Demonstrate an understanding of the full range of crew positions on a film set, assuming one's own crew position in a responsible way while interacting with all the others.
2. Rehearse and shoot with a full-fledged crew and professional actors using a variety of film techniques to achieve the desired results in terms of storytelling and performances.
3. Discuss, articulate, and communicate with regard to the different facets of the filmmaking process: producing, directing, cinematography, production design, sound, grip/electric, and editing.
4. Shoot in a way that takes into consideration the postproduction of the short film, including sound design, music scoring, ADR (dialogue replacement), and proper use of a green screen.
5. Demonstrate through consistent behavior and standard practices the ethical, highly disciplined professionalism required in the film industry, as exhibited on set during class.

#### IIIb. Arranged Hours Objectives:

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

1. Pre-produce, produce, and post-produce a well-crafted narrative short film that can be submitted to domestic and international film festivals and that can be used by the students as a creative portfolio submission for internships and entry-level jobs in the motion picture industry, in addition to transfers to advanced film schools and 4-year colleges that offer a Bachelor's degree in film production.



**IV. Methods of Presentation:**

Critique , Field Experience , Group Work , Lab , Lecture and Discussion , Observation and Demonstration , Projects , Visiting Lecturers

**IVb. Arranged Hours Instructional Activities:**

Other (Specify) , Field Experience , Lab , Observation and Demonstration , Critique , Projects , Field Trips , Group Work , Other

Other Methods: Supervised on-location shoots.

**V. Course Content**

<u>% of course</u>	<u>Topic</u>
50%	<b>Production and postproduction in class of key scenes from the short film that will be shot on location at the end of the semester.</b>
45%	<b>Production of an original narrative short film on location.</b>
5%	<b>Screening and critique of dailies from the location shoot.</b>
100%	Total

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

<u>Percentage</u>	<u>Evaluation Method</u>
75 %	Projects
25 %	Class Participation
100 %	Total

**VII. Sample Assignments:**

1. Students scout a location and explore its creative and logistical potential in relation to the script they are going to shoot. They take photographs, make video clips, conduct sound tests, and do the necessary research in terms of official permits and insurance.
2. Students will shoot scenes on location with the professional actors they have rehearsed with during their class “film drills.” The entire class works in preassigned film crew positions during the production. Students will have to adhere to the preapproved budget and schedule, so they successfully complete the shooting plan for the day. This methodology emulates the standards and practices of a professional film shoot.

**VIII. Student Learning Outcomes**

1. Experience the unique and collaborative process of making a short film from pre-production to the completion of production and viewing dailies. Students demonstrate advanced skill levels in all facets of the filmmaking process.
2. Apply a rigorous schedule and budget to the process of film production.

# Santa Monica College

## Course Outline For

### POLITICAL SCIENCE 95, Experiential Learning

Course Title:	Experiential Learning	Units:	1.00
Total Instructional Hours (usually 18 per unit):	18		
Total Outside-of-Class Hours:	0		
Hours per week (full semester equivalent) in Lecture:		In-Class Lab:	Arranged: 1.00
Date Submitted:	June 2011		
Date Updated:	May 2018		
Transferability:	Transfers to CSU		
IGETC Area:			
CSU GE Area:			
SMC GE Area:			
Degree Applicability:			
Prerequisite(s):	None		
Pre/Corequisite(s):	None		
Corequisite(s):	None		
Skills Advisory(s):	Eligibility for English 1 POL SC 31		

#### I. Catalog Description

This course builds upon the content of Political Science 31, Introduction to Public Policy, to provide the student with field experience in the discipline. This course addresses the theoretical underpinnings of democratic civic engagement and is a practicum in public policy in a local setting. In this hands-on course, the student will engage in experiential learning through various governmental and nongovernmental agencies which have a role in developing and/or implementing public policy. The student will develop a reading list, customized to the focus of his/her particular agency, and complete a minimum of 30 hours of volunteer work with that agency. The course exposes the student to organized, meaningful public policy research and implementation in substantive policy arenas and will be supervised in his/her off-campus experiential learning project pertaining to the development of public policy.

#### 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. Issues for Debate in American Public Policy, 14th, Inc. Congressional Quarterly, CQ Researcher © 2013, ISBN: 978-145228725
2. Understanding Public Policy, 14th, Dye, Thomas R., Pearson © 2012, ISBN: 978-020523882
3. Public Policy: Continuity and Change, 2nd, Wilson, Carter A, McGraw Hill © 2012, ISBN: 978-157766789
4. Educating Citizens: Preparing America's Undergraduates for Lives of Moral and Civic Responsibility, 1st, Colby, Anne, Ehrlich, Thomas, et. al, Jossey-Bass © 2010, ISBN: 978-047057382
5. Citizenship Across the Curriculum (Scholarship of Teaching and Learning), 1st, Smith, Michael B., et. al, Indiana University Press © 2010, ISBN: 978-025322179

#### III. Course Objectives

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

1. Identify and explain core theories of democratic civic engagement.
2. Demonstrate an understanding and awareness of contemporary substantive public issues and policies.
3. Evaluate theories pertaining to civic engagement and public participation.
4. Identify public problems and policy alternatives.

5. Assess specific substantive public policy alternatives.
6. Demonstrate professional and political skills in the public arena.

**IIIb. Arranged Hours Objectives:**

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

1. Write critically pertaining to a substantive public policy in a specific area of interest.
2. Identify improvements pertaining to a substantive public policy in a specific area of interest.

**IV. Methods of Presentation:**

Other (Specify)

Other Methods: An orientation will provide an introduction and discussion of basic concepts what will be addressed in the course. Instructors will approve the placement site. Discussions (could be electronic) involving the instructor as well as classmates will occur, providing feedback and guidance to further academic exploration.

**IVb. Arranged Hours Instructional Activities:**

Other (Specify)

Other Methods: Students will complete 30 hours of experiential learning in an arranged local governmental or nongovernmental agency in one of four substantive policy areas.

**V. Course Content**

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

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

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

**VII. Sample Assignments:**

#1 Students will be required to maintain an academic journal that demonstrates their awareness and understanding of the connections between the theoretical and the practical in the area of a substantive public policy.

#2 Students will be required to complete a term paper where they identify a public policy alternative, present a cost-benefit analysis, and critique.

#3 Students will complete community-based experiential-learning work focused on civic matters such as environmental and socioeconomic issues, education and the arts, and public health. Students will be asked to demonstrate an awareness of an active engagement in the work of a community agency through writing in their reflective journal.

## **VIII. Student Learning Outcomes**

1. Exhibit, through their behavior and course work, strong academic behaviors, including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code, as well as a heightened sense of personal efficacy and civic responsibility, evidenced by their regular attendance, participation in class activities, and their awareness of their rights and duties as citizens of their community, their country, and the wider world.
2. Demonstrate through oral and/or written work knowledge of the course content: the basic concepts in public policy and experiential learning as they apply in particular situations.
3. Demonstrate proficiency in the research, analytical, and communication skills necessary to present, orally and/or in writing, compelling and original arguments that identify, explain, and apply theories of civic engagement to addressing public issues and developing policies.
4. Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.

# Santa Monica College

## Course Outline For

### WOMEN'S, GENDER, AND SEXUALITY STUDIES 10, Introduction to Women's, Gender and Sexuality Studies

Course Title:	Introduction to Women's, Gender and Sexuality Studies	Units:	3.00
Total Instructional Hours (usually 18 per unit):	54		
Total Outside-of-Class Hours:	108		
Hours per week (full semester equivalent) in Lecture:	3.00	In-Class Lab:	Arranged:
Date Submitted:	May 2011		
Date Updated:	April 2018		
Transferability:	Transfers to UC Transfers to CSU		
IGETC Area:	<ul style="list-style-type: none"><li>IGETC Area 4: Social and Behavioral Sciences<ul style="list-style-type: none"><li>4D: Gender Studies</li></ul></li></ul>		
CSU GE Area:	<ul style="list-style-type: none"><li>CSU GE Area D: Social, Political, and Economic Institutions and Behavior, Historical<ul style="list-style-type: none"><li>D4 - Gender Studies</li></ul></li></ul>		
SMC GE Area:	<ul style="list-style-type: none"><li>GENERAL EDUCATION PATTERN (SMC GE)<ul style="list-style-type: none"><li>Area II-B: Social Science (Group B)</li></ul></li></ul>		
Degree Applicability:	Credit - Degree Applicable		
Prerequisite(s):	None		
Pre/Corequisite(s):	None		
Corequisite(s):	None		
Skills Advisory(s):	Eligibility for English 1		

#### I. Catalog Description

Introduction to the study of women and men in society, covering comparative issues of social, political, and economic position in the workplace, family, cultural institutions; historical basis of gender based subordination; the female experience; the male experience; relations between women and men; intersections of ethnicity/race, class, sexuality and gender; violence against women; cultural images of women and men; social roles of women and men, LGBTQ identities and movements for social change.

#### 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. Feminism Is for Everybody: Passionate Politics, hooks, bell, South End Press © 2000, ISBN: 0896086283
2. Communion: The Female Search for Love, hooks, bell, William Morrow Paperbacks © 2002, ISBN: 0060938293
3. Full Frontal Feminism: A Young Woman's Guide to Why Feminism Matters, Valenti, Jessica, Seal Press © 2007, ISBN: 1580052010
4. Thinking About Women: Sociological Perspectives on Sex and Gender, Andersen, Margaret L., Pearson © 2015, ISBN: 9780205899678
5. BITCHfest: Ten Years of Cultural Criticism from the Pages of Bitch Magazine, Jervis, L and A. Zeisler, Farrar, Straus and Giroux © 2006, ISBN: 0374113432
6. Women's Voices, Feminist Visions: Classic and Contemporary Readings, 6th, Shaw, Susan and Janet Lee, McGraw-Hill Education © 2014, ISBN: 0078027004
7. The Beauty Myth: How Images of Beauty Are Used Against Women, Wolf, Naomi, Harper Perennial © 2002, ISBN: 0060512180
8. This Bridge Called My Back: Writings by Radical Women of Color, Moraga, Charrie and Gloria Anzaldua, State University of New York Press © 2015, ISBN: 978-1438454384
9. Any of the college-level texts published for this course including readers or anthologies.

Faculty produced readers, newspapers articles, magazine and journal articles, demographic data, and literary selections-in print, electronically [television and radio], or on the Internet at selected websites.

Visual texts: films, slides, videographies, PowerPoint presentations, photographs

### III. Course Objectives

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

1. Articulate the various theoretical and methodological perspectives that are reflective of the interdisciplinary approach used in women's and gender studies.
2. Recognize and employ a critical analysis based on the understanding of the intersectionality of gender/sex, race/ethnicity, class, sexual orientation, age, physical ability and how these constructs are socially constructed through the economic, political, and cultural structures of society in the United States as well as globally.
3. Discuss the historical development of women's and gender studies as an academic field and a social movement in the United States and globally.
4. Distinguish between anecdotal evidence and systematic, scientific analysis.
5. Discern between societal-level and individual-level understandings of gender/sex.
6. Analyze ourselves in terms of "positionality" (i.e., examine the power relations we experience personally as well as those that exist more generally in society).

### IV. Methods of Presentation:

Lecture and Discussion , Projects , Service Learning , Visiting Lecturers , Group Work

### V. Course Content

<u>% of course</u>	<u>Topic</u>
6%	Introduction to Women's and Gender Studies as an academic field
6%	Societal-Level Approaches to Understanding Gender
6%	Individual-Level Approaches to Understanding Gender
6%	Commonality and Differences among Women, Men, and Gender Non-binary People
6%	Education: Learning Femininity and Masculinity
6%	Body Image, Dominant Beauty Standards and Health
6%	Intersectionality and Gender
6%	Gender and the Mass Media
6%	Gender and Politics
6%	Gender and Interpersonal Communication
6%	Personal and Sexual Relationships. LGBTQ Identities.
6%	Gender and Violence
6%	Reproduction, Parenthood, and Child Care
6%	Work, Employment and the Economics of Gender
6%	Feminisms as Social Movements
6%	The Future of Feminism
100%	Total

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

<u>Percentage</u>	<u>Evaluation Method</u>
15 %	Exams/Tests
20 %	Quizzes
20 %	Group Projects
10 %	Class Participation - Class Participation
25 %	Final exam - Essay Exam
10 %	Written assignments
100 %	Total

**Additional Assessment Information:**

While each instructor is responsible for her/his own assessment of student performance, it is strongly encouraged that the method of evaluation involves varied skills which account for students' diverse learning and abilities to demonstrate knowledge.

**VII. Sample Assignments:**

Sample Assignment 1:

Feminist/m Report: Write a 5-6 page paper. You must include in-text citations and a works cited page at the end of your paper listing your resources (minimum of 3 in the form of books, scholarly articles etc). The assignment involves the following 2 items:

1. Choose one woman from the list of first wave of feminists and a second woman from the list of second wave of feminists below. You will be researching and writing about each woman.

1st wave: Maria Stewart, Sojourner Truth, Ida B. Wells, Alice Paul, Carrie Chapman Catt, Elizabeth Cady Stanton, Susan B. Anthony, Margaret Sanger, Inez Milholland.

2nd wave: Aileen Hernandez, Gloria Anzaldua, Cherrie Moraga, Robin Morgan, Alice Walker, Rita Mae Brown, Shirley Chisholm, Susan Brownmiller, Barbara Smith, Letty Pogrebin, Kathy Sarachild, Jeannie Cordova, Andrea Dworkin, Mary Daly, Shulasmith Firestone.

2. Research and write about the two women you chose from the lists above

Give us basic biographical information; when and where she was born. Try to provide a detailed and complete picture of her life in the era in which she lived. If possible, this should include: family dynamic, marital status, religious background and religious affiliation, race, class etc. Try to paint a vivid picture of the political, economic, social circumstances and historical events that influenced and shaped her life, including race, religion, sexual orientation, etc (i.e. her social locations).

Describe her contributions. What role did she play in the women's movement? How did her work shape the lives of future women? How did her contributions impact your life directly or indirectly? How does learning about her contributions, her political and feminist ideology etc. impact you?

Relate to her as a living woman. Consider this assignment as an excavation of sorts; you are

resurrecting a lost piece of history and breathing new life into this woman. What is she like? How do you relate to her? Do you have anything in common? How are you two different? How might the usual ways we categorize and separate one another become unimportant in the larger context?

How does “getting to know her” impact your perception of women, women’s history, feminism, and feminists?

Sample Assignment 2:

Tough Guise 2 VIDEO Assignment

1. Why do you think men and boys commit such an overwhelming percentage of violence in America? Connect it to your understanding of patriarchy, the social construction of masculinity and the concept of “doing gender.”
2. Does Katz’s observation that men and boys are responsible for the vast majority of violence in America imply that most men and boys are violent? Why or why not? Explain.
3. What’s the difference between Katz saying that violence is about violent masculinity rather than violent males? Explain.
4. What are some of the most common gender-neutral pronouns that get used to describe perpetrators of violence?
5. Why do you think people in the news media often use gender-neutral terms to talk about perpetrators? Do you think this is conscious? Do you think it’s simply too obvious to point out that men and boys are responsible for violent acts? If that’s the case, then why does media coverage of violence go on at such length about other variables that might matter, like whether perpetrators play video games or have access to guns?
6. What is Katz’s problem with the phrase “boys will be boys”?
7. What does Katz mean by the term “tough guise”?
8. Why does Katz say the 1960s accelerated the “culture of retreat”? Who retreating, exactly? Why are they retreating? And what are they retreating into?
9. How does violent masculinity factor into the backlash against change Katz is describing? How has this backlash played out on a political level?
10. In James Gilligan’s book *Violence*, what does he say about the relationship between men’s violence and men’s shame? On what does he base his argument? How have school shootings and other mass shootings seemed to corroborate Gilligan’s theory of shame?

Sample Assignment 3:

Reading Response: Write a two page, double-spaced paper in which you relate a news article or story



to this week's readings. You may use articles from international sources and because I understand that there will not always be an article relevant to that particular week out that specific week, you may dip slightly (6 months to a year) into the past.

### **VIII. Student Learning Outcomes**

1. Exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.
2. Demonstrate through oral and written work knowledge of the course content: comparative issues of social, political, and economic position in the workplace, family, cultural institutions, the historical basis of gender based subordination, the female experience, the male experience, the LGBTQ experience, relations between women, men, and gender non-binary people, intersections of ethnicity/race, class and gender, violence against women, cultural images of women and men, social roles of women and men, and movements for social change.
3. Demonstrate proficiency in the research, analytical, and communication skills necessary to present compelling and original oral and written arguments that advance a critical analysis of the power relations experienced personally as well as those that exist more generally in society based on the understanding of the intersectionality of gender/sex, race/ethnicity, class, sexual orientation, age, physical ability and how these constructs are socially constructed through the economic, political, and cultural structures of society in the United States as well as globally.

# Santa Monica College

## Course Outline For

### WOMEN'S, GENDER, AND SEXUALITY STUDIES 20, Gender, Feminisms, and Social Movements: A Global Approach

Course Title:	Gender, Feminisms, and Social Movements: A Global Approach	Units:	3.00
Total Instructional Hours (usually 18 per unit):	54		
Total Outside-of-Class Hours:	108		
Hours per week (full semester equivalent) in Lecture:	3.00	In-Class Lab:	Arranged:
Date Submitted:	May 2011		
Date Updated:	April 2018		
Transferability:	Transfers to UC Transfers to CSU		
IGETC Area:	<ul style="list-style-type: none"><li>IGETC Area 4: Social and Behavioral Sciences<ul style="list-style-type: none"><li>4D: Gender Studies</li></ul></li></ul>		
CSU GE Area:	<ul style="list-style-type: none"><li>CSU GE Area D: Social, Political, and Economic Institutions and Behavior, Historical<ul style="list-style-type: none"><li>D4 - Gender Studies</li></ul></li></ul>		
SMC GE Area:	<ul style="list-style-type: none"><li>GENERAL EDUCATION PATTERN (SMC GE)<ul style="list-style-type: none"><li>Area II-B: Social Science (Group B)</li><li>Area V: Global Citizenship</li></ul></li></ul>		
Degree Applicability:	Credit - Degree Applicable		
Prerequisite(s):	None		
Pre/Corequisite(s):	None		
Corequisite(s):	None		
Skills Advisory(s):	Eligibility for English 1		

#### I. Catalog Description

This course introduces and utilizes feminist theories to examine salient issues that women confront around the world and the variant movements of resistance and social change spurred by these issues. The course includes an examination of both historical and contemporary women's activism around the globe, including feminist movements that focus on political, economic, cultural, and environmental change, as well as an assessment of the impact of globalization on women's lives. Particular attention may be given to Third World women, poor women, women of color, immigrant women, incarcerated women, women and war, women with disabilities, and queer people.

#### 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. Feminism Is for Everybody: Passionate Politics, hooks, bell, South End Press © 2000, ISBN: 9781138821620
2. Women Across Cultures: A Global Perspective, Burn, Shawn M, McGraw Hill © 2011, ISBN: 0073512338
3. Global Democracy, Social Movements, And Feminism, Eschle, Catherine, Westview Press © 2001, ISBN: 9780813391496
4. An Introduction to Women's Studies: Gender in a Transnational World, Grewal, Inderpal and Caren Kaplan, McGraw Hill © 2006
5. Women's Lives: Multicultural Perspectives, Kirk, Gwyn and Margo Okazawa-Rey, McGraw Hill © 2013
6. Voices of a New Generation: A Feminist Anthology, Weir, Sara and Constance Faulkner, Pearson © 2004
7. Because scholarly work is continually being updated, no specific text is in permanent use in this course. Moreover, the content of this course lends itself to the use of anthologies and periodical

texts (which may include electronic media) of a scholarly nature. It is essential, however, that any text used be both appropriate and approachable for lower-division students, as well as grounded in or supplemented by a strong theoretical framework.

### III. Course Objectives

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

1. Identify the underlying characteristics of feminist analysis and feminist social movements.
2. Distinguish a feminist perspective and social movement from other perspectives and social movements.
3. Distinguish between anecdotal evidence and systematic analysis.
4. Compare and contrast historical and contemporary examples of women's activism.
5. Recognize the impact of globalization on the lives of women around the world.
6. Utilize feminist theories in order to place the students' experiences in the larger social context.
7. Propose informed solutions to social issues confronting women's lives.

### IV. Methods of Presentation:

Projects , Service Learning , Visiting Lecturers , Group Work , Lecture and Discussion

### V. Course Content

<u>% of course</u>	<u>Topic</u>
6%	Introduction to the course and feminist approaches
13%	Understanding feminist theories
6%	Applying feminist theories to action
13%	Issues confronting women in the US
13%	Issues confronting women around the globe
19%	Women on the margin and social justice
6%	Women, war, and resistance
6%	Intersectionality
13%	Feminist movements in the US
6%	Movements of resistance
100%	Total

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

<u>Percentage</u>	<u>Evaluation Method</u>
20 %	Exams/Tests - Midterm Essay Exam
25 %	Quizzes - reading responses and/or quizzes
20 %	Group Projects
10 %	Class Participation
25 %	Final exam - Essay Exam
100 %	Total

### **Additional Assessment Information:**

Evaluation of a student's performance is accomplished through a possible combination of summaries and responses to assigned readings, multiple choice quizzes and tests, essay examinations, written analysis of texts, research papers, class participation, and group and individual projects.

While each instructor is responsible for her/his own assessment of student performance, it is strongly encouraged that the method of evaluation involves varied skills which account for students' diverse learning and abilities to demonstrate knowledge.

### **VII. Sample Assignments:**

Sample Assignment 1:

Using your lectures notes and readings on Ecofeminism and Global Feminism, answer the following:

1. Compare and contrast Ecofeminism and Global Feminism. How are they distinct? How are they similar?
2. Compare and contract Ecofeminism with the other branches of US feminism. How are they distinct? How are they similar?
3. Compare and contrast Global feminist concerns and issues with US feminism. How are they distinct? How are they similar?
4. Why are Ecofeminism and Global feminism important in deepening and broadening the conversation feminists have erected. How do they strengthen feminism as a whole? How have these perspectives affected your understanding of feminism?

Sample Assignment 2:

Referencing lecture notes and the reading handouts, Black Feminist Thought by Patricia Hill Collins, and La Guera by Cherrie Moraga, answer the following:

1. What critique did women of color make of second wave feminism? Why was it significant, important and necessary? How did it change the movement? What are the historical roots of this critique? I.e. who were the women that first raised these issues and what allowed them to see interlocking forms of oppression?
2. Why was the term "womanism" created and what did it signify? Do you feel it is still relevant today? Why or why not?
3. Comment and reflect on the experiences shared by Cherrie Moraga.
4. Comment and reflect on the experiences shared by Patricia Hill Collins.
5. How do you relate to this material? Why is it important to you?

### **VIII. Student Learning Outcomes**

1. Exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.
2. Demonstrate through oral and written work knowledge of the course content: feminist theories, historical and contemporary women's activism around the globe, including feminist movements that focus on political, economic, cultural, and environmental change, and the impact of globalization on women's lives particularly Third World women, poor women, women of color, immigrant women, incarcerated women, women and war, women with disabilities, and queer people.
3. Demonstrate proficiency in the research, analytical, and communication skills necessary to present compelling and original oral and written arguments that apply a feminist perspective to the understanding of the salient issues women confront around the world and the social movements created by those issues.

# Santa Monica College

## Course Outline For

### WOMEN'S, GENDER, AND SEXUALITY STUDIES 30, Women, Gender and Sexuality in Popular Culture

Course Title:	Women, Gender and Sexuality in Popular Culture	Units:	3.00
Total Instructional Hours (usually 18 per unit):	54		
Total Outside-of-Class Hours:	108		
Hours per week (full semester equivalent) in Lecture:	3.00	In-Class Lab:	Arranged:
Date Submitted:	May 2011		
Date Updated:	April 2018		
Transferability:	Transfers to UC Transfers to CSU		
IGETC Area:	<ul style="list-style-type: none"><li>IGETC Area 4: Social and Behavioral Sciences<ul style="list-style-type: none"><li>4D: Gender Studies</li></ul></li></ul>		
CSU GE Area:	<ul style="list-style-type: none"><li>CSU GE Area D: Social, Political, and Economic Institutions and Behavior, Historical<ul style="list-style-type: none"><li>D4 - Gender Studies</li></ul></li></ul>		
SMC GE Area:	<ul style="list-style-type: none"><li>GENERAL EDUCATION PATTERN (SMC GE)<ul style="list-style-type: none"><li>Area II-B: Social Science (Group B)</li></ul></li></ul>		
Degree Applicability:	Credit - Degree Applicable		
Prerequisite(s):	None		
Pre/Corequisite(s):	None		
Corequisite(s):	None		
Skills Advisory(s):	Eligibility for English 1		

#### I. Catalog Description

This course utilizes the lens of feminist theories to critically analyze how popular culture constructs gender and sexuality and how these constructions become cultural norms and values. Employing feminist theories and feminist analysis, this course examines the relationship between women, gender, sexuality and popular culture. Students will examine historical and contemporary images and roles of women in popular culture (including print, film, television, music, advertising, and consumerism) and situate these images and roles within changing socio-historical, political, and economic contexts. The intersection of gender, race, class, and sexual orientation is examined throughout the course and the relationship between popular culture and feminist movements is emphasized.

#### 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. Gender, Race and Class in Media, 5th, Dines, G., Sage Publishers © 2018
2. Post-Backlash Feminism: Women and the Media Since Reagan-Bush, Bean, Kellie, McFarland © 2007, ISBN: 0786431180
3. Mass Media and the Shaping of American Feminism, 1963-1975, Bradley, Patricia, University Press of Mississippi © 2004, ISBN: 1578066131
4. Feminism, femininity and popular culture, Hollows, Joanne, Manchester University Press © 2000, ISBN: 0719043956
5. Can't Buy My Love: How Advertising Changes the Way We Think and Feel, Kilbourne, Jean, Free Press © 2000, ISBN: 0684866005
6. Female Chauvinist Pigs: Women and the Rise of Raunch Culture, Levy, Ariel, Free Press © 2006, ISBN: 0743284283
7. The Beauty Myth: How Images of Beauty Are Used Against Women, Wolf, Naomi, Harper Perennial © 2002, ISBN: 0060512180
8. Feminism and Pop Culture: Seal Studies, Zeisler, Andi, Seal Press © 2008, ISBN: 1580052371

9. We Were Feminists Once: From Riot Grrrl to CoverGirl®, the Buying and Selling of a Political Movement, Zeisler, Andi, PublicAffairs © 2016, ISBN: 1610395891
10. Reality Bites Back: The Troubling Truth About Guilty Pleasure TV, Pozner, Jennifer, Seal Press © 2010, ISBN: 1580052657
11. Cinderella Ate My Daughter: Dispatches from the Front Lines of the New Girlie-Girl Culture, Orenstein, Peggy, Harper Paperbacks © 2012, ISBN: 0061711535
12. Girls & Sex: Navigating the Complicated New Landscape, Orenstein, Peggy, Harper Perennial © 2016, ISBN: 0062209728
13. Feminist Theory and Pop Culture (Teaching Gender), Trier-Bieniek, Adrienne, Sense Publishers © 2015, ISBN: 9463000593
14. Gender & Pop Culture: A Text-Reader (Teaching Gender), Trier-Bieniek, Adrienne, Sense Publishers © 2014, ISBN: 9462095736
15. Because scholarly work is continually being updated, no specific text is in permanent use in this course. Moreover, the content of this course lends itself to the use of anthologies and periodical texts (which may include electronic media) of a scholarly nature. It is essential, however, that any text used be both appropriate and approachable for lower-division students, as well as grounded in or supplemented by a strong theoretical framework.

### III. Course Objectives

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

1. Apply feminist theories to an analysis of women, gender and sexuality in popular culture.
2. Analyze images, roles, and stereotypes of women, men, and LGBTQ people in popular culture and connect these to the socio-historical, political, economic and cultural spheres.
3. Analyze how popular culture constructs gender norms and expectations.
4. Identify the role of the media as it impacts popular culture, gender and sexuality.
5. Explore and identify alternative sources/choices of information and recognize themselves as agents of change.

### IV. Methods of Presentation:

Online instructor-provided resources , Service Learning , Visiting Lecturers , Group Work , Lecture and Discussion

### V. Course Content

<u>% of course</u>	<u>Topic</u>
13%	Introduction to the course: feminisms, feminist approaches, and feminist analysis
13%	The political and social history of popular culture (the mass media, advertising and consumerism)
6%	Deconstructing popular culture and applying a feminist analysis
6%	Contemporary advertising and gendered norms
6%	Selling girlhood: young girls and popular culture
6%	Gender, music, and music videos
6%	Gender at the Movies, Social Media and Television
6%	Gender in print media: newspapers to magazines
6%	Gender, food, and eating
6%	Gender and sexuality in popular culture
13%	Framing Feminism: Feminism's relationship with the Media

13%	Reframing Feminism: Alternative relationships with the media
100%	Total

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

<u>Percentage</u>	<u>Evaluation Method</u>
20 %	Exams/Tests - Midterm Essay Exam
25 %	Quizzes - Multiple Choice Quizzes
20 %	Group Projects
10 %	Class Participation
25 %	Final exam
100 %	Total

**Additional Assessment Information:**

Evaluation of a student’s performance is accomplished through a combination of multiple choice quizzes and tests, essay examinations, written analysis of texts, research papers, class participation, and/or group and individual projects.

While each instructor is responsible for her/his own assessment of student performance, it is strongly encouraged that the method of evaluation involves varied skills which account for students’ diverse learning and abilities to demonstrate knowledge.

**VII. Sample Assignments:**

Sample Assignment 1: Based on your understanding of popular culture and the media’s relationship to popular culture, critically analyze a “popular,” mainstream magazine directed at a female audience. Discuss the representation of women in the magazine by identifying themes and patterns in the imagery and messages presented through the advertisements, articles and columns. Your writing must be grounded in feminist theory and you should demonstrate your understanding of feminist analysis in terms of how issues of culture (values, norms, language) and gender socialization are constructed via the media as an agent of socialization.

Sample Assignment 2: Referring to class lecture/discussion and your text, write a paper on the relationship between the culture industry and feminism. Your discussion should include a short history of the media as a cultural institution, the rise of the Women’s Liberation Movement (AKA second wave feminism), and the stereotypes and myths regarding feminism and feminists. What role has the media played in constructing and/or perpetuating these images and stereotypes which define popular culture? Utilizing feminist analysis, discuss the media’s choice in selecting “representatives” of the Women’s Liberation Movement. What impact did/does this have on the movement? What is the contemporary relationship between the media and feminists? Your explanation should include a comparison of second wave and third wave feminists in terms of issues and style. This will include a discussion of the changing and increased influence of the media in the cultural discourse.

**VIII. Student Learning Outcomes**

1. Exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.
2. Demonstrate through oral and written work knowledge of the course content: feminist theories, images, roles, stereotypes of women in popular culture, the media's impact on popular culture

and women, and alternative sources of information.

3. Demonstrate proficient in the research, analytical, and communication skills necessary to present compelling and original oral and written arguments that apply the feminist perspective to the identification and understanding of how images, roles, and stereotypes of women in popular culture construct gender norms and expectations.



# Santa Monica College

## Course Outline For

### WOMEN'S, GENDER, AND SEXUALITY STUDIES 80, Women's, Gender, and Sexuality Studies Leadership Practicum

Course Title:	Women's, Gender, and Sexuality Studies Leadership Practicum	Units:	3.00
Total Instructional Hours (usually 18 per unit):	54		
Total Outside-of-Class Hours:	108		
Hours per week (full semester equivalent) in Lecture:	3.00	In-Class Lab:	0
		Arranged:	
Date Submitted:	May 2011		
Date Updated:	April 2018		
Transferability:	Transfers to UC (pending review) Transfers to CSU		
IGETC Area:	Does NOT satisfy any area of IGETC:		
CSU GE Area:	Does NOT satisfy any area of CSU GE:		
SMC GE Area:	Does NOT satisfy any area of SMC GE:		
Degree Applicability:	Credit - Degree Applicable		
Prerequisite(s):	WGS 10 or WGS 20 or WGS 30		
Pre/Corequisite(s):	None		
Corequisite(s):	None		
Skills Advisory(s):	None		

#### I. Catalog Description

This course is an application of feminist theories and women's, gender and sexuality studies pedagogy to leadership development. Utilizing the methods and tools found in the interdisciplinary field of women's, gender and sexuality studies, the course is rooted in theoretically-based and thoughtfully-organized individual and collective action through leadership training, group activities, service-learning, and networking opportunities both on and off campus. By emphasizing the importance of praxis--connecting theory and practice--students develop an understanding of a broad range of women's experiences across class, racial/ethnic, and international lines. Students initiate, design, and implement a "field project" of their choosing that demonstrates their understanding of feminist theories and praxis. Specific course content fluctuates based on individual and group interests, available resources, and community needs.

#### 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. Women and Leadership: Transforming Visions and Diverse Voices, Chin, Jean Lau, Bernice Lott, Joy Rice, & Janis Sanchez-Hucles, Wiley-Blackwell © 2007
2. Women's Movements in the Global Era: The Power of Local Feminisms, Basu, Amrita, Westview Press © 2010
3. Practice Of Change: Concepts and Models for Service Learning in Women's Studies, Balliet, Barbara J. and Kerrissa Heffernan, Service Learning in the Disciplines Series © 2000
4. Learning to Lead: A Workbook on Becoming a Leader, Goldsmith, Joan and Warren Bennis, Basic Books © 2010
5. Action Research, Stringer, Ernest T., Sage © 2014
6. Transnational America: Feminisms, Diasporas, Neoliberalisms, Grewal, Inderpal, Duke University Press Books © 2005
7. Women's Lives: Multicultural Perspectives, Kirk, Gwyn and Margo Okazawa-Rey, McGraw-Hill © 2009

8. Finding Your Own Voice: Learning to Lead Anywhere You Want to Make a Difference, Matusak, Lorraine R, Jossey-Bass © 2008
9. Because scholarly work is continually being updated, no specific text is in permanent use in this course. Moreover, the content of this course lends itself to the use of anthologies and periodical texts (which may include electronic media) of a scholarly nature. It is essential, however, that any text used be both appropriate and approachable for lower-division students, as well as grounded in or supplemented by a strong theoretical framework. Note that required readings will be tailored to individual student projects. Some suggested texts are included.

### III. Course Objectives

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

1. Utilize women's, gender and sexuality studies pedagogy and feminist theories through the initiation, design, and completion of an individual or group project.
2. Apply a feminist analysis of current world events as they relate to women, gender and sexuality.
3. Analyze the organizational structure of groups dedicated to women's issues.
4. Explore these groups or individual leaders in terms of the internal group dynamics and the social context which shape them.
5. Examine the skills and abilities involved in leadership and think critically about leadership knowledge and practice.
6. Evaluate the effectiveness, goals, and objectives of individual and collective activities including their own that seek to accomplish social change.

### IV. Methods of Presentation:

Lecture and Discussion , Projects , Service Learning , Visiting Lecturers , Field Experience , Group Work

### V. Course Content

<u>% of course</u>	<u>Topic</u>
6%	Foundations of women's, gender and sexuality studies and feminism as they are related to contemporary issues
6%	Gender, Feminism, and Leadership theory and training
13%	Examination of local, national and international women leaders and women's movements
6%	Action Research Projects and Service-Learning
6%	Networking strategies
6%	Community building and outreach
6%	Student project initiation, discussion, and written proposal
19%	Student projects critically revisited, designed, finalized. Written project summary (design, participants, purpose, and goals)
19%	Student project activities: Praxis
13%	Analysis and evaluation of project activities
100%	Total

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

<u>Percentage</u>	<u>Evaluation Method</u>
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25 %	Projects - Multiple assignments emphasizing participation in related campus and community activities (activity-based, oral, and/or written)
50 %	Group Projects - Individual and/or group project preparation, activity, presentation, and critical evaluation (both oral and written)
25 %	Class Participation - contribution to, and support, and constructive evaluation of fellow student projects and activities
100 %	Total

**Additional Assessment Information:**

Women, Gender and Sexuality Studies 80 requires students to think and write critically. Evaluations may include essays, journals, research projects, as well as in-class and out-of-class assignments.

**VII. Sample Assignments:**

Sample Assignment 1: Based on your understanding of women’s and gender studies, feminism, and leadership, provide a critical evaluation of the presented case study. What would you have done differently if you were in a position of leadership? How can we apply these lessons to our own lives and efforts?

Sample Assignment 2: Through the project you have been involved with, critically evaluate either your own leadership skills or the skills of someone in a leadership role. Be sure to assess the specific issues of networking, coalition building, outreach, goals, objectives, and evaluation.

**VIII. Student Learning Outcomes**

1. Exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code, and commitment to individual and collective action through leadership training, group activities, service learning, and networking opportunities on and off campus.
2. Demonstrate through oral and written work as well as individual and collective action knowledge of the course content: Women, Gender and Sexuality Studies as an interdisciplinary academic discipline rooted in individual and collective action, the organizational structure of groups dedicated to women's issues, and leadership knowledge and practice.
3. Utilize the research, analytical, and communication skills necessary to present a student field project that develops an understanding of this field in terms of a broad range of women's experiences across class, racial/ethnic, and international lines and recognizes the importance of combining theory and practice in leadership

# Santa Monica College

## Course: DE for non-DE course

### Expanded Course Outline for ACCTG 22 - Advanced Bookkeeping

#### Course Cover

Discipline	ACCTG-ACCOUNTING	
Course Number	22	
Full Course Title	Advanced Bookkeeping	
Catalog Course Description	This course is a continuation of ACCT 21, and this course extends the bookkeeping principles and practices to a merchandising enterprise. Through lecture and problem solving, students will learn how to account, manage and report merchandising activities for a small enterprise. Major topics covered are accruals and deferrals, financial statements and closing procedures, including specific topics in Accounts Receivable and Uncollectible Accounts, Notes Receivable and Payable, Inventory, and Property, Plant and Equipment and Partnership.	
Proposed Start	Year: 2018 Semester: Spring	
Proposed for Distance Ed	Yes	
Proposed for Global Citizenship	No	
<b>Course Unit/Hours</b>		
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	
Load Factor	1.00	
Load Factor Rationale	Similar to existing lecture base accounting courses.	
Repeatability	May be repeated 0 time(s)	
Grading Methods	Letter Grade or P/NP	
<b>Transfer/General Ed</b>		
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	
<b>Program Applicability</b>		
Designation	Credit - Degree Applicable	
<b>Pre/Corequisites &amp; Advisories</b>		
<b>Prerequisite</b> ACCTG 21		
<b>Content Review</b>		
ACCTG 21 - Prerequisite (Content to Content)		
<b>Course Objectives</b>		
Upon satisfactory completion of the course, students will be able to:		
1. Explain how the matching concept relates to the accrual and deferral basis of accounting for merchandising companies and why adjustments are necessary based on generally-accepted accounting principles (GAAP).		

2. Prepare a work sheet and financial statements for merchandising companies.
3. Prepare adjusting and closing entries for merchandising companies per generally-accepted accounting principles (GAAP).
4. List the common classifications of receivables.
5. Prepare an inventory costing system and apply internal control procedure over to inventory based on generally-accepted accounting principles (GAAP).
6. Define fixed assets and describe the accounting for their cost.
7. Define and give examples of current and long-term liabilities.
8. Describe the characteristics and advantages and disadvantages of the partnership form of business organization.

### Course Content

10%	Accruals and Deferrals
5%	Worksheet
5%	Financial Statements
10%	Accounting Principles and Reporting Standards
5%	Closing Procedures
5%	Reversing Entries
10%	Accounts Receivable and Uncollectible Accounts
10%	Notes Payable and Notes Receivable
10%	Merchandising Inventory Systems
10%	Property, Plant and Equipment
10%	Partnership Accounting
10%	Formation of Partnership

Total: 100%

### Methods of Presentation

Methods	Group Work Lecture and Discussion Online instructor-provided resources Projects
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### Methods of Evaluation

Methods	<ul style="list-style-type: none"> <li>• 5% - Class Participation Students will participate in class by working on special group or independent projects.</li> <li>• 30% - Exams/Tests Tests will be given throughout the course at the end of specific topics.</li> <li>• 25% - Final exam A cumulative final exam will be given at the end of the course.</li> <li>• 25% - Homework Homework assignments will be given for each chapters to emphasize the important learning objectives.</li> <li>• 15% - Quizzes Quizzes will be given for each chapter to prepare them for tests and final.</li> <li>• 100% - Total</li> </ul>
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### Appropriate Textbooks

Textbooks such as the following are appropriate:

Formatting Style	APA
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Textbooks	1. Price, Haddock and Farina. <i>College Accounting</i> , 15 ed. McGrawHill, 2017, ISBN: -.
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## Assignments

### Sample Assignment

#### ACCRUED AND DEFERRED

- Merchandise Inventory, before adjustment, has a balance of \$8,300. The newly counted inventory balance is \$8,800.
- Unearned Seminar Fees has a balance of \$6,800, representing prepayment by customers for five seminars to be conducted in June, July, and August 2019. Two seminars had been conducted by June 30, 2019.
- Prepaid Insurance has a balance of \$16,800 for six months' insurance paid in advance on May 1, 2019.
- Store equipment costing \$11,380 was purchased on March 31, 2019. It has a salvage value of \$580 and a useful life of four years.
- Employees have earned \$330 that has not been paid at June 30, 2019.
- The employer owes the following taxes on wages not paid at June 30, 2019: SUTA, \$9.90; FUTA, \$1.98; Medicare, \$4.79; and social security, \$20.46.
- Management estimates uncollectible accounts expense at 1 percent of sales. This year's sales were \$2,800,000.
- Prepaid Rent has a balance of \$7,800 for six months' rent paid in advance on March 1, 2019.
- The Supplies account in the general ledger has a balance of \$480. A count of supplies on hand at June 30, 2019, indicated \$190 of supplies remain.
- The company borrowed \$8,200 from First Bank on June 1, 2019, and issued a four-month note. The note bears interest at 6 percent.

Required:

Based on the information above, record the adjusting journal entries that must be made for Sufen Consulting on June 30, 2019. The company has a June 30 fiscal year-end.

Analyze:

After all adjusting entries have been journalized and posted, what is the balance of the Prepaid Rent account?

#### PARTNERSHIP

Rosie Wilsman and Rosa Escobedo own The Spring Flower Shop. The partnership agreement provides that Wilsman can withdraw \$5,000 a month and Escobedo, \$4,500 a month in anticipation of profits. The withdrawals, which are not considered to be salaries, were made each month. Net income and net losses are to be allocated 40 percent to Wilsman and 60 percent to Escobedo. For the year ended December 31, 2019, the partnership earned a net income of \$150,000.

Prepare general journal entries to:

- Close the income summary account.
- Close the partners' drawing accounts.

Assume that there was a net loss of \$50,000 for the year instead of a profit of \$150,000. Give the general journal entries to:

- Close the income summary account.
- Close the partners' drawing accounts.

Student Learning Outcomes

1. Students will be able to record, classify and interpret financial data and prepare financial statement reports using accrual and deferral accounting for merchandising businesses for sole proprietorship and partnerships.	
2. Perform financial accounting functions using proper format and procedures based on Generally Accepted Accounting Principles (GAAP).	
3. Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.	
<b>Minimum Qualification</b>	
Minimum Qualifications:	Accounting (Masters Required)
<b>Library</b>	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes
<b>Distance Ed</b>	
<b>Distance Education Application</b>	
Delivery Methods	Online/Classroom Hybrid
<b>Distance Education Quality</b>	
Quality Assurance	<p>Course objectives have not changed</p> <p>Course content has not changed</p> <p>Method of instruction meets the same standard of course quality</p> <p>Outside assignments meet the same standard of course quality</p> <p>Serves comparable number of students per section as a traditional course in the same department</p> <p>Required texts meet the same standard of course quality</p>
Additional Considerations	<p>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.</p> <p>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.</p> <p>Adequate technology resources exist to support this course/section</p> <p>Library resources are accessible to students</p> <p>Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments</p> <p>Adequately fulfills "effective contact between faculty member and student" required by Title 5.</p> <p>Will not affect existing or potential articulation with other colleges</p> <p>Special needs (i.e., texts, materials, etc.) are reasonable</p> <p>Complies with current access guidelines for students with disabilities</p>
<b>Guidelines and Questions for Curriculum Approval of a Distance Education Course</b>	
<b>Student Interactions</b>	
Student-Instructor Interaction	The instructor will start the class with a "Welcome" email to all students on the first day of class, including introducing him/herself, the course and providing study hints and advice for the class. In addition, students will receive announcements throughout the semester about the assignments, due dates and general announcements.

Student-Student Interaction	There will be weekly discussions where the instructor and students interact. For example, a question is posted in the discussion board, and students are required to provide an answer to the discussion question and comment on another student's reply. In addition, the instructor will provide answers to the discussion questions and provide feedback to the student's responses after the due date.
Student-Content Interaction	There will be weekly lecture videos that would assist students work out the homework assignments. Students are encouraged to email the instructor with any questions they may have regarding the chapter or homework assignment. The content includes specific chapter learning objectives, comprehensive videos and chapter discussions.

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	Weekly discussion boards will be posted to promote student-teacher interactions and student-to-student interaction on variety of accounting issues and processes.	10%
Study and/or Review Sessions	Before exams, students will have the opportunity to ask any questions to the instructor about the exam. Instructor will post study guides and review problems that would prepare them for the exam.	5%
Videos	Videos - Weekly lecture videos will be posted related to the weekly chapter on topics needed to perform the weekly homework assignments and quiz. Students can ask questions about the video, the homework and quiz, and students and/or instructor can answer the student's question. This is an ungraded discussion where students and instructor can freely discuss the topic without fear of being wrong.	10%
Project Presentation	There will be an accounting project where students illustrate their understanding of the accounting cycle.	5%
Exams	There will be four exams and weekly quizzes throughout the class. The exams will cover 3 to 4 chapters, and they will be comprehensive and not cumulative.	70%

Describe how content will be organized and delivered in the interest of achieving course outcomes/objectives (e.g. what are the methods of instruction being used, technologies used, approximate time schedule, necessary instructional materials.)

The course is organized through chapter modules covering accounting areas that would complete the accounting knowledge for bookkeepers (i.e. accruals, financial statements, inventory, notes and accounts payable and fixed assets).

Each chapter module will contain similar assignments and educational resources for consistency such as homework, discussion, lecture videos and PowerPoint.

The chapter modules will be introduced weekly with a week ending due date to accommodate a variety of schedules. Asking questions to the instructor is encouraged.

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.)



Instructor should complete a comprehensive learning management system training course and receive the appropriate certification since the class will be fully conducted online. The instructor needs to show competence in navigating the learning management system to deliver an effective course with assignments, class discussions and timely grading.

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.)

The class will provide links to various school departments such as online tutoring, bookstore, job placement, counseling and disability center.

In addition, the class will provide links to accounting career resources (i.e. CalCPA, AICPA) and links to the publisher to purchase textbook online and receive student support.

Describe how the design of the course will ensure access for students with disabilities including compliance with the regulations of Section 508 of the Rehabilitation Act.

All the videos will be closed captioned to meet compliance.

Using one of the course objectives, describe an online lesson/activity that might be used in the course to facilitate student learning of that objective. Be sure the sample lesson/activity includes reference to the use of online teaching tools (such as drop box or threaded discussion, or multimedia such as Articulate, Flash, Jing, etc.).

Learning Objective:

"Compute adjustments for accrued and prepaid expense items, and enter the adjustments on the worksheet."

An instructor created lecture video will be provided to answer the learning objective. Moreover, students will be able to connect via Canvas to links where they will be asked to work on an activity that will continue to explain the learning objective in a different format. Then, there will be a discussion based on this learning objective to allow students to expand their understanding of the learning objective by applying their understanding to a provoking question or problem.

### Assessment Best Practices

**5%-Discussion** - There will be weekly discussions applying accounting concepts and computations. Students are graded based on their response and providing feedback to other student's responses.

**15%-Quizzes** - There will be weekly quizzes covering focus areas that will assist students in preparing for exams. Each quiz is worth approximately 2%.

**30%-Exams** - There will be three exams covering a three or four chapters per exam. The exams are worth 10% each.

**25%-Homework** - There will be weekly homework assignments covering chapter problems and exercises that would test their accounting knowledge.

**25%-Final Exam** - There will be one comprehensive final exam covering the major aspects of this course. A study guide will be provided to assist students focus on the tested areas.

### Attached Files

[DE app ACCT 22](#)  
[Prereq worksheet](#)

## Social Justice Studies: Women, Gender, and Sexuality Associate in Arts for Transfer (AA-T)

The Associate in Arts for Transfer (AA-T) in Social Justice Studies: Women, Gender, and Sexuality involves the understanding of the history, sociology and politics of women, gender, and sexuality in society. The program examines gender and sexuality based oppression throughout history, and also the ways in which women have taken power over their lives. Students will better understand the impact of women, gender and sexuality on various cultures at various times and evaluate changing social patterns and the effects of institutions and cultural assumptions. The program can lead to a variety of careers including a community organizer, political lobbyist and political strategist. This degree may also prepare the student for further study at the baccalaureate level.

The Associate in Arts for Transfer is designed to prepare students for transfer into the CSU system to complete a baccalaureate degree in Women's, Gender, or Sexuality Studies or a similar major. Upon completion of this degree, students will have a strong academic foundation in the field and be prepared for upper division baccalaureate study. Students who have completed the Associate in Arts for Transfer will have satisfied the lower division requirements for transfer into Women's, Gender, or Sexuality Studies or similar major for many campuses in the California State University system. This degree complies with the Student Transfer Achievement Reform Act (California Education Code 66746).

The Associate in Arts degree for Transfer (AA-T) is designed to facilitate transfer admission to a CSU in a similar major. If you are considering transfer to a UC, private, or out-of-state school, consult a counselor regarding the transfer requirements of that institution.

### ASSOCIATE DEGREE FOR TRANSFER REQUIREMENTS:

- completion of at least 60 CSU-transferable semester units including:
  - completion of the Area of Emphasis with a grade of C or higher in each course or with a P if the course was taken on a Pass/No Pass basis, and the P is equal to a C or higher (Title 5 §55063)
  - completion of either CSU GE or IGETC; students transferring to CSU using IGETC must complete Area 1C (see [www.smc.edu/articulation](http://www.smc.edu/articulation) or visit the Transfer/Counseling Center)
  - a minimum of 12 degree applicable semester units completed at SMC
  - a minimum overall GPA of 2.0 in all CSU-transferable units (Note: While a minimum GPA of 2.0 is required for admission to the CSU, some majors/campuses may require a higher GPA. Nonresident and international students may be required to have a higher minimum GPA. For more information consult a counselor.)

CATALOG RIGHTS: A student may satisfy the requirements of a Degree 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.

### Program Learning Outcomes:

Upon completion of the program, students will demonstrate through oral and written work: 1) a familiarity with the basic principles from the field of women's, gender and sexuality studies and feminist theories; 2) an understanding of intersectional perspectives--how identities such as race, sexuality, class and ability inform and intersect with gender; and 3) a proficiency in the research, analytical, and communication skills necessary to present an analysis of gender based challenges in the world today and the proposed solutions to these challenges.

## Area of Emphasis

<b>Required Women's, Gender, and Sexuality Studies Core: Select 2 of the following courses:</b>		<b>Units</b>
WGS 10	Introduction to Women's, Gender and Sexuality Studies	3
WGS 40	Introduction to LGBTQ Studies	3
SOCIOL 33	Sociology Of Sex And Gender	3

<b>Required Social Justice Studies Core:</b>		<b>Units</b>
SOCIOL 34	Racial And Ethnic Relations In American Society	3

**Restricted Electives: Select 3 courses from at least 2 of the following areas: (Note: only one course from Area 4 may be used)**

<b>Area 1: History or Government</b>		<b>Units</b>
HIST 52	The History of Women in American Culture	3

<b>Area 2: Arts and Humanities</b>		<b>Units</b>
ENGL 39	Images Of Women In Literature	3
FILM 6	Women In Film	3

<b>Area 3: Social Sciences</b>		<b>Units</b>
WGS 8 ( <i>same as ECON 8</i> )	Women in the Economy	3
WGS 20	Gender, Feminisms, and Social Movements: A Global Approach	3
WGS 30	Women, Gender and Sexuality in Popular Culture	3
ANTHRO 2	Cultural Anthropology	3
ANTHRO 14	Sex Gender And Culture	3
COM ST 36	Gender and Communication	3
COM ST 37	Intercultural Communication	3
MEDIA 10	Media, Gender, and Race	3
PSYCH 6	Marriage Family And Human Intimacy	3
PSYCH 25	Human Sexuality	3
SOCIOL 1	Introduction To Sociology	3
SOCIOL 12	Sociology Of The Family	3

<b>Area 4: Quantitative Reasoning and Research Methods</b>		<b>Units</b>
MATH 54	Elementary Statistics	4
<b>or</b>		
PSYCH 7	Research Methods in Psychology	3
<b>or</b>		
SOCIOL 4	Sociological Analysis	3

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**Total Units for Area of Emphasis: 18**

PID 340

**SANTA MONICA COLLEGE**  
**PROGRAM OF STUDY**  
Small Business Tax Practice Department Certificate  
Department Certificate

This program is intended for individuals to enter the tax profession and enable them to prepare tax returns for the general public. In addition, hands-on experience in the form of supervised tax preparation through an internship or SMC's Volunteer Income Tax Assistance (VITA) program provides real-world knowledge.

**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](http://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.

**Program Learning Outcomes:**

Upon completion of the program, students will demonstrate a range of tax preparation skills required to complete both Federal and State tax returns for individuals.

**Area of Emphasis**

<b>Internship or Volunteer Income Tax Assistance (VITA) program participation.</b>		<b>Units</b>
ACCTG 90A	Accounting Internship	1
 <b>Select two courses from the following: (6 units)</b>		 <b>Units</b>
ACCTG 31A	Excel For Accounting	3
<b>or</b>		
ACCTG 31B	Advanced Excel For Accounting	3
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BUS 8	Law for the Entrepreneur	3
BUS 23	Principles Of Selling	3
BUS 34	Introduction to Social Media Marketing	3
BUS 63	Principles Of Entrepreneurship	3
 <b>Required courses: (10 units)</b>		 <b>Units</b>
ACCTG 9	Accounting Ethics	3
ACCTG 17	Income Tax Preparation (CTEC-Approved)	4
ACCTG 16	Taxation of Corporations, Partnerships, Estates and Trusts	3

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**Total Units for Area of Emphasis:** **16 -**  
**17**

PID 357

**SANTA MONICA COLLEGE**  
**PROGRAM OF STUDY**  
Business Bookkeeping (formerly COMPUTER ACCOUNTING)  
Department Certificate

This certificate is designed to provide students with basic accounting skills and knowledge necessary to obtain entry-level accounting and other accounting support positions in small and medium sized businesses.

**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](http://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.

**Program Learning Outcomes:**

Upon completion of the program, students will demonstrate basic knowledge of computerized accounting application software, such as word processing, spreadsheet and basic general ledger applications.

**Area of Emphasis**

**Required Courses:**

		<b>Units</b>
ACCTG 21	Business Bookkeeping	3
ACCTG 22	Advanced Bookkeeping	3
CIS 35	QuickBooks	3
ACCTG 31A	Excel For Accounting	3
<b>or</b>		
ACCTG 31B	Advanced Excel For Accounting	3

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**Total Units for Area of Emphasis: **12****

PID 356

# SANTA MONICA COLLEGE

## PROGRAM OF STUDY

### Registered Nursing Associate in Science (AS)

Effective Fall 2018

This program empowers and prepares caring nurses who recognize the inherent worth of each individual and group to promote health, healing and hope. The program is approved by the California Board of Registered Nursing and accredited by the Accreditation Commission of Education in Nursing. Upon completion of the program, graduates receive an Associate in Science degree and are eligible to take the National Council Licensure Examination (NCLEX) to become a Registered Nurse. Students who complete this program are also prepared for transfer to most BSN programs. Please see [assist.org](http://assist.org) for details.

#### 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](http://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](http://www.assist.org).
- Transfer agreements with select private and out-of-state institutions can be found at [www.smc.edu/articulation](http://www.smc.edu/articulation).

#### Program Learning Outcomes:

Nursing program students will be able to work within a variety of settings and provide care for patients of diverse groups in a multicultural community. Upon completion of the program, students will be able to:

1. Delegate tasks based on the legal scopes of practice.
2. Collaborate with members of the health team to provide a caring and compassionate environment.
3. Advocate for patients and families in ways that promote self-determination.
4. Exhibit evidence-based clinical reasoning and judgment that integrates nursing science and technology in the provision of safe quality care.

### Area of Emphasis

Once the prerequisites below are completed you may then meet with the Health Sciences counselors to apply to the program.

#### PREREQUISITES TO THE PROGRAM: (16 units)

		Units
ENGL 1	Reading and Composition 1	3
ANATMY 1	Human Anatomy	4
PHYS 3	Human Physiology	4
MCRBIO 1	Fundamentals Of Microbiology	5

**It is recommended that the courses below be taken prior to enrollment in Nursing courses or during intersessions after beginning the Nursing curriculum.**

#### REQUIRED GENERAL EDUCATION COURSES (18 Units)

		Units
SOCIOL 1	Introduction To Sociology	3

PSYCH 19	Lifespan Human Development	3
ENGL 1	Reading and Composition 1	3
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COM ST 11	Elements Of Public Speaking	3
<b>or</b>		
COM ST 35	Interpersonal Communication	3

*Students must complete two additional General Education courses to earn the Associate in Science degree in Nursing. These courses must fulfill SMC GE areas Social Science Group A and Rationality. It is recommended that students select History 10 or 14 to fulfill both the Social Science Group A requirement as well as the SMC Global Citizenship degree requirement. Fulfillment of the Rationality requirement can be met via Math 18, 20, 32, 49, 50, or higher.*

<b>FIRST SEMESTER:</b>		<b>Units</b>
NURSNG 1	Fundamentals of Nursing Concepts 1	2
NURSNG 1L	Fundamentals of Nursing Concepts 1 Lab	2.5
NURSNG 36	Calculations In Drugs And Solutions	1
NURSNG 2	Fundamentals of Nursing Concepts 2	2.5
NURSNG 2L	Fundamentals of Nursing Concepts 2 Lab	2.5

<b>SECOND SEMESTER:</b>		<b>Units</b>
NURSNG 3	Adult Health Nursing Concepts 1	2.5
NURSNG 3L	Adult Health Nursing Concepts 1 Lab	2.5
NURSNG 17	Pharmacological Aspects Of Nursing	3
NURSNG 4	Mental Health Nursing Concepts	1.5
NURSNG 4L	Mental Health Concepts Lab	1.5

<b>THIRD SEMESTER:</b>		<b>Units</b>
NURSNG 5	Adult Health Nursing Concepts 2	2.5
NURSNG 5L	Adult Health Nursing Concepts 2 Lab	2.5
NURSNG 6	Maternal Newborn Nursing Concepts	1.5
NURSNG 6L	Maternal Newborn Nursing Concepts Lab	1
NURSNG 7	Pediatric Nursing Concepts	1.5
NURSNG 7L	Pediatric Nursing Concepts Lab	1

<b>FOURTH SEMESTER:</b>		<b>Units</b>
NURSNG 8	Adult Health Nursing Concepts 3	2.5
NURSNG 8L	Adult Health Nursing Concepts 3 Lab	2.5
NURSNG 9	Nursing Leadership Concepts	1.5
NURSNG 9L	Nursing Leadership Concepts Lab	2

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**Total Units for Area of Emphasis: 74**

PID 333

# SANTA MONICA COLLEGE

## PROGRAM OF STUDY

### WOMEN'S, GENDER AND SEXUALITY STUDIES

#### Associate in Arts (AA)

Effective Fall 2009

The Women's, Gender and Sexuality Studies area of emphasis studies the history, sociology and politics of women, gender, and sexuality in society. The area of emphasis examines gender and sexuality based oppression throughout history, and also the ways in which women have taken power over their lives. Students will better understand the impact of women, gender and sexuality on various cultures at various times and evaluate changing social patterns and the effects of institutions and cultural assumptions. The Women's, Gender and Sexuality Studies area of emphasis can lead to a variety of careers including a community organizer, political lobbyist and political strategist. This degree may also prepare the student for further study at the baccalaureate level.

#### 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](http://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](http://www.assist.org).
- Transfer agreements with select private and out-of-state institutions can be found at [www.smc.edu/articulation](http://www.smc.edu/articulation).

#### Program Learning Outcomes:

Upon completion of the program, students will demonstrate through oral and written work a familiarity with the basic principles from the field of women's, gender and sexuality studies and feminist theories and be prepared to pursue further study at the baccalaureate level. In addition, students will be proficient in the research, analytical, and communication skills necessary to present an analysis of gender based challenges in the world today and the proposed solutions to these challenges.

### Area of Emphasis

#### Required Courses: (6 units)

		Units
WGS 10	Introduction to Women's, Gender and Sexuality Studies	3
WGS 80	Women's, Gender, and Sexuality Studies Leadership Practicum	3

**RELATED DISCIPLINES (18 units):** Minimum of one course from each of the following 4 areas, plus two additional courses from any area: Units

#### Area 1: (minimum of 3 units)

		Units
WGS 20	Gender, Feminisms, and Social Movements: A Global Approach	3
WGS 30	Women, Gender and Sexuality in Popular Culture	3

#### Area 2: (minimum of 3 units)

		Units
ANTHRO 14	Sex Gender And Culture	3
COM ST 36	Gender and Communication	3
HIST 52	The History of Women in American Culture	3



SOCIOL 33	Sociology Of Sex And Gender	3
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**Area 3: (minimum of 3 units)**

		<b>Units</b>
ANTHRO 2	Cultural Anthropology	3
PSYCH 25	Human Sexuality	3
SOCIOL 1	Introduction To Sociology	3
SOCIOL 12	Sociology Of The Family	3

**Area 4: (minimum of 3 units)**

		<b>Units</b>
COM ST 37	Intercultural Communication	3
ENGL 39	Images Of Women In Literature	3
FILM 6	Women In Film	3
MEDIA 10	Media, Gender, and Race	3

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**Total Units for Area of Emphasis: 24**

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