



# CURRICULUM COMMITTEE | AGENDA

Wednesday, December 6, 2017 | 3:00 p.m.

Loft Conference Room – Drescher Hall 300-E

**Members:**

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

**Interested Parties:**

William Bloom	Dione Carter	Pete Morris	Estela Ruezga
Maria Bonin	Vicki Drake	Stacy Neal	Linda Sinclair
Patricia Burson	Kiersten Elliott	Patricia Ramos	Esau Tovar
			Julie Yarrish

**Ex-Officio Members:**

Jennifer Chen (As. Students) Nathaniel Donahue

## AGENDA

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

- I. Call to Order and Approval of Agenda
- II. Public Comments *(Five minutes is allotted to any member of the public who wishes to address the Committee.)*
- III. Announcements
- IV. Approval of Minutes.....3
- V. Chair’s Report:
  
- VI. Information Items:
  - I. Guided Pathways Update
  
  - (Courses: Non-Substantial Changes)*
    - 2. COUNS 921 Learning Skills
    - 3. CS 61 Microsoft Sql Server Database
  
- VII. Action Items:
  - (Courses: New)*
    - a. COM ST 20 Agitational and Protest Communication (Skills Advisory: COM ST 11) .....5
  
  - (Courses: Global Citizenship)*
    - b. COM ST 20 Agitational and Protest Communication .....5
    - c. Arabic I; Chinese I, 2, 3, 4; French I, 2, 3, 4; German I, 2, 3, 4; Hebrew I, 2, 3, 4; Italian I, 2, 3, 4; Japanese I, 2, 3, 4; Korean I, 2, 3, 4; Persian I, 2; Russian I, 2; Spanish I, 2, 3, 4; Turkish I .....13
  
  - (Courses: Distance Ed)*
    - d. COUNS 12 Career Planning.....18

*(Courses: Substantial Changes)*

- e. ACCTG 45 / BUS 45 Individual Financial Planning (course update; addition of prerequisite: MATH 31; addition of CSU GE area B4; removal of SMC GE area 2B and addition of 4A) .....24
- f. DANCE 79 Dance In New York City (course update; addition of CSU transferability; prerequisite change to “Instructor Approval Required” and addition of corequisite: DANCE 2) .....30
- g. ENGL 20 Reading and Writing 2 (course update; removal of 1 lab hour with 5 lecture hours remaining, no change in units; removal of ENGL 81A and ENGL 83A prerequisite options) .....36

*(Programs: New)*

- h. Geospatial Technology Department Certificate .....41
- i. Legal Office Clerk Certificate of Achievement .....43
- j. Medical Office Clerk Certificate of Achievement.....44
- k. Social Media Assistant Certificate of Achievement .....45

*(Programs: Revisions)*

- l. Changes to degrees and certificates as a result of courses considered on this agenda
  - Addition of COM ST 20 to List C in Communication Studies AA-T

VIII. Consent Agenda: *(Any item pulled from the Consent Agenda will be discussed and voted on separately.)*

- m. Course update and change in instructional hours to 3 lecture only, no change in units, for the following courses: CS 22, CS 33, CS 51, CS 74A, and OFTECH I
- n. Removal of AA GE area 4B2 from CS 9A and CS 9B to align with cross listed CIS 9A and CIS 9B

## IX. Adjournment

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





## Santa Monica College

### Course: NEW or Reinstatement

#### Expanded Course Outline for COM ST 20 - Agitational and Protest Communication

Course Cover	
Discipline	COM ST-COMMUNICATION STUDIES
Course Number	20
Full Course Title	Agitational and Protest Communication
Catalog Course Description	This class explores the role of agitational and protest communication in the formation, processes, and goals of different historical and contemporary movements. Agitational and protest communication includes the strategies, tactics, and communication utilized by movements to resist or provide different perspectives, including those that have been excluded or silenced. Attention is given to theories, contexts, and strategies related to agitational and protest movements, as well as numerous examples of diverse protest movements in modern and contemporary history.
Rationale	The purpose of this class is to add another option to our Oral Communication list of classes, as well as study the complex and increasingly prevalent processes and communication of agitational and protest movements in the United States and the world. This class is incredibly important given our current political times. Protests in the United States and across the world provides exigency to study the communication tactics and strategies of diverse groups. This course is titled Agitational and Protest Communication to echo similar classes taught across the United States. Our field has studied agitational/protest communication as a subset of Persuasion and Argumentation for a while. This class will be an opportunity for instructors to delve into the research regarding agitational and protest movements.
Proposal Information	
Proposed Start	Year: 2018 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)
Weekly Laboratory Hours	Min: 0
Weekly Arranged Hours	Min: 0
Total Semester Instructional Hours	54.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	

Transfers to CSU	
IGETC Area:	
Does NOT satisfy any area of IGETC:	
CSU GE Area:	
Does NOT satisfy any area of CSU GE:	
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>	
<b>Program Applicability</b>	
Designation	Credit - Degree Applicable
Proposed For	<b>AA-T Degree</b> -Communication Studies
<b>Pre/Corequisites &amp; Advisories</b>	
<b>Skills Advisory</b> COM ST 11	
<b>Course Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Analyze foundational, contemporary, cultural, and critical agitational and protest communication theories.	
2. Differentiate among the major agitational and protest communication theories and their application to historical and contemporary movements.	
3. Analyze the intercultural aspects of agitational and protest communication theories, including the significance of the interplay between race, class, gender, religion, and other cultural variations.	
4. Demonstrate an understanding of different agitational and protest strategies and tactics.	
5. Evaluate the effectiveness of different agitational and protest strategies and tactics.	
6. Survey case studies to understand the agitational and protest communication strategies used by diverse American cultures and/or international groups, including, but not limited to, the movements of African/African Americans, Latina/o/Latina/o Americans, Asian/Asian Americans, Native Americans, and LGBTQIA communities.	
7. Explore how modern agitational and protest movements have been shaped and will continue to be shaped by a diverse array of cultural influences and traditions.	
8. Collaborate in small groups to analyze the formation, processes, and communication of agitational and protest movements and prepare small group presentations to showcase their application of theory and analysis.	
9. Demonstrate the ability to listen empathically, actively, and critically to agitational and protest messages.	
<b>Course Content</b>	
10%	Introduction to the Course, Agitational and Protest Communication
15%	Foundational Perspectives/Theories of Agitational and Protest Communication
15%	Cultural and Critical Studies of Agitational and Protest Communication
10%	Tactics and Strategies of Agitational and Protest Communication

30%	Collaboration in Small Groups
20%	Case Study Approaches to the Study of Agitational and Protest Communication
Total: 100%	
<b>Methods of Presentation</b>	
Methods	Critique Field Trips Group Work Lecture and Discussion Observation and Demonstration Other Projects
Other Methods	Media Analysis
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 10% - Class Participation</li> <li>• 20% - Exams/Tests</li> <li>• 10% - Homework</li> <li>• 20% - Oral Presentation</li> <li>• 20% - Other</li> <li>Case Studies</li> <li>• 20% - Papers</li> <li>Theory/Content &amp; Media Analysis</li> <li>• 100% - Total</li> </ul>
<b>Appropriate Textbooks</b>	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Morris III, C. E., Browne, S. H.. <i>Readings on the Rhetoric of Social Protest</i> , 3rd ed. State College: Strata, 2013, ISBN: 9781891136306.	
2. Steward, C. J., Denton Jr., R. E., & Smith, C. A.. <i>Persuasion and Social Movements</i> , 6th ed. Waveland Press, 2012, ISBN: 978-1577667773.	
3. Bowers, J. W., Ochs, D. J., Jensen, R. J., & Schulz, D. P.. <i>The Rhetoric of Agitation and Control</i> , 3rd ed. Waveland Press, 2009, ISBN: 1577666143.	
Other	
1. Academic, peer-reviewed journal articles illustrating key concepts and developments in agitational and protest movements	
2. Case study articles illustrating the experiences of diverse agitational and protest movements	
3. Films documenting the development and history of agitational and protest movements	
<b>Assignments</b>	
Sample Assignment	
1. In self-directed teams, you will be charged with leading a 30-45 minute discussion of the development and history of an agitation or protest movement prior to the 21 <sup>st</sup> Century. Specifically, you will be tasked with analyzing the communication strategies	

and tactics used by the movement. The team will produce a well-researched report and deliver a presentation to generate discussion about the history, development, and communication tactics of the movement. Each team member will have the responsibility of completing various tasks (e.g., different writing tasks, generating a discussion, preparing questions for class, creating creative presentations, and applying theories/concepts to the movement). Every person in the team must participate substantially to the overall presentation.

2. Individually, you will apply a theory and several concepts from the text to a film about a(n) agitational and/or protest movement. This is a term paper that will be submitted at the end of the semester; by then, you will be familiar with countless key theories and concepts from the text and articles. The purpose of this assignment is for you to demonstrate the relationships between theory and practice. In addition, this assignment will require a literature review beyond what is available in the text. To complete this term paper:

(a) Select a film (documentary or other) that adequately tells the history and development of a modern agitational and protest movement.

(b) Conduct a literature review that explains the important assumptions and qualities of the theories and concepts. You must include at least five sources from academic journals for this literature review. The literature review should provide a very strong and detailed foundation for the theories and concepts.

(c) Refer to several ways that the theories and concepts help us understand the agitational and protest movement.

3. Understanding and developing the purpose and goals of diverse agitational and protest movements is an important part of this class. Hence, in self-directed groups, the purpose of this assignment is to select a contemporary movement from the 21<sup>st</sup> Century that focused on the experiences of American cultures and/or international groups, including, but not limited to, the movements of African/African Americans, Latina/o/Latina/o Americans, Asian/Asian Americans, Native Americans, and LGBTQIA communities. Specifically, you will be tasked with analyzing the communication strategies and tactics used by the movement. There are two parts to this group project:

### **Part I**

For Part I, you must work as a team to provide a comprehensive report about the history and communication tactics used by the movement. Members of the group will fulfill the following tasks:

(a) Introduce the movement, its makeup, history, purpose, and mission. This section should provide an introductory thesis statement and preview of the major parts of the report.

(b) Introduce, define and describe the problems faced by the movement.

(c) Identify and describe the multiple causes for the problem.



- (d) Identify and describe the multiple effects for the problem.
- (e) Apply a concept or theory from the text that may help explain the development of the movement and their identified problem.

## Part II

The purpose of Part II is to identify the tactics and strategies used by the movement. Importantly, the group will evaluate the effectiveness of the tactics and strategies given the movement's desired goals or outcomes. Members will be assigned the following tasks for Part II:

- (a) Provide a description of the tactics and strategies.
- (b) Present a list with the intended goals/outcomes of the solution.
- (c) Explain if the solution was/is effective.
- (d) Explain limitations to the tactics and strategies.
- (e) Apply a concept or theory from the text that may help further understand the tactics and strategies.

The team should include qualified external references to have fully credible explanations to Part I and II. Provide a references page that includes all of the sources.

### Student Learning Outcomes

1. Analyze, explain, and compare agitational and protest communication theories and their applicability to historical and modern movements.
2. Cooperate in teams to identify the formation, development, and communication tactics of agitational and protest movements.
3. Identify the problems that diverse American movements experience in different settings.
4. Plan, prepare, and present well organized, clear, and creative presentations in groups.

### Minimum Qualification

Minimum Qualifications:	Communication 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?	Yes

### Global Citizenship Application

Global Citizenship Category	American Cultures
Global Citizenship Sub-	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

Categories	Compares and contrasts at least three American cultures including Latino American, African American, Asian American, Native American and European American.
Citizenship Rationale	<p>The objectives and Student Learning Outcomes of this course are written in a way to fulfill the American Cultures Global Citizenship requirement.</p> <p>The class specifically explores the ways that diverse groups utilize agitational and protest communication with desired ends. Attention will be given to diverse groups from different ethnic, gender, and/or religious backgrounds, as well as international contexts. The course was created with historical and contemporary movements in mind, including Civil Rights Movements, Black Lives Matter, the Chicana/o Movement, the Arab Spring, and others. The course compares the ways communication influences the formation, process, and effectiveness of diverse groups' protests and movements. We extend the analysis to international movements that are shaped and influenced by intersectional demands, as well as agitational and protest communication. Importantly, the course emphasizes the importance of empathetic listening to the protests, demands, and voices of diverse groups domestically and internationally.</p>

## ADVISORY Checklist and Worksheet

### Communication Studies 20

**Proposed Advisory: Communication Studies 11**

#### 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: **Com St 20**

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

A)	Research
B)	Advanced summaries and reviews of research
C)	Writing literature reviews
D)	Outlining
E)	Analyzing audiences

### EXIT SKILLS (objectives) FROM: **Com St 11**

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

1.	Research
2.	Writing summaries and reviews of research
3.	Basic research reviews for informative and persuasive speeches
4.	Advanced outlining
5.	Analyzing audiences

		ENTRANCE SKILLS FOR: <b>Com St 20</b>							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: <b>Com St 11</b>	1	X							
	2		X						
	3			X					
	4				X				
	5					X			
	6								
	7								
	8								

## Application For Course To Fulfill SMC's Global Citizenship A.A. Degree Requirement

To fulfill the Global Citizenship requirement for a degree from Santa Monica College, students must successfully complete a minimum of 3 units from a list of courses approved with the Global Citizenship designation. These courses fall into one of the following five categories:

### 1) American Cultures:

An American Cultures course 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. An American Cultures course compares and contrasts at least three American cultures including Latino American, African American, Asian American, Native American and European American.

### 2) Ecological Literacy:

Ecological literacy requires interdisciplinary understanding of both nature and humanity. This includes scientific examination of the interactions between and within the systems and cycles of the atmosphere, lithosphere, and hydrosphere, which together provide the basis for life on Earth. Ecological literacy also includes awareness and understanding of the many continuing impacts that human beings have had on natural environments, at scales ranging from the local to the global, and how those impacts are linked to the sustainability of social, cultural, and political-economic systems. Any course whose content **focuses primarily on one or more** of four areas (see below) will be considered for the Ecological Literacy category.

### 3) Genders and Sexualities:

A Genders and Sexualities course is substantially focused on how the constructions and varieties of genders and sexualities—as well as identities—are formed, reformed, defined, redefined and experienced in a contemporary context. In order for a course to be considered under the Gender and Sexualities category, the course content **must focus primarily on at least one of five areas (see below)**:

### 4) Global Studies:

A course that fulfills this area will explore the factors that have shaped our global community and provide students with an understanding of their roles in relationship to other peoples and systems on a global level. To be included in the Global Studies category a **course must meet three criteria (see below)**.

### 5) Service Learning:

Service learning is an instructional method that fosters civic responsibility by integrating community service with academic instruction. A course must utilize service learning as a *significant* pedagogy in reaching the course objectives and student learning outcomes as expressed on the course outline of record. In order for the pedagogy to be considered “significant”, a **course must meet four criteria (see below)**.

To submit a course for approval, please complete the following form:

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

**Arabic 1; Chinese 1, 2, 3, 4; French 1, 2, 3, 4; German 1, 2, 3, 4; Hebrew 1, 2, 3, 4;  
Italian 1, 2, 3, 4; Japanese 1, 2, 3, 4; Korean 1,2, 3, 4; Persian 1, 2; Russian 1, 2;  
Spanish 1, 2, 3, 4; Turkish 1**

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

	Course meets <b>both</b> of the following two criteria: (Please check)						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"></td> <td style="text-align: center;">American Cultures Category</td> </tr> </table>		American Cultures Category	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center;"><input type="checkbox"/></td> <td>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</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>Compares and contrasts at least three American cultures including Latino American, African American, Asian American, Native American and European American.</td> </tr> </table>	<input type="checkbox"/>	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	<input type="checkbox"/>	Compares and contrasts at least three American cultures including Latino American, African American, Asian American, Native American and European American.
	American Cultures Category						
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<input type="checkbox"/>	Compares and contrasts at least three American cultures including Latino American, African American, Asian American, Native American and European American.						

	Course content focuses primarily on <b>at least one</b> of the following four areas: (Check all that apply)										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"></td> <td style="text-align: center;">Ecological Literacy Category</td> </tr> </table>		Ecological Literacy Category	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center;"><input type="checkbox"/></td> <td>Conceptual foundations of our environmental attitudes, values and challenges from a variety of cultural perspectives</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>Scientific understanding of Earth's natural systems and cycles, emphasizing humanity's role as the planet's ecologically dominant species and how that affects the continuing viability of habitats for life on Earth.</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>Analysis of human activity and its impact on Earth's natural environments, both local and global, and the shorter-and longer-term implications for the planet's livability and sustainability.</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>Analysis of environmental problems and solutions as they apply to the understanding and practical application of technologies aimed at curbing the adverse impact of human activity on the natural environment and/or improving the sustainable use of natural resources.</td> </tr> </table>	<input type="checkbox"/>	Conceptual foundations of our environmental attitudes, values and challenges from a variety of cultural perspectives	<input type="checkbox"/>	Scientific understanding of Earth's natural systems and cycles, emphasizing humanity's role as the planet's ecologically dominant species and how that affects the continuing viability of habitats for life on Earth.	<input type="checkbox"/>	Analysis of human activity and its impact on Earth's natural environments, both local and global, and the shorter-and longer-term implications for the planet's livability and sustainability.	<input type="checkbox"/>	Analysis of environmental problems and solutions as they apply to the understanding and practical application of technologies aimed at curbing the adverse impact of human activity on the natural environment and/or improving the sustainable use of natural resources.
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<input type="checkbox"/>	Analysis of environmental problems and solutions as they apply to the understanding and practical application of technologies aimed at curbing the adverse impact of human activity on the natural environment and/or improving the sustainable use of natural resources.										

	Course content focuses primarily on <b>at least one</b> of the following five areas: (Check all that apply)												
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"></td> <td style="text-align: center;">Genders and Sexualities Category</td> </tr> </table>		Genders and Sexualities Category	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center;"><input type="checkbox"/></td> <td>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.</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>Application of theoretical perspectives based in gender relations to understand social phenomena.</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>An examination of the experiences of diverse gender and sexual identities and expressions.</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>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.</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>The intersectionality of genders and sexualities with race, ethnicity, class, religion, and nationality.</td> </tr> </table>	<input 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 type="checkbox"/>	Application of theoretical perspectives based in gender relations to understand social phenomena.	<input type="checkbox"/>	An examination of the experiences of diverse gender and sexual identities and expressions.	<input 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 type="checkbox"/>	The intersectionality of genders and sexualities with race, ethnicity, class, religion, and nationality.
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<input type="checkbox"/>	The intersectionality of genders and sexualities with race, ethnicity, class, religion, and nationality.												

Global Studies Category	Course meets <b>all</b> of the following three criteria: (Please Check)	
	<input checked="" type="checkbox"/>	Course content is explored primarily through a global perspective and a comparative and/or analytical framework is used. At least two societies or cultures outside the United States and their global impact are explored.
	<input checked="" type="checkbox"/>	Course material has contemporary significance. For example, a course would not only examine a period of history but the ways in which that period of history impacts the way we live in the world today.
	<input checked="" type="checkbox"/>	Course content addresses at least two interconnected systems (such as cultural, ecological, economic, political, social and technological systems).

Service Learning Category	Course meets <b>all</b> of the following four criteria: (Please Check)	
	<input type="checkbox"/>	The required hours of service must be at least 20 per semester.
	<input type="checkbox"/>	The academic rigor of the course must be supported by the use of service learning.
	<input type="checkbox"/>	Structured written and/or oral reflection activities must be ongoing, involve instructor feedback to students, and be structured in such a way to help achieve the course and/or assignment objectives.
<input type="checkbox"/>	The service-learning component of the course must be integrated into the grading criteria for the course such that it contributes to at least 40% of the grade. (Please note: the hours completed are NOT part of the grade, the academic work resulting from the service learning hours contribute to at least 40% of the grade.)	

**Step 2: Course Outline of Record**  
 It is expected that the particular focus of the category to which you are applying be **integrated throughout the course content, objectives**, etc. As such, the course outline of record must have been updated within the past two academic years to be considered by the committee.

**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:

SLO: The course sequences in Chinese and Spanish are used as examples below. Courses in levels 1-4 of all the languages on this application have analogous SLO's.

Chinese 1, SLO #4: Demonstrate an elementary knowledge of some aspects of Chinese culture that are introduced in the course. As assessed by: Student oral presentations in class.

Chinese 2, SLO #3: Demonstrate a basic knowledge of some more important aspects of Chinese culture that are introduced in the course. As assessed by: Oral presentations in class Short answers or identifications on exercises, quizzes, and/or exams.

Chinese 3, SLO #3: Demonstrate a fundamental knowledge of some more important aspects of Chinese culture that are introduced in the course. As assessed by: Oral presentations in class Short answers or identifications on exercises, quizzes, and/or exams.

Chinese 4, SLO #3: Demonstrate an extensive knowledge of all the important aspects of Chinese culture that are introduced in the course. As assessed by: in-class readings, writing substantial essays on given topics, quizzes and tests.

Spanish 1, SLO #3: The student will exhibit cultural awareness by the following: a) The student will demonstrate proper use of formal and informal address (tú, Ud., vosotros, Uds.) when given a specific social situation. b) The student will demonstrate his/her knowledge of the geography of the Hispanic world (countries, capitals and location of each Spanish speaking country). As assessed by: Participation in class dialogues (a), and map identification exercises (b).

Spanish 2, SLO #3: The student will demonstrate cultural awareness regarding the following topics: Hispanic food, music, literature, art and outstanding Hispanic persons. As assessed by: participation in class discussions and making presentations on a selected cultural topic.

Spanish 3, SLO #1: Students will demonstrate an understanding of universal cultural themes of the Spanish-speaking world by reading, summarizing, and interpreting a variety of Hispanic literary, artistic and creative works presented in the course. As assessed by: Participation in class discussions; oral presentations; written essays.

Spanish 4, SLO #1: Students will demonstrate an understanding of the Spanish language and the Hispanic cultural diversity in the global setting by expressing, discussing and defending their opinions and impressions in both written and oral expression. As assessed by: Participation in class, guided class activities, debates, surveys, formal and informal writing assignments.



**Step 4: Narrative**

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

Narrative:

These courses prepare students to interact with native speakers of the language and people from countries where the language is spoken. All language courses at SMC in levels 1, 2, 3 and 4 introduce students to the cultural, economic and social issues that impact these countries. The courses teach the ethnic, racial and religious diversity of these countries and the varied cultural contributions of their inhabitants. Students examine various cultural aspects of the countries where the language is spoken including the economic disparities between different regions and ethnic groups, the arts, environmental and ecological diversity, and family and societal structures in these countries.

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

	Yes	No	Abstain	Not voting
Department or Area Vote	10	0	0	

**Santa Monica College**  
**Course: DE for non-DE course**  
**Expanded Course Outline for COUNS 12 - Career Planning**

Course Cover	
Discipline	COUNS-COUNSELING AND TESTING
Course Number	12
Full Course Title	Career Planning
Catalog Course Description	This course is designed to inform and assist students in making appropriate and satisfying career choices. Using self-evaluation instruments, students identify interests, values, personality and skills. Information and skills necessary for future career investigation, goal setting and decision-making are included.
Rationale	The Career Pathway Grant mandates front loading Career Planning for students. We are moving the Career Planning class online to increase accessibility. This is something the college has been asking for.
Proposal Information	
Proposed Start	Year: 2004 Semester: Fall
Proposed for Distance Ed	Yes
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 1.00
Weekly Lecture Hours	Min: 1.00 (Sem: 18)
Weekly Laboratory Hours	Min: 0
Total Semester Instructional Hours	18.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Transfers to CSU	
IGETC Area:	
Does NOT satisfy any area of IGETC:	
CSU GE Area:	
<ul style="list-style-type: none"> <li>• CSU GE Area E: Lifelong Understanding and Self-Development               <ul style="list-style-type: none"> <li>○ E - Lifelong Understanding and Self-Development</li> </ul> </li> </ul>	
SMC GE Area:	
Does NOT satisfy any area of SMC GE:	
Program Applicability	
Designation	Credit - Degree Applicable

<b>Course Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Demonstrate understanding of the career planning process, including personal, educational, and career awareness, decision-making, and goal setting.	
2. Identify personality characteristics, values, interests, and skills, and relate them to career and major options.	
3. Recognize the tools necessary for successful life-long career planning.	
<b>Course Content</b>	
10%	Introductions; The Career Planning Process
10%	Score Interpret Myers-Briggs Type Indicator
10%	Career Values Inventory (group exercise)
10%	Strong Interest Inventory Interpretation
10%	Skills Analysis
10%	Career Resources and Trends, Career Decision-Making and Potential Barriers; Discussion of Career Project
20%	Career Planning and Goal Setting, Informational Interview, Resume writing and Interviewing
20%	Career Project Presentations or Written Career Project
Total: 100%	
<b>Methods of Presentation</b>	
Methods	Lecture and Discussion Online instructor-provided resources Projects
Other Methods	Large and small discussions and activity completion, discussion in dyads. The online section will incorporate submitted assignments, participation on discussion board.
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 20% - Class Participation</li> <li>• 30% - Final Project Career Research Project</li> <li>• 20% - Other Informational Interview</li> <li>• 30% - Written assignments</li> <li>• 100% - Total</li> </ul>
<b>Appropriate Textbooks</b>	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Myers, Isabel Briggs. <i>Myers-Briggs is used with Introduction To Type</i> , ed. Consulting Psychologists Press, Inc, 1998, ISBN: 10841501.	
2. Francine Fabricant. <i>Creating Career Success</i> , ed. Wadsworth, Cengage Learning, 2014, ISBN: 1-133-31390-6.	
3. Briggs, Katharine C., Myers, Isabel Briggs. <i>Myers-Briggs Type Indicator Inventory Form M</i> , ed. Consulting Psychologists Press, Inc., 1998	

<b>Manuals</b>	
1. Vicki Rothman. <u>Counseling 12 Class Packet</u> , SMC Bookstore, 07-31-2017	
<b>Other</b>	
1. Strong Interest Inventory, by Consulting Psychologists Press, Inc., 9/1998	
<b>Assignments</b>	
<b>Sample Assignment</b>	
Career Reflection papers on topics including, skills, values, personality, interests, parental and guardian influence.	
Completion of Informational interview on a career of students choice.	
Final Career Research Project incorporating all self-assessment activities with career research.	
<b>Student Learning Outcomes</b>	
1. Students will increase knowledge of the career exploration and decision making process after completing the class.	
2. Students will gain a real life perspective of a profession in a specific career	
<b>Minimum Qualification</b>	
Minimum Qualifications:	Counseling (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	Fully Online
<b>Distance Education Quality</b>	
Quality Assurance	Course objectives have not changed Course content has not changed Method of instruction meets the same standard of course quality Outside assignments meet the same standard of course quality Serves comparable number of students per section as a traditional course in the same department Required texts meet the same standard of course quality
Additional Considerations	Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2. Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty

	<p>as defined by Administrative Regulation 5420 and college curriculum approval procedures.</p> <p>Adequate technology resources exist to support this course/section</p> <p>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**

Student-Instructor Interaction	<p>A Welcome email blast will be sent out prior to the semester. A recorded video providing an overview of canvas and how to navigate. Each week, lecture notes with materials related to the week's topic are posted for students to complete by the end of the week. Students will submit weekly assignments which will be graded with feedback by the instructor. Students are encouraged to ask questions to both the instructor and the class related to these materials.</p> <p>Weekly exercises will be assigned to assess the students' understanding of the material. The instructor then reviews and assesses this work and provides feedback to the student. Students are encouraged to discuss these comments further with the instructor.</p> <p>The instructor will participate in the weekly discussions and will provide feedback on student assignments at least weekly.</p>
Student-Student Interaction	<p>Weekly discussion boards will provide an opportunity for students to apply course material to their lives. Students will be expected to comment on each others posts.</p>
Student-Content Interaction	<p>Students will be introduced to theoretical concepts focused on self-exploration and career research. Students will then navigate resources including; websites and career information systems. This will allow them to tailor their interests and apply the content learned.</p>

<b>Online class activities that promote class interaction and engagement</b>	<b>Brief Description</b>	<b>Percentage of Online Course Hours</b>
Discussion Boards	Weekly discussion boards will allow students to apply the theoretical concepts to their career exploration process. Additionally, students will	

	respond to each others posts.	
Online Lecture	Students will be introduced to concepts through methods including; Narrated Power Points, Video lectures, Content pages for pertinent information.	
Exams	Exams will evaluate student understanding of textbook, course reader material and online lecture.	
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.)		
<p>The course will be divided into weekly modules. Each module will include learning objectives and an overview of weekly topics, expectations, resources and assignments. A typical module will include;</p> <ol style="list-style-type: none"> <li>1. An overview of the content and material, often presented in the form of a recorded video or narrated PowerPoint.</li> <li>2. A self-assessment activity allowing the students to apply the content and material to their own lives.</li> <li>3. Discussion board with connected weekly topics allowing students to interact with each other and gain a broader perspective of the material.</li> <li>4. Quizzes to best ensure students are current with textbook reading.</li> <li>5. Submit weekly written assignment based on content area being explored that week.</li> <li>6. A weekly "wrap-up" content page will provide a checklist of the module expectations allowing students to best ensure they have completed their work.</li> </ol>		
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 needs to have skills in delivering content online - both written and visual content. Ability to create online environments using Canvas.		
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.)		
Instructor will provide a "start here" module which will detail and connect students to student services, additional support services, explain the academic code of conduct, provide an overview of Canvas with contact information for technical support, and include an overview of the academic calendar.		
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 recorded content will include closed captioning. Syllabus and downloadable documents will be created utilizing universal design allowing easy access for screen readers and other adaptive technology.		
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.).		
<p>Course Objective: Students will identify personality characteristics including values and skills.</p> <p>Online Strategies:</p>		

In the absence of an on-ground classroom format, students will access and utilize Choices360.com. This website provided through SMC will allow students to complete an online values and skills sort.

At the conclusion of the activity students will be provided a "career thoughts" reflection paper allowing students to reflect on the activity and make connections to their own lives and goals.

A subsequent discussion board will allow students to share results, interact with their peers, and gain a broader perspective.

The instructor will facilitate and when appropriate engage in the discussion board.

Instructor will provide written or recorded feedback to submitted work.

### Assessment Best Practices

**20%-Participation in weekly Discussion Boards** - Instructor will embed rubric into discussion overview allowing students to understand grading expectations and policies. Instructor will grade on a weekly basis and provide feedback either written or recorded.

**40%-Written Assignments** - Instructor will embed rubric into assignment overview allowing students to understand grading expectations and policies. Instructor will grade on a weekly basis and provide feedback either written or recorded.

**15%-Conducting an Information Interview with a person in a career field of interest.** - Instructor will embed rubric into assignment overview allowing students to understand grading expectations and policies. Instructor will grade and provide feedback either written or recorded.

**25%-Final Project combining self-exploration knowledge with career research.** - Instructor will embed rubric into assignment overview allowing students to understand grading expectations and policies. Instructor will grade the final and provide feedback either written or recorded.

## Santa Monica College

### Course: NON-Substantial Change

#### Expanded Course Outline for ACCTG 45 - Individual Financial Planning

Course Cover	
Discipline	ACCTG-ACCOUNTING
Course Number	45
Full Course Title	Individual Financial Planning
Cross Listed Course	BUS 45
Catalog Course Description	This course provides students with the tools to achieve their personal financial goals. It will help them make informed decisions related to spending, saving, borrowing, and investing by training them to apply quantitative reasoning concepts to solve problems. Topics covered include personal financial planning; money management; tax strategy; consumer credit; purchasing decisions; insurance; investing in stocks, bonds, and mutual funds; retirement; and estate planning.
Rationale	Adoption of new textbook, and qualify for CSU GE Subarea B4.
Proposal Information	
Proposed Start	Year: 2003 Semester: Fall
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Weekly Laboratory Hours	Min: 0
Total Semester Instructional Hours	54.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Transfers to CSU	
IGETC Area:	
Does NOT satisfy any area of IGETC:	
CSU GE Area:	
(pending review)	
<ul style="list-style-type: none"> <li>• CSU GE Area B: Scientific Inquiry and Quantitative Reasoning (mark all that apply) <ul style="list-style-type: none"> <li>○ B4 - Mathematics/Quantitative Thinking</li> </ul> </li> <li>• CSU GE Area E: Lifelong Understanding and Self-Development <ul style="list-style-type: none"> <li>○ E - Lifelong Understanding and Self-Development</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 IV-A: Language and Rationality (Group A)</li> </ul> </li> </ul>	
<b>Program Applicability</b>	
Designation	Credit - Degree Applicable
<b>Pre/Corequisites &amp; Advisories</b>	
<b>Prerequisite</b>	
MATH 31	
<b>Course Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Analyze the process for making personal financial decisions, develop personal financial goals, and calculate time value of money situations associated with personal financial decisions. Assess personal and economic factors that influence personal financial planning.	
2. Recognize relationships among financial documents and money management activities, create a system for maintaining personal financial records, develop a personal balance sheet and cash flow statement, create and implement a budget, and calculate savings needed to achieve financial goals.	
3. Describe the importance of taxes for personal financial planning, calculate taxable income and the amount owed for federal income tax, and prepare a federal income tax return.	
4. Analyze factors that affect selection and use of financial services. Calculate the cost of various payment methods, and interest earnings from savings plans.	
5. Define consumer credit and analyze its advantages and disadvantages, differentiate among various types of credit, assess his/her credit capacity and build a credit rating, analyze the major sources of consumer credit, determine the cost of credit by calculating interest using various interest formulas, develop a plan to manage personal debt, and assess the financial implications of consumer purchasing decisions.	
6. Evaluate available housing alternatives. Analyze the rent versus buy scenarios in housing by computing total renting costs and total buying costs. Determine affordability for home purchase by computing the affordable amounts for mortgage loan, monthly mortgage payment, and the home purchase price.	
7. Develop a risk management plan using property, liability, homeowner's/renter's, automobile, health and disability income, and life insurance. Calculate insurance coverage under automobile and homeowner's insurance programs. Compare different health insurance plans by calculating reimbursement amounts. Determine the needs for life insurance under different computational approaches.	
8. Explain the importance of an investment program. Apply the time value of money to calculate investment returns, and compute the impact of tax on investments. Describe how safety, risk, income, growth, and liquidity affect investment decisions, and identify the major types of investment alternatives.	
9. Recognize the importance of retirement planning, and analyze his/her current assets and liabilities for retirement. Calculate the accumulation in a retirement account using the time value of money concept. Analyze the personal aspects of estate planning, and assess the legal aspects of estate planning. Distinguish among various types of formats of wills, and calculate estate tax and gift tax.	

Course Content	
6.67%	Personal Financial Planning: An Introduction
6.67%	Money Management Strategy: Financial Statement and Budgeting
6.67%	Planning Your Tax Strategy
6.67%	Banking Services: Savings Plans and Payment Accounts
6.67%	Introduction to Consumer Credit
6.67%	Choosing a Source of Credit: The Costs of Credit Alternatives
6.67%	Consumer Purchasing Strategies and Legal Protection; Housing
6.67%	Home and Automobile Insurance
6.67%	Health and Disability Insurance
6.67%	Life Insurance
6.67%	Investing Fundamentals
6.67%	Investing in Stocks; Investing in Bonds
6.67%	Investing in Mutual Funds
6.67%	Real Estate and Other Investment Alternatives
6.62%	Retirement Planning; Estate Planning
Total: 100%	
Methods of Presentation	
Methods	Lecture and Discussion
Other Methods	Problem Solving, Interactive Discussions, Case Studies
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> <li>• 13% - Exams/Tests</li> <li>• 15% - Final exam</li> <li>• 28% - Homework</li> <li>• 38% - Quizzes 18 quizzes</li> <li>• 6% - Written assignments</li> <li>• 100% - Total</li> </ul>
Additional Assessment Information (Optional)	<b>(Actual percentages will vary from instructor to instructor but approximate values are shown.)</b>
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Kapoor, Dlabay, Hughes. <i>Personal Finance</i> , 11th ed. McGraw-Hill/Irwin, 2015, ISBN: 978-1-30-815650-7.	
Assignments	
Sample Assignment	
Assignment 1.	
Prepare a personal balance sheet, a personal cash flow statement for the month, and	

calculate the estimated federal income tax for the year.

Assignment 2.

Complete an analysis of buying versus leasing a vehicle by computing the total purchase costs and total leasing costs involved in the decision.

### Student Learning Outcomes

1. Make informed decisions related to personal spending, saving, borrowing, and investing.
2. Apply the principles of personal finance to develop a comprehensive plan related to their own financial goals, and explain the personal and interpersonal impact of carrying excessive debt, including physiological consequences.
3. Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.

### Minimum Qualification

Minimum Qualifications:	Accounting (Masters Required) Business (Masters Required) - Accounting (Masters Required)
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### Library

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

Additional Comments/Information

### Attached Files

[ACCTG 45 Pre-requisite](#)

# Prerequisite / Corequisite Checklist and Worksheet

## ACCOUNTING 45 / BUSINESS 45

**Prerequisite:** MATHEMATICS 31; Elementary Algebra

**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.

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

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

**List schools here:**

**Complete the Prerequisite Worksheet**

# Prerequisite Worksheet

## ENTRANCE SKILLS FOR (the course in question)

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

A)	Students need to know how to add, subtract, multiply and divide linear polynomials
B)	Students need to be familiar with introductory level equations with rational expressions
C)	Students need to know how to translate and solve algebraic word problems in a single variable
D)	Students need to be familiar with common mathematical language to describe mathematical processes in either written or verbal form.
E)	Students need to know how to apply units of measurements in the solution of algebraic applications as appropriate.

## EXIT SKILLS (objectives) FOR (the prerequisite course)

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

1.	Add, subtract, multiply and divide polynomials
2.	Solve introductory level equations with rational expressions
3.	Translate and solve algebraic word problems in a single variable
4.	Recognize and use common mathematical language to describe mathematical processes in either written or verbal form
5.	Apply units of measurements in the solution of algebraic applications as appropriate

		ENTRANCE SKILLS FOR (ACCTG 45)							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR ( MATH 31 )	1	x							
	2		x						
	3			x					
	4				x				
	5					x			
	6								
	7								
	8								

**Santa Monica College**  
**Course: SUBSTANTIAL Change**  
**Expanded Course Outline for DANCE 79 - Dance in New York City**

Course Cover	
Discipline	DANCE-DANCE
Course Number	79
Full Course Title	Dance in New York City
Catalog Course Description	This course provides a New York City study and lecture tour of dance schools, dance resources, and dance performances. Students will be introduced to one of the dance capitals of the world, attending backstage tours, company rehearsals and performances, and libraries and resource centers. They will also have the opportunity to attend dance classes, university transfer sites, and related arts events. This course covers information and experiences only available in New York City and is a valuable learning component for the career or university minded dance student.
Rationale	Dance 79 will be offered in Spring 2018 and we noticed that the existing course did not have any SLOs. We are also updating Textbooks, Course Content and Methods of Evaluation.
Proposal Information	
Proposed Start	Year: 2018 Semester: Spring
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 1.00
Weekly Lecture Hours	Min:
Weekly Laboratory Hours	Min: 2.00 (Sem: 36)
Total Semester Instructional Hours	36.00
Repeatability	May be repeated 0 time(s)
Grading Methods	P/NP Only
Transfer/General Ed	
Transferability	
Transfers to CSU	
Program Applicability	
Designation	Credit - Degree Applicable
Pre/Corequisites & Advisories	
<b>Prerequisite</b>	
Instructor Approval Required	

<b>Corequisite</b> DANCE 2	
<b>Course Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Describe the New York City "dance scene"; how the process of training, rehearsing, and presenting is implemented; and how they can participate.	
2. Identify dance resources available in New York City for research (i.e., Lincoln Center Library for the Performing Arts, Dance Notation Bureau, for dance history, dance ethnology, dance criticism, dance notation), and for production, (i.e., Dance Theater Workshop, Danspace Project, Inc., Brooklyn Academy of Music).	
3. Identify, compare, and contrast various dance styles and teaching methods in modern, ballet, jazz, tap ethnic, etc. (e.g. Graham, Cunningham, Limon, Ailey in modern dance).	
4. Recognize and identify the work of contemporary choreographers on the dance concert stage and musical theater.	
5. Use correct terminology to describe dance techniques, styles and aesthetics, as well as correct terminology to describe production elements in the theater.	
6. Identify university transfer sites, dance department degree programs and institute certification programs.	
<b>Course Content</b>	
20%	Pre-departure lecture: Introduction to New York City Dance, history of 20th century modern, ballet, and the musical theater; schools, resources, and theaters
10%	Student projects: Discussion, preparation, and assignment
30%	Lecture/study tour of New York City Dance: Recognize and analyze the class, rehearsal, performance/production process in New York City; recognize and evaluate the work of various teachers, choreographers, and performers; describe and evaluate available resources, schools, and dance departments in New York City.
10%	Post-return lecture: Review and assessment of the current "dance scene" and dance resources in New York City.
10%	Journal and Summary paper: Presentation and discussion
20%	Presentation of student projects
Total: 100%	
<b>Lab Content</b>	
100%	Application of skills.
Total: 100%	
<b>Methods of Presentation</b>	
Methods	Lecture and Discussion
Other Methods	Pre-departure lecture/slide presentation, Pertinent handouts and articles, On-site lecture/study tour of classes, rehearsals, performances, backstage tours, resource facilities, university departments, Student

	journals, summary papers, student projects, post tour presentations
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> <li>• 30% - Class Participation</li> <li>• 30% - Final Project</li> <li>• 20% - Papers</li> <li>• 20% - Research Projects</li> <li>• 100% - Total</li> </ul>
Additional Assessment Information (Optional)	<p>A = 90 - 100%</p> <p>B = 80 - 89.5</p> <p>C = 70 - 79%</p> <p>D = 60 - 69%</p> <p>F = Below 60%</p>
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Strauss, Marc Raymond., Nadel, Myron Howard. <i>Looking at Contemporary Dance</i> , ed. Highstown, NJ: Princeton Book Company, 2013, ISBN: 13: 978-0871273543.	
2. Terry Trucco, Ed.. <i>The New York Book of Dance, City and Company</i> , ed. -, 1995	
3. Allen Robertson & Donald Hutera. <i>The Dance Handbook</i> , ed. G. K. Hall, 1990	
4. Brayshaw, Teresa., Witts, Noel. <i>Twentieth Century Performance Reader</i> , 3rd ed. New York: Routledge, 2013, ISBN: 13: 978-0415696654.	
Periodicals	
1. Terry Trucco, Ed.. <i>The NYU network: Tisch students make lifelong connections. (New York University's Tisch School of the Arts), Dance Magazine</i> Volume 2007	
Assignments	
Sample Assignment	
<ol style="list-style-type: none"> <li>1. Student will go to dance resources centers available in New York City for research such as Lincoln Center Library for the Performing Arts and Dance Notation Bureau, and will conduct research on any subjects related to dance history, dance ethnology, dance criticism, dance notation and for production.</li> <li>2. Students will write a journal and summary paper, analyzing the class, rehearsal, performance and production process of dance companies and schools in New York City, as well as evaluating the work of various teachers, choreographers, and performers.</li> </ol>	
Student Learning Outcomes	
1. Articulate career goals and transfer goals, identifying further training and development opportunities regionally and nationally.	



2. Demonstrate awareness of personal cultural values, and identify aesthetic values and historical significance of contemporary dance in New York City.	
3. Demonstrate an ability to analyze and navigate new environments, utilize basic research skills, and communicate effectively with diverse individuals and groups.	
<b>Minimum Qualification</b>	
Minimum Qualifications:	Dance (Masters Required)
<b>Library</b>	
List of suggested materials has been given to librarian?	Yes
Library has adequate materials to support course?	No
Additional Comments/Information	
<b>Attached Files</b>	
<a href="#">Library Materials Dance 79 coreq for dance 79</a>	

## Corequisite Checklist and Worksheet

<b>Dance 79 Dance in New York City</b>
<b>Corequisite:</b> Dance 2 Dance in American Culture

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

Criterion	Met	Not Met
Faculty with appropriate expertise have been involved in the determination of the corequisite.	<b>X</b>	
The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	<b>X</b>	
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>	
Selection of this corequisite is based on a detailed course syllabus and outline of record, related instructional materials and course format.	<b>X</b>	
The body of knowledge and/or skills which are necessary for success concurrent with enrollment have been specified in writing.	<b>X</b>	
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>	
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>	
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>	
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:**

**Dance 2 will support student success in Dance 79 by providing necessary historical background on the following:**

- Dance of early 20th century America (ballet and modern dance pioneers),**
- Dance of mid to late 20th century, contemporary dance, theatrical jazz, and tap dance**
- Dance in contemporary American society, fusion, contemporary forms**

**Students will analyze the significance of 20th century dance pioneers (educators, performers and choreographers) and dance forms, providing essential context and background for the on-site visit to New York City provided in Dance 79.**

**Santa Monica College**  
**Course: SUBSTANTIAL Change**  
**Expanded Course Outline for ENGL 20 - Reading and Writing 2**

Course Cover	
Discipline	ENGL-ENGLISH
Course Number	20
Full Course Title	Reading and Writing 2
Catalog Course Description	This course is designed to help students improve intermediate reading and writing skills necessary for college success. Students will increase their reading comprehension and vocabulary; they will build their understanding of patterns of organization used in academic writing, as well as their inferential reading techniques. Through the integrated study of reading and writing, students will develop an efficient writing process appropriate to audience and purpose. The course requires classroom work, weekly reading /writing lab work, and homework. In English 20, students will also review grammar and usage and develop skill in writing in-class, timed essays.
Rationale	Increase persistence and success by eliminating mandatory and distinct lab hours.
Proposal Information	
Proposed Start	Year: 2018 Semester: Spring
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 5.00
Weekly Lecture Hours	Min: 5.00 (Sem: 90)
Weekly Laboratory Hours	Min: 0
Weekly Arranged Hours	Min: 0
Total Semester Instructional Hours	90.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Does NOT transfer to CSU or UC	
Program Applicability	
Designation	Credit - Not Degree Applicable
Pre/Corequisites & Advisories	

<b>Prerequisite</b> English 85	
<b>Course Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Demonstrate increased vocabulary through knowledge of essential college level words and commonly found Greek and Latin word parts, and through the use of context clues and the dictionary	
2. Identify main ideas and supporting details to demonstrate basic reading skills.	
3. Utilize critical thinking skills, such as recognizing author's purpose, distinguishing fact from opinion, recognizing connotation, tone, and irony, developing questions of fact, inference, and speculation from specific texts.	
4. Study-read through the use of overview-skimming, self-testing, oral and written paraphrasing and/or summary writing, and note-taking or annotating and underlining techniques	
5. Use a variety of prewriting techniques and comprehension of the readings to generate and organize ideas into essays.	
6. Write a thesis statement with a specific focus, and develop a thesis statement into a full essay	
7. Read one to three full-length works (novel, book of short stories, autobiography, biography, non-fiction text) and complete a reading response journal in the form of summary and response, distinguishing what the writer says and what the reader interprets or analyzes	
8. Demonstrate an understanding of the writing process, including pre-writing, planning, drafting, revising, and editing	
9. Create topic outlines for multi-paragraph essays	
10. Demonstrate the ability to follow instructions on tests and written assignments	
11. Develop the parts of an essay, including introduction with thesis, supporting paragraphs, and conclusion	
12. Based on response to a specific reading, write multi-paragraph thesis-and-support essays on a variety of topics	
13. Write summaries that demonstrate comprehension of academic essays and articles	
14. Use correctly the basic marks of punctuation	
15. Write essays relatively free of basic mechanical errors, including comma splices, run-ons, and fragments	
16. After critical reading of an article at a secondary/post-secondary level, write an essay in 80 minutes that contains a summary, an introduction, a thesis, and several supporting paragraphs, and that is relatively free of basic grammar errors	
17. Act more confidently in their reading, writing, and study skills and their ability to apply those skills to their continued academic work.	
<b>Course Content</b>	
20%	Reading
5%	Outlining, organizing information, summarizing, journaling
10%	Vocabulary
10%	Essay Final Drafts

10%	Prewriting
10%	Drafting
10%	Revising
5%	Proofreading and editing
15%	Sentence Skills
5%	Practice for Common Essay
Total: 100%	
<b>Methods of Presentation</b>	
Methods	Lecture and Discussion
Other Methods	In the classroom, AV aids may enhance activities. The class also requires outside reading and writing assignments.
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 5% - Class Participation Active Participation</li> <li>• 25% - Exams/Tests Tests on vocabulary and reading comprehension</li> <li>• 15% - Homework Written homework</li> <li>• 55% - Papers 7 Paragraphs/Essays Common Essay</li> <li>• 100% - Total</li> </ul>
Additional Assessment Information (Optional)	1. Actual percentage distribution will vary from instructor to instructor
<b>Appropriate Textbooks</b>	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Hosseini, Khaled. <i>The Kite Runner</i> , Print ed. New York: Riverhead Books, 2003	
2. Atwan, Robert. <i>America Now</i> , 12th, Print ed. New York: Bedford St. Martin's, 2017, ISBN: 978-1319055110.	
3. Hacker, Diane and Nancy Sommers. <i>A Writer's Reference with Writing About Literature</i> , 9th ed. Boston: Bedford St. Martin's, 2017, ISBN: 978-1319133054.	
4. Langan, John, ed.. <i>Ten Steps to Advancing College Reading Skills</i> , 6 ed. West Berlin, NJ: Townsend, 2014, ISBN: 978-1591944348.	
5. Friend, Carol E., Laura D. Knight, and Teresa Glazier. <i>The Least You Should Know About Vocabulary: Word Roots</i> , Print ed. Boston: Wadsworth, 2014, ISBN: 978-1285430454.	
6. X, Malcolm and Alex Haley. <i>The Autobiography of Malcolm X</i> , Reissue ed. Ballantine, 1992, ISBN: 978-0345350688.	
Other	
1. Altman, Pam, Mari Caro, Lisa Metge-Egan, and Leslie Roberts, Sentence-Combining	

Workbook, 3E. Boston: Wadsworth, 2011. Print.
2. Customized readers
3. Lee, Harper, <i>To Kill a Mockingbird</i> . New York: Grand Central Publishing, 1960. Print. OR A novel students choose from a list provided by the instructor.
<b>Assignments</b>
<b>Sample Assignment</b>
<ol style="list-style-type: none"> <li>1. Write an argumentative essay in response to a current controversy reported in the New York Times. To do that, first read and annotate the article, noting main ideas and opposing viewpoints, and differentiating facts from opinions. Create a graphic organizer of the article, according to the journalist's questions, Who? What? When? Where? Why? And How? Use the graphic organizer to help you write a thesis-driven essay that develops your central argument with evidence from the text and your own reasoning.</li> <li>2. Based on an assigned reading, write three to five discussion questions based on Socratic questioning models. For each question, note the quotations or page numbers/paragraphs that prompted the question. Share your questions in class discussion. After discussion, write an evaluation of the effectiveness of the questions and note the issues and further questions that were raised. Finally, select one compelling question, refine it, and turn the question into a thesis statement that will be developed into an essay.</li> <li>3. Grammar in context: In preparation for writing argument, practice writing complex sentences. <ol style="list-style-type: none"> <li>1. Example: Smoking has been proven to be bad, if not fatal for health. Should smoking be made illegal?</li> <li>2. Pro: Because smoking has been shown to have so many negative effects on health, the sale of tobacco should be made illegal. (cause/effect)</li> <li>3. Con: Although smoking has been linked to various health problems, adults should have the right to make their own decisions about whether or not to smoke. Smoking should remain legal. (argument/refutation)</li> <li>4. Self-evaluation Essay: Reread the Educational Autobiography you wrote at the beginning of the term. Where are you now in terms of the things you discussed early in the term? Consider the following: <ol style="list-style-type: none"> <li>1. How are you doing in terms of developing mastery as an academic reader? Strengths? Areas for improvement? Are you reading differently than you did at the beginning of the term? What things have helped you to develop your mastery?</li> <li>2. How are you doing in developing mastery as a critical thinker? Strengths? Areas for improvement? What has helped you develop? Are you thinking differently than you were at the beginning of the term? What has helped you to develop your skills as a critical thinker? Give specific examples, if you can.</li> <li>3. How is your mastery of academic writing? What do you feel confident about now that you may not have been confident about at the beginning of the term? Are you writing differently? Strengths? Areas for improvement?</li> <li>4. Describe your motivation this semester. Were the moments when your motivation dropped? If so, what was going on? When was it</li> </ol> </li> </ol> </li> </ol>

highest? Why was it particularly high at that point?	
<b>Student Learning Outcomes</b>	
1. Using a specific reading selection, demonstrate the ability to develop an essay in an 80 minute time period, employing various prewriting techniques. Essay content will demonstrate an adequate understanding of the reading. It will display basic organizational and sentence skills, including the use of thesis statement, topic sentences, and adequate development.	
2. Read and decode multi-disciplinary college level texts, identifying rhetorical structure, distinguishing between main and supporting ideas, and recognizing facts and inferences.	
<b>Minimum Qualification</b>	
Minimum Qualifications:	English (Masters Required) Reading (Masters Required)
<b>Library</b>	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	No



# SANTA MONICA COLLEGE

## PROGRAM OF STUDY

### Geospatial Technology Department Certificate

Justification for  
Proposal

Geospatial technology is a set of technologies used to capture, store, manipulate, analyze, manage, and present geographic information. It has a wide range of applications in government agencies, business and industry, and is an essential skill set for employment in those fields. The department certificate program will provide students in-depth understanding in geospatial technologies, including geographic information systems (GIS), remote sensing (RS), global positioning systems (GPS), and digital cartography. Students with the certificate are expected to be competitive in the related job market.

Career Opportunities

Over 80% of data used for decision-making in government, business and industry has a spatial component (i.e. geospatial data). New areas of rapid growth are in criminal justice, homeland security, marketing, retail site location, resource allocation, banking, health-care planning, disease control, insurance, real estate and disaster preparedness, management and response. Most local, state, and federal government agencies use geospatial technologies and maintain a staff of GIS technicians, Geospatial analysts and GIS professionals. Geospatial technologies are also commonly used in the private sector by businesses, planners, architects, foresters, geologists, environmental scientists, archaeologists, real estate professionals, marketers, sociologists, and bankers. The expansion of jobs using geospatial technologies is anticipated to continue for many years to come.

#### **Program Description:**

Geospatial technologies, including Geographic Information Systems (GIS), Remote Sensing (RS), Global Positioning System (GPS) and Digital Cartography, are used to capture, store, manage, analyze and visualize geospatial information related to locations on Earth's surface. We use those technologies to combine various types of geospatial information in a digital environment to answer the questions "what is there?" and "why is it there?". Geospatial technologies have been widely used in our daily life, government agencies, as well as organizations in almost every industry. There is a growing interest and awareness of the economic and strategic values of geospatial technologies.

The primary goal of the program is to ensure that students become sufficiently grounded in the theoretical underpinnings of geospatial technologies and gain the skills needed to construct high-quality applications. Geospatial technologies covered include spatial data capture and management using RS, GPS and GIS, spatial analysis and modeling using GIS, as well as map making using digital cartographic technologies.

#### 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 apply cartographic principles of scale, resolution, projection, and data management to solve a geographic problem using geospatial technologies.

Upon completion of the program, students will demonstrate proficiency in spatial data collection and manipulation, spatial data management, spatial analysis and spatial modeling using geospatial technologies.

Upon completion of the program, students will execute an original GIS project under the supervision of a faculty or professional mentor and demonstrate the ability to communicate project outcomes orally, in writing and graphically.

## Area of Emphasis

<b>Required courses</b>	<b>Units</b>
GEOG 20 ( <i>same as</i> Introduction To Geographic Information Systems <i>GIS 20</i> )	3
GEOG 23 ( <i>same as</i> Intermediate Geographic Information Systems <i>GIS 23</i> )	3
GEOG 25 ( <i>same as</i> Introduction to Cartography <i>GIS 25</i> )	3
GEOG 26 ( <i>same as</i> Introduction to Remote Sensing <i>GIS 26</i> )	3
GIS 27                      Applications in GIS	3
<b>Total Units for Area of Emphasis:</b>	<b>15</b>

**ADDITIONAL INFORMATION:**

The program covers the fundamentals of geospatial technologies and its applications. Through hands-on exercises and projects, students will acquire working experience with mainstream GIS and Remote Sensing software packages such as ArcGIS and ENVI. By providing both theoretical knowledge and hands-on experience, the program differs from a typical short course designed for learning a specific software package.

PID 322

# SANTA MONICA COLLEGE

## PROGRAM OF STUDY

### Legal Office Clerk

### Certificate of Achievement

Justification for Proposal

As part of the 'Doing What Matters' initiative, skills-builder students are experienced workers who take a limited number of community college courses to maintain and expand skill-sets required for ongoing employment and career advancement. Although numerous research studies have shown that skills-builder students secure significant earnings gains, they are not currently included in state accountability metrics. Many practitioners are now calling for skills-builder outcomes to be factored into statewide measures and goals. For example, recognizing skills-builder outcomes was a recurring theme in regional meetings held in early 2015 to inform the Board of Governor's Task Force on Workforce, Job Creation, and a Strong Economy. Short-Term Skill Certificates provide basic training for (1) entry-level positions or a specific skill set needed for a particular industry and (2) offer a pathway to a higher certificate or degree.

Career Opportunities    Legal Office clerk

**Program Description:**

Legal office clerks performs basic support tasks in a law office. This entry level position includes responsibilities such as producing correspondence, performing receptionist duties, answering telephones, filing, and managing calendars. The Legal Office Clerk Certificate provides training in computer technology, legal office procedures, legal terminology, machine transcription, English skills, and keyboarding. With experience, legal office clerks may advance to administrative assistants and office managers.

**CERTIFICATE OF ACHIEVEMENT REQUIREMENTS:**

- 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
- 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.

**Program Learning Outcomes:**

Upon completion of the program, students will demonstrate knowledge of legal terminology, English skills, computer technology, machine transcription, and keyboarding. Students will prepare legal documents. Applying knowledge of legal office procedures, students will demonstrate skills in court calendaring, billing procedures, and filing systems.

### Area of Emphasis

<b>Required Courses:</b>		<b>Units</b>
CIS 4	Business Information Systems with Applications	3
OFTECH 5	English Skills For The Office	3
OFTECH 30	Legal Office Procedures	3
OFTECH 31	Legal Terms And Transcription	3

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

# SANTA MONICA COLLEGE

## PROGRAM OF STUDY

### Medical Office Clerk

### Certificate of Achievement

Justification for Proposal

As part of Doing What Matters initiative, skills-builder students are experienced workers who take a limited number of community college courses to maintain and add to skill-sets required for ongoing employment and career advancement. Although numerous research studies have shown that skills-builder students secure significant earnings gains, they are not currently included in state accountability metrics. Many practitioners are now calling for skills-builder outcomes to be factored into statewide measures and goals. For example, recognizing skills-builder outcomes was a recurring theme in regional meetings held in early 2015 to inform the Board of Governor's Task Force on Workforce, Job Creation, and a Strong Economy. Short-Term Skill Certificates provide basic training for (1) entry-level positions or a specific skill set needed for a particular industry and (2) offer a pathway to a higher certificate or degree.

Career Opportunities      Medical Office clerk

**Program Description:**

The Medical Office Clerk Certificate prepares students to perform common tasks in a medical workplace. Students develop skills in medical terminology, medical office procedures, and basic medical coding and billing principles.

**CERTIFICATE OF ACHIEVEMENT REQUIREMENTS:**

- 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
- 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.

**Program Learning Outcomes:**

Upon completion of the program, students will demonstrate knowledge of medical office procedures, HIPAA, patient admissions and discharges, and appropriate telephone and scheduling procedures. Using knowledge of medical terminology and coding/billing procedures, students will demonstrate an understanding of billing, reimbursement, and collection procedures.

### Area of Emphasis

Required Courses:	Units
OFTECH 20      Medical Vocabulary	3
OFTECH 24      Medical Coding/Billing 1	3
OFTECH 27      Medical Office Procedures	3
CIS 4            Business Information Systems with Applications	3

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

PID 298

# SANTA MONICA COLLEGE

## PROGRAM OF STUDY

### Social Media Assistant

### Certificate of Achievement

**Justification for Proposal** Social Media is a growing area that enables people to interact with each other by both sharing and consuming information utilizing web-based communication tools. This certificate will provide a direct avenue for students to gain the skills necessary for an entry-level position in Social Media.

**Career Opportunities** Social Media Assistant, Social Media Agent, and Social Media Coordinator

**Program Description:**

Social media has revolutionized the way businesses interact with consumers. This program is designed to give students an understanding of the concepts involved in marketing and the role social media plays in advertising, public relations, branding, and corporate communication strategies.

Students will gain practical skills and learn the latest technical tools in social media through various projects and other assignments.

**CERTIFICATE OF ACHIEVEMENT REQUIREMENTS:**

- 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
- 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.

**Program Learning Outcomes:**

Upon completion of the program, students will demonstrate the difference between social media platforms, including functionality, target audience, and intended use.

Upon completion of the program, students will determine which social media platforms are best for their business and examine recent changes associated with popular social media platforms.

### Area of Emphasis

<b>Required Courses:</b>		<b>Units</b>
CIS 50	Internet, HTML, and Web Design	3
CIS 51	HTML5, CSS3, and Accessibility	3
CIS 70	Social Media Applications	3
CIS 60A	Photoshop I	3
BUS 34	Introduction to Social Media Marketing	3

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**Total Units for Area of Emphasis:** **15**

PID 296