



# Curriculum Committee Agenda

Wednesday, February 20, 2019, 3:00 p.m.  
Loft Conference Room – Drescher Hall 300-E

**Members:**

Brenda Antrim, <i>Chair</i>	Guido Davis Del Piccolo	Jae Lee	David Shirinyan
Jennifer Merlic, <i>Vice Chair</i>	Christina Gabler	Jing Liu	Lydia Strong
Eve Adler	Eric Hwang (A.S. Rep)	Estela Narrie	Toni Trives
Wynn (Robert) Armstrong	Maral Hyeler	Dana Nasser	Audra Wells
Jason Beardsley	Sasha King	Yvonne Ortega	Irena Zugic
Sheila Cordova	William Konya	Lee Pritchard	A.S. Representative

**Interested Parties:**

Clare Battista	Dione Carter	Kiersten Elliott	Estela Ruezga
William Bloom	Susan Caggiano	Stacy Neal	Scott Silverman
Maria Bonin	Rachel Demski	Patricia Ramos	Esau Tovar
Patricia Burson	Vicki Drake	Isabel Rodriguez (A.S. President)	Tammara Whitaker

**Ex-Officio Members:**

Nathaniel Donahue

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

- I. Call to Order and Approval of Agenda
- II. Public Comments *(Two minutes is allotted to any member of the public who wishes to address the Committee.)*
- III. Announcements
- IV. Approval of Minutes ..... 3
- V. Chair’s Report
  
- VI. Information Items
  - 1. Redesign of the Student Experience
  
- VII. Action Items

*(Courses: New)*

- a. ACCTG 50 Introduction to Accounting Software ERP System (Prerequisite: ACCTG 1) 13
- b. CIS 350 QuickBooks Online (Prerequisite: ACCTG 1 OR 21, CIS 4) ..... 19
- c. CIS 36A Adobe Acrobat..... 30
- d. CIS NC 900 Internet Fundamentals ..... 35
- e. CS NC 900 Cloud Career Pathway Fundamentals..... 39
- f. CS 77A Salesforce Administration Essentials (Skills Advisory: CS 3, CS 80) ..... 43
- g. CS 77B Salesforce Developer essentials (Skills Advisory: CS 77A, CS 55)..... 49
- h. HEALTH 82 Essential Skills for Health Care Professionals..... 56
- i. HEALTH 83 Technical Skills for Health Care Professionals ..... 59
- j. HEALTH 84 Applied Skills for Health Care Professionals ..... 64
- k. MUSIC 5 Beginning Musicianship (Skills Advisory: MUSIC 1) ..... 67

*(Courses: Substantial Changes)*

l. CIS 70 Social Media Applications (Addition of Skills Advisory CIS 1; Removal of Skills Advisories CIS 50 or GR DES 65) .....	71
m. ENGL 23 Intermediate Reading and Vocabulary (Update of hours – no change in units; Methods of Presentation, Methods of Evaluation; SLOs) .....	75
n. PHOTO 39 Beginning Photoshop (Addition of Prerequisite PHOTO 5; Removal of Skills Advisory: PHOTO 5) .....	78
o. PHOTO 42 Advanced Photoshop (Addition of Prerequisite PHOTO 39; Removal of Skills Advisory: PHOTO 39) .....	84

*(Courses: Distance Education)*

p. ACCTG 50 Introduction to Accounting Software ERP System .....	15
q. AD JUS 1 Introduction to Administration of Justice .....	90
r. CIS 350 QuickBooks Online.....	22
s. CIS 36A Adobe Acrobat.....	32
t. CIS NC 900 Internet Fundamentals .....	37
u. CS NC 900 Cloud Career Pathway Fundamentals.....	40
v. CS 77A Salesforce Administration Essentials.....	45
w. CS 77B Salesforce Developer essentials.....	52

*(Programs: New)*

x. Amazon Web Services Career Pathway Noncredit Certificate of Completion.....	96
y. Introduction to Working with Older Adults Noncredit Certificate of Completion.....	107

*(Programs: Revisions)*

- z. Changes to degrees and certificates as a result of courses considered on this agenda
  - Add ACCTG 50 to Accounting AS Degree and Staff Accountant Certificate of Achievement
  - Add CIS 350 to Accounting AS Degree, Computer Business Applications (Track 2) AS Degree/Certificate of Achievement, Entrepreneurship Certificate of Achievement, Staff Accountant Certificate of Achievement, Business Bookkeeping Department Certificate, and Business Entrepreneurship Department Certificate
  - Add CIS 36A to Digital Publishing Certificate of Achievement (*forthcoming*)
  - Add CIS NC 900 and CS NC 900 to Amazon Web Services Career Pathway Noncredit Certificate of Completion
  - Add CS 77A and CS 77B to Cloud Computing Department Certificate, and Associate Degree/Certificate of Achievement
  - Add HEALTH 82, HEALTH 83, and HEALTH 84 to Skills Builders for Health Care Professionals Certificate of Achievement (*forthcoming*)

VIII. New Business

IX. Old Business

X. Adjournment

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



# Curriculum Committee Minutes

Wednesday, December 5, 2018, 3:00 p.m.  
Loft Conference Room – Drescher Hall 300-E

**Members Present:**

Brenda Antrim, <i>Chair</i>	Sheila Cordova	Maral Hyeler	Lee Pritchard
Jennifer Merlic, <i>Vice Chair</i>	Guido Davis Del Piccolo	Sasha King	Toni Trives
Eve Adler	Christina Gabler	William Konya	Audra Wells
Wynn (Robert) Armstrong	Gary Huff	Estela Narrie	Irena Zugic
Garen Baghdasarian	Eric Hwang (A.S. Rep)	Dana Nasser	

**Members Absent:**

Jae Lee	Jing Liu	Lydia Strong
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**Others Present:**

Leigh Allen	Rachel Demski	Cesar Rubio	Howard Stahl
Susan Caggiano	Emin Menachekanian	Josh Sanseri	Sal Veas
Tram Dang	Mitra Moassessi	Perviz Sawoski	Amber Williams

*(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 3:02 pm. Motion to approve the agenda with removal of INTARC 38 (per departmental request), and additional changes/clarifications to the Registered Nursing program as outlined on the additional handout (see page 7).

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

The motion passed unanimously.

*Maral Hyeler was not present for vote.*

**II. Public Comments**

None

**III. Announcements**

Guido Davis Del Piccolo stated that he is looking forward to seeing everyone at mapping day on Friday, December 7, 2018.

**IV. Approval of Minutes**

Motion to approve the minutes of the November 21 meeting with no revisions or changes.

**Motion made by:** William Konya; **Seconded by:** Eric Hwang

Y: 12; N:0; A: 5 (Sheila Cordova, Christina Gabler, Sasha King, Estela Narrie, Audra Wells)

*Maral Hyeler was not present for vote.*

**V. Chair’s Report**

- Thank you to Gary Huff for his service standing in for David Shirinyan who will return in Spring, thank you to Garen who is subbing out with Yvonne Ortega from Life Sciences subbing in Spring, and to Wynn for continuing to sub in for Josh Withers for Spring
- All courses and programs from November were passed by the Academic Senate and the Board of Trustees.

- Approved 2018-2019 University of California Transferable Course Agreement (UCTCA): COM ST 20; DANCE 6; ECE 30; ECE 45; ECON/ENVIRON 4; ECON 8; GR DES 35; INTARC 34; KOREAN 8; WGS 40  
Denied: BIOL 10; CS 8; COUNS 12; EDUC 12  
Estela will be appealing on denials and all the courses resubmitted due to moving prereqs to advisories were approved except CS 8.  
POST MEETING UPDATE: 12/14/2018: ALL APPEALED COURSES (BIOL 10, COUNS 12, EDUC 12) HAVE RECEIVED APPROVAL FOR UC TRANSFER
- Notes on the [2018 Fall Curriculum Regional Meeting South](#), 11/17/18 at Mt. San Antonio College. Hot Topics: AB 705, Student Centered Funding Formula, Strong Workforce, Guided Pathways, and Curriculum Topics: TOP2CIP, Noncredit, COCI, PCAH 7<sup>th</sup> edition, Curriculum Periodic Review by Chancellor's Office. Slides available [here](#).
- AB 705 and Title 5: of note, there is still no statewide definition of 'highly unlikely to succeed.' Per Chancellor's memo, '1 year' = two semesters, and the clock begins when the student takes the first college level English or math course. The clock only applies to students that are seeking an associate degree or transfer that are enrolled in the credit program. Colleges will not be penalized under AB 705 if students do not complete transfer-level math and English in one year, but will not receive completion funding under the SCFF, so that's kind of a penalty. Title 5 Regulations are currently being drafted to meet the requirements of AB 705.
- Roles of the local Academic Senate/Curriculum Committee and the Faculty Union: The Senate represents faculty in academic and professional matters; the Union on salary and working conditions. Areas of overlap include: Academic Calendar, Faculty Evaluations, Tenure Review Process, Faculty Hiring Procedures, Enrollment Management, Program Viability/Discontinuance, Office Assignment, Textbooks, and Professional Development. Frequent and open communication is key.
- Noncredit Curriculum Streamlining and AB 705: This was actually all about noncredit courses as corequisites to credit courses. The current guidelines are the 2006 *Supplemental Learning Assistance and Tutoring guidelines*. The Chancellor's Office will soon revise this guidance to support student success. Until then, those guidelines must be followed. The ASCCC recently passed Resolution 9.02 F18 – Equalize Noncredit Curriculum Processes to Align with Local Approval of Credit Curriculum Processes: *Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and other stakeholders to equalize noncredit curriculum processes to align with local approval of credit curriculum processes.* The SMC Senate and Curriculum Committee supported this resolution.
- A corequisite course in noncredit is allowable and may be required (per AB 705 FAQ released August 2018) if the college can demonstrate that the corequisite increases the likelihood of success. It could have variable hours to allow different amounts of corequisite support to be scheduled with only one course outline, and must have an approved course outline that meets the requirements outlined in Title 5 §55002 (this includes specifying possible topics that will be covered in the course content).
- Depending on the updated guidelines, this may be a fruitful path for SMC faculty to investigate.
- UC TCA, Articulation, and UC Transfer Pathways: There was a lot of discussion about the Plenary resolution and movement at the state level to create UC pathways acceptable to UCLA, Berkeley, and others that are not part of the Transfer Admission Guarantee (TAG) program. TAG campuses are Davis, Irvine, Merced, Riverside, Santa Barbara, and Santa Cruz. Senate leadership was not open to objections to trying to force the UC into accepting CSU-style pathways nor discussion of the TAG program. Due to AB 705 some articulation deadlines are pushed back one time only, and our Articulation Officer is aware of this. CCCCCO, ASCCC, UCOP and UC Academic Senate meet at end of November to (hopefully) finalize UC Transfer Degree pilot in Chemistry and Physics

- Certificates, Degrees, and Curricular Processes with the Student Centered Funding Formula: This was actually all about the local certification process, a review of what was presented at Curriculum Institute in July. There was one slide on the SCFF and twenty slides on certification.
- Overall, there was very little new information from July. Work has begun on the PCAH 7<sup>th</sup> edition, changes are coming in Title 5 and various guidelines, and COCI is continually working to improve.

## VI. Information Items

1. Redesign of the Student Experience
  - Final mapping day is on Friday, December 7.
  - The focus group report from Institutional Research was received. There were five focus groups of students, currently enrolled in ENGL 1/28; 99 students total
  - The consistent issue that came up was confusion re: the Social Sciences/Humanities “bucket” – Pathways group will be meeting with counseling to see what changes can be made to clarify it further (split them up, figure out what’s tying them together, etc.)
  - Institutional Research will also be sending out a survey to students on what to name “Meta Majors” (as that name won’t be used for the final versions).
  - Pathways faculty leaders will update the Senate in person in Spring

### *(Courses: Non-Substantial Changes)*

2. CIS 35D QuickBooks Desktop
3. COSM 11B Hair Styling 1
4. COSM 11D Permanent Wave 1
5. COSM 11E Curly Hair Techniques 1
6. COSM 16 Nail Care 1
7. COUNS 20 Student Success Seminar
8. FRENCH 1 Elementary French I
9. FRENCH 2 Elementary French II
10. FRENCH 3 Intermediate French I
11. FRENCH 4 Intermediate French II
12. FRENCH 8 Conversational French
13. GERMAN 1 Elementary German I
14. GERMAN 2 Elementary German II
15. GERMAN 3 Intermediate German I
16. GERMAN 4 Intermediate German II
17. GERMAN 8 Conversational German
18. GERMAN 31A Practical German
19. HEBREW 3 Intermediate Hebrew 1
20. HEBREW 4 Intermediate Hebrew 2
21. HEBREW 8 Conversational Hebrew
22. ITAL 1 Elementary Italian I
23. ITAL 2 Elementary Italian II
24. ITAL 3 Intermediate Italian I
25. ITAL 4 Intermediate Italian 2
26. ITAL 8 Conversational Italian
27. JAPAN 2 Elementary Japanese II
28. JAPAN 3 Intermediate Japanese I
29. PORTGS 1 Elementary Portuguese 1
30. SPAN 1 Elementary Spanish I
31. SPAN 20 Latin American Civilization
32. TURK 1 Elementary Turkish 1

## VII. Action Items

### *(Courses: New)*

- a. MATH 21C Concurrent Support for Finite Mathematics (Corequisite: MATH 21)  
Motion to approve MATH 21C with no revisions or changes  
**Motion made by:** Toni Trives; **Seconded by:** Estela Narrie  
The motion passed unanimously.

Motion to approve MATH 21C corequisite of MATH 21  
**Motion made by:** Garen Baghdasarian; **Seconded by:** Audra Wells  
The motion passed unanimously.

- b. PHYSCS 20 Preparation for Calculus-Based Physics (Skills Advisory: MATH 2)  
Motion to approve PHYSCS 20 with no revisions or changes  
**Motion made by:** Audra Wells; **Seconded by:** Irena Zugic  
The motion passed unanimously.

Motion to approve PHYSCS 20 skills advisory of MATH 2  
**Motion made by:** Eric Hwang; **Seconded by:** Eve Adler  
The motion passed unanimously.

- c. PORTGS 2 Elementary Portuguese 2 (Skills Advisory: PORTGS 1)  
Motion to approve PORTGS 2 with no revisions or changes  
**Motion made by:** Estela Narrie; **Seconded by:** William Konya  
The motion passed unanimously.

Motion to approve PORTGS 2 skills advisory of PORTGS 1  
**Motion made by:** Irena Zugic; **Seconded by:** Maral Hyeler  
The motion passed unanimously.

### *(Courses: Distance Education)*

- d. PHOTO 1 Introduction to Photography  
Motion to approve distance education for PHOTO 1 with slight revisions to wording; removal of specific software names; copy of "rationale" from PHOTO 5; and recommendation to review course outline in Curricunet for clean-up of missing data  
**Motion made by:** Irena Zugic; **Seconded by:** Christina Gabler  
The motion passed unanimously.
- e. PHOTO 5 Digital Asset Management, Modification, & Output  
Motion to approve distance education for PHOTO 5 with slight revisions to wording; removal of specific software names; and recommendation to review course outline in Curricunet for clean-up of missing data  
**Motion made by:** William Konya; **Seconded by:** Dana Nasser  
The motion passed unanimously.
- f. PHOTO 60 Business Practices in Photography  
Motion to approve distance education for PHOTO 60 with slight revisions to wording; removal of specific software names; copy of "rationale" from PHOTO 5; and recommendation to review course outline in Curricunet for clean-up of missing data  
**Motion made by:** Eric Hwang; **Seconded by:** Maral Hyeler  
The motion passed unanimously.

### *(Courses: Global Citizenship)*

- g. PORTGS 2 Elementary Portuguese 2

Motion to approve Global Citizenship for PORTGS 2 with no revisions or changes  
**Motion made by:** Eve Adler; **Seconded by:** Irena Zugic  
The motion passed unanimously.

*(Courses: Substantial Changes)*

- h. ACCTG 19A IRS Volunteer Income Tax Assistance (VITA) Program - Tax Preparer  
(Changed: Methods of Evaluation; Added: Grading Rubric)  
Motion to approve changes to ACCTG 19A with no additional revisions  
**Motion made by:** Dana Nasser; **Seconded by:** Gary Huff  
The motion passed unanimously.
- i. CS 42 Digital Logic (Changed: Course Name, SLOs)  
Motion to approve changes to CS 42 with no additional revisions  
**Motion made by:** Gary Huff; **Seconded by:** Irena Zugic  
The motion passed unanimously.
- j. ~~INTARC 38 3D Digital Drafting I (Addition of Skills Advisory: INTARC 29)~~

*(Programs: New)*

- k. Engineering AS Degree  
Motion to approve Engineering AS Degree with the following revisions: make it an AS/Certificate of Achievement; correct Area of Emphasis units to 31; revisions to headings to further clarify the courses required for lab completion and electives  
**Motion made by:** Garen Baghdasarian; **Seconded by:** Dana Nasser  
The motion passed unanimously.
- l. Introduction to Engineering Certificate of Achievement  
Motion to approve Introduction to Engineering Certificate with correction to units (Elective Engineering Courses: 3 units; Area of Emphasis: 15 units)  
**Motion made by:** Guido Davis Del Piccolo; **Seconded by:** Garen Baghdasarian  
The motion passed unanimously.
- m. Scenic Design and Construction Department Certificate  
Motion to approve Scenic Design and Construction Department Certificate with recommendation to compile labor data to submit as a Certificate of Achievement later  
**Motion made by:** Dana Nasser; **Seconded by:** Audra Wells  
The motion passed unanimously.
- n. Stage Lighting, Sound and Projection Department Certificate  
Motion to approve Stage Lighting, Sound and Projection Department Certificate with recommendation to compile labor data to submit as a Certificate of Achievement later  
**Motion made by:** Toni Trives; **Seconded by:** Lee Pritchard  
The motion passed unanimously.

*(Programs: Revisions)*

- o. Changes to degrees and certificates as a result of courses considered on this agenda
- Add PHYSCS 20 to General Science AS Degree (Group B)
  - Add PORTGS 2 to Liberal Arts – Arts and Humanities AA Degree (Area B, Group 1), and Latin American Studies Department Certificate (Required Language Courses)
- Motion to approve changes to degrees and certificates as listed above  
**Motion made by:** Estela Narrie; **Seconded by:** Audra Wells  
The motion passed unanimously.  
*Garen Baghdasarian was not present for vote.*

- p. Networking Certificate of Achievement
- Conversion of Networking Department Certificate to Certificate of Achievement (no change in units or courses)  
Motion to approve Networking Certificate of Achievement with no additional changes  
**Motion made by:** Audra Wells; **Seconded by:** William Konya  
The motion passed unanimously.  
*Garen Baghdasarian was not present for vote.*
- q. Registered Nursing AS Degree
- Change of degree name (from Nursing ADN), program description, Program Learning Outcomes, and significant changes to program layout and courses  
Motion to approve revisions to the Registered Nursing AS Degree with additional changes to layout, course headings, Area of Emphasis units (40), and California Education Code 66055.8 language (see page 9 for final approved version with Curriculum Committee changes)  
**Motion made by:** Christina Gabler; **Seconded by:** Dana Nasser  
Y: 16; N: 0; A: 1 (William Konya)  
*Garen Baghdasarian was not present for vote.*

**VIII. New Business**

None

**IX. Old Business**

- Gary Huff: crosswalk between the OEI rubric for best teaching practices in online courses with the distance education application fields
- Discussion of approach to courses that do not appear to directly support transfer or further employment  
Old business tabled due to time constraints

**X. Adjournment**

The meeting was adjourned at 5:42 pm



# 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.

## **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 (40 units)

**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)**

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 (12 Units)**

PSYCH 19, Lifespan Human Development (3)

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COM ST 11, Elements Of Public Speaking (3)

or

COM ST 35, Interpersonal Communication (3)

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1 course from Social Sciences Group A or Humanities (3)

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1 course fulfilling the Global Citizenship requirement, from either Social Sciences Group A or Humanities, selecting a category not chosen above (3)

*Students must complete the SMC GE requirements. Students who have already earned a Bachelor's Degree are exempted from completing the Rationality and Global Citizenship requirements of the SMC GE per California Education Code 66055.8*

### **FIRST SEMESTER:**

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)

### **SECOND SEMESTER:**

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)

**THIRD SEMESTER:**

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)

**FOURTH SEMESTER:**

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)

# 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.

## **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 (40 units)

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

ENGL 1, Reading and Composition 1 (3)

ANATMY 1, Human Anatomy (4)

PHYS 3, Human Physiology (4)

MCRBIO 1, Fundamentals Of Microbiology (5)

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

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

### **REQUIRED COURSES (6 Units)**

PSYCH 19, Lifespan Human Development (3)

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COM ST 11, Elements Of Public Speaking (3)

or

COM ST 35, Interpersonal Communication (3)

*Students who have earned a baccalaureate or higher degree from a regionally accredited institution of higher education are not required to complete SMC local general education requirements. Coursework that is required to earn a nursing degree must be completed. (Per Educational Code 66055.8)*

### **FIRST SEMESTER:**

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)

### **SECOND SEMESTER:**

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)

### **THIRD SEMESTER:**

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)

**FOURTH SEMESTER:**

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)

# Santa Monica College

## Course: NEW or Reinstatement

### Expanded Course Outline for ACCTG 50 - Introduction to Accounting Software ERP System

Course Cover	
Discipline	ACCTG-ACCOUNTING
Course Number	50
Full Course Title	Introduction to Accounting Software ERP System
Catalog Course Description	This course introduces students to how an enterprise resource planning system such as SAP, is used as accounting software to record day-to-day business activities at major corporations. Through case studies and the review of major business processes, students will learn how SAP records and reports the underlying business activities such as sales to distribution to invoicing and cash receipts and purchasing to receiving to payment. Students will learn an overview of the structure of SAP and also practical skills such as creating a vendor in the system and running financial statements.
Rationale	Enterprise resource planning (ERP) is business process management software that allows an organization to use a system of integrated applications to manage the business and automate many back office functions related to technology, services, accounting and human resources. Students with ERP skills are in demand in today's workforce. A key word search on SAP on the job website Indeed.com yielded 2,003 jobs openings as of November 9th, 2018 in the Los Angeles area. Our industry partners such as Robert Half Staffing Agency have validated the need for accounting professionals with ERP skills in SAP and Oracle. This course is a skill- builder course for working professionals looking to increase their employability and to move up in the career ladder. This course along with the tax preparation courses, payroll course, book-keeping courses, Quick-books and Excel courses will enrich and strengthen the career technical education at Santa Monica College.
Proposed Start	Year: 2019 Semester: Fall
Proposed for Distance Ed	Yes
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Weekly Laboratory Hours	Min: 0
Weekly Arranged Hours	Min: 0
Total Semester Instructional Hours	54.00
Total Outside-of-Class Hours	108.00
Load Factor	1.00
Load Factor Rationale	Lecture based class.
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	Transfers to CSU
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	<b>AS Degree</b>

	-Accounting (List B) <b>Certificate of Achievement</b> -Staff Accountant
<b>Pre/Corequisites &amp; Advisories</b>	
<b>Prerequisite</b> ACCTG 1	
<b>Course Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Obtain an overview of the SAP ERP business processes and structure	
2. Define the SAP Generic Corporate Structure	
3. Explain how to navigate the basic SAP system	
4. Demonstrate an understanding of an integrated order-to-cash cycle	
5. Analyze a financial accounting process	
6. Demonstrate an understanding of the purchasing process cycle	
<b>Course Content</b>	
10%	SAP Overview and Structure
15%	Navigation in SAP
25%	Financial Accounting Module
25%	Sales and Distribution (Order to Cash Cycle) Module
25%	Materials Management (Purchasing Process Cycle) Module
Total: 100%	
<b>Methods of Presentation</b>	
Methods	Lecture and Discussion Online instructor-provided resources
Other Methods	Case Studies
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 10% - Class Participation</li> <li>• 30% - Exams/Tests</li> <li>• 60% - Additional Assessment</li> <li>• 100% - Total</li> </ul>
Additional Assessment Information (Optional)	Case Studies (20% each)
<b>Appropriate Textbooks</b>	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	1. Schulz, Olaf. Using SAP: An Introduction to Learning SAP for Beginners and Business Users , 3rd Edition ed. Rheinwerk Publishing , 2017 2. Burns, David. Financial Accounting in SAP FICO (SAP ERP): Business User Guide, 2nd ed. Rheinwerk Publishing , 2018, ISBN: 978-1-4932-1679-6.
Other	1. SAP University Alliances Case Studies and Other Education Material
<b>Assignments</b>	
<b>Sample Assignment</b>	
Case Study #1 - Financial Accounting Cycle Process a complete accounts payable process within financial accounting by taking on a different role within the Global Bike Inc. You will be working in the Financial Accounting (FI) department. Before you can post the account payables invoice, master data has to be maintained. Within this case study, you will create the necessary accounts within General Ledger and create the vendor. Afterwards, you will	

post the invoice and verify the changes on your account. Since the posting is relevant to P&L statement, you will review the impact on your financial statement in the end.

#### Case Study #2 - Sales and Distribution Case Study

In this case study, you will be asked to perform an integrated order-to-cash cycle.

In order to process a complete order-to-cash process, you will take on different roles within the GBI company, e.g. sales agent, warehouse worker, accounting clerk. Overall, you will be working in the Sales and Distribution, the Materials Management and the Financial Accounting departments. There are seventeen steps involved with this assignment.

### Student Learning Outcomes

1. Explain the basic business processes within SAP.
2. Demonstrate an understanding of the financial accounting process within SAP.
3. Demonstrate an understanding of an integrated order-to-cash cycle.
4. Demonstrate an understanding of a purchasing process cycle.
5. 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 the linking the relevance of course content to careers in business and their personal lives.

### Minimum Qualification

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

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

### Additional Comments/Information

See file attached.

### Distance Ed

#### Distance Education Application

Delivery Methods	Online/Classroom Hybrid Fully Online
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#### Distance Education Quality

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</p>

	<p>Title 5.  Will not affect existing or potential articulation with other colleges  Special needs (i.e., texts, materials, etc.) are reasonable  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>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. The instructor will post regular and frequent announcements regarding assignments along with frequent reminders. Additionally, content pages will begin each module and will include summaries of key information and suggestions for how to approach content. Weekly discussion boards will be posted and the instructor will provide comments, input and feedback like in a regular on-ground course. Additionally, constructive feedback will be provided on the homework assignments and the exam in addition to numerical scores. The instructor will promptly respond to communication from students via email and through the "chat" room and/or homework discussion thread. At the midpoint and at the end of the course, students will also provide feedback on the course and the effectiveness of the instructor. This information will help the instructor to make timely changes to better meet the students' needs.</p>
Student-Student Interaction	<p>Students will engage in weekly discussion board groups where they will be required to reply to at least two students in the class. In the first week, for example, 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> <p>Students will be assigned a weekly discussion thread where they are asked to help each other with the homework assignment (ie. case studies) and/or answer a question/topic related to SAP/ERP.</p>
Student-Content Interaction	<p>The class is organized through weekly course modules. A wealth of material is offered for students to learn the accounting ERP system. The material will be provided by the SAP University Alliance case studies and also a chosen textbook from the book list. Finally, students will complete three case studies and take one final exam.</p>

<b>Online class activities that promote class interaction and engagement</b>	<b>Brief Description</b>	<b>Percentage of Online Course Hours</b>
Chat Rooms	Students will be able to ask the instructor questions in the chat room in Canvas.	5%
Discussion Boards	Discussion boards will be used to promote student-teacher interaction and student-to student interaction on a variety of ERP/SAP related topics.	5%
Online Lecture	Students will watch online videos and PowerPoint presentation related to SAP/ERP material.	30%
Exams	Students will complete one exam online at the end of the course.	5%
Written assignments	Students will be asked to complete 3 case studies to be submitted online in SAP.	30%
Other (describe)	Class Reflection - Students will be asked to reflect on what they have learned at the end of the course. This exercise will allow them to process and synthesize their eight weeks learning experience.	5%



	Instructor Feedback - Students will be asked to provide instructor/course feedback at the midpoint of the course and also at the end of the course. This information will allow the instructor to adapt the course schedule or content delivery if necessary to better meet the students' needs.	
Threaded Discussions	There will be a weekly homework discussion thread where students can ask and answer each other questions' related to the homework assignment/case studies.	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. Each module has a designated chapter. To provide consistency and insure that quality of instruction is provided, the following format is provided for each module: learning objectives, lecture video, PowerPoint, discussion board assignment, links to relevant articles, web sites such as Open SAP which provides open source learning materials on SAP.

Discussion boards are provided on a weekly basis. There will be three case studies and one final exam.

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 course on the learning management system in place and received the appropriate certification. Additionally, instructors should be aware of the technical support that is available such as the technical support line. 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 will be closed captioned.

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.).

One of the case studies will require students to understand and perform an integrated order to cash cycle within SAP. For this assignment, there will be a discussion thread set up for students to ask each other for help. This assignment requires students to perform 17 steps within SAP. Students can also use the "chat" feature in Canvas or equivalent CMS to ask the instructor for help. The questions and answers posted in "Chat" will be shared with the entire class.

### Assessment Best Practices

**60%-Case Studies (3)** - There will be three different case studies that focus on the major business processes within SAP. Each case study will be worth 20% of the overall grade. Written feedback will be given for each case study.

**20%-Final exam** - There will be one exam at the end of the course that will be comprehensive and will assess concepts covered for the entire course.

**20%-Discussion Threads** - 10% of the grade will be assigned to the mid-point feedback and reflection thread and the end of the course feedback and reflection discussion post. The other 10% will be assigned to the homework thread where students will help each other with the case studies and other assignments.

## Prerequisite / Corequisite Checklist and Worksheet: ACCTG 50

**PREREQUISITE:** ACCTG 1

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

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

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

Type 4: Program prerequisites

**Prerequisite must be required for at least one of the courses in the program.**

**Explain:** To successfully pass this course, it is advised that a student should take ACCTG 1 before registering for this class.

**ENTRANCE SKILLS FOR ACCTG 50**

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

A) Define, use and understand accounting and business terminology, and apply it to transactions, reporting and analysis.
B) Distinguish between cash basis and accrual basis accounting and the principles underlying these approaches (matching principle, revenue recognition principle); explain the impact of each approach on the financial statements.
C) Identify and illustrate issues and transactions relating to long-term assets including acquisition, valuation, use, cost allocation, depreciation, disposal and reporting.
D) Distinguish between capital and revenue expenditures and demonstrate the recording and reporting of each.
E) Prepare and interpret the Income Statement, the Statement of Owner's Equity and the Balance Sheet, and complete the accounting cycle through the beginning of the following fiscal year.

**EXIT SKILLS (objectives) FOR ACCTG 1**

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

1. Ability to explain the major business processes and the organizational structure within SAP.
2. Ability to perform an integrated order-to-cash cycle within SAP.
3. Ability to perform a purchasing process cycle within SAP.
4. Ability to perform a financial process within SAP including creating a vendor and running reports.

EXIT SKILLS FOR (ACCTG 1)	ENTRANCE SKILLS FOR (ACCTG 50)								
		A	B	C	D	E	F	G	H
1	x	x	x	x	x	x			
2	x	x	x	x	x	x			
3	x	x	x	x	x	x			
4	x	x	x	x	x	x			
5									
6									
7									
8									

# Santa Monica College

## Course: NEW or Reinstatement

### Expanded Course Outline for CIS 350 - QuickBooks Online

Course Cover	
Discipline	CIS-COMPUTER APPLICATIONS
Course Number	350
Full Course Title	QuickBooks Online
Catalog Course Description	This course provides the student with a business approach to computerized, integrated accounting principles using QuickBooks Online. Students will work with the various components of an accounting system by setting up an accounting system for a new company. Topics include the creation of a QuickBooks company, processing daily accounting entries, working with payroll online, maintaining inventory, the creation and the analysis of financial statements and other managerial reports. Hands-on experience is provided in a microcomputer lab. This class covers the objectives necessary for the QuickBooks Online certification.
Rationale	Our advisory board suggested offering this course to our business students. As per Intuit, there are 3.4 million QuickBooks Online users. Half of these numbers grew within the last two years. The CIS department would like to offer this course since this is a new delivery system that is growing.
Proposed Start	Year: 2019 Semester: Summer
Proposed for Distance Ed	Yes
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Weekly Laboratory Hours	Min:
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	54.00
Total Outside-of-Class Hours	108.00
Load Factor	1.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	Transfers to CSU
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	<b>AS Degree</b> -Accounting, Computer Business Applications (Track 2) <b>Certificate of Achievement</b> -Computer Business Applications (Track 2), Entrepreneurship, and Staff Accountant <b>Department Certificate</b> -Business Bookkeeping, Business Entrepreneurship
Pre/Corequisites & Advisories	

**Skills Advisory**

ACCTG 1

or

ACCTG 21

CIS 4

**Course Objectives**

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

1. Navigate QuickBooks Online
2. Create a new company using QuickBooks Online
3. Manage accounts and settings
4. Set up and modify the lists and users profile
5. Demonstrate how to enter and update vendors' profile, purchases, and pay bills
6. Demonstrate how to enter and update customers' profile, sales receipts and invoices, and record customer payments
7. Demonstrate how to enter timesheets, process payroll checks, and other payroll related transactions
8. Prepare bank reconciliation and work with other banking tools
9. Complete the accounting cycle and manage the tracking system
10. Prepare and analyze reports
11. Identify Apps that works on QuickBooks Online environment
12. Use the tools available for QuickBooks Online Accountant

**Course Content**

5%	Getting started with QuickBooks Online
10%	Setting up a new company file
10%	Managing Accounts and Settings
5%	Setting up and Modifying Lists and Users
10%	Working with Vendors
10%	Working with Customers
10%	Using payroll in QuickBooks Online
10%	Banking and Credit Card Transactions
10%	Creating and Analyzing Reports
10%	Completing the accounting cycle and managing the tracking system
5%	Using tools available to QuickBooks Online Accountant
5%	Identify Apps that Works on QuickBooks Online Environment

Total: 100%

**Methods of Presentation**

Methods	Observation and Demonstration Online instructor-provided resources Projects
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**Methods of Evaluation**

Methods	<ul style="list-style-type: none"> <li>• 10% - Class Participation</li> <li>• 30% - Exams/Tests There will be a midterm and final exam.</li> <li>• 10% - Final Project</li> <li>• 35% - Homework There will be from 8-10 project assignments</li> </ul>
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	<ul style="list-style-type: none"> <li>• 15% - Quizzes</li> <li>• 100% - Total</li> </ul>
Additional Assessment Information (Optional)	<p>Additional Assessment Information:</p> <p>Final Letter Grade</p> <p>Total Percentage</p> <p>A = 90% -100%</p> <p>B = 80% - 89%</p> <p>C = 70% - 79%</p> <p>D = 60% - 69%</p> <p>F = 0% - 59%</p>

### Appropriate Textbooks

Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	1. Hartley, Patricia. <i>QuickBooks Online Comprehensive</i> , ed. Labyrinth, 2018, ISBN: 978-159136-974-5.
Software	1. <u>QuickBooks Online</u> . Intuit, 2018 ed.
Other	1. Adobe Reader 2. Microsoft Office Suite

### Assignments

Sample Assignment	
<p>Sample of Assignment 1:</p> <p>Scenario: Printing Financial Statements</p> <p>While working at your computer, you notice Mr. Castle heading toward you. Adding another stack of papers to your overflowing inbox, he says, “I need a profit and loss statement and a balance sheet for November as soon as possible. I haven’t seen any financial statements since our former accountant left.”</p> <p>As he walks away, Mr. Castle calls over his shoulder, “From now on I’d like a P&amp;L and balance sheet on my desk by the first of each month.”</p> <p>Your job is now to create these two financial statements from the file that has been provided to you and print the statements for Mr. Castle.</p>	
Sample Assignment 2	
<p>Scenario: Chart of Accounts, Customer List, Vendor List, and Item List</p> <p>Villa Floor &amp; Carpet, a start up business, provides custom hardwood floor cleaning and refinishing. In addition, the business provides specialized cleaning of fine oriental rugs.</p> <p>First, set up a new QuickBooks company file for Villa Floor &amp; Carpet using the EasyStep Interview. Then create the Customer list, Vendor list, and the Item list for the new company with the information provided.</p>	

### Student Learning Outcomes

1. Given the accounting data, enter financial data using QuickBooks Online to create various financial statements and reports for small business entities.
2. Given the accounting data, complete bank reconciliations and enter payroll using the tools offered through QuickBooks Online or its additional required Apps.

### Minimum Qualification

Minimum Qualifications:	Computer Information Systems - Accounting bookkeeping experience required.
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<b>Library</b>	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes
<b>Distance Ed Distance Education Application</b>	
Delivery Methods	Online/Classroom Hybrid 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 as defined by Administrative Regulation 5420 and college curriculum approval procedures. Adequate technology resources exist to support this course/section Library resources are accessible to students Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments Adequately fulfills ?effective contact between faculty member and student? required by Title 5. Will not affect existing or potential articulation with other colleges Special needs (i.e., texts, materials, etc.) are reasonable Complies with current access guidelines for students with disabilities
<b>Guidelines and Questions for Curriculum Approval of a Distance Education Course Student Interactions</b>	
Student-Instructor Interaction	The instructor will maintain frequent and on-going communication with each student using Canvas Inbox, threaded discussion, online chat and/or Zoom meetings, and SMC email. Either the student or the instructor will be able to initiate the communications as needed. In addition, the instructor will regularly provide on-going feedback and suggestions to assist students in improving their course performance. The instructor will also provide appropriate course navigation, content information, exam, and assignments instructions and guidelines.
Student-Student Interaction	Students will participate in student to student interactions through the use of threaded discussions. This is an asynchronous board where students are able to communicate with each other throughout the course and talk about the course material and assignments.
Student-Content Interaction	Each module unit will include online lectures and videos that will allow students to assess what they're learning regarding the content that is being covered in the course before completing a graded assignment. The interaction will be regular throughout the course.

<b>Online class activities that promote class interaction and engagement</b>	<b>Brief Description</b>	<b>Percentage of Online Course Hours</b>
Discussion Boards	There will be regular threaded discussion on topics related to the class lecture	25%
Online Lecture	Narrative content with embedded links	15%
Videos	Video lectures explaining how to use the features and how to apply it using a given scenario	20%
Exams	Content review	10%
Written assignments	Hands on skill-based assignments	30%

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.)

This course is a three-unit to be offered 6-16 weeks and each week will contain specific content that is focused on the material being studied. Weekly lessons will include online lecture material, reading assignments from the textbook, discussion board and self-reflection exercises through threaded discussions, and additional skill-based assessment project assignments and theory quizzes. Video lectures will be provided throughout the course that will demonstrate the use and application of the software.

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.)

The instructor would need to have complete knowledge and experience using QuickBooks Online application that is going to be taught in this class. In addition, the instructor would need to be familiar with the tools that available in the CMS platform and be able to efficiently used. The instructor should be knowledgeable of online pedagogy and practice as outline by the SMC Distance Education Best Practice document. It would be best if the instructor is familiar with the OEI Design rubric also.

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.)

There should be a student resources module listing specific services such as links to financial aid, disabled bookstore, library, scholarships, tutoring services, health services, job center, free software, and links to the department certificates and degrees should be provided to students on the course shell.

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.

This course contains specific guidelines that must be follow when creating and implementing an online course in adherence to the CCCCO Distance Education Guidelines, CA Code 11135, Section 508 of the Rehabilitation Act. Any video used in this course will be close captioning and all guidelines will be carefully followed to ensure we are in full 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.).

Objective:  
a) Create a New QuickBooks Online Company  
b) Set up and Modify Lists and Users

Sample Assignment: Students will submit documents using the submission assignment page of SMC's current CMS.



Scenario: Chart of Accounts, Customer List, Vendor List, and Item List

Villa Floor & Carpet, a start up business, provides custom hardwood floor cleaning and refinishing. In addition, the business provides specialized cleaning of fine oriental rugs.

First, set up a new QuickBooks company file for Villa Floor & Carpet using the EasyStep Interview. Then create the Customer list, Vendor list, and the Item list for the new company with the information provided.

#### Assessment Best Practices

**10%-Class Participation/Discussion Board** - Students will be given the opportunity to discuss topics related to the class lecture.

**15%-10 to 12 Theory Quizzes** - Students will be tested the concepts covered on the chapters.

**35%-Weekly Project Assignments** - Students will be completing weekly skill-based projects.

**10%-Final Project** - Students will complete a class project where they need to demonstrate the skills learned throughout the semester.

**30%-Two hands-on exams** - Skill-based exams where students demonstrate their competency using QuickBooks Online.



**ADVISORY Checklist and Worksheet: CIS 350**

**Proposed Advisory: ACCTG 1**

**SECTION 1 - CONTENT REVIEW:**

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

**ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: CIS 350**

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

A)	Define, use and understand accounting and business terminology, and apply it to transactions, reporting and analysis.
B)	Apply transaction analysis, input transactions into the accounting system using journal entries, post and summarize this input, prepare and interpret the Income Statement, the Statement of Owner's Equity and the Balance Sheet, and complete the accounting cycle through the beginning of the following fiscal year.
C)	Describe, explain and apply principles relating to current assets (cash and cash equivalents, receivables and bad debts, marketable securities, inventory and cost of goods sold, and prepaid expenses), including measurement, recording, changes in valuation, adjustments, errors, and reporting.
D)	Identify and illustrate issues and transactions relating to long-term assets including acquisition, valuation, use, cost allocation, depreciation, disposal and reporting.
E)	Define and give examples of current liabilities and long-term liabilities; journalize and explain the valuation and reporting of all current liabilities, including notes and payroll accounts; explain the valuation and reporting of estimated liabilities and other contingencies.
F)	Describe the characteristics and advantages and disadvantages of the partnership form of business organization; journalize partnership entries.
G)	Describe the importance of business ethics, the basic principles of proper ethical conduct, and the practical application of ethical principles to various reporting issues and business situations.

**EXIT SKILLS (objectives) FROM: ACCTG 1**

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

1.	Define, use and understand accounting and business terminology, and apply it to transactions, reporting and analysis.
2.	Apply transaction analysis, input transactions into the accounting system using journal entries, post and summarize this input, prepare and interpret the Income Statement, the Statement of Owner's Equity and the Balance Sheet, and complete the accounting cycle through the beginning of the following fiscal year.
3.	Describe, explain and apply principles relating to current assets (cash and cash equivalents, receivables and bad debts, marketable securities, inventory and cost of goods sold, and prepaid expenses), including measurement, recording, changes in valuation, adjustments, errors, and reporting.
4.	Identify and illustrate issues and transactions relating to long-term assets including acquisition, valuation, use, cost allocation, depreciation, disposal and reporting.
5.	Define and give examples of current liabilities and long-term liabilities; journalize and explain the valuation and reporting of all current liabilities, including notes and payroll accounts; explain the valuation and reporting of estimated liabilities and other contingencies.
6.	Describe the characteristics and advantages and disadvantages of the partnership form of business organization; journalize partnership entries.

7. Describe the importance of business ethics, the basic principles of proper ethical conduct, and the practical application of ethical principles to various reporting issues and business situations.

		ENTRANCE SKILLS FOR: <b>CIS 350</b>							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: <b>ACCT 1</b>	1	X							
	2		X						
	3			X					
	4				X				
	5					X			
	6						X		
	7							X	
	8								X

## ADVISORY Checklist and Worksheet: CIS 350

Proposed Advisory: **ACCTG 21**

### SECTION 1 - CONTENT REVIEW:

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

### ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: **CIS 350**

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

A)	Apply accounting concepts and principles to describe an organization's financial position and prepare and use financial statements.
B)	Define and use key accounting terms to analyze and journalize transactions, post the corresponding journal entries to the ledger, and prepare a trial balance.
C)	Distinguish between accrual basis and cash basis accounting and apply the revenue recognition and matching principles.
D)	Record adjusting entries at the end of the accounting period, prepare an adjusted trial balance, and prepare financial statements from the adjusted trial balance.
E)	Prepare an accounting worksheet, close temporary accounts, and complete the accounting cycle.
F)	Prepare special journals (sales, cash receipts, purchases, and cash payments journals) and subsidiary ledgers (accounts receivable and accounts payable).
G)	Apply internal controls to the receipt and payment of cash. Prepare bank reconciliations and the related journal entries.
H)	Compute and record employee payroll and corresponding employer payroll tax journal entries.

### EXIT SKILLS (objectives) FROM: **ACCTG 21**

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

1.	Apply accounting concepts and principles to describe an organization's financial position and prepare and use financial statements.
2.	Define and use key accounting terms to analyze and journalize transactions, post the corresponding journal entries to the ledger, and prepare a trial balance.
3.	Distinguish between accrual basis and cash basis accounting and apply the revenue recognition and matching principles.
4.	Record adjusting entries at the end of the accounting period, prepare an adjusted trial balance, and prepare financial statements from the adjusted trial balance.
5.	Prepare an accounting worksheet, close temporary accounts, and complete the accounting cycle.
6.	Prepare special journals (sales, cash receipts, purchases, and cash payments journals) and subsidiary ledgers (accounts receivable and accounts payable).
7.	Apply internal controls to the receipt and payment of cash. Prepare bank reconciliations and the related journal entries.
8.	Compute and record employee payroll and corresponding employer payroll tax journal entries.

		ENTRANCE SKILLS FOR: <b>CIS 350</b>							
EXIT SKILLS From: <b>ACCT 21</b>		A	B	C	D	E	F	G	H
	1	X							
	2		X						
	3			X					
	4				X				
	5					X			
	6						X		
	7							X	
	8								X

## ADVISORY Checklist and Worksheet: CIS 350

Proposed Advisory: **CIS 4**

### SECTION 1 - CONTENT REVIEW:

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

### ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: **CIS 350**

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

A)	Solve common business problems using appropriate information technology applications and systems including word processing, spreadsheet, database management and presentation software.
B)	Identify and analyze existing and emerging technologies and their impact on organizations and society.
C)	Demonstrate an understanding of the digital computing concepts needed in the business world including internet, networking, security, hardware, software, e-commerce and ethics.

### EXIT SKILLS (objectives) FROM: **CIS 4**

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

1.	Solve common business problems using appropriate information technology applications and systems including word processing, spreadsheet, database management and presentation software.
2.	Identify and analyze existing and emerging technologies and their impact on organizations and society.
3.	Demonstrate an understanding of the digital computing concepts needed in the business world including internet, networking, security, hardware, software, e-commerce and ethics.

		ENTRANCE SKILLS FOR: <b>CIS 350</b>							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: <b>CIS 4</b>	1	X							
	2		X						
	3			X					
	4								
	5								
	6								
	7								
	8								

**Santa Monica College**  
**Course: NEW or Reinstatement**  
**Expanded Course Outline for CIS 36A - Adobe Acrobat**

Course Cover	
Discipline	CIS-COMPUTER APPLICATIONS
Course Number	36A
Full Course Title	Adobe Acrobat
Catalog Course Description	This course will teach students basic understanding of Adobe Acrobat. Topics include creating portable document files (PDF), working with PDF files, annotation and editing of files and interactive forms, and the distribution and management of PDFs.
Rationale	Online forms have become important in the business environment. This course will be part of the new redesign Digital Publishing certificate of completion. The advisory board recommended to add this course to this certificate. In addition, this program is integrated with other Adobe programs like Photoshop, InDesign, and Illustrator. In addition, this course has been design to meet the CI-D (BSOT 125 X) for the BIW certification.
Proposed Start	Year: 2019 Semester: Summer
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:
Weekly Arranged Hours	Min:
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
Transfer/General Ed	
Transferability	Transfers to CSU
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	<b>Certificate of Achievement</b> -Digital Publishing (Forthcoming)
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Perform basic file manipulation functions using Acrobat.	
2. Identify appropriate techniques for generating, validating, and preparing PDF files for prepress use.	
3. Create interactive PDF forms and develop a PDF file distribution and management systems.	
4. Determine and apply appropriate problem-solving techniques.	
Course Content	
20%	Basic file manipulation functions.
15%	PDF files for prepress use.

15%	Validating PDF files.
20%	Interactive PDF forms.
15%	PDF file distribution and management.
15%	Critical thinking in the document production process.
Total: 100%	
<b>Methods of Presentation</b>	
Methods	Lecture and Discussion Observation and Demonstration Online instructor-provided resources
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 10% - Class Participation</li> <li>• 30% - Exams/Tests There will be a midterm and final exam.</li> <li>• 10% - Final Project</li> <li>• 35% - Homework There will be from 8-10 project assignments</li> <li>• 15% - Quizzes</li> <li>• 100% - Total</li> </ul>
Additional Assessment Information (Optional)	<p>Additional Assessment Information:</p> <p>Final Letter Grade</p> <p>Total Percentage</p> <p>A = 90% -100%</p> <p>B = 80% - 89%</p> <p>C = 70% - 79%</p> <p>D = 60% - 69%</p> <p>F = 0% - 59%</p>
<b>Appropriate Textbooks</b>	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	1. Adobe Press. <i>Adobe Acrobat DC Classroom in a Book</i> , 2018 ed. Peachpit, 2018
Software	1. Adobe Acrobat. Adobe, DC annual ed. 2. Microsoft Office Suite. Microsoft Office, 2016 ed. 3. Adobe Suite. Adobe, CC 2018 ed.
<b>Assignments</b>	
Sample Assignment	
<u>Assignment #1 (Discussion Board thread)</u> 1) How can you find out which file types can be converted to Adobe PDF using the Create PDF From File command? 2) If you are working with a file type that is not supported by the Create PDF From File or From Multiple Files command, how can you create a PDF file? <u>Assignment # 2 Review Discussion Board</u> 1) Why would you use PDFMaker to create PDF files? 2) How can you convert an image file to searchable text?	
<b>Student Learning Outcomes</b>	
1. Given the data, students will create professional filling out PDF forms using digital signature, security features as well as accessible tools.	
2. Given the data, students will export PDF content to Microsoft Office documents and combine documents to create PDF Portfolio.	

<b>Minimum Qualification</b>	
Minimum Qualifications:	Computer Information Systems
<b>Library</b>	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes
<b>Distance Ed Distance Education Application</b>	
Delivery Methods	Fully Online 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 maintain frequent and on-going communication with each student using Canvas Inbox or equivalent CMS tool, threaded discussion, online chat and/or Zoom/equivalent software meetings, and SMC email. Either the student or the instructor will be able to initiate the communications as needed. In addition, the instructor will regularly provide on-going feedback and suggestions to assist students improving their course performance. The instructor will also provide appropriate course navigation, content information, exam, and assignments instructions and guidelines.
Student-Student Interaction	Students will participate in threaded discussions. This is an asynchronous board where students are able to communicate with each other throughout the course and talk about the course material and assignments.
Student-Content Interaction	Each module unit will include online lectures and videos that will allow students to assess what their learning regarding the content that is being cover in the course before completing a graded assignment. The interaction will be regularly throughout the course.



<b>Online class activities that promote class interaction and engagement</b>	<b>Brief Description</b>	<b>Percentage of Online Course Hours</b>
Discussion Boards	There will be regular threaded discussion on topics related to the class lecture	25%
Online Lecture	Narrative content with embedded links	15%
Videos	Video lectures explaining how to use the features and how to apply it using a given scenario	20%
Exams	Content review	10%
Written assignments	Hands on skill-based assignments	30%

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.)

This course is one-unit so the plan is to offer it for a period of 4 weeks and each will contain a specific focus of study. Students will also be able to use the free version of Adobe Acrobat for 30 days. Weekly lessons will include online lecture material, reading assignment coming from the textbook, discussion board and self-reflection exercises through threaded discussion and additional skill based assessment project assignments and theory quizzes. Video lectures will be provided throughout the course that will demonstrate the use and application of the software.

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.)

The instructor would need to have complete knowledge and experience using the software application that is going to be taught in this class. In addition, the instructor would need to be familiar with the tools that available in the CMS platform and be able to efficiently used. The instructor should be knowledgeable of online pedagogy and practice as outline by the SMC Distance Education Best Practice document. It would be best if the instructor is familiar with the OEI Design rubric also.

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.)

There should be a student resources module listing specific services such as links to financial aid, disabled bookstore, library, scholarships, tutoring services, health services, job center, free software, and links to the department certificates and degrees should be provided to students on the course shell.

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.

This course contains specific guidelines that must be follow when creating and implementing an online course in adherence to the CCCCO Distance Education Guidelines, CA Code 11135, Section 508 of the Rehabilitation Act. Any video used in this course will be close captioning and all guidelines will be carefully followed to ensure we are in full 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.).

Objective: Determine and apply appropriate problem-solving techniques.

Sample Assignment: Small Group Discussion Board Assignment:

1) How can you find out which file types can be converted to Adobe PDF using the Create PDF From File

command?

- 2) If you are working with a file type that is not supported by the Create PDF From File or From Multiple Files command, how can you create a PDF file?
- 3) Why would you use PDFMaker to create PDF files?
- 4) How can you convert an image file to searchable text?

### Assessment Best Practices

10%-**Class Participation/Discussion Board** - Students will be given the opportunity to discuss topics related to the class lecture.

30%-**Two (Hands On) Exams** - Skill based exams where student demonstrate their competency using Adobe Acrobat.

35%-**Weekly Project Assignments** - Students will be completing weekly skill-based projects.

15%-**Four Theory Quizzes** - Students will be tested on the concepts covered on the chapters.

10%-**Final Project** - Students will complete a class project where they need to demonstrate the skills learned throughout the semester.

# Santa Monica College

## Course: NEW or Reinstatement

### Expanded Course Outline for CIS NC 900 - Internet Fundamentals

Course Cover	
Discipline	CIS NC-COMPUTER APPLICATIONS - NONCREDIT
Course Number	900
Full Course Title	Internet Fundamentals
Catalog Course Description	This course focuses on ways students can better protect themselves in a new technological environment and use the Internet to find valid information. Best practices in virus protection and using e-mail are discussed. In addition, students examine and discuss their computer and Internet needs for personal and professional use.
Rationale	Non-credit courses will play an increasingly critical role to the CIS department as we target students that traditionally were not our focus, including non-traditional adult students and students not seeking credit courses to meet their education needs. These students identified another path to gain skills to improve their employability and/or to gain confidence in themselves to enter our credit programs. In addition, our adoption of guided pathways encourages the CIS division to look beyond traditional matriculation. This class will provide overview in computer literacy that will serve as a foundation for other computer courses and certificate programs. In particular, we are planning to pair this course with an Amazon Web Services non-credit course being planned in CS to create a new pathway into our credit program.
Proposed Start	Year: 2019 Semester: Fall
Proposed for Distance Ed	Yes
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 0
Weekly Lecture Hours	Min: 0.83 (Sem: 14.94)
Weekly Laboratory Hours	Min:
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	15.01
Total Outside-of-Class Hours	30.02
Load Factor	0.75
Load Factor Rationale	Various discussion with Dione Carter.
Repeatability	May be repeated 0 time(s)
Grading Methods	Noncredit (Progress Indicators Used)
Transfer/General Ed	
Transferability	Does NOT transfer to CSU or UC
Program Applicability	
Designation	Noncredit
Proposed For	<b>Certificate of Completion (Noncredit Only)</b> -Amazon Web Services Career Pathway Certificate (Forthcoming)
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Demonstrate basic skill of setting up an email account, composing, sending, and receiving personal emails with attachments and protecting personal information.	

2. Demonstrate basic skills in communicating via social media (e.g. Facebook).
3. Demonstrate an understanding of the role and purpose of anti-virus software in internet security and safety in the context of using email or visiting web sites.
4. Conduct Internet searches using a search engine (e.g. Google).
5. Identify ways in which to protect oneself from Internet scams.

### Course Content

35%	Email / Communication: creating an email account, sending email, receiving email, attaching pictures to an email message, Skype, social media such as Facebook or LinkedIn
30%	Internet Security : viruses, trojans, identity theft and anti-virus software and other protections.
35%	Internet Research, Entertainment and Shopping: enrolling in classes and programs online, finding information on the Internet by visiting various websites such as, Google, Google Maps, Yahoo Sports, Fox News, Yelp, and YouTube

Total: 100%

### Methods of Presentation

Methods	Lecture and Discussion Observation and Demonstration Projects
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### Methods of Evaluation

Methods	<ul style="list-style-type: none"> <li>• 15% - Class Participation</li> <li>• 40% - In Class Assessment (noncredit) 6-8 assessments</li> <li>• 30% - Projects</li> <li>• 15% - Quizzes</li> <li>• 100% - Total</li> </ul>
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### Appropriate Textbooks

Textbooks such as the following are appropriate:

Formatting Style	APA
Textbooks	1. Gordon, J., Lankisch, K., Muir, N., Seguin, D., Verno A.. <i>Our Digital World : Introduction to Computing</i> , 4 ed. New York: Paradigm Publishers, 2017, ISBN: 978-0-76386-831-4.
Software	1. <u>Google Chrome</u> . Google, v70 ed. Web Browser software
Other	1. Teacher prepared handouts and worksheets to be provided by the instructor.

### Assignments

#### Sample Assignment

1. Compose an email to a friend, attach a photo and carbon-copy another friend on the email
2. Perform a Google search for each of the following items and note the differences (if any) in the search results:
  - Cats
  - Cute Cats
  - Cute Cats with long hair

### Student Learning Outcomes

1. Demonstrate knowledge of how to use the Internet safely, including awareness of spam, virus protection, and personal security issues such as preventing identity theft.
2. Demonstrate the ability to send, receive, and attach documents in e-mail programs in a confident manner.

### Minimum Qualification

Minimum Qualifications:	Computer Information Systems
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<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 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	Adequate technology resources exist to support this course/section Library resources are accessible to students Will not affect existing or potential articulation with other colleges Special needs (i.e., texts, materials, etc.) are reasonable Complies with current access guidelines for students with disabilities	
<b>Guidelines and Questions for Curriculum Approval of a Distance Education Course</b>		
<b>Student Interactions</b>		
Student-Instructor Interaction	Instructors are expected to have regular, on-going weekly interaction with students, regarding, for example, explanation of course material, feedback on individual assignments and on class discussions, updates on upcoming assignments, and response to student communications.	
Student-Student Interaction	Students are expected to engage with one another multiple times per week, for example, through discussions with original posts and replies.	
Student-Content Interaction	Students are expected to engage with weekly content units that include reading assignments and posted documents, PowerPoints that support text with visuals, and written assignments that encourage individual learning and feedback.	
<b>Online class activities that promote class interaction and engagement</b>	<b>Brief Description</b>	<b>Percentage of Online Course Hours</b>
Discussion Boards	Students will make use of discussion boards to ask questions about the course content, respond to questions and help build a sense of community in the class.	20%
Videos	Accessible Multimedia content will be developed to meet the course objectives.	30%
Other (describe)	Other (describe) - Weekly units will include reading assignments and lectures, additional multimedia resources as available, and graded assignments, done individually and through threaded discussion. Instructional materials will be similar to those in the on-ground sections, with assigned textbook, documents, and PowerPoint lectures that include visual images illustrating locations, activities, and concepts. Instructional activities specific	50%

	to each student's physical environment may be assigned as the basis for group study or a collaborative project.	
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.)		
Weekly units will include reading assignments and lectures, additional multimedia resources as available, and graded assignments, done individually and through threaded discussion. Instructional materials will be similar to those in the on-ground sections, with assigned textbook, documents, and PowerPoint lectures that include visual images illustrating locations, activities, and concepts. Instructional activities specific to each student's physical environment may be assigned as the basis for group study or a collaborative project.		
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.)		
District training opportunities and support provides what instructors need, with additional instructor hotline support. Instructors new to online teaching are expected to take additional training through @one		
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 Counseling, the Library, and other student support services will be available		
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.		
The published course material will not differ from other regularly assigned material; PowerPoints will be created to meet accessibility requirements; additional resources that may be assigned will also be evaluated for accessibility before being assigned.		
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.).		
Regarding the objective on internet searching, students will be asked in a threaded discussion to share their results. Through their posts and the requirements for substantive replies, they will engage in group study that builds from their individual experiences.		
<b>Assessment Best Practices</b>		
<p>15%-<b>Class Participation</b> - In a non-credit context, participation will be an important part of this course.</p> <p>15%-<b>Quizzes</b> - Quizzes within Canvas will be used to assess student knowledge and understanding.</p> <p>30%-<b>Group Projects</b> - Using Groups within Canvas, students will be assigned to a group activity that will reinforce the concepts learned in class.</p> <p>40%-<b>In-Class Assessment</b> - In a non-credit context, in-class assessment will be an important part of this course.</p>		

# Santa Monica College

## Course: NEW or Reinstatement

### Expanded Course Outline for CS NC 900 - Cloud Career Pathway Fundamentals

Course Cover	
Discipline	CS NC-COMPUTER SCIENCE - NONCREDIT
Course Number	900
Full Course Title	Cloud Career Pathway Fundamentals
Catalog Course Description	This course introduces different careers in the cloud computing industry. Students will become familiar with various career pathways in Amazon Web Services (AWS) using the resources provided by AWS Educate.
Rationale	Non-credit courses will play an increasingly critical role to the CS department as we target students that traditionally were not our focus, including non-traditional adult students and students not seeking credit courses to meet their education needs. These students identified another path to gain skills to improve their employability and/or to gain confidence in themselves to enter our credit programs. In addition, our adoption of guided pathways encourages the CS division to look beyond traditional matriculation. This class will provide an overview to available careers in the cloud computing industry. In particular, we are planning to pair this course with an Internet Fundamentals non-credit course being planned in CIS to create a new pathway into our credit program.
Proposed Start	Year: 2019 Semester: Fall
Proposed for Distance Ed	Yes
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 0
Weekly Lecture Hours	Min: 0.83 (Sem: 14.94)
Weekly Laboratory Hours	Min:
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	15.01
Total Outside-of-Class Hours	30.02
Load Factor	0.75
Load Factor Rationale	Various discussions with Dione Carter
Repeatability	May be repeated 0 time(s)
Grading Methods	Noncredit (Progress Indicators Used)
Transfer/General Ed	
Transferability	Does NOT transfer to CSU or UC
Program Applicability	
Designation	Noncredit
Proposed For	<b>Certificate of Completion (Noncredit Only)</b> -Amazon Web Services Career Pathway Certificate (Forthcoming)
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Describe the cloud computing industry players and landscape	
2. Identify various cloud careers and career pathways	



3. Review two different career pathways developed by AWS Educate	
<b>Course Content</b>	
35%	Introduction to Cloud Computing and the Cloud Computing industry
30%	Introduction to Cloud Career Pathways
35%	Review two Cloud Career Pathways
Total: 100%	
<b>Methods of Presentation</b>	
Methods	Lecture and Discussion Observation and Demonstration Projects
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 15% - Class Participation</li> <li>• 30% - Group Projects</li> <li>• 40% - In Class Assessment (noncredit)</li> <li>• 15% - Quizzes</li> <li>• 100% - Total</li> </ul>
<b>Appropriate Textbooks</b>	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Software	1. <u>Google Chrome</u> . Google, v70 ed. Web browser software
Other	1. Teacher prepared handouts and worksheets provided by the instructor. AWS Educate portal. 2. Teacher prepared handouts and worksheets provided by the instructor. 3. AWS Educate portal
<b>Assignments</b>	
Sample Assignment	
1. Using the AWS Educate portal, complete the Cloud Computing 101 career pathway.	
2. Using the AWS Educate portal, identify an additional career pathway that interests you and earn a completion certificate from AWS Educate by completing that pathway.	
<b>Student Learning Outcomes</b>	
1. Demonstrate knowledge of the cloud computing industry and current industry players.	
2. Demonstrate knowledge of various career pathways in the cloud computing industry.	
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 and in their personal lives.	
<b>Minimum Qualification</b>	
Minimum Qualifications:	Computer Information Systems
<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 Fully Online
<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>Adequate technology resources exist to support this course/section</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>

**Guidelines and Questions for Curriculum Approval of a Distance Education Course**  
**Student Interactions**

Student-Instructor Interaction	Instructors are expected to have regular, on-going weekly interaction with students, regarding, for example, explanation of course material, feedback on individual assignments and on class discussions, updates on upcoming assignments, and response to student communications.
Student-Student Interaction	Students are expected to engage with one another multiple times per week, for example, through discussions with original posts and replies.
Student-Content Interaction	Students are expected to engage with weekly content units that include reading assignments and posted documents, PowerPoints that support text with visuals, and written assignments that encourage individual learning and feedback.

<b>Online class activities that promote class interaction and engagement</b>	<b>Brief Description</b>	<b>Percentage of Online Course Hours</b>
Discussion Boards	Students will make use of discussion boards to ask questions about the course content, respond to questions and help build a sense of community in the class.	20%
Videos	Accessible Multimedia content will be developed to meet the course objectives.	30%
Other (describe)	Weekly units will include reading assignments and lectures, additional multimedia resources as available, and graded assignments, done individually and through threaded discussion. Instructional materials will be similar to those in the on-ground sections, with assigned textbook, documents, and PowerPoint lectures that include visual images illustrating locations, activities, and concepts. Instructional activities specific to each student's physical environment may be assigned as the basis for group study or a collaborative project. Describe the technical qualifications	50%

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.)

Weekly units will include reading assignments and lectures, additional multimedia resources as available, and graded assignments, done individually and through threaded discussion. Instructional materials will be similar to those in the on-ground sections, with assigned textbook, documents, and PowerPoint lectures that include visual images illustrating locations, activities, and concepts.

Instructional activities specific to each student's physical environment may be assigned as the basis for group study or a collaborative project.

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.)

District training opportunities and support provides what instructors need, with additional instructor hotline support. Instructors new to online teaching are expected to take additional training through @one

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 student support services will be available, including counseling, the library, and other helpful resources.

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.

The published course material will not differ from other regularly assigned material; PowerPoints will be created to meet accessibility requirements; additional resources that may be assigned will also be evaluated for accessibility before being assigned.

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.).

Regarding the objective on career pathways, students will be asked in a threaded discussion to share their career pathway exploration. Through their posts and the requirements for substantive replies, they will engage in group study that builds from their individual experiences.

#### Assessment Best Practices

**15%-Class Participation** - In a non-credit context, participation will be an important part of this course.

**15%-Quizzes** - Quizzes within Canvas will be used to assess student knowledge and understanding.

**30%-Group Projects** - Using Groups within Canvas, students will be assigned to a group activity that will reinforce the concepts learned in class.

**40%-In-Class Assessment** - In a non-credit context, in-class assessment will be an important part of this course.

# Santa Monica College

## Course: NEW or Reinstatement

### Expanded Course Outline for CS 77A - Salesforce Administration Essentials

Course Cover	
Discipline	CS-COMPUTER SCIENCE
Course Number	77A
Full Course Title	Salesforce Administration Essentials
Catalog Course Description	This course introduces students to Salesforce, the industry-leading customer relationship management system. Topics include: data model and navigation; setting up company profiles, user interface and security. Students will create customized records, manage data, run reports, navigate system apps and other applications including personalizing the program to suit various business needs.
Rationale	Salesforce is the new wave in office management software run on the cloud as a software service. It has a computer science related component to it as it includes capabilities for customization in the form of small application development. This is a first course in the series.
Proposed Start	Year: 2019 Semester: Fall
Proposed for Distance Ed	Yes
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Weekly Laboratory Hours	Min: 0
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	54.00
Total Outside-of-Class Hours	108.00
Load Factor	1.00
Load Factor Rationale	All CS courses are Load Factor 1
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	Transfers to CSU
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	<b>Department Certificate</b> -Cloud Computing <b>Certificate of Achievement</b> -Cloud Computing <b>AS Degree</b> -Cloud Computing
Pre/Corequisites & Advisories	
<b>Skills Advisory</b>	
CS 3	
CS 80	
Course Objectives	

Upon satisfactory completion of the course, students will be able to:	
1. Design and produce a Salesforce application for various business needs	
2. Create custom page layouts, fields, tabs and business processes	
3. Maintain and import clean data into salesforce	
4. Create high-value reports and dashboards	
5. Create workflow automation	
<b>Course Content</b>	
11%	Navigating the Salesforce application
11%	Setting up an organization within the Salesforce application
11%	Managing Salesforce Users
11%	Security and Data Access within
11%	Field Customization
11%	Managing Data
11%	Reports and Dashboards
11%	Email Automation
12%	Workflow Automation
Total: 100%	
<b>Methods of Presentation</b>	
Methods	Lecture and Discussion Online instructor-provided resources Projects
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 10% - Class Participation</li> <li>• 25% - Exams/Tests</li> <li>• 25% - Final exam</li> <li>• 25% - Homework</li> <li>• 15% - Quizzes</li> <li>• 100% - Total</li> </ul>
<b>Appropriate Textbooks</b>	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	1. Goodey, Paul. <i>Salesforce CRM: The Definitive Admin Handbook</i> , 4 ed. Pakt, 2016, ISBN: 978-1786468963.
Manuals	1. Gupta, Rakesh. <i>Mastering Salesforce CRM Administration</i> , Pakt, 01-01-2017
<b>Assignments</b>	
Sample Assignment	
<p>Assignment 1:</p> <p>This assignment requires you to import contact data using a CSV (comma separated values) file. Use all columns in the CSV file, each of which corresponds to a contact field. Download this CSV file provided (right click and select 'Save Link As'). Import all the contact data into your Developer Edition using the Data Import Wizard. You can use the default 'ISO-8859-1' encoding when importing the CSV file. Use 'Name' for matching contact records. Map all the fields in the CSV file to the appropriate Contact fields. Map 'Cell' to 'Mobile'. Do not modify or delete the imported data till you have successfully verified the import is complete.</p> <p>Assignment 2:</p>	

Maria Jimenez is looking for reports and dashboards on AppExchange to track her team's transition to Lightning Experience. Install the AppExchange Dashboard Pack for Sales, Marketing and Service package into your Trailhead Playground and make some modifications.

You'll need your hands-on org username and password to complete this challenge. If you're using a Trailhead Playground, this article shows you how to find your username and reset your password. If you have trouble installing the package, follow the steps in this article.

In your Trailhead Playground, install the AppExchange Dashboard Pack for Sales, Marketing and Service. Clone the 1-Account, Contact & Opportunity Data Quality dashboard and name it My Account and Contact Dashboard.

Add a dashboard filter on the Billing City field so that the dashboard only shows info about Accounts in London.

Save and refresh the dashboard.

### Student Learning Outcomes

1. Design, customize and personalize the Salesforce application for an organization
2. Manage users, data and automation with the Salesforce application

### Minimum Qualification

Minimum Qualifications:	Computer Science (Masters Required)
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### Library

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

### Additional Comments/Information

1. Teach Yourself Visually Salesforce.com, 2nd Edition. By Justin Davis and Kristine Curington. Visual Publishing, 2015. 978-1119047698
2. Salesforce CRM Cheatsheet. By Salesforce. Summer 2016

### Distance Ed

### Distance Education Application

Delivery Methods	Online/Classroom Hybrid Fully Online
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### Distance Education Quality

Quality Assurance	<ul style="list-style-type: none"> <li>Course objectives have not changed</li> <li>Course content has not changed</li> <li>Method of instruction meets the same standard of course quality</li> <li>Outside assignments meet the same standard of course quality</li> <li>Serves comparable number of students per section as a traditional course in the same department</li> <li>Required texts meet the same standard of course quality</li> </ul>
Additional Considerations	<ul style="list-style-type: none"> <li>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.</li> <li>Adequate technology resources exist to support this course/section</li> <li>Library resources are accessible to students</li> <li>Adequately fulfills "effective contact between faculty member and student" required by Title 5.</li> <li>Special needs (i.e., texts, materials, etc.) are reasonable</li> <li>Complies with current access guidelines for students with disabilities</li> </ul>

### Guidelines and Questions for Curriculum Approval of a Distance Education Course

### Student Interactions

Student-Instructor Interaction	Discussion board will allow students to ask questions and get answers. On assignments, instructor will add comments as feedback on what to improve, and what went well. Additionally student may request one on one video conferences with the instructor.
Student-Student Interaction	Discussion board will facilitate questions and answers. Students may ask questions as well as answer them. They may share problem solving and studying strategies.
Student-Content Interaction	Course will contain video recordings, and lecture files. Every week new materials will be covered, which includes slides, lectures/video, and an assignment or a quiz.

<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 board facilitate question/answering as well as providing feedback or commenting on postings. Each week students must address a main discussion topic.	20%
Online Lecture	Lectures in the format of PDF slides as well as videos from the web and instructor-recorded.	20%
Exams	Quizzes, a midterm and the final exam will be timed.	15%
Other (describe)	Announcements will also be used to broadcast important information needing immediate attention.	1%

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.)

Course content will be organized into units/modules. Each unit covers a major topic and contains PDF slides, videos from the web and recorded by the instructor, a threaded discussion board requiring students to answer certain questions, and an assignment or a quiz.

Reading topics from the book or the web will also be assigned.

The students are expected to read all the messages posted by the instructor and their peers in the Discussion board. This represents the on campus class discussions. All assigned work will have due dates.

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.)

An instructor needs to have the proper training and the experience teaching in an online course delivery system before teaching this course. In addition, the instructor needs to have extensive knowledge in software as a service clouds in general and Salesforce administration in particular to teach this class.

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.)

Students are referred to counseling, and tutoring services via announcements and the course syllabus - both posted in the online Course Management System. In addition, we encourage students to take an online tutorial for the Course Management System. There is also support available 24/7 for students through the Course Management System help desk.

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 materials will be 508 compliant: content will be available via reader application. All sound files, if any, will be captioned.

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

Students submit assignments in the dropbox and get individual feedback. Completing the assignments helps students solidify and practice the topics covered. A general comment about each assignment will be posted in the weekly discussion so students cover the 'lessons learned' and avoid pitfalls. Weekly postings in the discussion keep students engaged. Tests keep the students on-course with their studying.

### Assessment Best Practices

10%-**Threaded Discussion Answers** - The Discussion board will facilitate questions and answers. Students may ask questions as well as answer them. Each week questions are posted in the Discussion board and each student is required to post a unique answer. Such answers are graded.

25%-**Assignments** - Assignments are graded with added comments on what the student did well and what needs improvement.

20%-**Two midterms will be administered.** - Feedback on where the student can improve and what topics to study more in addition to answer keys are provided.

20%-**Quizzes** - Weekly quizzes provided feedback to the students on where they stand.

25%-**Final Exam/Project** - Students work on their final project in two formats: Take-home and in class.

### Attached Files

[Advisory worksheet](#)



## ADVISORY Checklist and Worksheet: CS 77A

**Proposed Advisory: CS 3, CS 80**

### SECTION 1 - CONTENT REVIEW:

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

### ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: CS 77A

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

A)	Basic Computer Technologies
B)	Basic Database Terminology

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

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

1.	Use various software applications as in word processing, spreadsheets, and project management.
----	--

		ENTRANCE SKILLS FOR: CS 77A							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: CS 3	1	X	X						
	2								
	3								
	4								
	5								
	6								
	7								
	8								

### ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: CS 77A

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

A)	Basic Internet Technologies
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### EXIT SKILLS (objectives) FROM: CS 80

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

1.	Demonstrate an understanding of the basic technologies and services of the Internet.
----	--

		ENTRANCE SKILLS FOR: CS 77A							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: CS 80	1	X							
	2								
	3								
	4								
	5								
	6								
	7								
	8								



# Santa Monica College

## Course: NEW or Reinstatement

### Expanded Course Outline for CS 77B - Salesforce Developer essentials

Course Cover	
Discipline	CS-COMPUTER SCIENCE
Course Number	77B
Full Course Title	Salesforce Developer essentials
Catalog Course Description	This course covers how to create applications using the Salesforce platform services and tools. Topics include designing and managing data models, configuring application security, designing user interfaces and customizing the application for mobile user and Lightning users. It also focuses on VisualForce to develop custom applications that make use of the Model-View-Controller paradigm by coding in Apex, using Lightning Components and the Salesforce Object Query Language (SOQL).
Rationale	This is the second course in the series of SalesForce courses leading to the SalesForce certificate.
Proposed Start	Year: 2019 Semester: Fall
Proposed for Distance Ed	Yes
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Weekly Laboratory Hours	Min:
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	54.00
Total Outside-of-Class Hours	108.00
Load Factor	1.00
Load Factor Rationale	As with all other CS courses, this course will carry the same effort hence the same load factor.
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	Transfers to CSU
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	<b>Department Certificate</b> -Cloud Computing <b>Certificate of Achievement</b> -Cloud Computing <b>AS Degree</b> -Cloud Computing
Pre/Corequisites & Advisories	
<b>Skills Advisory</b> CS 77A CS 55	
Course Objectives	

Upon satisfactory completion of the course, students will be able to:	
1. Design and create Salesforce apps	
2. Apply the appropriate Salesforce app security measures.	
3. Develop mobile access to allow access to data and functionality	
<b>Course Content</b>	
11%	The Model-View-Controller paradigm
11%	Working with Page Layouts and Record Types
11%	Working with Schema Builder and Validation Rules
11%	Creating Custom Fields, Objects and Master-Detail Relationships
11%	Working With The Developer Console
11%	Apex Programming Language Fundamentals
11%	User Interface Development With VisualForce
11%	Working With Standard Controllers
12%	Creating Custom Controllers and Database Triggers
Total: 100%	
<b>Methods of Presentation</b>	
Methods	Lecture and Discussion Online instructor-provided resources Projects
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 10% - Class Work</li> <li>• 20% - Exams/Tests</li> <li>• 20% - Final Project</li> <li>• 20% - Homework</li> <li>• 10% - Projects</li> <li>• 20% - Quizzes</li> <li>• 100% - Total</li> </ul>
<b>Appropriate Textbooks</b>	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	<ol style="list-style-type: none"> <li>1. Gupta, Rakesh. Learning Salesforce Visual Workflow and Process Builder., 2 ed. Pakt, 2016</li> <li>2. Nelson, B, A. Phillips. Practical Salesforce.com Development without Code., 1 ed. Apress, 2017</li> </ol>
<b>Assignments</b>	
Sample Assignment	
<p>Assignment 1: Use Base Lightning Components Part 1: Create the Apex Class Controller Our component is going to need data from Salesforce and should allow our Salesforce admin to determine what to search for by defining search criteria when the component is added to the page. So let's get this show started by creating a new Apex class that will accept search criteria.</p> <p>In the Developer Console, choose File &gt; New &gt; Apex Class. Name the class MyPropertyController and then click OK. Replace the default code with:</p> <pre>public with sharing class MyPropertyController {     public static List findProperties (Id recordId, Decimal priceRange) {</pre>	

```

List property = [SELECT Price__c FROM Property__c WHERE Id=:recordId];
Decimal propertyPrice = property[0].Price__c;
List similarProperties = getSimilarProperties(recordId, priceRange, propertyPrice);
return similarProperties;
}
private static List getSimilarProperties (Id recordId, Decimal priceRange, Decimal price ) {
    Decimal range;
    if (priceRange == null) {
        range = 100000;
    } else {
        range = priceRange;
    }
    return [
        SELECT Id, Name, Beds__c, Baths__c, Price__c, Broker__c, Status__c, Thumbnail__c
        FROM Property__c WHERE Id != :recordId AND Price__c > :price - range AND Price__c < :price
+ range
    ];
}
}

```

Copy

The findProperties method takes two parameters: recordId and priceRange. The recordId is for the current Property record. The method then uses these parameters to determine the property price. Then, the three parameters recordId, priceRange, and propertyPrice are passed to the getSimilarProperties method, which returns a list of similar properties.

Save the file.

Add @AuraEnabled to the second line of the Apex class.

The @AuraEnabled signature instructs the class to allow this method to be called from a Lightning component. All methods called from a Lightning component must also be declared as static.

Save the file.

Close the tab in the Developer Console.

Assignment 2:

Create a Visualforce page that users can use to indicate that they're at their stations and ready for takeoff.

For now, just create the Visualforce page. Later, when you have some downtime in deep space, you can add an Apex controller and some more page components.

Create a Visualforce page named StationCheck.

Copy the code for the FlightSystemsChecklist page and paste it into your new StationCheck page.

Change the contents of the heading (<h1>) from "Checklist" to "Station Status".

Change the apex:form id from "engineReadinessChecklist" to "stationReadinessChecklist".

Change the pageBlock title from "Flight Systems Checklist" to "Station Readiness Checklist".

Delete all of the code from the line that contains "<!--First Section-->" to the line that contains "</apex:pageBlockSection>".

Save your Visualforce page, and then click Preview and ensure that the page loads.

### Student Learning Outcomes

1. Apply the proper design methodologies and then create Salesforce apps accordingly.
2. Evaluate potential security hazards and apply the appropriate Salesforce app security measures.
3. Demonstrate an understanding of mobile access to allow access to data and functionality.

### Minimum Qualification

Minimum Qualifications:	Computer Science (Masters Required) - In addition to the above qualifications, extensive knowledge of the Salesforce administrative, and developer roles are 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	
Beginning Salesforce Developer, 1st Edition. By Michael Wicherski. Apress Publishing 2017.	
Force.com Workbook. By Salesforce. Summer 2016	
Salesforce Developer Cheatsheet. By Salesforce. Summer 2016	
Developing Applications with Salesforce, 2nd Edition. By Rakesh Gupta. Packt Publishing.	
Force.com Workbook. By Salesforce. Summer 2016	
<b>Distance Ed</b>	
<b>Distance Education Application</b>	
Delivery Methods	Online/Classroom Hybrid 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 as defined by Administrative Regulation 5420 and college curriculum approval procedures. Adequate technology resources exist to support this course/section Library resources are accessible to students Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments Adequately fulfills ?effective contact between faculty member and student? required by Title 5. Will not affect existing or potential articulation with other colleges Special needs (i.e., texts, materials, etc.) are reasonable Complies with current access guidelines for students with disabilities
<b>Guidelines and Questions for Curriculum Approval of a Distance Education Course</b>	
<b>Student Interactions</b>	
Student-Instructor Interaction	The instructor will provide feedback in student's homework and other assignments. The students may post questions in the discussion, participate in online web casts, and emails.

Student-Student Interaction	There will be weekly discussion boards that require students to respond to the board's header which can be a question, or an incident requiring investigation and/or remediation. Students will be required to comment on the completeness and/or correctness of each other's posts. The instructor will comment back, and other students may post further questions and/or comments.
Student-Content Interaction	Instructor will provide lectures, slides, videos, and require students to participate in weekly discussions. This would be at least once a week or more as students post questions.

<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 board facilitate question/answering as well as providing feedback or commenting on postings. Each week students must address a main discussion topic.	20%
Online Lecture	PowerPoint slides with animation and annotations to explain the topics covered. Videos will be presented for special topics.	25%
Exams	quizzes and tests	10%
Written assignments	Mostly in the form of Projects.	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.)

There will be weekly modules with instructional material that will include PowerPoint presentations with animation and annotation. Discussion board messages help further clarify topics, videos for special topics, and weekly assignments. During exam periods, the module will include exams.

Individualized feedback on each assignment, exam or project will be provided. Also, overall comments for the whole class will help students avoid pitfalls and adopt good cloud practices and techniques.

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.)

An instructor needs to have the proper training and the experience teaching in an online course delivery system before teaching this course. In addition, the instructor needs to have extensive knowledge in Cloud Computing Software as a service technology in general and Salesforce development with solid programming skills in particular to teach this class.

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.)

Students are referred to counseling, and tutoring services via announcements and the course syllabus - both posted in the online Course Management System. In addition, we encourage students to take an online tutorial for the Course Management System. There is also support available 24/7 for students through the Course Management System help desk.

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 materials will be 508 compliant: content will be available via reader application. All sound files, if any, will be captioned.

Using one of the course objectives, describe an online lesson/activity that might be used in the course to facilitate student learning of that objective. Be sure the sample lesson/activity includes reference to the use

of online teaching tools (such as drop box or threaded discussion, or multimedia such as Articulate, Flash, Jing, etc.).

Students submit assignments in the dropbox and get individual feedback. Completing the assignments helps students solidify and practice the topics covered. A general comment about each assignment will be posted in the weekly discussion so students cover the 'lessons learned' and avoid pitfalls. Weekly postings in the discussion keep students engaged. Tests keep the students on-course with their studying.

### Assessment Best Practices

20%-**Tests** - Feedback on where the student can improve and what topics to study more in addition to answer keys are provided.

20%-**Final Project** - Students start working on their final project early on, and edit it as they get feedback from the instructor.

20%-**Quizzes** - Weekly quizzes provided feedback to the students on where they stand.

10%-**Project** - Feedback on the projects help student improve their performance and focus their studies.

10%-**Class Projects** - These are hands-on projects so students apply what they learn.

20%-**Final Project** - Students start working on their final project early on, and edit it as they get feedback from the instructor.

### Attached Files

[Prereq for CS77B](#)

**ADVISORY Checklist and Worksheet: CS 77B**

**Proposed Advisory: CS 77A, CS 55**

**SECTION 1 - CONTENT REVIEW:**

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

**ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: CS 77B**

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

A)	Knowledge of the Salesforce platform, and how to customize the interface
----	--

**EXIT SKILLS (objectives) FROM: CS 77A**

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

1.	Design and create Salesforce apps
----	-----------------------------------

		ENTRANCE SKILLS FOR: CS77B							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: CS77A	1	X							
	2								
	3								
	4								
	5								
	6								
	7								
	8								

**ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: CS 77B**

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

A)	Familiarity with a programming language such as JAVA
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**EXIT SKILLS (objectives) FROM: CS 55**

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

1.	Design and write applications using Java programming language
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		ENTRANCE SKILLS FOR: CS77B							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: CS77A	1	X							
	2								
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# Santa Monica College

## Course: NEW or Reinstatement

### Expanded Course Outline for HEALTH 82 - Essential Skills for Health Care Professionals

Course Cover	
Discipline	HEALTH-HEALTH EDUCATION
Course Number	82
Full Course Title	Essential Skills for Health Care Professionals
Catalog Course Description	The intent of this course is to introduce students to the various professional skills that are vital for success in the health care industry. Students examine the impact of communication, professionalism, collaboration, critical thinking in health care delivery. This course also examines the usage of technology in the healthcare industry.
Rationale	This course is one of four courses that comprise a new certificate of achievement. The certificate prepares students for entry level employment in health care while also preparing students to be successful in primary health care programs of study.
Proposed Start	Year: 2019 Semester: Fall
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Weekly Laboratory Hours	Min:
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	54.00
Total Outside-of-Class Hours	108.00
Load Factor	1.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	Transfers to CSU
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	<b>Certificate of Achievement</b> -Skills Builders for Health Care Professionals (Forthcoming)
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Identify the importance of interpersonal communication in health care delivery	
2. Discuss how supportive communication patterns help create and negotiate responsibilities by building trust and respect.	
3. Explain how self-awareness and adaptability impacts the delivery of patient care.	
4. Explain the importance of maintaining and reinvigorating passion for your job.	
5. Discuss proper usage of social media to ensure HIPAA standards are not violated.	
6. Describe how to properly deal with work place issues.	
Course Content	



30%	Communication's impact on health care delivery including: interpersonal and oral communication skills, small group communication skills, listening skills, non-verbal communication skills, information & communication technologies, written communication and emotional intelligence
20%	Workplace Ethics and Professionalism impact on health care delivery including: the 4 A's - attendance, appearance, aesthetics, and accountability, ethics in healthcare and HIPAA, adaptability and flexibility, integrity, lifelong learning, social graces
30%	Customer Service including: first impressions, attitude, listening to your customer, conflict resolution, traits of ideal employees, customer needs, email etiquette, telephone etiquette, physical appearance, nonverbal communication scenarios
20%	Strategies to flourish in your career, including: good workplace skills and manners, conflict resolution methods in the workplace, decision-making strategies and planning for success

Total: 100%

### Methods of Presentation

Methods	Group Work Lecture and Discussion Observation and Demonstration Visiting Lecturers
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### Methods of Evaluation

Methods	<ul style="list-style-type: none"> <li>• 20% - Class Participation</li> <li>• 20% - Class Work</li> <li>• 15% - Final exam</li> <li>• 5% - Group Projects</li> <li>• 20% - Projects</li> <li>• 20% - Quizzes</li> <li>• 100% - Total</li> </ul>
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### Appropriate Textbooks

Textbooks such as the following are appropriate:

Formatting Style	APA
Textbooks	1. Mitchell, D. Haroun, L.. Introduction to Health Care , 4 ed. Cengage Learning, 2016, ISBN: 978-1-30557-477-9. 2. Mitchell, D. Haroun, L.. Workbook for Mitchell/Haroun's Introduction to Health Care, 4 ed. Cengage Learning, 2016, ISBN: 9781305574953.

### Assignments

#### Sample Assignment

1. Examine a health care case study and answer the following questions: What essential skills do you think would have improved the delivery of patient care? What areas of improvement would you recommend to the health care professional? How would you have approached the situation differently?
2. List strategies for utilizing essential skills in the health care environment. What are the most important components to delivering quality patient care?

### Student Learning Outcomes

1. Demonstrate an understanding of techniques for effective communication in the health care setting.
2. Explain how attendance, appearance, aesthetics and accountability impact the delivery of patient care.
3. Explain how self-awareness and adaptability impacts the delivery of patient care.
4. Demonstrate an understanding of the purpose of constructive feedback and learn new strategies on how to effectively give and receive feedback.

### Minimum Qualification

Minimum Qualifications:	Health (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

# Santa Monica College

## Course: NEW or Reinstatement

### Expanded Course Outline for HEALTH 83 - Technical Skills for Health Care Professionals

Course Cover	
Discipline	HEALTH-HEALTH EDUCATION
Course Number	83
Full Course Title	Technical Skills for Health Care Professionals
Catalog Course Description	This course allows students to practice the skills needed to provide direct patient care with an emphasis on the elderly population. An overview of the basic care and psychosocial skills are provided. Students participate in hands on exercises to demonstrate competence in safety/infection control, assessment skills, basic medical terminology, urgent care situations, HIPAA and customer service. Students also examine the best strategies to serve patients that are aging, have dementia, mental illness, and developmental disabilities.
Rationale	This course is one of four courses that comprise a new certificate of achievement. The certificate prepares students for entry level employment in health care while also preparing students to be successful in primary health care programs of study.
Proposed Start	Year: 2019 Semester: Fall
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 1.00 (Sem: 18)
Weekly Laboratory Hours	Min: 2.00 (Sem: 36)
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	54.00
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
Transfer/General Ed	
Transferability	Transfers to CSU
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	<b>Certificate of Achievement</b> -Skills Builders for Health Care Professionals (Forthcoming)
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Discuss the role of a patient care provider for the elderly population.	
2. Describe how to properly assess and provide patient care to patients of different age groups.	
3. Differentiate between intentional and unintentional torts.	
4. Describe the impact of aging in the delivery of patient care.	
5. Practice proper assessment techniques	
6. Practice assessing the risk of falls of elderly patients	

<b>Course Content</b>	
30%	Personal care skills such as: vital sign assessment, temperature, respiration, blood pressure, pain, first aid skills, emergency action steps, care of fractures and sprains, heat emergency care, shock, airway obstruction, bleeding, allergic reactions, heart attack, stroke, hypoglycemia, and hyperglycemia are discussed. Infection-control is also discussed in terms of regulatory agencies, role of the caregiver, purposes of infection-control procedures, basic definitions, infections, bacteria, viruses, signs and symptoms, factors that cause infectious disease, chain of infection, direct mode, indirect mode, and sources of infection.
20%	Ethical confidentiality laws are discussed which include: laws affecting health care, torts, unintentional torts, malpractice, negligence, intentional torts, assault, battery, false imprisonment, defamation, ethical principles of care, vulnerable adults act, types of elder abuse, physical, psychological, sexual, financial exploitation, neglect, patient advocates, confidentiality, and informed consent.
30%	Safety home and workplace topics are discussed including: falls and the elderly, definition, statistics, causes, assessing risk for fall, environmental hazards, diet, safety in a care facility, OSHA, CDC, principles of safety, vocabulary, resident safety practices, side rails, ambulation devices, physiological safety factors, home safety factors, environmental safety factors, community safety factors, how to promote patient safety. Body mechanics including: safe movements, poor body mechanics and principles of effective mechanics.
20%	The effects of aging on socialization in the elderly population are discussed. Topics include: loneliness, isolation, need for connection, meaningful interactions, and cultural considerations. Communication role play scenarios are also utilized for best practices of customer service and teamwork building.
Total: 100%	
<b>Lab Content</b>	
20%	<ul style="list-style-type: none"> <li>Patient Care for Elderly patients</li> <li>Promoting respect and dignity</li> <li>Cultural sensitivity/Cultural competence</li> <li>Elderly and loss</li> <li>Traits of elder care givers</li> <li>Types of elder care facilities</li> <li>Role of the elder care giver</li> </ul>
20%	<ul style="list-style-type: none"> <li>Ethics Law and Confidentiality</li> <li>Laws affecting health care</li> <li>Torts</li> <li>Unintentional torts</li> <li>Malpractice</li> <li>Negligence</li> <li>Intentional torts</li> <li>Assault</li> <li>Battery</li> <li>False Imprisonment</li> <li>Defamation</li> <li>Ethical principles of care</li> <li>Vulnerable Adults Act</li> <li>Types of Elder Abuse</li> <li>Physical</li> <li>Psychological</li> <li>Sexual</li> <li>Financial Exploitation</li> <li>Neglect</li> </ul>

	<ul style="list-style-type: none"> <li>Patient Advocates</li> <li>Confidentiality</li> <li>Informed Consent</li> </ul>
20%	<ul style="list-style-type: none"> <li>Communication</li> <li>Process of communication</li> <li>Factors in verbal communication</li> <li>Assertive communication</li> <li>Therapeutic communication</li> <li>Empathy</li> <li>Active Listening</li> <li>Non-verbal Communication</li> <li>Guidelines for patient interviews</li> <li>Basic communication techniques</li> <li>Reflecting</li> <li>Paraphrasing</li> <li>Summarizing</li> <li>Clarifying</li> <li>Questions</li> <li>Communication Challenges</li> <li>Hearing impairment</li> <li>Vision impairment</li> <li>Cognitive impairment</li> <li>Dementia</li> <li>Communicating about medications</li> <li>Communicating with a supervisor</li> <li>Telephone communication</li> <li>Documentation</li> </ul>
5%	<ul style="list-style-type: none"> <li>Body Mechanics</li> <li>Safe Movement</li> <li>Poor Body Mechanics</li> <li>Principles of effective mechanics</li> </ul>
10%	<ul style="list-style-type: none"> <li>Patient Care Skills</li> <li>Vital Sign Assessment</li> <li>Temperature</li> <li>Respiration</li> <li>Blood Pressure</li> <li>Pain</li> <li>First Aid Skills</li> <li>Emergency Action Steps</li> <li>Care of fractures and sprains</li> <li>Shock</li> <li>Airway Obstruction</li> <li>Bleeding</li> <li>Allergic Reactions</li> <li>Heart Attack</li> <li>Stroke</li> <li>Hypoglycemia</li> <li>Hyperglycemia</li> </ul>
5%	<ul style="list-style-type: none"> <li>Socialization</li> <li>Effect of aging on socialization</li> <li>Loneliness</li> </ul>

	Isolation Need for connection Meaningful Interactions Cultural Considerations
20%	Infection Control Regulatory agencies Purposes of infection control procedures Definitions Infections Bacteria Viruses Signs and symptoms Factors that cause infectious disease Chain of infection Direct mode Indirect mode Sources of infection Blood borne Diseases Air borne Diseases Health care acquired infections Preventing the spread of disease Universal precautions Hand washing Linen handling Cleaning Disinfection Sterilization Personal Protective Equipment Waste Disposal How to protect yourself Personal Cleanliness Reporting and exposure

Total: 100%

### Methods of Presentation

Methods	Group Work Lab Lecture and Discussion Observation and Demonstration Visiting Lecturers
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### Methods of Evaluation

Methods	<ul style="list-style-type: none"> <li>• 20% - Class Participation</li> <li>• 20% - Class Work</li> <li>• 15% - Final exam</li> <li>• 10% - Group Projects</li> <li>• 15% - Lab Reports</li> <li>• 20% - Quizzes</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	<p>1. Mitchell, D. Haroun, L.. Introduction to Health Care, 4 ed. Cengage Learning, 2016, ISBN: 978-1-30557-477-9.</p> <p>2. Mitchell, D. Haroun, L.. Workbook for Mitchell/Haroun's Introduction to Health Care, 4 ed. Cengage Learning, 2016, ISBN: 9781305574953.</p>
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### Assignments

#### Sample Assignment

1. Students are presented with a mock real life patient care scenario and will demonstrate the following:
- a. Competence in communication skills, implement proper infection control techniques, display empathy with the patient, make necessary adjustments in dealing with the patient's condition, and demonstrate proper body mechanics when applicable.
- 2: Explain the importance of complying with laws and regulations that protect patients and health care workers. In addition, discuss the importance of ethics in delivering patient care.

### Student Learning Outcomes

1. Practice techniques for effective communication in the health care setting
2. Explain how laws impact the delivery of patient care in the senior health care industry.
3. Demonstrate an understanding of how aging impacts delivery of patient care.
4. Practice techniques to deliver quality patient care.

### Minimum Qualification

Minimum Qualifications:	Health (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

# Santa Monica College

## Course: NEW or Reinstatement

### Expanded Course Outline for HEALTH 84 - Applied Skills for Health Care Professionals

Course Cover	
Discipline	HEALTH-HEALTH EDUCATION
Course Number	84
Full Course Title	Applied Skills for Health Care Professionals
Catalog Course Description	This course gives students the opportunity to apply technical skills at a health care facility. Students will job shadow a professional who provides indirect and direct patient care to learn and apply the skills necessary to work in the health care industry. The course will also review topics such as: resume building, portfolio creation and job interviewing skills.
Rationale	This course is one of four courses that comprise a new certificate of achievement. The certificate prepares students for entry level employment in health care while also preparing students to be successful in primary health care programs of study.
Proposed Start	Year: 2019 Semester: Fall
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 1.00 (Sem: 18)
Weekly Laboratory Hours	Min:
Weekly Arranged Hours	Min: 2.00 (Sem: 36)
Total Semester Instructional Hours	54.00
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
Transfer/General Ed	
Transferability	Transfers to CSU
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	<b>Certificate of Achievement</b> -Skills Builders for Health Care Professionals (Forthcoming)
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Explain the influence of culture in patient care delivery.	
2. Define empathy and empathetic response	
3. Discuss the issues of professional- patient privileges.	
4. Identify types of elder care assisted living.	
5. Define confidentiality/HIPAA	
6. Describe common behaviors of various stages of dementia	
Arranged Hours Objectives	
Upon satisfactory completion of the course, students will be able to:	



1. Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.
2. Describe how diverse cultural, ethnic and social backgrounds function as sources of patient, family, and community values.
3. Demonstrate comprehensive understanding of the concepts of pain and suffering, including physiologic models of pain and comfort.
4. Examine how the safety, quality and cost effectiveness of health care can be improved through the active involvement of patients and families.
5. Describe strategies to empower patients or families in all aspects of the health care process.
6. Examine ethical and legal implications of patient-centered care.
7. Assess own level of communication skill in encounters with patients and families.
8. Operate with integrity, consistency and respect for differing views.
9. Describe strategies for identifying and managing overlaps in team member roles and accountabilities.
10. Analyze differences in communication style preferences among patients and families, nurses and other members of the health team.
11. Explain the role of evidence in determining best clinical practice.
12. Describe strategies for learning about the outcomes of care in the setting in which one is engaged in clinical practice.
13. Demonstrate effective use of strategies to reduce risk of harm to self or others.
14. Explain why information and technology skills are essential for safe patient care.
15. Describe examples of how technology and information management are related to the quality and safety of patient care.

#### Course Content

30%	Professional Portfolio: Purpose of a portfolio, elements of a portfolio, job interviewing techniques, resume and CV writing tips for success.
20%	Communication skills such as: elements of patient history, culturally competent communication techniques. Assessment of vital signs including: Assessment of temperature, respirations, blood pressure, pulse, pain, and pulse oxygenation.
30%	Application of ethics in health care, medical terminology, medical math, structure and function of the human body, body mechanics, infection control, environmental safety, professionalism, lifelong learning, and technology in Health Care.
20%	Safety in the health care environment: health care professional body mechanics, transfer techniques, ambulation techniques, use of canes and crutches, range of motion, passive and active.

Total: 100%

#### Arranged Hours Instructional Activities

Methods	Work Experience (internship)
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#### Methods of Presentation

Methods	Field Experience Lecture and Discussion Projects Work Experience (internship)
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#### Methods of Evaluation

Methods	<ul style="list-style-type: none"> <li>• 20% - Class Participation</li> <li>• 20% - Exams/Tests</li> <li>• 20% - Final Project</li> <li>• 10% - Group Projects</li> <li>• 10% - Homework</li> </ul>
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	<ul style="list-style-type: none"> <li>• 10% - Portfolios</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	<ol style="list-style-type: none"> <li>1. Mitchell, D. Haroun, L.. Introduction to Health Care, 4 ed. Cengage Learning, 2016, ISBN: 978-1-30557-477-9.</li> <li>2. Mitchell, D. Haroun, L.. Workbook for Mitchell/Haroun's Introduction to Health Care, ed. Cengage Learning, 2016, ISBN: 9781305574953.</li> </ol>
<b>Assignments</b>	
Sample Assignment	
<ol style="list-style-type: none"> <li>1. Students will complete a weekly reflective journal of the patient care experiences they observe or participate in during their clinical internship.</li> <li>2. Students will prepare a presentation describing what they have learned by participating in their work based learning clinical site. Some items they will discuss include: patient care experiences that left an impression on them, professional career growth opportunities they have identified moving forward, technical skills attained, and any other relevant information.</li> </ol>	
<b>Student Learning Outcomes</b>	
1. Perform necessary workplace skills in order to succeed in healthcare professions.	
2. Demonstrate professional behavior, communication techniques and HIPPA regulations.	
3. Analyze and respond to given situations using the evidence presented in a manner which adheres to the laws and ethics of the profession.	
4. Describe commonly held assumptions about dementia.	
5. Demonstrate an understanding of diseases or injuries that may result in temporary or permanent memory loss.	
<b>Minimum Qualification</b>	
Minimum Qualifications:	Health (Masters Required)
<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 MUSIC 5 - Beginning Musicianship

Course Cover	
Discipline	MUSIC-MUSIC
Course Number	5
Full Course Title	Beginning Musicianship
Catalog Course Description	This course covers an introduction to sight singing with the "movable do" system, keyboard harmony, and in-class dictation of melodic lines, rhythmic patterns, intervals, harmonic progressions. Also included are ear training exercises using computer-assisted instruction. Music 1 skills advisory (concurrent or prior).
Rationale	Student success rates in Music 2 and Music 6 indicate that there is a missing link between those two classes and it's skills advisory course, Music 1. Music 5 would develop the basic musicianship skills that many of our students who take Music 2/6 and beyond are lacking. Many 4-year programs include an introductory musicianship course alongside their introductory theory class (our Music 1). With Music 5 as a skills advisory for Music 2 and Music 6, and encouraging students to take Music 5 either after or concurrently with Music 1, we believe students will be better prepared for Music 2 and 6.
Proposed Start	Year: 2020 Semester: Winter
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 2.00
Weekly Lecture Hours	Min: 2.00 (Sem: 36)
Weekly Laboratory Hours	Min: 1.00 (Sem: 18)
Weekly Arranged Hours	Min: 0
Total Semester Instructional Hours	54.00
Total Outside-of-Class Hours	72.00
Load Factor	1.00
Load Factor Rationale	Just as with Music 2, 3, and 4, two-thirds of the time is considered "lab," but class preparation for the critical lecture component of this class, plus assessment organization/preparation and actual individual assessments (often not fitting in the allotted class time) justify a load factor of 1.
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
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	<b>AA Degree</b> -Music Associates in Arts Degree
Pre/Corequisites & Advisories	

<b>Skills Advisory</b> MUSIC 1	
<b>Course Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Sight sing simple diatonic melodies using "movable do."	
2. Sing scales and other melodic patterns using "movable do."	
3. Notate simple musical patterns and phrases by dictation.	
4. Hear intervals, rhythm patterns, chords, and scales.	
5. Perform basic rhythm patterns by sight using rhythmic solmization syllables.	
6. Play basic chords and melodic patterns at the keyboard in all keys.	
<b>Course Content</b>	
20%	Introduction to sight singing; evolution and application of the "movable do" system.
20%	Introduction to singing scales and other melodic patterns.
20%	Introduction to rhythmic and melodic dictation.
20%	Various approaches to interval, scale, and chord identification by ear.
20%	Introduction to playing basic chords and patterns at the keyboard.
Total: 100%	
<b>Lab Content</b>	
20%	Sight singing exercises.
20%	Scale and melodic pattern singing exercises.
20%	Rhythmic and melodic dictation.
20%	Ear-training exercises (intervals, scales, chords).
20%	Keyboard exercises.
Total: 100%	
<b>Methods of Presentation</b>	
Methods	Lecture and Discussion
Other Methods	Lecture-demonstration; Laboratory-type participation in class augmented by individual practice outside of class using computer-assisted-instruction.
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 5% - Class Participation</li> <li>• 25% - Exams/Tests</li> <li>• 30% - Final exam</li> <li>• 5% - Homework</li> <li>• 15% - Quizzes</li> <li>• 20% - Additional Assessment</li> <li>• 100% - Total</li> </ul>
Additional Assessment Information (Optional)	15% Midterm Exam 5% Media Lab
<b>Appropriate Textbooks</b>	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	1. Rogers. <i>Music for Sight Singing</i> , 10th ed. Pearson, 2018, ISBN: 978-0205955244.
Software	1. <u>Practica Musica</u> . Ars-Nova, 6th ed. ARS Nova's Practica Musica 6 is an effective teaching resource with progressive, wide-ranging lessons that prove effective for beginners and advanced students alike. Learning to read music is easy with Practica Musica 6, which guides students through step-by-step

lessons. Interval and chord recognition help students with ear training, and Musica 6's notation tools allow you to write, hear, and print out your own compositions.

### Assignments

#### Sample Assignment

1. Sing the following diatonic melody using movable-do solfege, with correct rhythm and pitch at a steady tempo
2. Sing a major scale using solfege, then all forms of the minor scale.
3. Write down the rhythmic pattern that you are hearing.
4. Play every major chord at the keyboard, following the circle of fifths.

### Student Learning Outcomes

1. Demonstrate basic proficiency and skill at sight singing simple diatonic melodies, singing basic melodic patterns, and playing chords and basic melodic patterns at the keyboard.
2. Demonstrate basic proficiency and skill at hearing and transcribing rhythmic patterns, simple diatonic melodies, intervals, and rhythmic patterns so that they will begin to correlate the aural aspects of music to the standard written musical notation.

### Minimum Qualification

Minimum Qualifications:	Music (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

## ADVISORY Checklist and Worksheet: MUSIC 5

**Proposed Advisory: MUSIC 1**

### 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>	

### ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: **MUSIC 5**

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

A)	Read and understand musical notation (symbols and signs) in both treble and bass clefs.
B)	Read and understand basic meter and rhythm patterns.
C)	Notate all major and minor scales and key signatures.
D)	Notate and identify by sight all intervals and triads.
E)	Read and understand basic musical terms and expressions.

### EXIT SKILLS (objectives) FROM: **MUSIC 1**

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

1.	Read and understand musical notation (symbols and signs) in both treble and bass clefs.
2.	Read and understand basic meter and rhythm patterns.
3.	Notate all major and minor scales and key signatures.
4.	Notate and identify by sight all intervals, triads and seventh chords.
5.	Read and understand basic musical terms and expressions.

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

# Santa Monica College

## Course Outline for COMPUTER APPLICATIONS 70, Social Media Applications

Course Title:	Social Media Applications	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:	April 2012		
Date Updated:	November 2018		
Transferability:	Transfers to CSU		
Degree Applicability:	Credit - Degree Applicable		
Prerequisite(s):	None		
Corequisite(s):	None		
Skills Advisory(s):	CIS 1		

### I. Catalog Description

Social media provides an avenue for individuals and business of all sizes to reach global audiences. Armed with the skills to build podcasts, video galleries, photo streams, Facebook pages, content management systems, and to post information with blogs, wikis, micro-blogging, and RSS feeds one person has the ability to share a multifaceted message with millions worldwide. This course will provide the knowledge and skills to integrate all of the pieces, strategies and tactics with the tools of the social web to create a successful online community that includes interactivity, sharing, and collaboration.

### 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 Social Media Survival Guide, 1st, Deltina Hay, Quill Driver Books © 2011, ISBN: 9781884995705

### III. Course Objectives

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

1. Understand the components of a strong social media strategy.
2. Construct an RSS feed, blog, micro-blog, photo stream, and a wiki
3. Operate a podcast, webcast, and vidcast
4. Modify Facebook to build an effective online presence
5. Integrate the concepts of social bookmarking and crowd-sourcing
6. Use a media community such as an image and/or video sharing site
7. Discover widgets and badges to build social web presence
8. Operate a social media newsroom
9. Extend a social calendar and event tool
10. Integrate and optimize the social media toolset to minimize the effort necessary to maintain a strong social web presence
11. Use the Internet to research social media topics
12. Apply critical thinking skills to case studies

### IV. Methods of Presentation:

Other (Specify) , Lecture and Discussion , Other

Other Methods: 1. Lecture 2. PowerPoint Presentations 3. Videos 4. Reading Assignments 5. Hands-on-Activities

### V. Course Content

<u>% of course</u>	<u>Topic</u>
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8%	Creating the social media strategy and preparations
10%	RSS feeds and building a WordPress blog
14%	Podcasting, vidcasting, and webcasting
18%	Social networking and micro-blogging: Facebook, Twitter, LinkedIn, and other tools
5%	Social bookmarking and crowd-sourcing: delicious.com and Digg.com
15%	Media Communities: Image sharing, YouTube & Vimeo, Google Docs
10%	Widgets and badges
10%	Social media newsrooms
10%	Additional social tools, putting it all together, the future, measuring success
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 - midterm project
20 %	Class Work
30 %	Homework
35 %	Final exam - final project
100 %	Total

**VII. Sample Assignments:**

**Sample Assignment 1:**

**Create a syndicated audio podcast:**

1. Prepare the podcast script, and music
2. Record and edit a podcast episode
3. Upload the episode to your website
4. Publish the episode to your blog
5. Create the podcast feed for the website
6. Burn the podcast feed to FeedBurner for the blog
7. Promote the podcast on your website, blog, and podcast directories

**Sample Assignment 2:**

**Create your micro-blogging (Twitter) page**

1. Set up your Twitter account
2. Adjust your profile settings & build your bio
3. Upload a custom background image for your profile page
4. Find people: do a search for people you know using your email and web searches
  - a. Connect with every student in this class
5. Post an update (tweet)
6. Post a link to the tweet using a shortened URL into your website and blog



7. Pull an image into Twitter
8. Retweet
9. Tweet your location
10. @Reply
11. Send a direct message
12. Utilize a hashtag
13. Build a Twitter List
14. Promote your Twitter account
  - a. Twitter widgets
  - b. Other external tools

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

1. Applying their knowledge of social media strategies, students will build a strong social media presence on the web, and produce a solid online foundation for managing content.
2. Formulate, build, and deploy a podcast that is designed to be syndicated utilizing RSS feeds on a weekly episodic basis.

## ADVISORY Checklist and Worksheet: CIS 70

Proposed Advisory: CIS 1

### SECTION 1 - CONTENT REVIEW:

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

### ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: **CIS 70**

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

A)	File management skills
B)	Basic computer skills
C)	Internet research skills

### EXIT SKILLS (objectives) FROM: **CIS 1**

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

1.	File management skills
2.	Basic computer skills
3.	Internet research skills

		ENTRANCE SKILLS FOR: <b>CIS 70</b>							
		A	B	C	D	E	F	G	H
<b>EXIT SKILLS From: CIS 1</b>	1	X							
	2		X						
	3			X					
	4								
	5								
	6								
	7								
	8								

# Santa Monica College

## Course Outline for ENGLISH 23, Intermediate Reading and Vocabulary

Course Title:	Intermediate Reading And Vocabulary	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:	November 2018		
Degree Applicability:	Credit - Not Degree Applicable		
Prerequisite(s):	None		
Corequisite(s):	None		
Skills Advisory(s):	None		

### I. Catalog Description

This course is an intermediate course designed to improve the reading skills necessary for college success and is strongly recommended for all students who score at the B level on the English Assessment Test. It concentrates on techniques of comprehension, such as finding the main idea, recognizing details and patterns of organization, as well as inference and critical reading skills. It also focuses on vocabulary development, study reading techniques and reading rate and flexibility.

### 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. Breaking Through, Eds. Smith and Morris, Longman © 2009
2. Ten Steps to Advancing College Reading Skills, Print, Langan, John, Townsend Press © 2014, ISBN: 978-1591944348
3. The Kite Runner, Hosseini, Khaled, Riverhead Books © 2003
4. To Kill a Mockingbird, Lee, Harper, Grand Central Publishing © 1960

### III. Course Objectives

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

1. Identify the main idea of what they read, distinguish major detail from minor detail, recognize transitions and common patterns of development
2. Read critically by recognizing an author's purpose, telling fact from opinion, drawing accurate inferences and recognizing connotation, tone and irony
3. Study-read through the use of overview-skimming, self-testing, oral and written paraphrasing and/or summary writing (to further complement English 21A/B and English 22), and note-taking or annotating and underlining techniques
4. 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
5. Demonstrate flexibility in reading speed and strategies, from skimming and scanning to general light reading to more complex study reading
6. Demonstrate one or more years' gain at the high school level in vocabulary and comprehension as measured by standardized pretests and posttests
7. Perceive themselves as more capable readers, whether for leisure reading or for college study

### IV. Methods of Presentation:

Lecture and Discussion , Other (Specify)

Other Methods: Application - 3 hours per week in the classroom. Lecture and theory are introduced by the instructor and in the reader, and the students may do follow up exercises and tests in workbooks or with teacher made materials. The instructor will use active learning strategies, such as collaborative learning techniques.

**V. Course Content**

<u>% of course</u>	<u>Topic</u>
25%	Introduction to the course Pre-testing in vocabulary, comprehension, and rate skills Writing sample Comprehension Skills: How to preview and how to find the topic and main idea Vocabulary Skills: Dictionary use, vocabulary cards, and context clues Rate Skills: Perception practice Introduction to the book of fiction Introduction to the Reading Lab
25%	Comprehension Skills: Topic, main idea, topic sentence, supporting details, logic patterns, and transitions Vocabulary Skills: Words in context (synonyms, antonyms, and punctuation clues) Rate Skills: Reading in phrases and perception drills Book of fiction: Assigned readings, journal entries, and quizzes Reading Lab: Vocabulary flash cards, computerized reading comprehension and rate
25%	Comprehension Skills: Study reading, annotating, and outlining Vocabulary Skills: Word analysis (Greek and Latin roots) Rate Skills: Continuing perception drills Book of fiction: Assigned readings, journal entries, and quizzes Reading Lab: Vocabulary and reading rate/comprehension
25%	Comprehension Skills: Critical reading, including author's purpose, recognizing and evaluating fact and opinion, inference, tone, connotations, style, propaganda techniques, and irony. Vocabulary Skills: Final exam and Post tests to include standardized word list and word analysis (Greek and Latin prefixes and suffixes) Rate Skills: Refine skimming and scanning techniques Book of fiction: Assigned reading, journal entries, quizzes [more critical reading including elements of character (possibly writing an essay about a character using quotations from the text as supporting evidence), conflict, and theme]. Reading Lab: Completion of Lab contract and evaluation of progress in comprehension/rate
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>
40 %	Exams/Tests - Scores on teacher tests of reading comprehension and vocabulary. Improvement shown on Posttests.
40 %	Quizzes - Average score on vocabulary quizzes (The lowest one might be dropped).
20 %	Homework - Written homework and written tests on assigned books
100 %	Total

**VII. Sample Assignments:**

1. Students read a news article, identifying topics and main ideas in each paragraph/section by annotating and underlining. Using the journalist's questions (Who? What? When? Where? Why? How?), students begin the process of composing a summary and begin to develop questioning techniques).
2. Students will share with other students their reading response journal entries related to a full-length work. They discuss plot, character, setting, conflict, irony and other literary terms applicable to the reading, drawing inferences from their reading. They also write questions based on the topics provided by the instructor and using the journalist's approach (Who? What? When? Where? Why? How?). Moreover, they find quotations with page numbers to support their topics. Finally, from their collaborative work groups, they prepare a report to the entire class. This is a speaking, listening, reading, writing activity that moves students toward reading more in depth and possibly writing an essay using quotations about a character from a full-length work.

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

1. The student, starting at high school level reading, will show one to two years gain in reading comprehension.
2. Using words taken from novels and a textbook, the student will build his/her vocabulary and knowledge of Greek and Latin word parts with the aid of context clues and the dictionary.

# Santa Monica College

## Course Outline for PHOTOGRAPHY 39, Beginning Photoshop

Course Title: Beginning Photoshop Units: 3.00  
Total Instructional Hours (usually 18 per unit): 90  
Total Outside-of-Class Hours: 72  
Hours per week (full semester equivalent) in Lecture: 2.00      In-Class Lab: 3.00      Arranged:  
Date Submitted: May 2011  
Date Updated: November 2018  
Transferability: Transfers to CSU  
Degree Applicability: Credit - Degree Applicable  
Prerequisite(s): PHOTO 5 As per the fall 2017/Spring 2018 school year, students enrolling in Photo 39 without taking the skills advisory course (Photo 5) have only a 52% success rate as compared to a 74% success rate of students who have completed the advisory. They lack fundamental skills, terminology and procedures making their success more difficult. Without the proper course as a prerequisite, they are at risk of damaging SMC digital lab equipment in which they were not properly trained. They risk not completing their degree requirements and therefore their pathway throughout our program is broken. And due to the maximum capacity of the digital lab at 25 computer stations, those that withdraw from the course because it is too difficult without the skills advisory have occupied seats that students with the proper prerequisites could have used. This class is typically full with a wait list each semester. The department has developed testing procedures and portfolio evaluation standards to accommodate those students who wish to test out of this prerequisite requirement.  
Corequisite(s): None  
Skills Advisory(s): None

### I. Catalog Description

This course is an introduction to digital imaging for photography majors using Adobe Photoshop. Students will learn how to manipulate, make selections and enhance digital images, including retouching for output to a variety of media.

### 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. Adobe Photoshop CC for Photographers, 1st, Evening, Martin, Routledge © 2018, ISBN: 978-1138086753
2. Adobe Photoshop CS6, Classroom in a Book, Adobe, Adobe press © 2012, ISBN: 0-321-82733-3

### III. Course Objectives

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

1. Demonstrate the use of Photoshop's primary image-editing tools, including selection tools, painting tools, cloning tools, brushes, creative filters, and the adjustment layers.
2. Accurately apply adjustment layers to output "proper" color and print density.
3. Acquire images from raw camera processing, flatbed and 35mm film scanners.
4. Apply RGB color theory within Adobe Photoshop as well as to a variety of output devices.
5. Assess the relationship of each image-editing tool, and then develop a plan and execute it to complete a complex series of actions to construct digital imagery.

### IV. Methods of Presentation:

Lab , Lecture and Discussion , Observation and Demonstration , Projects , Other (Specify) , Critique , Group Work  
Other Methods: Supervised outcome-specific in class tutorial exercises

**V. Course Content**

<u>% of course</u>	<u>Topic</u>
20%	Use of Photoshop's primary tools: selection, drawing, clone and brushes.
10%	Use of Photoshop for basic image editing with emphasis in compositing multiple files into a single image.
5%	Scanning theory and terminology for the acquisition of film and reflective art. Basic retouching and restoration, associated with scanned acquisitions. And, how to manipulate scanned images with digitally captured imagery seamlessly as they are being composited together in a single file.
20%	Refining layer mask's edge for realistic results: channels, saving selections vs layer masking, refining edge of mask, black vs white vs gray tones in the mask.
9%	Photoshop-specific acquisition procedures: basic color theory (RGB only) as applied in Photoshop, use of histograms, levels, and curves.
5%	Introduction and use of the graphics tablet: pros and cons of tablet/mouse sensitivity, absolute/relative coordinates, brush sizes and shapes.
5%	Basic creative filters: artistic, sketch, stylize and others.
8%	Skin retouching techniques for family portraiture.
15%	Understanding the importance of shooting for compositing. Photographing various pieces of the final image based on story or concept, background plate, distortions created by lens and perspective to subject from camera, directionality of lighting, depth of field, focus and sharpness.
3%	Adding appropriate sharpness for inkjet print output, saving a layered file and file nomenclature.
100%	Total

**Vb. Lab Content:**

<u>% of course</u>	<u>Topic</u>
100%	Application of course content.
100%	Total

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

<u>Percentage</u>	<u>Evaluation Method</u>
10 %	Exams/Tests
5 %	Quizzes
10 %	Class Participation - Review of attendance record and class participation
20 %	Final exam
55 %	Other - 10% Instructor review of tutorial completions. 45% Instructor review of 3 photographic projects.

100 %	Total
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## VII. Sample Assignments:

### Portrait Retouching

For this assignment, you will need to take headshots of various people. No full body portraits or from the waist up. No couples or three some's – one person only in the frame and headshots only for this project.

Headshots are usually portraits of people in which their face fills about 70% of the frame from their shoulders to the top of their head. Think about your lighting on their face and how it effects the skin texture. I would recommend that you photograph family and friends so that the end result can be appreciated by your friend or family member and you. Make it worth while, not just an assignment.

#### Instructions

You will need to take three images to work on in Photoshop. The people must be of 3 completely different age groups. There has to be at least one man and one woman included within the 3 portraits.

I must see:

1. a young person age 10 - 19.
2. a person between the ages of 25-35
3. a person age 55 and up.

You must shoot RAW files of your subjects. Do not use existing images. Shoot for this project. Create a portrait of three people you like – people who mean something to you. A snapshot is not the same as a portrait. Add some fill light to the shadow side of the face by bouncing some light from a white piece of cardboard. Frame a headshot in camera – come close to your model and only include the head and shoulders. Have a simple background. If you place them near a wall, do NOT lean them against the wall as if they are a convict and this is their mug shot. Have them be at least 8 feet from the background. Window light is beautiful when the window faces towards the north. Have your subject facing the window and you and your camera are between them and the window. Or, you are to the side of the window with them turn towards it for a slight profile or side light. Use f5.6 / 8 and all three images must be sharply focused on the eyes.

You can render the RAW files in Adobe Camera RAW or Lightroom. You must use correct white balance for good starting skin tone. Always use the lowest ISO possible for the lighting situation that you are in - ISO100, plus a tripod is great.

Then perform the necessary retouching and adjustment layers in Photoshop. Refer to the handout on retouching a portrait. See Evening, p 470. Brighten the eyes, remove any red veins in the eyes, soften the skin, help the teeth, remove stray hair, vignette, etc. You can add any additional or special skin enhancements you feel may help the images.

#### Grading Criteria

- The portrait itself... was it lit well and thoughtfully photographed?
- Is the retouching clean and realistic?
- Does the skin still look like skin? Or is it too soft thus looking too fake?
- How do the eyes look?
- If you did any masking, is your mask-work clean?



- Not necessary, but did you do any special treatments to the image? Sharp Skin? Soft Skin? Adjustment layers?
- Did you submit the files as required below?

**Items To Submit:**

- Your 3 RAW images
- Your 3 final layered files with all your layers sized down to 3000 pixels at the longest side. Save AS psd.
- One print of each file

**VIII. Student Learning Outcomes**

1. Apply basic Photoshop techniques using various tools, layers, curves and selections with digital images.
2. Apply retouching skills and color correction knowledge consistent with industry standards.
3. Demonstrate skill in compositing multiple images.

## Prerequisite / Corequisite Checklist and Worksheet: PHOTO 39

**Prerequisite:** Photo 5 ; Digital Asset Management Modification and Output

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

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

### SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

Type 4: Program prerequisites

X **Prerequisite must be required for at least one of the courses in the program. Explain:** Prior to Photo 39, students must know how to operate a computer, and specifically use Adobe Photoshop Lighroom, and know how to use the equipment within our digital lab. Photo 39 will pick up where the techniques of Photo 5 leave off. That includes Lightroom, technology of digital asset management, digital workflow, Calibration procedures, proper photo input procedures and output techniques for both print and web. The students are at risk of damaging digital lab printers due to not being trained on how to use them. They risk not completing their degree requirements and therefore their pathway throughout our program is broken.

Type 6: Recency and other measures of readiness (miscellaneous)

**Data must be collected according to sound research principles in order to justify such prerequisites. Complete the Prerequisite Worksheet**

X As per the fall 2017/Spring 2018 school year, students enrolling in Photo 39 without taking the skills advisory course (Photo 5) have only a 52% success rate as compared to a 74% success rate of students who have completed the advisory. Due to the maximum capacity of the digital lab at 25 computer stations, those that withdraw from the course because it is too difficult without the skills advisory have occupied seats that students with the proper prerequisites could have used. This class is typically full with a wait list each semester.

### ENTRANCE SKILLS FOR Photo 39

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

A)	Demonstrate skills in using image management software for exporting, cataloging and image processing.
B)	Demonstrate skills in metering and properly exposing a digital file.
C)	Demonstrate basic skills in calibration of digital cameras, printers and computer monitors.
D)	Demonstrate ability to recognize and accurately produce high quality color corrected inkjet images.

### EXIT SKILLS (objectives) FOR Photo 05

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

1.	Demonstrate skills in using image management software for exporting, cataloging and image processing.
2.	Demonstrate skills in metering and properly exposing a digital file.
3.	Demonstrate basic skills in calibration of digital cameras, printers and computer monitors.
4.	Demonstrate ability to recognize and accurately produce high quality color corrected inkjet images.

		ENTRANCE SKILLS FOR ( PHOTO 39)							
EXIT SKILLS FOR (PHOTO 5)		A	B	C	D	E	F	G	H
	1	X							
	2		X						
	3			X					
	4				X				
	5								
	6								
	7								
	8								

# Santa Monica College

## Course Outline for PHOTOGRAPHY 42, Advanced Photoshop

Course Title: Advanced Photoshop Units: 3.00  
 Total Instructional Hours (usually 18 per unit): 90  
 Total Outside-of-Class Hours: 72  
 Hours per week (full semester equivalent) in Lecture: 2.00      In-Class Lab: 3.00      Arranged:  
 Date Submitted: May 2011  
 Date Updated: November 2018  
 Transferability: Transfers to CSU  
 Degree Applicability: Credit - Degree Applicable  
 Prerequisite(s): PHOTO 39 As a department, we have established a series of written and practical tests along with portfolio review standards in order to accommodate students who wish to test out of prerequisite.  
 Corequisite(s): None  
 Skills Advisory(s): None

### I. Catalog Description

This course covers advanced level digital image manipulation on the computer using Adobe Photoshop and page layout software. Students will continue to explore more complex features of Photoshop, and will make use of the full range of input/output devices and options available in the digital image lab's service bureau.

### 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. Adobe Photoshop CC for Photographers, 1st, Evening, Martin, Routledge © 2018, ISBN: 978-1138086753
2. Recommended Reference:  
Deneba Software. The Canvas Video Workshop Series (current edition). Available at [www.deneba.com](http://www.deneba.com).

### III. Course Objectives

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

1. Employ his/her knowledge of Photoshop through extensive use of interactive layers, channels and paths, masking techniques, advanced selection tools, fills and gradients, the Actions and History palettes, dodging, burning, blurring, sharpening and smudge tools, as well as various special effects filters and plugins.
2. Intermediate skill level on the use of the pen tool as a professional method of making accurate selections.
3. Discuss and implement color theory in greater detail, with special emphasis on comparing and solving problems in RGB color space for a variety of print output.

### IV. Methods of Presentation:

Lecture and Discussion , Observation and Demonstration , Other (Specify)  
 Other Methods: Supervised outcome-specific tutorial exercises

### V. Course Content

<u>% of course</u>	<u>Topic</u>
7%	Week 1 Review of Photoshop 1 concepts, terminology and procedures.
7%	Adobe Camera RAW review. Pen Tool and Paths. Basic shadow creations. In class path assignments.

7%	Channels. Saving selections. Creating selections and masks from custom channels.
7%	Refine Edge, Hair Masking, Select and Mask
8%	Advanced Portrait Retouching techniques.
6%	Object Recoloring and Layer Groups. Masking layer groups.
6%	Auto Align, Auto Blend, Photomerge, Median Stacking
7%	Color Matching by eye dropper and matching numerical RGB values
7%	Shot objects with multiple lighting - Do it yourself HDR image stacks.
7%	Shade a Pathed cylinder. Reflections - Removing and Adding.
7%	Adding Muscle tone and body shape to people. Liquify, Warp, and skin effects of glow and sharpen.
6%	Vanishing Point Retouching, Adaptive Wide Angle, Architecture corrections.
6%	CMYK print process, color management. Output scenarios. Output proofing. Working color spaces.
6%	Actions / How to use the History Brush
6%	Critique of final images, review of entire semester
100%	Total

**Vb. Lab Content:**

<u>% of course</u>	<u>Topic</u>
100%	Application of course content.
100%	Total

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

**Additional Assessment Information:**

25% Instructor review of tutorial completions

50% Instructor review of non-tutorial assignments and final project

15% Review of attendance records and class participation

10% Quizzes and final exam

**VII. Sample Assignments:**

Assignment #1

You will need to take a photo of a neutral colored item for the purpose of masking it out and re-coloring it.

It could be an object, an article of clothing being worn, or laid out nicely... it can be photographed in the studio, outdoors, or however you wish.

The next step will be to convert the RAW image into Photoshop and retouch the entire photo also making any color/contrast moves necessary.

Using the masking tools you feel most comfortable with, you will need to mask out the item you wish to re-color. You can use the Pen Tool/Paths, Selections, Paint brush masking. The mask must be realistic. If your object has soft edges, your mask should have the same edge. Make sure you paint inside the lines!

Using the techniques learned in class, you must re-color that object to the three colors specified in class.

### Grading Criteria

Is it a nice image to begin with? Interesting to look at? No distracting elements?

Is your object suitable for re-coloring?

Appropriate retouching and image adjustments?

The cleanliness and realistic quality of your mask.

The accuracy of your color matching values in the computer.

The accuracy of your color matched values in your print vs a paint swatch.

### Assignment #2

This is a two part project. The first part will be to retouch and beautify the subjects using the techniques learned in Photo 39 and the new techniques in 42.

The second part is to knock out the portrait and replace the background with one of your shot backgrounds.

The people should have a significant amount of hair – so women may end up being better subjects. Seated or standing is OK.

I recommend soft, even lighting. I also recommend that your person is lit so they stand out (are separated from) the background. The portrait, and the hair **MUST** be sharp! This will not work if the focus is off or if there is motion blur. 100, 200 ISO is best. Do not shoot at a high ISO (400 or higher)

It is also required that you photograph 'plates' to be used as background replacements for your portraits. I suggest out of focus, nice bokeh, background images with the same lightness as your portrait backgrounds. Interesting plates can include nature, foliage, industrial, architecture, textures etc...

Light Studio Background = Light Colored background plate.

### Instructions

You will need to take two portrait images of two separate people to work on in Photoshop:

You must shoot RAW files of your subjects.

Then perform the necessary retouching and adjustment layers in Photoshop.

You can add any special skin enhancements you feel may help the images.

Liquify and other body transformations might be necessary.

You must then mask your person off the background using a combination of paths, selections and refine edge.

Then replace the background with one of your interesting out of focus background plates.

Then make sure you pay extra attention to how the hair gets masked against the background.

TIP - If you photographed your portraits against a light colored background, then should shoot some light colored background plates to experiment with.

TIP 2 - Try to avoid shooting portraits against textured stucco or concrete. Textured background are harder to extract from.

#### Grading Criteria

Is it a nice portrait?

Was it lit well and thoughtfully photographed?

Is the retouching clean and realistic and were the advanced techniques used?

Does the skin still look like skin? Or is it too soft thus looking too fake?

How do the eyes look? Is the skin color pleasant?

Knockout work:

How did you layer your images? How clean and realistic is your masking?

Does your image work well with the background plate?

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

1. Demonstrate advanced skill in compositing multiple images.
2. Perform intermediate level industry standard retouching for both product and skin.
3. Create accurate selections for layer and adjustment masks using selection tools, channels, pen tool and edge refinements.
4. Color Correct and prepare images for print, web and press output.
5. Demonstrate advanced knowledge of Photoshop tool bars, filters, menu items, and pallet windows.

## Prerequisite / Corequisite Checklist and Worksheet: PHOTO 42

**Prerequisite:** Photo 39 ; Beginning Photoshop

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

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

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

Type 4: Program prerequisites

X **Prerequisite must be required for at least one of the courses in the program. Explain:** Prior to Photo 42, students must have experience working with Adobe Photoshop. The exit skills from Photo 39 are imperative to the start of Photo 42. Without these skills, it can be detrimental to the pace of the class, and the learning environment for those that are qualified. On several occasions, students have enrolled in both the beginning and advanced class at the same time causing confusion for both the student and the instructor.

Type 6: Recency and other measures of readiness (miscellaneous)

X **Data must be collected according to sound research principles in order to justify such prerequisites. Complete the Prerequisite Worksheet**

As per the fall 2017/Spring 2018 school year, students enrolling in Photo 42 without taking the skills advisory course (Photo 39) have only a 14% success rate with a GPA average of 1.0. Compared to a 67% success rate of students who have completed the advisory with an average GPA of 2.3.

**ENTRANCE SKILLS FOR Photo 42**

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

A)	Demonstrate the use of Photoshop's primary image-editing tools, including selection tools, painting tools, cloning tools, brushes, creative filters, and the adjustment layers.
B)	Accurately apply adjustment layers to output "proper" color and print density.
C)	Acquire images from raw camera processing, flatbed and 35mm film scanners.
D)	Apply RGB color theory within Adobe Photoshop as well as to a variety of output devices.
E)	Assess the relationship of each image-editing tool, and then develop a plan and execute it to complete a complex series of actions to construct digital imagery.

**EXIT SKILLS (objectives) FOR Photo 39**

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

1.	Demonstrate the use of Photoshop's primary image-editing tools, including selection tools, painting tools, cloning tools, brushes, creative filters, and the adjustment layers.
2.	Accurately apply adjustment layers to output "proper" color and print density.
3.	Acquire images from raw camera processing, flatbed and 35mm film scanners.
4.	Apply RGB color theory within Adobe Photoshop as well as to a variety of output devices.
5.	Assess the relationship of each image-editing tool, and then develop a plan and execute it to complete a complex series of actions to construct digital imagery.



		ENTRANCE SKILLS FOR ( PHOTO 42 )							
EXIT SKILLS FOR (PHOTO 39)		A	B	C	D	E	F	G	H
	1	X							
	2		X						
	3			X					
	4				X				
	5					X			
	6								
	7								
	8								

# Santa Monica College

## Course: DE for non-DE course

### Expanded Course Outline for AD JUS 1 - Introduction to Administration of Justice

Course Cover	
Discipline	AD JUS-ADMINISTRATION OF JUSTICE
Course Number	1
Full Course Title	Introduction to Administration of Justice
Catalog Course Description	This course provides students with an overview of the characteristics of the criminal justice system in the United States. An emphasis is placed on examining the structure and functions of the police, courts and corrections. The following additional topics are explored: the origins of criminal law, theories of crime, the adjudication of a criminal case, measurement of crime, the evolution of the principles and approaches utilized by the justice system, the social impact of crime, sentencing policies and related subject areas.
Rationale	There is great demand for this course on-ground and we anticipate a large demand for the course online. This would be a great option for students who work full-time.
Proposed Start	Year: 2019 Semester: Fall
Proposed for Distance Ed	Yes
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Weekly Laboratory Hours	Min:
Weekly Arranged Hours	Min:
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 Transfers to CSU
IGETC Area:	IGETC Area 4: Social and Behavioral Sciences 4J: Sociology & Criminology
CSU GE Area:	CSU GE Area D: Social, Political, and Economic Institutions and Behavior, Historical D0 - Sociology and Criminology
SMC GE Area:	GENERAL EDUCATION PATTERN (SMC GE) Area II-B: Social Science (Group B)
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	<b>Certificate of Achievement</b> -IGETC and CSU GE
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Identify various legal theories that justify and provide an understanding of crimes and criminology.	

2. Explain the methods, theories, and concepts associated with the sources of crime data, the emerging patterns of criminal activity, and the costs of crime.
3. Demonstrate an understanding of the development, structure and functions of the court system and corrections.
4. Explain the history, structure and functions of the police. Distinguish between the roles of the courts, corrections and the police.
5. Describe how a criminal case is adjudicated through the court system. Identify the stages of a criminal trial.
6. Demonstrate an understanding of the roles of probation, parole and community corrections including the functions of prisons and jails.
7. Identify special problems in the criminal justice system involving juvenile delinquency and drugs. Describe the future impact of these issues as well as the projected social impact of crime generally.
8. Analyze and discuss the issues of crime and justice from varying perspectives.
9. Convey the ability to draw on reputable research when taking a stance on a controversial issue in criminal justice.
10. Demonstrate the ability to raise critically relevant questions based upon independent reading of criminal justice literature.
11. Effectively follow the appropriate writing style practiced in the social sciences.
12. State the definition of a crime and list the elements of a crime. Distinguish between felonies, misdemeanors and infractions.
13. Convey an appreciation for the magnitude of the crime problem that exists today.

#### Course Content

10%	<b><u>The Criminal Justice System:</u></b> the philosophy and background of the criminal justice system, introduction to the structure and roles of the major components of the criminal justice system (police, courts and corrections), and the interaction among them.
20%	<b><u>Crime and Victimization:</u></b> definitions of crime, elements and categories of crime, theories used to explain crime, measurement of crime, costs of crime and analysis of victimization.
20%	<b><u>Law Enforcement:</u></b> the history, structure and role of the American police, procedures and constitutional protections, challenges with policing, civil liability and professionalizing law enforcement.
20%	<b><u>Courts and Sentencing:</u></b> structure and purpose of the courts, the adjudication process, roles of the judge, prosecutor and defense attorney, stages of the criminal trial, rules of evidence and sentencing guidelines.
20%	<b><u>Punishment and Corrections:</u></b> the history and structure of the corrections system, theories and goals of punishment, the roles of probation, parole and the prisons, the overall condition of the prison system and inmate rights.
3%	<b><u>Juvenile Justice:</u></b> the historical development of the juvenile justice system, theories regarding juvenile delinquency and its causes, and the processing of juvenile offenders.
7%	<b><u>The Future of the Criminal Justice System:</u></b> the projected social impact of crime, the influence of technology and an examination of special challenges concerning drugs and terrorism.

Total: 100%

#### Methods of Presentation

Methods	Lecture and Discussion
Other Methods	Case studies

#### Methods of Evaluation

Methods	<ul style="list-style-type: none"> <li>• 5% - Class Participation</li> </ul>
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	<ul style="list-style-type: none"> <li>• 60% - Exams/Tests 3 unit exams</li> <li>• 10% - Oral Presentation</li> <li>• 10% - Quizzes</li> <li>• 15% - Written assignments</li> </ul> <p>Assignments include review of scholarly literature on controversial topics in the criminal justice system. Papers will be submitted in the proper writing style for the social sciences.</p> <ul style="list-style-type: none"> <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. Schmalleger, Frank. *Criminal Justice Today*, 13th ed. Columbus, Ohio: Pearson, Prentice-Hall Publications, 2015, ISBN: 978-0133460049.

2. Bohm, Robert M. & Haley, Keith N.. *Introduction to Criminal Justice*, 8th ed. New York, NY: McGraw-Hill Education, 2014, ISBN: 978-0-07-802653-9.

### Assignments

#### Sample Assignment

**Writing Assignment:** Students will research problematic areas in the criminal justice system. Students will then write a paper which includes an examination of the topic, an identification of the specific problem discussed, a list of relevant questions and a potential solution to the problem. List of potential topic areas include the following: the crowding issue in American prisons, the "three strikes law", the accuracy of crime measurement, among others.

Students will consult scholarly journals in preparing their papers and adhere to the APA writing style format.

**Oral Presentation:** Students will deliver a 5 - 6 minute informative presentation on a significant topic in the criminal justice system. The following are examples of topics: a comparison of determinate v. indeterminate sentencing, a survey of inmates' rights or an analysis of which crimes are expected to increase in the future.

### Student Learning Outcomes

1. Distinguish between the responsibilities of the American police, courts and corrections.

2. Identify the stages in a criminal jury trial and analyze the roles of the judge, prosecutor and defense attorney in this proceeding.

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 careers in business and accounting and their personal lives.

### Minimum Qualification

Minimum Qualifications:	Administration of Justice
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### Library

List of suggested materials has been given to librarian?	Yes
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Library has adequate materials to support course?	Yes
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### Distance Ed

#### Distance Education Application

Delivery Methods	Online/Classroom Hybrid Fully Online
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### Distance Education Quality

Quality Assurance	Course objectives have not changed Course content has not changed
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	<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 Trustees 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>Special needs (i.e., texts, materials, etc.) are reasonable</p> <p>Complies with current access guidelines for students with disabilities</p>

**Guidelines and Questions for Curriculum Approval of a Distance Education Course**  
**Student Interactions**

Student-Instructor Interaction	<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. The instructor will post regular and frequent announcements regarding assignments along with frequent reminders. Additionally, content pages will begin each module and will include summaries of key Administration of Justice concepts and how to approach content. Weekly discussion boards will be posted and the instructor will provide comments, input and feedback like in a regular on-ground classroom. Additionally, constructive feedback will be provided on the homework essays along with the numerical scores. The instructor will promptly respond to communication from students via email and through the "General Questions" discussion board.</p>
Student-Student Interaction	<p>Students will engage in weekly discussion boards where they will be required to reply to at least two students' posts in the class. For example, in the first module, students are asked to introduce themselves and reply to at least two students in the class. From the beginning, a sense of community is established in the virtual classroom.</p> <p>Throughout the class, they will engage in discussions regarding different issues pertaining to the administration of justice system. They will also 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 class.</p>
Student-Content Interaction	<p>This course is organized through weekly course modules. A substantial amount of material is provided so that students can learn the Administration of Justice material and concepts. The content includes the following: learning objectives, lecture notes, supplemental videos, PowerPoints, links to relevant articles and case studies and discussion boards to help students check their understanding of the concepts. Finally, students will take three exams, complete homework assignments and write essays.</p>

Online class activities that	Brief Description	Percentage of Online
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<b>promote class interaction and engagement</b>		<b>Course Hours</b>
Discussion Boards	Weekly discussion boards will be posted to promote student-teacher interaction and student-to-student interaction on a variety of criminal justice issues.	30%
Study and/or Review Sessions	Prior to an exam, the instructor will ask students to post any questions they have about the material on the ensuing exam. The study session will then be based upon answering these questions.	10%
Online Lecture	Students will be asked to read lecture notes or watch a video on a criminal justice issue such as the elements necessary for a behavior to constitute a crime. They will be asked to take notes and be prepared to participate in a discussion board concerning this area. Additionally, students are encouraged to post any questions they have about the topic on the "General Questions" discussion board so that the instructor can address them. Students can also join in on the discussion.	35%
Written assignments	Students will write at least two essay assignments in the class. Prior to their due dates, we will have discussions via the "General Questions" discussion board regarding the assignments. Individualized feedback will also be provided via email.	10%
Peer Feedback	In preparation for their essays, students can share research topic ideas. They can also discuss valuable sources for topics such as the overcrowding issue in American prisons and the "Three Strikes" law. Students can evaluate the quality of these research sources.	15%

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.)

This course is organized through modules that focus on the different topics covered in the Introduction to Administration of Justice course. To provide consistency and insure that quality of instruction is provided, the following format is provided for each module: learning objectives, lecture notes or video, PowerPoint summary slides, discussion board assignments and links to relevant articles or cases, where appropriate.

Discussion boards are provided on a weekly basis. The exams are spread out and given every few weeks. The essays are also due in different weeks. Care is given to pacing out 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 training on the learning management system in place and received the appropriate certification. They should be knowledgeable about the technical support available as well as how to make the material accessible.

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 will be reviewed to ensure 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: "Describe how a criminal case is adjudicated through the court system". After reviewing the learning objective, students are asked to watch a video which takes the students through the major stages of a criminal case.

Following the video viewing, students are asked to participate in a threaded discussion where they name the major procedures and key terms. They are also asked to evaluate the purpose of a pretrial hearing such as a preliminary hearing.

### Assessment Best Practices

10%-**Quizzes** - Short quizzes on various topics to help students check their understanding.

20%-**Essay Assignments** - Students will prepare essays which involve researching problem areas in the criminal justice system such as the accuracy of crime measurement. They will also prepare an essay on new evolving technology in law enforcement.

10%-**Discussion Board Assignments** - After reading the textbook or watching a video, students will answer questions regarding the material. They are graded based upon their responsiveness to the question and support provided.

60%-**Three exams at 20% each.** - Students will take tests which consist of multiple-choice and/or essay questions.

## Amazon Web Services Career Pathway Certificate Certificate of Completion (Noncredit)

Careers in the cloud computing field are often some of the most sought after opportunities. Cloud computing has applications in many fields all around us, as it affects our daily lives in so many ways. Consequently, people want to learn about cloud computing and its intricacies. This program will introduce students to cloud computing and the various career pathways that available to those pursuing this kind of field.

### **Program Learning Outcomes:**

Upon completion of the program, students will demonstrate a general understanding of various cloud career pathways. Students will develop an interest in further pursuing education in this field.

### Area of Emphasis (0 units)

#### **Required Courses**

CIS NC 900, Internet Fundamentals (0)

CS NC 900, Cloud Career Pathway Fundamentals (0)



## Narrative for Certificate of Completion in Amazon Web Services Career Pathway

### 1. Program Goals:

Cloud Computing is changing the computing industry today. This non-credit certificate builds a pathway for non-traditional students to improve their skills for potential employment as well as entry into our credit AWS program. Adult Education programs at LAUSD have expressed a strong interest in this program. Employers such as Amazon are interested in widening access to the cloud computing field.

This program is consistent with SMC’s Mission to “assist students in the development of skills needed to succeed in college [and] prepare students for careers...” Students completing the noncredit short-term vocational or workforce preparation certificate may qualify for entry into the careers below or pursue credit study.

This program prepares students for the following occupations:

- Cloud Support Associate
- Entry-Level Cloud Engineer

### Program Learning Outcomes, including Occupational Competencies:

Upon completion of the program, students will demonstrate a general understanding of various cloud career pathways. Students will develop an interest in further pursuing education in this field.

### Estimated Cost of Program Materials and Equipment:

None

### 2. Catalog Description:

Careers in the cloud computing field are often some of the most sought-after opportunities. Cloud computing has applications in many fields all around us, as it affects our daily lives in so many ways. Consequently, people want to learn about cloud computing and its intricacies. This program will introduce students to cloud computing and the various career pathways that available to those pursuing this kind of field.

### 3. Program Requirements:

To earn the Certificate of Completion in Amazon Web Services Career Pathway, students must successfully complete the following courses:

Dept Name/#	Full Name	Minimum Hours
CIS NC 900	Internet Fundamentals	15
CS NC 900	Cloud Career Pathway Fundamentals	15
Total	2 Courses	30 Hours

It is recommended that students complete the courses in the following order:

1.	CIS NC 900
2.	CS NC 900

#### **4. Master Planning**

This program is consistent with SMC's Mission to "assist students in the development of skills needed to succeed in college [and] prepare students for careers..." and is part of the College's current career technical initiatives supported and integrated via the Strong Workforce and Adult Education Block Grant (AEBG) programs.

This program has been developed in consultation with Amazon, Amazon Educate and LAUSD Adult Education. The goal of the program is to introduce cloud computing to a wide array of students who might not consider enrolling in college level work without first undertaking some career exploration. It is our expectation that non-credit completers will then enroll in the credit courses that cover the AWS platform. We are also trying to address the digital divide and provide a pathway for those with or without a high school credential to embark on a technology career. There has been a great deal of interest in this new program from the Adult Education arm of LAUSD that currently teaches basic networking classes.

# Cloud Computing – Amazon Web Services (AWS)

Los Angeles and Orange Counties

September 2018

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## Research Summary

The Los Angeles/Orange County Center of Excellence (COE) compiled this report to provide regional labor market supply and demand data related to **cloud computing** and **Amazon Web Services (AWS)**. The following summarizes key findings from this data brief:

- There were **83,010 job postings** over the last 12 months for occupations associated with cloud computing in the Los Angeles/Orange County region.
- **4,876 job postings included “AWS”** as a desired skill for employment.
- On average, regional community colleges conferred **974 awards** (associate degrees + certificates) annually in information technology programs, between 2014 and 2017.

## Cloud computing

The introduction of cloud computing to the ever-growing world of information technology is introducing significant changes not only to technology processes but to the workforce. Cloud computing allows for the storage, management, and processing of data using internet technologies (“the cloud”). Amazon Web Services<sup>1</sup> (AWS), the largest provider of cloud computing, identifies five advantages for its use:

1. Payment for data center and server-type resources on an as needed basis.
2. Cost savings due to economies of scale.
3. Removes the issue of estimating for infrastructure capacity.
4. No more physical infrastructure and associated costs.
5. Global reach and access.

## Uses of cloud computing

Cloud computing is utilized by a wide variety of organizations, including small businesses, large global corporations, government agencies and not-for-profits. Services available through cloud computing include<sup>2</sup>:

- Creation of new apps and services.
- Storage, back up, and recovery of data.

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<sup>1</sup> <https://aws.amazon.com/what-is-cloud-computing/>

<sup>2</sup> <https://azure.microsoft.com/en-us/overview/what-is-cloud-computing/>

- Website and blog hosting.
- Audio and video streaming.
- Delivery of software on demand.
- Analyzation of data for patterns and predictions.

One emerging technology intertwined with cloud computing is Artificial Intelligence (AI). The convergence of cloud computing and AI allows users and machines to analyze and gather larger quantities of data at a faster rate.<sup>3</sup> While this ability reduces time and cost, it requires additional resources to be invested into information security and safeguarding against cyber threats. It is projected that the number of information security analyst jobs will grow by 12% in the region through 2022.<sup>4</sup> In response to this uptick in demand for security-related IT jobs, community colleges are developing and expanding programs that prepare students to meet industry needs.

### **Impact on workforce and training**

With the introduction and implementation of cloud computing and AI into the information technology workforce, community colleges and other training providers will need to integrate these skills and technologies into the current curricula and training. Local community colleges currently offer several programs that train students in databases, programming, Linux, DevOps, quality assurance, and information security. Individual colleges are attempting to stack or leverage certificates for cloud computing careers paths with related disciplines, including small business, computer science, web development, business analytics, IT and mobile developers.

The emergence of cloud computing has preempted incumbent IT workers to upskill based on workforce and employer needs. With the right training, workers with traditional IT skills—such as data engineers, enterprise architects, web developers, and networking engineers—can transition into a higher-paying cloud computing career.

### **Occupational outlook for cloud computing (Los Angeles and Orange Counties)**

Businesses that employ cloud computing workers use various job titles, which are explored below. In the region, major cloud computing employers include Deloitte, Amazon, Costar Realty Information, Raytheon, Northrop Grumman, Aerospace Corp, KPMG, SMCI, and Accenture. Traditional occupations with cloud computing elements in their expanding job descriptions, as well as the labor market demand are provided in the table below.

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<sup>3</sup> <https://www.networkworld.com/article/3154363/cloud-computing/how-ai-is-transforming-cloud-computing.html>

<sup>4</sup> <https://www.economicmodeling.com/>

## Los Angeles/Orange County demand for cloud computing workers

SOC/O*NET	Occupation	Annual openings (2017-2022)	Sample job titles	Job Postings (Last 12 months)
15-1132	Software Developers, Applications	2,669	Application developer; software architect; software engineer	31,058
15-1151	Computer User Support Specialists	2,265	Network technician; computer specialist	9,102
15-1121	Computer Systems Analysts	1,472	Applications analyst; computer analyst; system analyst	6,131
15-1199.02	Computer Systems Engineers/Architects*	1,176*	Network engineer; system architect	7,815
15-1199.09	Information Technology Project Managers*	1,176*	IT manager; project manager	6,418
15-1142	Network and Computer Systems Administrators	977	Information analyst; network administrator; network manager; systems administrator	3,939
15-1134	Web Developers	821	Web architect; webmaster; web design specialist	8,208
15-1143	Computer Network Architects	349	Network consultant; design engineer network analyst	2,270
15-1141	Database Administrators	299	Data architect; database coordinator; database programmer; database developer	4,350
15-1122	Information Security Analysts	277	Data security administrator; network security analyst; systems analyst	3,719
	<b>Total Annual Openings</b>	<b>10,305</b>	<b>Total Job Postings</b>	<b>83,010</b>

\*The data presented for this occupation are based on the 6-digit SOC code for Computer Occupations, all other (15-1199). Number is counted once in the total. Source: Emsi, 2018

Over the last 12 months...



### Employer required certifications and skills

In addition to the standard occupations shown above, cloud computing job postings include any of the following skills and/or certificates:

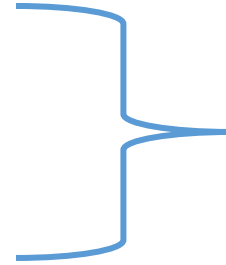
Skills
Amazon Web Services (AWS)
Artificial Intelligence (AI)
Big Data
Cloud Computing
Computer Engineering
Information Technology Industry
Infrastructure as a Service (IaaS)
Platform as a Service (PaaS)
Software as a Service (SaaS)
Virtual Private Networking (VPN)
Virtualization
Web Application Development Knowledge

Certificates
AWS Certified DevOps Engineer
AWS Certified Solutions Architect
Certified Cloud Security Professional
Cisco Certified Network Associate (CCNA)
Cloud Security Alliance's Certificate of Cloud Security Knowledge (CCSK)
CompTIA Network+
CompTIA Security+
VMware Certified Professional (VCP)

## AWS Certifications

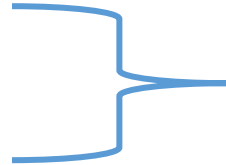
AWS currently offers nine certifications: a foundational certification, three associate-level certifications, two professional-level certifications, and three specialty certifications. Community colleges are well-positioned to offer requisite training and education for students to obtain six of the nine specialty certifications.

AWS Certified Cloud Practitioner  
 AWS Certified Developer – Associate  
 AWS Certified SysOps Administrator – Associate  
 AWS Certified Solutions Architect – Associate  
 AWS Certified Big Data – Specialty  
 AWS Certified Security – Specialty



Community college relevant

AWS Certified DevOps Engineer – Professional  
 AWS Certified Solutions Architect – Professional  
 AWS Certified Advanced Networking – Specialty



Professional experience required

## Existing community college training programs

TOP Code	Program name	College	2014-2015 Awards	2015-2016 Awards	2016-2017 Awards	3-Yr Average
0701.00	Information Technology, General	Coastline	1	-	-	1
		Cypress	-	-	1	1
		East LA	-	4	8	6
		LA Harbor	-	-	1	1
		LA Mission	-	-	4	4
		LA Southwest	-	3	-	3
		Long Beach	7	10	27	15
		Mt. San Antonio	84	72	49	68
		West LA	2	2	3	2
		<b>Subtotal</b>		<b>94</b>	<b>91</b>	<b>93</b>
0702.00	Computer Information Systems	Citrus	-	-	5	5
		Compton	2	2	1	2
		Cypress	5	4	5	5
		East LA	16	14	14	15
		El Camino	12	24	15	17
		Fullerton	7	7	7	7
		Glendale	1	3	2	2
		LA City	2	4	3	3
		LA Harbor	2	-	-	2
		LA Mission	4	9	3	5

TOP Code	Program name	College	2014-2015 Awards	2015-2016 Awards	2016-2017 Awards	3-Yr Average
		LA Trade-Tech	19	14	23	19
		Pasadena	-	-	2	2
		Rio Hondo	9	10	10	10
		Santa Ana	35	5	18	19
		Santiago Canyon	2	2	2	2
		West LA	11	5	13	10
		<b>Subtotal</b>	<b>127</b>	<b>103</b>	<b>123</b>	<b>118</b>
		Cerritos	2	2	4	3
		Coastline	15	7	9	10
		Cypress	-	2	-	2
		Fullerton	-	-	1	1
		Irvine Valley	15	26	28	23
		LA City	-	-	2	2
0702.10	Software Applications	LA Mission	3	-	2	3
		LA Southwest	3	1	2	2
		Mt. San Antonio	1	1	2	1
		Pasadena	-	-	2	2
		Saddleback	7	9	9	8
		Santa Monica	12	21	17	17
		<b>Subtotal</b>	<b>58</b>	<b>69</b>	<b>78</b>	<b>68</b>
		Cerritos	-	6	6	6
		El Camino	9	16	27	17
		Fullerton	7	4	9	7
		Glendale	2	2	2	2
		Irvine Valley	1	4	4	3
		LA City	2	3	7	4
0706.00	Computer Science (Transfer)	LA Southwest	4	3	-	4
		Orange Coast	1	5	10	5
		Saddleback	4	8	13	8
		Santa Ana	10	14	10	11
		Santa Monica	8	6	22	12
		Santiago Canyon	23	9	15	16
		<b>Subtotal</b>	<b>71</b>	<b>80</b>	<b>125</b>	<b>92</b>
		Cypress	-	2	1	2
		Golden West	4	4	7	5
		Orange Coast	8	4	5	6
0707.00	Computer Software Development	Pasadena	-	4	4	4
		Saddleback	3	3	3	3
		<b>Subtotal</b>	<b>15</b>	<b>17</b>	<b>20</b>	<b>17</b>
		Cerritos	1	1	1	1
0707.10	Computer Programming	Coastline	1	3	-	2
		Cypress	19	11	27	19



TOP Code	Program name	College	2014-2015 Awards	2015-2016 Awards	2016-2017 Awards	3-Yr Average
		East LA	8	4	5	6
		Glendale	3	4	1	3
		Irvine Valley	18	29	16	21
		LA City	-	-	43	43
		LA Mission	1	1	2	1
		LA Pierce	8	4	6	6
		LA Southwest	1	1	2	1
		LA Valley	7	12	26	15
		Long Beach	1	1	-	1
		Mt. San Antonio	72	66	68	69
		Orange Coast	4	10	29	14
		Pasadena	5	6	1	4
		Santa Monica	24	29	25	26
		<b>Subtotal</b>	<b>173</b>	<b>182</b>	<b>252</b>	<b>202</b>
0707.20	Database Design and Administration	Mt. San Antonio	3	7	11	7
		Santa Monica	1	1	2	1
		<b>Subtotal</b>	<b>4</b>	<b>8</b>	<b>13</b>	<b>8</b>
0707.30	Computer Systems Analysis	Cerritos	1	3	6	3
		Cypress	1	8	-	5
		<b>Subtotal</b>	<b>2</b>	<b>11</b>	<b>6</b>	<b>6</b>
0708.00	Computer Infrastructure and Support	Citrus	6	9	-	8
		Coastline	-	93	67	80
		Cypress	10	7	1	6
		LA Valley	-	-	6	6
		Long Beach	1	1	1	1
		Mt. San Antonio	15	12	16	14
		<b>Subtotal</b>	<b>32</b>	<b>122</b>	<b>91</b>	<b>82</b>
0708.10	Computer Networking	Cerritos	5	5	10	7
		Coastline	114	14	20	49
		Cypress	30	27	28	28
		Fullerton	1	-	-	1
		Irvine Valley	27	12	19	19
		LA City	9	6	11	9
		LA Pierce	16	21	37	25
		Long Beach	12	11	25	16
		Mt. San Antonio	11	2	9	7
		Saddleback	15	23	21	20
		West LA	35	55	52	47
		<b>Subtotal</b>	<b>275</b>	<b>176</b>	<b>232</b>	<b>228</b>
0708.20	Computer Support	Cypress	3	8	3	5
		Glendale	1	4	2	2
		LA Pierce	6	12	14	11

TOP Code	Program name	College	2014-2015 Awards	2015-2016 Awards	2016-2017 Awards	3-Yr Average
		Long Beach	2	-	-	2
		Pasadena	10	12	1	8
		<b>Subtotal</b>	<b>22</b>	<b>36</b>	<b>20</b>	<b>26</b>
0709.00	World Wide Web Administration	Glendale	6	3	3	4
		LA Pierce	4	1	5	3
		Long Beach	-	2	5	4
		Saddleback	1	-	5	3
		West LA	10	9	8	9
		<b>Subtotal</b>	<b>21</b>	<b>15</b>	<b>26</b>	<b>21</b>
0709.10	E-Commerce (Technology emphasis)	Saddleback	3	2	-	3
		<b>Subtotal</b>	<b>3</b>	<b>2</b>	<b>-</b>	<b>3</b>
0799.00	Other Information Technology	LA Harbor	-	-	1	1
		Mt. San Antonio	11	13	9	11
		<b>Subtotal</b>	<b>11</b>	<b>13</b>	<b>10</b>	<b>11</b>
		<b>Grand Total/Average</b>	<b>908</b>	<b>925</b>	<b>1,089</b>	<b>974</b>

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909-274-6106

## Introduction to Working with Older Adults Certificate of Completion (Noncredit)

This noncredit program prepares students for entry-level careers working with older adults in the the field of Gerontology. Students completing the Introduction to Working with older adults Certificate of Completion may qualify for entry into high demand occupations such as Caregivers, Companions, Resident Care Providers, Direct Support Professionals, services for the elderly and persons with disabilities, and meets the requirements for the State of California Senior Caregiver Training. This program is not intended as a substitute for any credit certificate or associate degree.

### **Program Learning Outcomes:**

Upon completion of the program, students will demonstrate competency in providing non-medical care to older adults; discuss the physiological, psychological and sociological changes associated with aging; apply effective communication skills and processes in relating to older adults with dementia or disabilities; and articulate how healthy behaviors and lifestyle choices lead to wellness in older adults.

### Area of Emphasis (0 units)

#### **Required Courses**

HEALTH NC 905, Providing Care to Older Adults (0)  
HEALTH NC 906, Communication with Older Adults (0)  
HEALTH NC 907, Wellness in Older Adults (0)

## Narrative for Certificate of Completion in Introduction to Working with Older Adults

### 1. Program Goals:

This noncredit certificate program prepares students for entry-level careers working with older adults. In Los Angeles County, the number of jobs related to gerontology is expected to increase by 47% over the next five years. More than 6,400 job opportunities will be available annually for this group of occupations through 2021 due to new job growth and replacement need. (EMSI, 5 year projects for occupations related to gerontology).

This program is consistent with SMC's Mission to "assist students in the development of skills needed to succeed in college [and] prepare students for careers..." Students completing the noncredit short-term vocational certificate may qualify for entry into the careers below or pursue credit study.

Students completing the Introduction to Working with Older Adults Certificate of Completion may qualify for entry into the following high demand occupations:

- Social and Human Service Assistants
- Caregivers
- Companions
- Home Health Aides
- Community Health Workers
- Direct Support Professionals
- Resident Care Providers
- Services for the Elderly and Persons with Disabilities

### Program Learning Outcomes, including Occupational Competencies:

Upon completion of this program, students will be able to:

- Demonstrate competency in providing non-medical care to older adults
- Discuss the physiological, psychological and sociological changes associated with aging
- Apply communication skills and processes in relating to older adults with dementia or disabilities.
- Articulate how healthy behaviors and lifestyle choices lead to wellness in older adults.
- Meet the minimum requirements for the State of California Senior Caregiver Training.

### Estimated Cost of Program Materials and Equipment:

Textbook and Workbook: "Providing Home Care: A Textbook for Home Health Aides," 5th edition, Leahy, W., Fuzy, J. Grafe, J., Hartman Publishing, Inc., 2017

Workbook: \$16.25

Textbook: \$45.25

**2. Catalog Description:**

This noncredit program prepares students for entry-level careers working with older adults. Students completing the Introduction to Working with Older Adults Certificate of Completion may qualify for entry to high demand occupations such as Caregivers, Companions, Social and Human Service Assistants, Direct Support Professionals, and Resident Care Providers. Students will also meet the minimum requirements for the State of California Senior Caregiver Training. This program is not intended as a substitute for any credit certificate or associate degree.

Upon completion of the program, students will be able to:

- Demonstrate competency in providing non-medical care to older adults
- Discuss the physiological, psychological and sociological changes associated with aging
- Apply communication skills and processes in relating to older adults with dementia or disabilities.
- Articulate how healthy behaviors and lifestyle choices lead to wellness in older adults.
- Meet the minimum requirements for the State of California Senior Caregiver Training.

**3. Program Requirements:**

To earn the Certificate of Completion in Introduction to Working with Older Adults, students must successfully complete the following courses:

Dept Name/#	Full Name	Minimum Hours
H905	Providing Care to Older Adults	18
H906	Communication with Older Adults	18
H907	Wellness in Older Adults	18

It is recommended that students complete the courses in the following order:

1.	H905
2.	H906
3.	H907
4.	

#### 4. Master Planning

This program is consistent with SMC's Mission to "assist students in the development of skills needed to succeed in college [and] prepare students for careers..." and is part of the College's current career technical initiatives supported and integrated via the Strong Workforce and Adult Education Block Grant (AEBG) programs.

*(Provide additional narrative regarding program-specific issues. Also, describe how the program will meet the needs of the employers. If the program is offered in close cooperation with specific employers, include a discussion of the relationship)*

An Advisory Board was established for the Introduction to working with Older Adults noncredit certificate program. Industry partners from the Alzheimer's Association, University of Southern California School of Social Work, Wise and Healthy Aging, Fireside Health Care Center, the Department of Veteran Affairs, and Comfort Keepers attended to contribute to the discussion, and state that their facilities would be able to hire graduates of the certificate program.

#### **LMI Data:**

In Los Angeles County, the number of jobs related to gerontology is expected to increase by 47% over the next five years. More than 6,400 job opportunities will be available annually for this group of occupations through 2021 due to new job growth and replacement need (e.g., retirements). Please see attached



## Gerontology

October 2017

Prepared by the Los Angeles/Orange County Center of Excellence for Labor Market Research

### Occupation Codes and Descriptions

Currently, there are three occupations in the standard occupational classification (SOC) system related to the study of gerontology. The occupation titles and descriptions, as well as reported job titles are included in Exhibit 1.

**Exhibit 1 – Occupations, descriptions and sample job titles**

SOC Code	Title	Description	Sample of Reported Job Titles
21-1094	Community Health Workers	Assist individuals and communities to adopt healthy behaviors. Conduct outreach for medical personnel or health organizations to implement programs in the community that promote, maintain, and improve individual and community health. May provide information on available resources, provide social support and informal counseling, advocate for individuals and community health needs, and provide services such as first aid and blood pressure screening. May collect data to help identify community health needs.	Apprise Counselor, Assistant Director of Nutrition and Wellness Programs, Chief Program Officer, Community Health Outreach Worker, Community Health Program Coordinator, Community Health Program Representative, Community Health Promoter, Community Health Worker, Community Nutrition Educator, HIV CTS Specialist
21-1093	Social and Human Service Assistants	Assist in providing client services in a wide variety of fields, such as psychology, rehabilitation, or social work, including support for families. May assist clients in identifying and obtaining available benefits and social and community services. May assist	Advocate, Caseworker, Community Coordinator, Family Support Worker, Home based Assistant, Human Services Program Specialist, Mental Health Technician, Outreach Specialist, Social

		social workers with developing, organizing, and conducting programs to prevent and resolve problems relevant to substance abuse, human relationships, rehabilitation, or dependent care.	Services Assistant, Social Work Associate
31-1011	Home Health Aides	Provide routine individualized healthcare such as changing bandages and dressing wounds, and applying topical medications to the elderly, convalescents, or persons with disabilities at the patient's home or in a care facility. Monitor or report changes in health status. May also provide personal care such as bathing, dressing, and grooming of patient.	Caregiver, Certified Home Health Aide, Certified Medical Aide, Certified Nurses Aide, Home Attendant, Home Care Aide, Home Health Aide, Home Health Provider, Hospice/Home Health Aide, In Home Caregiver

Source: O\*NET Online

### Current and Future Employment

In Los Angeles County, the number of jobs related to gerontology is expected to increase by 47% over the next five years. More than 6,400 job opportunities will be available annually for this group of occupations through 2021 due to new job growth and replacement need (e.g., retirements). Exhibit 2 contains detailed employment projections data for these occupations.

**Exhibit 2 – Five-year projections for occupations related to gerontology**

SOC	Occupation	2016 Jobs	2021 Jobs	2016 - 2021 Change	2016 - 2021 % Change	Annual Openings
21-1093	Social and Human Service Assistants	15,394	18,951	3,557	23%	2,571
31-1011	Home Health Aides	10,857	19,862	9,005	83%	3,596
21-1094	Community Health Workers	1,429	1,777	348	24%	246
		<b>27,679</b>	<b>40,590</b>	<b>12,911</b>	<b>47%</b>	<b>6,413</b>

Source: Economic Modeling Specialists International (EMSI)



## Earnings

In Los Angeles County, the average entry-level wage for occupations related to gerontology ranges from \$10.00 to \$13.83 per hour – two of the three occupation wages are below the MIT Living Wage<sup>1</sup> estimate of \$13.08 per hour for a single adult. The average annual earnings for this occupation group ranges from \$27,625 to \$47,730 per year, assuming full-time employment.

Exhibit 3 contains hourly wages and annual average earnings for the occupations of interest. Entry-level hourly earnings is represented by the 10<sup>th</sup> percentile of wages, median hourly earnings is represented by the 50<sup>th</sup> percentile of wages, and experienced hourly earnings is represented by the 90<sup>th</sup> percentile of wages, demonstrating various levels of employment.

**Exhibit 3 – Earnings for occupations related to gerontology**

SOC	Occupation	Entry-Level Hourly Earnings	Median Hourly Earnings	Experienced Hourly Earnings	Average Annual Earnings
21-1094	Community Health Workers	\$13.83	\$20.64	\$36.08	\$47,730
21-1093	Social and Human Service Assistants	\$12.28	\$20.08	\$34.52	\$45,861
31-1011	Home Health Aides	\$10.00	\$11.08	\$23.14	\$27,625

Source: Economic Modeling Specialists International (EMSI)

## Employer Job Postings

In this research brief, real-time labor market information is used to provide a more nuanced view of the current job market, as it captures job advertisements for occupations relevant to the field of study. Employer job postings are consulted to understand who is employing workers in the field of gerontology, and what they are looking for in potential candidates. To identify job postings related to gerontology, the SOC codes introduced at the beginning of the report were used.

### Top Occupations

In 2016, there were 535 job postings related to the field of gerontology. More than half of the postings (52%) were for home health aides (278 job postings). There were 457 job postings for the same cluster of occupations in 2015, and 353 job postings in 2014.

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<sup>1</sup> MIT Living Wage Calculator. <http://livingwage.mit.edu/>

**Exhibit 4 – Top occupations in job postings (n=535)**

<b>SOC Code</b>	<b>Occupation</b>	<b>Job Postings, Full Year 2016</b>
31-1011	Home Health Aides	278
21-1093	Social and Human Service Assistants	234
21-1094	Community Health Workers	23

Source: Labor Insight/Jobs (Burning Glass)

*Top Titles*

The top job titles for employers posting ads related to gerontology are listed in Exhibit 5. Home health aide is mentioned as the top job title, and is present in 20% of all relevant job postings (107 of 535 job postings).

**Exhibit 5 –Job titles (n=535)**

<b>Title</b>	<b>Job Postings, Full Year 2016</b>
Home Health Aide	107
Care Coordinator	26
Direct Support Professional	15
Resident Care Provider	13
Home Health Representative	10

Source: Labor Insight/Jobs (Burning Glass)

*Top Employers*

Exhibit 6 lists the major employers hiring workers in the field of gerontology. Top employers postings job ads included Odyssey HelathCare, Inc., Atria Senior Living, and Aspire human Services Llc. The top worksite cities in the county were Los Angeles, Long Beach, Torrance, Santa Monica, and Downey.

**Exhibit 6 – Top employers (n=390)**

<b>Employer</b>	<b>Job Postings, Full Year 2016</b>
Odyssey HealthCare, Inc.	45
Atria Senior Living	29
Aspire Human Services Llc	17
Anthem Blue Cross	12
Vitas Healthcare Corporation	10

Source: Labor Insight/Jobs (Burning Glass)

*Certifications and Skills*

First aid, CPR and AED certification is the most sought after certification for this occupation group, and was included on 58% of the postings that specified a certification. Other certifications that were

largely present in postings were home health aide (23% of postings) and certified nursing assistant (20%). Top job-specific skills desired by employers are CPR, home health, and case management skills.

**Exhibit 7 –Job certifications (n=257) and job skills (n=465)**

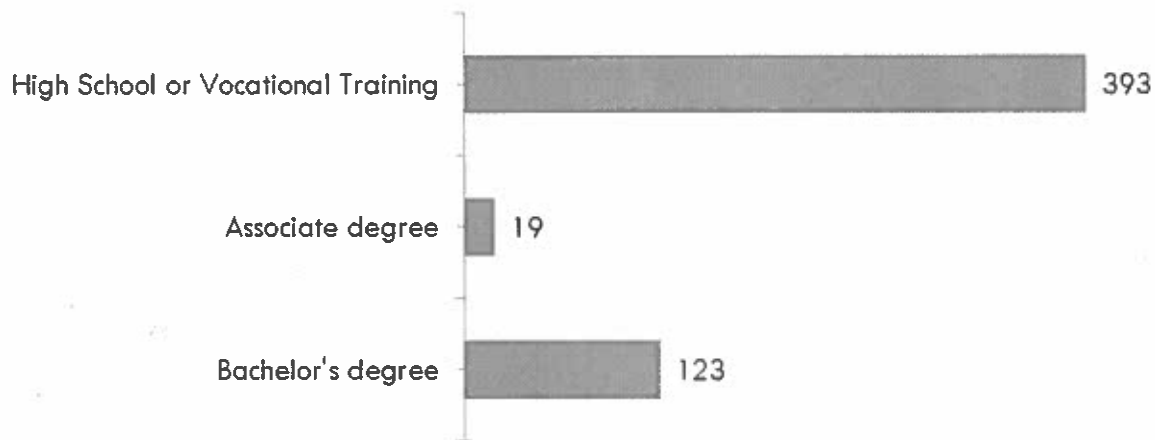
<b>Certification</b>	<b>Job Postings, Full Year 2016</b>	<b>Skills</b>	<b>Job Postings, Full Year 2016</b>
First Aid, CPR & AED	149	Cardiopulmonary Resuscitation (CPR)	143
Home Health Aide	60	Home Health	124
Certified Nursing Assistant	51	Case Management	104
Certified Medical Assistant	37	Caregiving	76
Caregiver	21	Microsoft Excel	67

Source: Labor Insight/Jobs (Burning Glass)

#### Advertised Education Levels

Exhibit 8 displays the education level requested by employers in online job ads. The majority of employers (73%) in 2016 were looking for a candidate with a high school or vocational training level of education.

**Exhibit 8 – 2016 Online job ads with minimum advertised education requirements for gerontology occupations (n=535)**



Source: Labor Insight/Jobs (Burning Glass)

#### Industry Concentration

Gerontology-related jobs in Los Angeles County are most often found in the services for the elderly and persons with disabilities industry (68% of occupation group in industry). Exhibit 9 shows the industries that are the largest employers of gerontology workers in the Los Angeles County.

**Exhibit 9 – Industries with the largest number of gerontology occupations, 2016**

<b>NAICS (6-Digit)</b>	<b>Industry</b>	<b>Occupation Group Jobs in Industry</b>	<b>% of Occupation Group in Industry</b>
624120	Services for the Elderly and Persons with Disabilities	18,678	68%
621610	Home Health Care Services	1,737	6%
624190	Other Individual and Family Services	920	3%
903999	Local Government, Excluding Education and Hospitals	758	3%
623220	Residential Mental Health and Substance Abuse Facilities	709	3%

Source: Economic Modeling Specialists International (EMSI)

**Education and Training**

Exhibit 10 shows the typical entry-level education requirement for the occupations of interest, along with the typical on-the-job training, and percentage of workers in the field who hold a community college award or have completed some postsecondary courses. Between 31% and 42% of the workforce related to the field of gerontology has completed some community college education as their highest level of education.

**Exhibit 10 – Education and training requirements for Gerontology-related occupations**

<b>SOC</b>	<b>Occupation</b>	<b>Typical entry-level education</b>	<b>Typical on-the-job training</b>	<b>% of Community College Award Holders or Some Postsecondary Coursework</b>
21-1093	Social and Human Service Assistants	High school diploma or equivalent	Short-term	40%
21-1094	Community Health Workers	High school diploma or equivalent	Short-term	31%
31-1011	Home Health Aides	No formal educational credential	Short-term	42%

Source: Economic Modeling Specialists International, Bureau of Labor Statistics Employment Projections (Educational Attainment)

Currently, there are three community colleges in the Los Angeles County that train students in the field of gerontology. Exhibit 11 displays the headcount and annual average community college awards for each of the colleges training in this field. Headcount is the actual number of students enrolled, regardless of credit hours. It is also important to note that an award is not equivalent to a single person in search of a job opening, since a student may earn more than one award (e.g. an associate degree and a certificate).

**Exhibit 11 – CCC Student Awards (by TOP and College)**

<b>TOP Code</b>	<b>Program</b>	<b>College</b>	<b>2012 – 2015 Annual Average</b>			
			<b>CCC Headcount</b>	<b>CCC Associate Degrees</b>	<b>CCC Certificates</b>	<b>Total Average CC Awards</b>
1309.00	Gerontology	East LA	N/A	N/A	N/A	N/A
		LA Mission	28	N/A	N/A	N/A
		Pasadena	23	N/A	N/A	N/A
<b>Total</b>			<b>51</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>

Source: California Community Colleges Chancellor's Office MIS Data Mart

**Program Recommendation**

This report was compiled by the Los Angeles/Orange County Center of Excellence to provide regional labor market data for the program recommendation of gerontology. This report is to help determine

whether there is demand in the local labor market that is not being met by the supply from programs of study (CCC and non-CCC) that align with this occupation group.

Based on the data, the COE has determined there is an unmet need for an additional gerontology program in the Los Angeles County region. Reasons include:

- Gerontology jobs are forecasted to increase 47% in the next five years, resulting in approximately 6,413 jobs opening annually.
- Among gerontology occupations, 31% to 42% of the workforce has completed some postsecondary coursework, signaling that these positions are relevant for community college students.

### **Sources**

O\*Net Online, Labor Insight/Jobs (Burning Glass), Economic Modeling Specialists International (EMSI), MIT Living Wage Calculator, Bureau of Labor Statistics (BLS) Education Attainment, California Community Colleges Chancellor's Office Management Information Systems (MIS) Data Mart, CTE LaunchBoard, Statewide CTE Outcomes Survey, Employment Development Department Unemployment Insurance Dataset

Lori Sanchez, Director

Center of Excellence, Los Angeles/Orange County

## Notes

Data included in this analysis represents the labor market demand for positions most closely related to gerontology. Standard occupational classification (SOC) codes were chosen based on the national education level required for employment (associate degree and postsecondary certificate) as well as the proportion of current workers who hold a community college award or have had some community college training. This selection process narrows the labor market analysis to the most relevant employment opportunities for students with community college education and/or training.

Traditional labor market information was used to show current and projected employment based on data trends, as well as annual average awards granted by regional community colleges. Real-time labor market information captures job post advertisements for occupations relevant to the field of study and should not be used to establish current job openings, because the numbers may include duplicate job postings or postings intended to gather a pool of applicants. Real-time labor market information can signal demand and show what employers are looking for in potential employees, but is not a perfect measure of the quantity of open positions.