



Curriculum Committee Agenda

Wednesday, March 6, 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	A.S. Representative
Sheila Cordova	William Konya	Lee Pritchard	

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

(Courses: Non-Substantial Changes)

- 2. CIS 35A QuickBooks Desktop
- 3. COSM 10A Related Science 1A
- 4. COSM 10B Related Science 1B
- 5. COSM 11A Hair Cutting 1
- 6. COSM 11B Hair Styling 1
- 7. COSM 11C Hair Coloring 1
- 8. COSM 11D Permanent Wave 1
- 9. COSM 11E Curly Hair Techniques 1
- 10. COSM 16 Nail Care 1
- 11. COSM 18 Skin Care 1
- 12. COSM 20 Related Science 2
- 13. COSM 21A Hair Cutting 2
- 14. COSM 21B Hair Styling 2
- 15. COSM 21C Hair Coloring 2
- 16. COSM 21D Permanent Waving 2

17. COSM 21E Curly Hair Techniques 2
18. COSM 26 Nail Care 2
19. COSM 28A Skin Care 2A
20. COSM 28B Skin Care 2B
21. COSM 30 Related Science 3
22. COSM 31A Hair Cutting 3
23. COSM 31B Hair Styling 3
24. COSM 31C Hair Coloring 3
25. COSM 31E Curly Hair Techniques 3
26. COSM 36 Nail Care 3
27. COSM 38 Skin Care 3
28. COSM 38B Mechanical Exfoliation
29. COSM 38C Chemical Exfoliation
30. COSM 40 Related Science 4
31. COSM 41B Hair Styling 4
32. COSM 42 Men's Hair Styling
33. COSM 46 Nail Care 4
34. COSM 48 Skin Care 4
35. COSM 48B Advanced Make-Up
36. COSM 50A Related Science 5
37. COSM 50B Practical Preparation For State Board Exam
38. COSM 50C Written Preparation For State Board Exam
39. COSM 50E Written Preparation For Esthetician State Board Exam
40. COSM 50N Written Preparation For Nail Care State Board Exam
41. COSM 64 Salon Management
42. COSM 95A Salon Experience
43. COSM 95B Salon Experience
44. COSM 95C Salon Experience
45. COSM 95D Salon Experience

VII. Action Items

(Courses: New)

- a. MATH 3C Concurrent Support for Trigonometry with Applications
(Corequisite: MATH 3)..... 8
- b. MATH 4C Concurrent Support for College Algebra for STEM Majors
(Corequisite: MATH 4)..... 13

(Courses: Distance Education)

- c. PHOTO 39 Beginning Photoshop 18

(Programs: New)

- d. Digital Publishing Certificate of Achievement..... 26

(Redesign)

- e. SMC's Areas of Interest and Academic and Career Paths 38

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

Members Present:

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

Members Absent:

Jason Beardsley Toni Trives

Others Present:

Jinan Darwiche	Brian Driscoll	David London	Sal Veas
Fariba Dinaali	Chiquita Emel	Brenda Rothaupt	Eric Williams
Rachel Demski	Israel Fonseca	Odemaris Valdivia	Josh Withers

I. Call to Order and Approval of Agenda

The meeting was called to order at 3:07 pm. Motion to approve the agenda with no revisions.

Motion made by: Eric Hwang; **Seconded by:** Dana Nasser

The motion passed unanimously.

II. Public Comments

None

III. Announcements

None

IV. Approval of Minutes

Motion to approve the minutes of the December 5 meeting with no revisions or changes.

Motion made by: Guido Davis Del Piccolo; **Seconded by:** Maral Hyeler

Y: 15 N: 0; A: 4 (Jae Lee, Jing Liu, Yvonne Ortega, David Shirinyan)

V. Chair’s Report

- All courses, revisions, and programs from our Dec. 5th meeting were approved by the Academic Senate on Dec. 11th.
- The Academic Senate for California Community Colleges will have Guided Pathways webinars on Feb. 27th (<https://www.asccc.org/content/guided-pathways-webinar-2019-02-27-200000-2019-02-27-210000>) and March 6th (<https://www.asccc.org/content/guided-pathways-webinar-2019-03-06-200000-2019-03-06-210000>). For further information see: <https://www.asccc.org/calendar/list/events>
- The 2019 Spring Curriculum Regional Meeting - South will be held at Irvine Valley College, 5500 Irvine Center Dr, Irvine, CA 92618, on March 16th from 9am to 3pm. Registration deadline is March 8th <https://www.asccc.org/events/2019-03-16-160000-2019-03-16-220000/2019-spring-curriculum-regional-meeting-south>).

VI. Information Items

1. Redesign of the Student Experience
Guido announced that an email was sent yesterday with the possible last mapping day details (March 29). The Institutional Research survey on the renaming of Meta Majors, addition of tag lines, and renaming of the buckets should be coming within the next 3-4 weeks and will be brought to Curriculum.

VII. Action Items

(Courses: New)

- a. ~~ACCTG 50 Introduction to Accounting Software~~ ERP System: Introduction to Accounting (Prerequisite: ACCTG 1)
Motion to approve ACCTG 50 with course title change to: "ERP System: Introduction to Accounting"; and pass Distance Education component
Motion made by: Audra Wells; **Seconded by:** Dana Nasser
The motion passed unanimously.

Motion to approve ACCTG 50 prerequisite of ACCTG 1
Motion made by: Jing Liu; **Seconded by:** Dana Nasser
The motion passed unanimously.
- b. ~~CIS 35O~~ 35B QuickBooks Online (Skills Advisory: ACCTG 1 or 21, and CIS 4)
Motion to approve CIS 35O with course number change to 35B, recommendation to renumber CIS 35D to CIS 35A for consistency; proposed start date change to Fall 2019; and pass Distance Education component
Motion made by: David Shirinyan; **Seconded by:** Eve Adler
The motion passed unanimously.

Motion to approve CIS 35B skills advisories of ACCTG 1 or 21, and CIS 4
Motion made by: Estela Narrie; **Seconded by:** Audra Wells
The motion passed unanimously.
- c. CIS 36A Adobe Acrobat
Motion to approve CIS 36A with minor revisions to catalog description, SLO 1; proposed start date change to Fall 2019; and pass Distance Education component
Motion made by: Sasha King; **Seconded by:** Maral Hyeler
The motion passed unanimously.
- d. CIS NC 900 Internet Fundamentals
Following discussion regarding the course description matching an Emeritus course, motion is made to table the course pending a further check into the course description
Motion made by: David Shirinyan; **Seconded by:** Guido Davis Del Piccolo
Y: 14; N: 3 (Sasha King, Dana Nasser, Audra Wells); A: 2 (William Konya, Lee Pritchard)
- e. CS NC 900 Cloud Career Pathway Fundamentals
Motion to approve CS NC 900 and pass Distance Education component with no revisions
Motion made by: Dana Nasser; **Seconded by:** Sasha King
The motion passed unanimously.
- f. CS 77A Salesforce Administration Essentials (Skills Advisory: CS 3, CS 80)
Motion to approve CS 77A with addition of course objective; revision of student-instructor interaction; clarification to add course as an elective to Cloud Computing; and pass Distance Education component together
Motion made by: Estela Narrie; **Seconded by:** Jae Lee
The motion passed unanimously.

Motion to approve CS 77A skills advisories of CS 3 and CS 80
Motion made by: Estela Narrie; **Seconded by:** William Konya
The motion passed unanimously.

- g. CS 77B Salesforce Developer essentials (Skills Advisory: CS 77A, CS 55)
Motion to approve CS 77B with clarification to add course as an elective to Cloud Computing; and pass Distance Education component together
Motion made by: Estela Narrie; **Seconded by:** Jae Lee
The motion passed unanimously.

Motion to approve CS 77B skills advisories of CS 77A and CS 55
Motion made by: Estela Narrie; **Seconded by:** William Konya
The motion passed unanimously.

- h. HEALTH 82 Essential Skills for Health Care Professionals
Motion to approve HEALTH 82 with minor revisions to catalog description
Motion made by: David Shirinyan; **Seconded by:** Lee Pritchard
The motion passed unanimously.
Audra Wells was not present for vote.

- i. HEALTH 83 Technical Skills for Health Care Professionals
Motion to approve HEALTH 83 with correction to units to 1.5
Motion made by: David Shirinyan; **Seconded by:** Lee Pritchard
The motion passed unanimously.
Audra Wells was not present for vote.

- j. HEALTH 84 Applied Skills for Health Care Professionals
Following discussion of HEALTH 84 and issues that may arise from combining an internship and lecture course; motion is made to table HEALTH 84
Motion made by: Dana Nasser; **Seconded by:** Maral Hyeler
The motion passed unanimously.
Audra Wells was not present for vote.

- k. MUSIC 5 ~~Beginning Musicianship~~ Fundamentals of Musicianship (Skills Advisory: MUSIC 1)
Motion to approve MUSIC 5 with course title change to “Fundamentals of Musicianship”; minor revisions to catalog description; clarification to add course as an alternate for MUSIC 1 or 66 to Recommended Prep and Option 2 elective for Music AA Degree
Motion made by: Jennifer Merlic; **Seconded by:** William Konya
The motion passed unanimously.
Audra Wells was not present for vote.

Motion approve MUSIC 5 skills advisory of MUSIC 1
Motion made by: Christina Gabler; **Seconded by:** Eve Adler
The motion passed unanimously.
Audra Wells was not present for vote.

(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)
Motion to approve changes to CIS 70 with no additional revisions
Motion made by: Maral Hyeler; **Seconded by:** Dana Nasser
The motion passed unanimously.
Audra Wells was not present for vote.

- m. ENGL 23 Intermediate Reading and Vocabulary (Update of hours – no change in units; Methods of Presentation, Methods of Evaluation; SLOs)
Motion to approve changes to ENGL 23 with additional revision to course objective 3
Motion made by: Christina Gabler; **Seconded by:** Estela Narrie
The motion passed unanimously.
Audra Wells was not present for vote.
- n. PHOTO 39 Beginning Photoshop (Addition of Prerequisite PHOTO 5; Removal of Skills Advisory: PHOTO 5)
Motion to approve changes to PHOTO 39 with no additional revisions
Motion made by: Estela Narrie; **Seconded by:** Sheila Cordova
The motion passed unanimously.
Audra Wells was not present for vote.
- o. PHOTO 42 Advanced Photoshop (Addition of Prerequisite PHOTO 39; Removal of Skills Advisory: PHOTO 39)
Motion to approve changes to PHOTO 42 with no additional revisions
Motion made by: Estela Narrie; **Seconded by:** Sheila Cordova
The motion passed unanimously.
Audra Wells was not present for vote.

(Courses: Distance Education)

- p. ~~ACCTG 50 Introduction to Accounting Software ERP System~~ ERP System: Introduction to Accounting
ACCTG 50 Distance Ed was passed with new course (see VII. a.)
- q. AD JUS 1 Introduction to Administration of Justice
Motion to approve AD JUS 1 Distance Education component with minor revision to SLO 3
Motion made by: Estela Narrie; **Seconded by:** Sasha King
The motion passed unanimously.
- r. ~~CIS 35Q~~ 35B QuickBooks Online
CIS 35B Distance Ed was passed with new course (see VII. b.)
- s. CIS 36A Adobe Acrobat
CIS 36A Distance Ed was passed with new course (see VII. c.)
- t. ~~CIS NC 900 Internet Fundamentals~~
CIS NC 900 was tabled (see VII. d.)
- u. CS NC 900 Cloud Career Pathway Fundamentals
CS NC 900 Distance Ed was passed with new course (see VII. e.)
- v. CS 77A Salesforce Administration Essentials
CS 77A Distance Ed was passed with new course (see VII. f.)
- w. CS 77B Salesforce Developer essentials
CS 77B Distance Ed was passed with new course (see VII. g.)

(Programs: New)

- x. ~~Amazon Web Services Career Pathway Noncredit Certificate of Completion~~
Required course, CIS NC 900 was tabled; program was tabled as well in the process
- y. Introduction to Working with Older Adults Noncredit Certificate of Completion

Motion to approve Introduction to Working with Older Adults Noncredit Certificate of Completion with no revisions

Motion made by: Eve Adler; **Seconded by:** Maral Hyeler

The motion passed unanimously.

Audra Wells was not present for vote.

(Programs: Revisions)

- z. Changes to degrees and certificates as a result of courses considered on this agenda
 - Add ACCTG 50 to Accounting AS Degree, Staff Accountant Certificate of Achievement
 - Add CIS 350 35B 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, 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, AS Degree/ Certificate of Achievement (Elective)
 - ~~Add HEALTH 82, HEALTH 83, and HEALTH 84 to Skills Builders for Health Care Professionals Certificate of Achievement (*forthcoming*)~~
 - Add MUSIC 5 to Music AA Degree (Recommended Prep and Option 2 Elective: MUSIC 1 or 5 or 66)

Motion to approve all changes to degrees and certificates as a result of courses considered on this agenda (except for forthcoming program additions and CIS NC 900 and CS NC 900 for Amazon Web Services Career Pathway)

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

The motion passed unanimously.

Audra Wells was not present for vote.

VIII. New Business

None

IX. Old Business

None

X. Adjournment

The meeting was adjourned at 5:58 pm

Santa Monica College

Course: NEW or Reinstatement

Expanded Course Outline for MATH 3C - Concurrent Support for Trigonometry with Applications

Course Cover	
Discipline	MATH-MATHEMATICS
Course Number	3C
Full Course Title	Concurrent Support for Trigonometry with Applications
Catalog Course Description	A review of the core prerequisite skills, competencies, and concepts needed in trigonometry. Intended for students who are concurrently enrolled in Math 3, Trigonometry with Applications. Topics include concepts from elementary and intermediate algebra and analytic geometry that are needed to understand the basics of trigonometry. Emphasis is placed on studying angles and their properties; geometric figures including circles and triangles; factoring and simplifying algebraic expressions; equations and graphs of circles; introduction to functions; fundamental operations on algebraic expressions and functions.
Rationale	This course will provide opportunities for students to build a stronger foundation for success in their Math 3 corequisite math course by obtaining skills through a variety of instructional strategies.
Proposed Start	Year: 2019 Semester: Summer
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 1.00
Weekly Lecture Hours	Min: 1.00 (Sem: 18)
Weekly Laboratory Hours	Min: 1.00 (Sem: 18)
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	36.00
Total Outside-of-Class Hours	36.00
Load Factor	1.00
Repeatability	May be repeated 0 time(s)
Grading Methods	P/NP Only
Transfer/General Ed	
Transferability	Does NOT transfer to CSU or UC
Program Applicability	
Designation	Credit - Degree Applicable
Pre/Corequisites & Advisories	
Corequisite MATH 3	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Simplify, evaluate, factor or manipulate a numerical or algebraic expression.	
2. Solve linear, quadratic, radical, rational and absolute value equations and represent their solutions using set notation.	

3. Solve linear, quadratic, rational, absolute value, and compound inequalities. Graph the solution set and express it in set notation and interval notation.
4. Use coordinate plane geometry to describe the location of a point in the plane.
5. Perform algebraic operations on complex numbers.
6. Use the distance formula to find the distance between two points in the plane. Use the midpoint formula to find the coordinates of the midpoint of the line segment joining two distinct points.
7. Define and represent a relation: verbally, numerically, symbolically and graphically, if possible; find the domain and range of the relation and determine whether it is a function.
8. Evaluate a relation or function at a specific point and determine whether an ordered pair is on its graph.
9. Given a linear, quadratic, radical, or absolute value function, find its intercepts and graph it.
10. Determine whether a function is one-to-one and, if so, find its inverse. Sketch the graph of the inverse function and find its domain and range.
11. Identify and write the equation of a circle in standard form, find its center and radius, and graph it.
12. Recognize different types of angles (e.g. obtuse, acute, complementary) and their properties.
13. Convert between different units of measurement.
14. Recognize basic geometric figures. Find the perimeter and area of two-dimensional figures and the volume of three-dimensional figures.
15. Recognize special right triangles and apply their properties in problem solving. Use properties of similar triangles in applications.
16. Use algebraic expressions, equations and inequalities to model real world application problems.
17. Apply effective learning strategies for success in college, such as: Submitting assignments on time, work productively with peers on group assignments, seek help from their peers, teacher, and other resources when necessary and appropriate, set up and maintain a math notebook.

Course Content

16%	Algebraic factoring and simplification
14%	Equation and inequality solving strategies
5%	Complex numbers
25%	Function concepts
10%	Graphing concepts
10%	Geometric concepts
15%	Applications
5%	Learning Skills 1. Study skills: organization and time management, test preparation and test-taking skills. 2. Self-assessment: using performance criteria to judge and improve one's own work, analyzing and correcting errors on one's test. 3. Use of resources: strategies identifying utilizing, and evaluating the effectiveness of resources in improving one's own learning, e.g. peer study groups, computer resources, lab resources, tutoring resources.

Total: 100%

Lab Content

100%	Collaborative learning activities
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Total: 100%

Methods of Presentation

Methods	Group Work Lecture and Discussion
Other Methods	1. Individualized computer aided instruction. 2. Collaborative learning: group work or peer review student work.

	<p>3. Modeling: instructor led-demonstrations and discussion or guided-discovery.</p> <p>4. Active learning: use of manipulatives, interactive computer-based instruction, or in-class activities requiring student participation.</p> <p>5. Lecturing, class activities and assignments developed by Santa Monica College math faculty.</p>
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Methods of Evaluation

Methods	<ul style="list-style-type: none"> • 100% - Other • 100% - Total
Additional Assessment Information (Optional)	A student needs a minimum grade of C in Math 3 to receive a passing grade for Math 3C.

Appropriate Textbooks

Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	1. Sullivan. <i>Algebra and Trigonometry</i> , 10 ed. Pearson, 2016
Other	1. Classroom activities and worksheets developed by Santa Monica College math faculty.

Assignments

Sample Assignment	See attachment
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Student Learning Outcomes

1. Develop success skills and academic behaviors including use of class notes and required text, regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code and other codes of conduct.
2. Develop foundational concepts of geometry with an emphasis on right triangles and their applications.
3. Solve a given linear, quadratic, absolute value, simple rational or simple radical equation and express the solution(s) in set notation.

Minimum Qualification

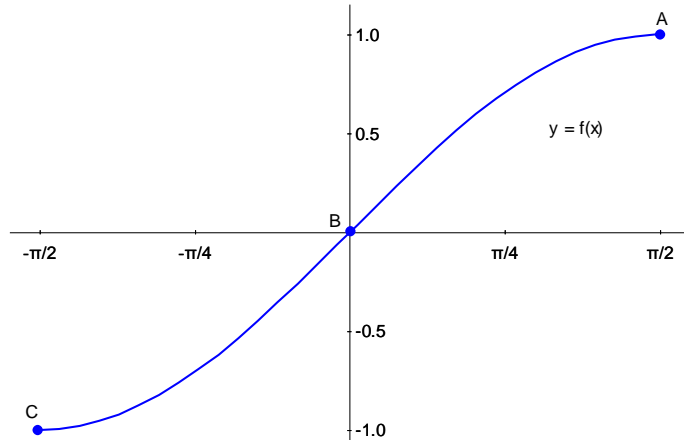
Minimum Qualifications:	Mathematics (Masters Required)
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Library

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

1. Solve the equation. $2u^2 + u - 1 = 0$

2. Graph the inverse of the following function.



3. **Directions:** Read the article [You Can Grow Your Intelligence](https://www.mindsetworks.com/websitemedia/youcangrowyourintelligence.pdf) and then use the following prompts to write a response to the article. Write your responses on a separate sheet of paper.

Article Link:

<https://www.mindsetworks.com/websitemedia/youcangrowyourintelligence.pdf>

- I. What evidence is provided in the article to convince students that they can grow their brains and become smarter? Do you find the evidence convincing? Why or why not?
- II. Suppose your friend says, “I can’t do math. I am just not a math person.” Use the ideas in this article to respond to your friend.

Corequisite Checklist and Worksheet: MATH 3C

Corequisite: Math 3 ; Trigonometry with Applications

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

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

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

Corequisite course will provide opportunities for students to build a stronger foundation for success in Math 3 by obtaining the required skills needed to understand the basics of college level precalculus. This course will provide a review of the core prerequisite skills, competencies, and concepts needed in precalculus.

Santa Monica College

Course: NEW or Reinstatement

Expanded Course Outline for MATH 4C - Concurrent Support for College Algebra for STEM Majors

Course Cover	
Discipline	MATH-MATHEMATICS
Course Number	4C
Full Course Title	Concurrent Support for College Algebra for STEM Majors
Catalog Course Description	A review of the core prerequisite skills, competencies, and concepts needed in College Algebra. Intended for students who are concurrently enrolled in Math 4, College Algebra for STEM Majors. Topics include concepts from elementary and intermediate algebra and analytic geometry that are needed to understand the basics of college-level algebra. Emphasis is placed on real and complex numbers; fundamental operations on algebraic expressions and functions; factoring and simplifying algebraic expressions; introduction to functions, solving equations and systems of linear equations; graphs of elementary functions and their properties.
Rationale	This course will provide opportunities for students to build a stronger foundation for success in their Math 4 corequisite math course by obtaining skills through a variety of instructional strategies.
Proposed Start	Year: 2019 Semester: Summer
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 1.00
Weekly Lecture Hours	Min: 1.00 (Sem: 18)
Weekly Laboratory Hours	Min: 1.00 (Sem: 18)
Weekly Arranged Hours	Min: 0
Total Semester Instructional Hours	36.00
Total Outside-of-Class Hours	36.00
Load Factor	1.00
Repeatability	May be repeated 0 time(s)
Grading Methods	P/NP Only
Transfer/General Ed	
Transferability	Does NOT transfer to CSU or UC
Program Applicability	
Designation	Credit - Degree Applicable
Pre/Corequisites & Advisories	
Corequisite MATH 4	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Simplify, evaluate, factor, or manipulate a numerical or algebraic expression.	
2. Solve linear, quadratic, radical, rational and absolute value equations, and systems of linear equations (in two or three variables) and represent their solutions using set notation.	

3. Solve linear, quadratic, rational, absolute value, and compound inequalities. Graph the solution set and express it in set notation and interval notation.
4. Perform operations on complex numbers and apply them to solve quadratic equations with negative discriminant.
5. Demonstrate the connection between the mathematical representation of a point in the coordinate plane and an ordered pair.
6. Use the distance formula to find the distance between two points in the plane. Use the midpoint formula to find the coordinates of the midpoint of the line segment joining two distinct points.
7. Define and represent a relation verbally, numerically, symbolically and graphically, if possible; find the domain and range of the relation and determine whether it is a function.
8. Determine whether an ordered pair satisfies a relation or lies on its graph.
9. Evaluate a function at a specific value.
10. Write an equation of a line given necessary information.
11. Given a linear, quadratic, radical, or absolute value function, find its intercepts and graph it.
12. Identify and write the equation of a circle in standard form, find its center and radius, and graph it.
13. Determine whether a function is one-to-one and, if so, find its inverse. Sketch the graph of the inverse function and find its domain and range.
14. Identify and use the rules of exponents to simplify expressions involving exponents.
15. Evaluate elementary exponential and elementary logarithmic expressions.
16. Solve elementary exponential equations.
17. Use the definition of logarithms to solve elementary logarithmic equations.
18. Recognize basic geometric figures. Find the perimeter and area of two-dimensional figures and the volume of three-dimensional figures.
19. Use algebraic expressions, equations and inequalities to model real world application problems.
20. Apply effective learning strategies for success in college, such as: Submitting assignments on time, work productively with peers on group assignments, seek help from their peers, teacher, and other resources when necessary and appropriate, set up and maintain a math notebook.

Course Content

20%	Algebraic factoring and simplification
25%	Function concepts
18%	Graphing concepts
6%	Geometric concepts
20%	Equation and inequality solving strategies
6%	System solving strategies
5%	Learning Skills 1. Study skills: organization and time management, test preparation, and test-taking skills. 2. Self-assessment: using performance criteria to judge and improve one's own work, analyzing and correcting errors on one's test. 3. Use of resources: strategies identifying utilizing, and evaluating the effectiveness of resources in improving one's own learning, e.g. peer study groups, computer resources, lab resources, tutoring resources.
Total: 100%	

Lab Content

100%	Collaborative learning activities.
Total: 100%	

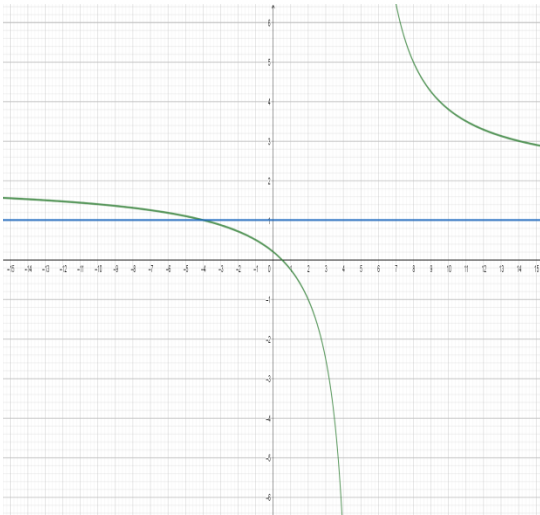
Methods of Presentation

Methods	Group Work Lecture and Discussion Observation and Demonstration
Other Methods	1. Individualized computer aided instruction. 2. Collaborative learning: group work or peer review student work. 3. Modeling: instructor led demonstrations and discussion or guided-discovery. 4. Active learning: use of manipulatives, interactive computer-based instruction, or in-class activities requiring student participation. 5. Lecture, class activities and assignments developed by Santa Monica College math faculty.
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 100% - Other • 100% - Total
Additional Assessment Information (Optional)	A student needs a minimum grade of C in Math 4 to receive a passing grade for Math 4C.
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	1. Bittinger, Ellenbogen, and Johnson. <i>Intermediate Algebra</i> , 10 ed. Pearson, 2018
Other	1. Classroom activities and worksheets developed by Santa Monica College math faculty.
Assignments	
Sample Assignment	See attachment
Student Learning Outcomes	
1. Develop success skills and academic behaviors including use of class notes and required text, regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code and other codes of conduct.	
2. Apply the laws of exponents, factoring techniques, and properties of real numbers to a given algebraic expression to rewrite it in its simplest form.	
3. Solve a given linear, quadratic, absolute value, simple rational or simple radical equation and express the solution(s) in set notation.	
4. Given the graph of a relation, determine whether it is a function, find its domain and range, and any intercepts.	
Minimum Qualification	
Minimum Qualifications:	Mathematics (Masters Required)
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes

1. Solve the following linear system.

$$\begin{cases} x+y+z=4 \\ x-2y-z=1 \\ 2x-y-2z=-1 \end{cases}$$

2. The graphs of $r(x) = \frac{2x-1}{x-5}$ and $y = 1$ are given.



Use the graphs to solve the following inequality.

$$\frac{2x-1}{x-5} \geq 1$$

3. **Directions:** Read the article *You Can Grow Your Intelligence* and then use the following prompts to write a response to the article. Write your responses on a separate sheet of paper.

Article Link:

<https://www.mindsetworks.com/websitemedia/youcangrowyourintelligence.pdf>

- I. What evidence is provided in the article to convince students that they can grow their brains and become smarter? Do you find the evidence convincing? Why or why not?
- II. Suppose your friend says, “I can’t do math. I am just not a math person.” Use the ideas in this article to respond to your friend.

Corequisite Checklist and Worksheet: MATH 4C

Corequisite: Math 4 ; College Algebra for STEM Majors
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SECTION 1 - CONTENT REVIEW: If any criterion is not met, the corequisite will be disallowed.

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

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

Corequisite course will provide opportunities for students to build a stronger foundation for success in Math 4 by obtaining the required skills needed to understand the basics of college level precalculus. This course will provide a review of the core prerequisite skills, competencies, and concepts needed in precalculus.

Santa Monica College
Course: SUBSTANTIAL Change
Expanded Course Outline for PHOTO 39 - Beginning Photoshop

Course Cover	
Discipline	PHOTO-PHOTOGRAPHY
Course Number	39
Full Course Title	Beginning Photoshop
Catalog Course 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.
Rationale	To make the course accessible to more students by utilizing the time flexibility of a DE course. To capture students in remote locations. To accommodate students on wait lists or unable to enroll in the class due to two on-ground sections being full. To allow another option to keep students 'on track' through our program as this course is required for Photo 31, 32, 33, 42 and 43.
Proposed Start	Year: 2015 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: 2.00 (Sem: 36)
Weekly Laboratory Hours	Min: 3.00 (Sem: 54)
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	90.00
Total Outside-of-Class Hours	72.00
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	AS Degree/Certificate of Achievement -Photo
Pre/Corequisites & Advisories	
<p>Prerequisite 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</p>	

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.

Course Objectives

Upon satisfactory completion of the course, students 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.

Course Content

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.
Total: 100%	

Lab Content

100%	Application of course content.
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Total: 100%

Methods of Presentation

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

Methods of Evaluation

Methods	<ul style="list-style-type: none"> • 10% - Class Participation • 20% - Final exam • 10% - Other In-class assignments
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- 60% - Projects
6 projects, including the final project.
- 100% - Total

Appropriate Textbooks

Textbooks such as the following are appropriate:

Formatting Style APA

Textbooks

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

Assignments

Sample Assignment

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

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.

Minimum Qualification

Minimum Qualifications:	Photographic Technology/ Commercial Photography
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Library

List of suggested materials has been given to librarian?	No
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Library has adequate materials to support course?	No
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Additional Comments/Information

Originally, the library approved the text requirements for the class. Essentially, the texts have remained the same. One text for tutorial exercises and one text for reference within the classroom.

Distance Ed

Distance Education Application

Delivery Methods	Fully Online
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Distance Education Quality

Quality Assurance	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 Course objectives have not changed
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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
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	<p>per week for student and homework assignments</p> <p>Adequately fulfills "effective contact between faculty member and student" required by Title 5.</p> <p>Will not affect existing or potential articulation with other colleges</p> <p>Special needs (i.e., texts, materials, etc.) are reasonable</p> <p>Complies with current access guidelines for students with disabilities</p>
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Guidelines and Questions for Curriculum Approval of a Distance Education Course
Student Interactions

Student-Instructor Interaction	<p>Students will interact with course content posted weekly by the instructor similar to on ground courses. Instructor will always be accessible via email for individual questions. However, through SMC course management software/ online teaching software used at SMC, most demonstrations will utilize video technology in which students can comment and interact. Appropriate comments and questions will be posted publicly for the rest of the students to view as well.</p> <p>Instructor will monitor student led thread/discussions, respond, correct and advise students as necessary and engage in group critique discussions with students upon completion of each assignment.</p>
Student-Student Interaction	<p>Students will watch weekly demonstration videos with the encouragement to ask questions/post comments based on the entire video, or at a specific time stamp moment in each video. As other students see those comments, they can discuss among one another.</p> <p>For class assignments, Students can post questions to a public forum. This will allow students to assist one another as well as monitored guidance from the instructor. For example, asking the class "How do I get the clone tool to work on a blank layer, it worked on the demo video, but not on my computer". Other students can answer the question and instructor will weigh in as necessary.</p> <p>Once assignments are turned in, a group critique of each project will be expected where students will interact as part of their participation grade. They will be expected to comment on both technical and aesthetic decisions.</p>
Student-Content Interaction	<p>Instructor will record voice over video illustrating step by step Photoshop software instructions. Software like iShowU performs these recordings flawlessly and videos can be posted to SMC course management software platform.</p> <p>Students will be expected to watch the weekly training video. Each video will be a stepping stone to the next. Each set of videos will directly relate to the expectations of the current assignment.</p> <p>Tests will be implemented through SMC Course management software.</p> <p>Assignments will be submitted through course software unless file sizes are too large. If technical size issues arise, DropBox or WeTransfer are two methods to deliver large files for free over email/internet.</p>

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	Students can post questions, tips and comments and assist one another through class discussion. Instructor will monitor discussion and advise as necessary.	10%
Videos	Instructor will lecture through an audio and screen capture like iShowU. Instructor will be able to explain the tools and	75%

	techniques while students watch instructor navigate through the software. Students can pause and rewind the videos as necessary.	
Project Presentation	Upon completion of each assignment, students will have the ability to present their work, and how they arrived towards building a final image within Photoshop.	10%
Peer Feedback	Students are expected to evaluate the work of others both technically and aesthetically.	5%

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.)

Instructor will lecture through an audio and screen capture. Instructor will be able to explain the tools and techniques while students watch instructor navigate through the software. Students can pause and rewind the videos as necessary.

The required textbook has chapters which will be required reading to support the content demonstrated in the lecture.

Upon each assignment deadline, instructor will evaluate each of the student's assignments and send a private video critique that breaks down the student's Photoshop file, and assess workmanship and aesthetic performance of that student. The instructor can track how many times the student views their critiqued video, and if they are using that critique to improve upon future assignments, or re-do an assignment (if the instructor allows resubmissions).

Describe the technical qualifications an instructor would need and the support that might be necessary for this course to be delivered at a distance (e.g. the college's existing technology, CCCConfer certification, other specialized instructor training, support personnel, materials and resources, technical support, etc.)

Instructor will need to be trained or proficient using SMC's course management software for most communication, discussion, delivery of lectures, questions, assignment submissions, and PDF instructions delivery.

Instructor will need screen capture software to record audio and video of Photoshop process/procedures.

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.)

Online Photoshop support materials through Youtube videos, Lynda.com, and companies like Craftsby.com, Phlearn, CreativeLive, and other links of appropriate videos or lessons that support content covered in class.

SMC Photo Department resources and info:

<http://smc.edu/AcademicPrograms/Photography/Pages/default.aspx>

Counseling:

<http://smc.edu/StudentServices/Counseling/Pages/default.aspx>

Bookstore:

<https://bookstore.smc.edu/>

SMC Library:

<http://smc.edu/AcademicAffairs/Library/Pages/default.aspx>

SMC Disability resources:

<http://smc.edu/StudentServices/DisabilityResources/Pages/default.aspx>

SMC Financial Aid:

<http://smc.edu/EnrollmentDevelopment/FinAid/Pages/default.aspx>

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.

Prior to going 'live', all videos will first go to DSPS for captioning to comply with disabled student regulations.

All other discussion and feedback will be delivered though email, online discussions, forums, via course management software.

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.).

Assignment matches Course Objective #1:

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.

Portrait Retouching.

Utilization of retouching tools, non destructive workflow, creation of properly masked adjustment layers, proper resolution sizing, and convert files to the proper color profile.

For this assignment, the student will need to photograph headshots of various people.

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. They are in focus from the top of their nose, to the back of their hair.

Consider even lighting when shooting your portrait. No mid-day harsh sun. Even window light, soft shade or nice studio lighting that lights the entire face.

Please shoot UNDER 400 ISO to avoid Noise.

Please photograph in the RAW file format.

Instructions

You will need to take two images to work on in Photoshop:

There has to be at least one man and one woman included in the 2 portraits.

The people must be of 2 completely different age groups.

Shot 1 - a person between the ages of 25-35

Shot 2 - a person age 45 and up.

You must shoot RAW files of your subjects.

You must render the portrait through Adobe Camera RAW (no Lightroom).

Then perform the necessary retouching and adjustment layers in Photoshop. These methods should directly utilize the techniques covered in lecture.

No 3rd party portrait software allowed.

Grading Criteria

The portrait itself- was it lit well and thoughtfully photographed? Is it a nice portrait to look at?

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?

Did you submit the files as required below?

Items To Submit on course management software:

A ZIP folder containing:

Your 2 RAW images as either DNG's or the native RAW file with the corresponding XMP file.

Your 2 final layered files with all your layers sized down to 2500 pixels at the longest side. Save as "psd" in AdobeRGB color space

*** Make sure you work on high resolution images for yourself and only turn in Lo-Res to me.

2 final flattened jpegs - Longest side at 2000 pixels- saved in sRGB color space

Place all the content into a folder, and compress your folder into a ZIP file. Upload your Zip file through the appropriate assignment in Canvas.

Within one week of assignment due date, you must participate in group critique with a relevant comment on each of your classmate's images.

Assessment Best Practices

20%-**2 part final exam - written test and a practical test on a file issued by the instructor.** - Right or wrong test results similar to a scan tron. Analysis of practical exam through file dissection and workmanship performed using Photoshop.

10%-**Participation in online class discussions and critiques.** - The amount of each student's interaction with course content will be measured. Additionally, if they actively and appropriately participate in class discussion, and critiques.

70%-**On average, Bi-Weekly assignments are due that directly relate to current lecture techniques.** - Through screen capture software, instructor will verbally dissect student's files while working within Photoshop. Students will see exactly the sections of the image and details that the instructor is referencing.

DIGITAL PUBLISHING Certificate of Achievement

The Digital Publishing certificate provides students with specific skills that make them job ready for the publishing industry, whether it is for printing or the web. Digital publishing specialists use Adobe Photoshop, InDesign and Illustrator programs along with Microsoft Word to format and combine text, numerical data, photographs, charts, drawings, and other visual graphic elements to produce digital and/or printed publication-ready materials.

Program Learning Outcomes:

Given client data, students will utilize marketing research tools, apply creative techniques, choose and utilize appropriate software program(s) and analyze and solve graphic design and page layout problems to produce an effective publication. Working as a member of a Digital Publishing team, demonstrate professional work habits, meet scheduled timeline milestones and deadlines, and communicate effectively via oral presentations and written documents.

Area of Emphasis (20 units)

Required Courses: (19 units)

CIS 36A, Adobe Acrobat (1)
CIS 37, Microsoft Word (3)
CIS 38, Microsoft PowerPoint (3)
CIS 40, InDesign (3)
CIS 60A, Photoshop I (3)
CIS 64, Illustrator (3)
OFTECH 5, English Skills For The Office (3)

Select one unit from the following keyboarding courses: (1 unit minimum)

OFTECH 1, Keyboarding I (3)
OFTECH 1A, Keyboarding 1A (1)
OFTECH 1B, Keyboarding 1B (1)
OFTECH 1C, Keyboarding 1C (1)
OFTECH 9, Keyboarding Improvement (1)
OFTECH 10, Skill Building On The Keyboard (3)

Digital Publishing

1. Program Goals and Objectives

The Digital Publishing Certificate prepares students to create and manage digital content. Students learn to create visual and audio content, organize and publish content digitally using industry standard server software and systems. This certificate combines the skills of a content producer with the skills required to deploy the content digitally. In the highly competitive market of digital media, this program provides much needed multi disciplinary skill sets that will differentiate completers who have only focused on one field. Students learn to create content, manage digital assets, and deploy the content from a server. A minimum grade of C is required in each course taken. This certificate requires 17 units.

2. Catalog Description

This program provides students with specific skills that make them job ready for the publishing industry, whether it is for printing or the web. Digital Publishing Specialists use Adobe Photoshop, InDesign, and Illustrator programs, along with Microsoft Word, to format and combine text, numeral data, photographs, charts, drawings, and other visual graphic elements to produce digital and/or printed publication-ready materials.

3. Program Requirements

Required Courses: (19 units)

CIS 36A, Adobe Acrobat (1)

CIS 37, Microsoft Word (3)

CIS 38, Microsoft PowerPoint (3)

CIS 40, InDesign (3)

CIS 60A, Photoshop I (3)

CIS 64, Illustrator (3)

OFTECH 5, English Skills For The Office (3)

Select one unit from the following keyboarding courses: (1 unit minimum)

OFTECH 1, Keyboarding I (3)

OFTECH 1A, Keyboarding 1A (1)

OFTECH 1B, Keyboarding 1B (1)

OFTECH 1C, Keyboarding 1C (1)

OFTECH 9, Keyboarding Improvement (1)

OFTECH 10, Skill Building On The Keyboard (3)

4. Master Planning

This certificate fulfills the need to provide students with an occupation with a living wage. In Los Angeles County, Digital Publishers (SOC 43-9031.00) are predicted to grow by 8% with a median hourly wage between \$20--\$40/hour. The program draws students from our Computer Information Systems and Office Technology programs that may or may not be interested in transfer to a four-year university.

5. Enrollment and Completer Projections

50 students annually

6. Place of Program in Curriculum/Similar Program

This is a department certificate. We are completing this curriculum process to get it entered into COCI so that it can be transcriptable on a student's record.

7. Similar Programs at Other Colleges in Service Area

Glendale College - Digital Content Specialist

East Los Angeles College – Multimedia Specialist

Chaffey College – Design for Multimedia

Los Angeles Orange County Regional Consortium College Resource Leadership Council Business Meeting

Approved Minutes: December 13, 2018

8:30 a.m.-9:45 a.m.

Voting Members present:

- Nick Real, Cerritos Community College
- Kathleen Reiland, Cypress College
- Kendra Madrid (Alternate), East Los Angeles College
- Virginia Rapp, El Camino College
- Jan Swinton, Glendale College
- Christopher Whiteside, Golden West College
- Gene Carbonaro, Long Beach City College
- Fabiola Mora, Los Angeles City College
- Marla Uliana, Los Angeles Mission College
- Tom Vessella, Los Angeles Pierce College
- Rick Hodge, Los Angeles Southwest College
- Marcia Wilson, Los Angeles Trade-Tech College
- Jennifer Galbraith, Mt. San Antonio College
- Lisa Knuppel, Orange Coast College
- Salvatrice Cummo, Pasadena City College
- Mike Slavich, Rio Hondo College
- Anthony Teng, Saddleback College
- Kimberly Mathews (Alternate), Santa Ana College
- Patricia Ramos, Santa Monica College
- Von Lawson, Santiago Canyon College

Voting Members absent:

- Rocky Cifone, Citrus College
- Nancy Jones, Coastline College
- Rodney Murray, Compton College
- Douglas Benoit, Fullerton College
- Debbie Vanshoelandt, Irvine Valley College
- Priscilla Lopez, Los Angeles Harbor College
- Laurie Nalepa, Los Angeles Valley College
- Carmen Dones, West Los Angeles College

I. Meeting called to order at 8:40 a.m. by Dr. Marcia Wilson, CRLC Chair and Dean Resource Associate Chair, LAOCRC

II. Roll call by Marbella Ruiz, LAOCRC OC Administrative Secretary

III. Minutes from November 15, 2018 CRLC Business Meeting were approved unanimously

- a. Motion:** Jennifer Galbraith, Mt. San Antonio College; **Second:** Jan Swinton, Glendale College; **APPROVED unanimously**

IV. Informational Items

Dr. Marcia Wilson, CRLC Chair and Dean Resource Associate Chair, LAOCRC

a. Program Data Requests

1. Pharmacy Technician - Community Specialty, *Cerritos College*
2. Fashion Skill Certificate, *Fullerton College*
3. Industrial Maintenance, *Fullerton College*
4. Spanish Language Media, *Fullerton College*
5. Digital Technology and Interior Design, *Los Angeles Mission College*
6. Dance, *Rio Hondo College*
7. Athletic Training, *Saddleback College*
8. Coaching, *Saddleback College*
9. Personal Training Specialist, *Saddleback College*
10. Yoga instructor, *Saddleback College*

b. Substantial Changes

- i. [Digital Publishing Certificate](#), Santa Monica College
- ii. [Social Media Assistant](#), Santa Monica College
- iii. [Legal Office Clerk](#), Santa Monica College
- iv. [Medical Office Clerk](#), Santa Monica College

c. Pre-Approved

- i. [Certificate of Achievement: Cloud Computing](#), Long Beach City College
- ii. [Cloud Computing](#), Los Angeles Mission College
- iii. [Cloud Computing](#), West Los Angeles College
 - 1. Questions:
 - a. Should Substantial and Non-Substantial changes be listed as a modification? If approval is not needed why are they listed on the agenda?
 - i. Dr. Marcia Wilson responded that this item could be added for discussion on the January 2019 meeting, in regards to what types of changes should be listed.
 - 2. Dr. Ramos suggested that when we discuss this on the January 2019 meeting to have clarification from the Chancellors office what they envision the regional consortiums role around these modifications and region needs.
 - a. Dr. Gustavo Chamorro mentioned that there is a memo from Ms. Jackie Escajeda (Chancellor’s Office) that clarifies the modifications and how things are being streamlined. LAOCRC office will be sending out the memo.

V. Action Items

Dr. Marcia Wilson, CRLC Chair and Dean Resource Associate Chair, LAOCRC

- a. [Program Recommendation](#) ; **Motion:** Tom Vessella, Los Angeles Pierce College; **Second:** Marla Uliana, Los Angeles Mission College; **APPROVED unanimously**
 - 1. [Theme Park Technology Specialist Certificate](#), Fullerton College
 - 2. [AA in Media Arts: Visual Effects](#), Los Angeles Valley College
 - 3. [Certificate of Achievement in Media Arts: Visual Effects](#), Los Angeles Valley College
 - 4. [Augmented, Virtual and Mixed Reality Certificate Program for Business Administration](#), East Los Angeles College
 - 5. [Augmented, Virtual and Mixed Reality for Animation](#), East Los Angeles College
 - 6. [Augmented, Virtual and Mixed Reality Certificate Program for Architecture](#), East Los Angeles College

VI. Updates

Dr. Marcia Wilson, CRLC Chair and Dean Resource Associate Chair, LAOCRC

a. Districts

- i. Cerritos
- ii. Citrus
- iii. Coastline
- iv. Compton
- v. Cypress
- vi. East Los Angeles
- vii. El Camino
- viii. Fullerton

- ix. Glendale
- x. Golden West
- xi. Irvine Valley
- xii. Long Beach
- xiii. Los Angeles City
- xiv. Los Angeles Harbor
- xv. Los Angeles Mission
- xvi. Los Angeles Pierce
- xvii. Los Angeles Southwest
- xviii. Los Angeles Trade-Technical
- xix. Los Angeles Valley
- xx. Mt. SAC
 - 1. They are currently hiring for a Vice President of Instruction
- xxi. Orange Coast
- xxii. Pasadena City
- xxiii. Rio Hondo
- xxiv. Saddleback
- xxv. Santa Ana
- xxvi. Santa Monica
- xxvii. Santiago Canyon
- xxviii. West Los Angeles

b. Other

- 1. Dr. Gustavo Chamorro will be submitting a report to the Chancellor Office in regards to Strong Workforce both local and regional. Dr. Chamorro asked the region that he needs 2 successful local project stories from the LA Colleges and if anyone can please send those over to him via email at Chamorro.gustavo@rscdd.edu. He needs a small paragraph describing the project and accomplishments. Deadline by **Tuesday, December 18, 2018**.
- 2. Data Unlock funds can be used by June 2019.
- 3. Dr. Adriene Davis sent out Expenditures Reports for 16/17 and 17/18, but needs to get the expenditures through November. Dr. Davis will be sending out more information, estimates will be acceptable to submit or status update.
 - a. Dr. Davis will be convening a Governance Council Retreat on January, 18, 2019 an invitation will be sent out to Voting Members, VPI's and Presidents to attend.

VII. Adjourn

- a. **Motion:** Tom Vessella, Los Angeles Pierce College; **Second:** Mercy Yanez, East Los Angeles College; **APPROVED unanimously**

The next CRLC Meeting will be on January 17, 2019 from 8:30 A.M. – 9:30 A.M at the Sheraton Cerritos.

Program Endorsement Brief: 0614.50/Desktop Publishing Digital Publishing

Los Angeles/Orange County Center of Excellence, October 2018

Summary:

The Los Angeles/Orange County Center of Excellence for Labor Market Research (COE) prepared this report to provide regional labor market supply and demand data related to digital publishing. This report is intended to help determine whether there is demand in the local labor market that is not being met by the supply from community college programs that align with relevant occupations.

The following summarizes key findings from this data brief:

- The number of jobs for desktop publishers is projected to decrease by 8% over the next five years. However, approximately 76 job openings will be available annually due to replacement need (i.e. retirements).
- Over the past 12 months, there have been eight online job postings related to digital publishing in Los Angeles and Orange Counties.
- Six colleges in the region have programs closely related to the program of interest.
- Between 2014 and 2017, community colleges in the region conferred an average of seven awards annually (associate degrees and certificates) in related training programs.

Occupational Demand—In Los Angeles/Orange County, desktop publishers (43-9031) jobs are projected to decrease by 8% over the next five years (Exhibit 1). However, approximately 76 job openings will be available annually due to replacement need (i.e. retirements).

Exhibit 1: Occupational demand in Los Angeles and Orange Counties¹

Geography	2017 Jobs	2022 Jobs	2017 - 2022 Change	2017 - 2022 % Change	Annual Openings
Los Angeles County	588	539	(49)	(8%)	61
Orange County	141	130	(11)	(8%)	15
Total	729	669	(60)	(8%)	76

¹ Five-year change represents new job additions to the workforce. Annual openings include new jobs and replacement jobs that result from retirements and separations.

Wages—Entry-level and median hourly wages for desktop publisher positions in the region are between \$16.35 and \$28.88, respectively. Entry-level wages are higher than the MIT Living hourly wage for one adult in the region (\$13.54 in Los Angeles County, \$15.31 in Orange County). Experienced workers earn an average of nearly \$40 per hour, which is higher than the living wage.

Job Postings—There were eight online job postings related to digital publishing listed in the past 12 months. The majority of job postings are for desktop publisher. Top specialized skills are: Adobe programs (InDesign, Photoshop, Acrobat, and Creative Suite) and desktop publishing. The top three employers in the region are: Copymat Hollywood, Blizzard Entertainment, and Ecosense Lighting.

Educational Attainment—The BLS lists an Associate degree as the typical entry-level education for desktop publishers. The national-level educational attainment data indicates 43% of workers in the field have completed some college. In Los Angeles/Orange County, 13% of online job postings request an Associate degree.

Community College Supply—Appendix A shows the annual and the three-year average number of awards conferred by community colleges in the related TOP code: Desktop Publishing (0614.50). The college with the most completions in the region is Santa Ana College. Between January and September 2018, there were no other related program recommendation requests from regional community colleges.

Appendix A: Regional community college awards (certificates and degrees), 2014-2017

TOP Code	Program	College	2014-15 Awards	2015-16 Awards	2016-2017 Awards	3-Year Award Average
0614.50	Desktop Publishing	Coastline	4	N/A	N/A	4
		East LA	N/A	N/A	1	1
		Fullerton	1	N/A	N/A	1
		Irvine	1	N/A	N/A	1
		LA Pierce	2	N/A	1	2
		Santa Ana	1	6	4	4
		Total	9	6	6	7

Appendix B: Occupational demand and wage data by county

Exhibit 3. Los Angeles County

Occupation (SOC)	2017 Jobs	2022 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Entry-Level Hourly Earnings	Median Hourly Earnings	Experienced Hourly Earnings
Desktop Publishers (43-9031)	588	539	(49)	(8%)	61	\$16.35	\$25.51	\$39.73

Exhibit 4. Orange County

Occupation (SOC)	2017 Jobs	2022 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Entry-Level Hourly Earnings	Median Hourly Earnings	Experienced Hourly Earnings
Desktop Publishers (43-9031)	141	130	(11)	(8%)	15	\$17.81	\$28.88	\$40.99

Exhibit 5. Los Angeles and Orange Counties

Occupation (SOC)	2017 Jobs	2022 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Entry-Level Hourly Earnings	Median Hourly Earnings	Experienced Hourly Earnings
Desktop Publishers (43-9031)	729	669	(60)	(8%)	76	\$16.86	\$25.92	\$39.87

Appendix C: Sources

- O*NET Online
- Labor Insight/Jobs (Burning Glass)
- Economic Modeling Specialists, International (EMSI)
- Employment Development Department, Labor Market Information Division, OES
- Employment Development Department, Unemployment Insurance Dataset
- Living Insight Center for Community Economic Development
- California Community Colleges Chancellor's Office Management Information Systems (MIS)
- MIT Living Wage

For more information, please contact:

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 Center of Excellence, Los Angeles/Orange County Region
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October 2018



Computer Science & Information Systems Department

CIS & OFTECH Advisory Board Meeting Minutes

November 14, 2014

Attendees

Brenda Rothaupt, Gina Jerry, Mario Perez, Richard Delia, Teresa Williamson, Clarissa Leiva, Jacqueline Scott, Fariba Bolandhemat, Odemaris Valdivia, Ted Dahle, Frank Dawson, Sasha King, Lisa Moss, Wayne Fernandez, Bridget Hana

Introductions

The CSIS department is currently going through the 6-year program review process. This is a review of our courses, certificates, degrees, facilities, equipment, tutoring and other features of our department.

Discussion of Current Industry Standards and Trends

Shared online tools such as Jira (project management tool and Confluence (communication tool). These are shared tools used to create a dash board or a page dedicated to a project. You can then invite people to the site and share files, note, etc.

Smartsheet is an online spreadsheet tool which mirrors excel. You can share the document between several users. You can lock portions of the sheet. It also keeps a history of changes.

Asana is another shared online tool. This is great for project management.

The trend is migrating everything online. Taking things to the cloud such as Office 365. Students can get up to 1TB with Office 365. Smaller companies are more progressive than the larger ones. Data centers are moving to the cloud. So pay close attention to online technologies.

SharePoint technologies is useful. Windows 10 is also coming.

Protoshare is a great tool to replace wire framing.

Microsoft is trying to take over Google Drive. Microsoft also has free apps that can be downloaded to a tablet or phone.

Group work in classes. More Project Management theory. CIS 9A may be only teaching the software. Missing theory, communication, teamwork, etc. Doesn't teach someone how to manage a project. Instead it teaches Microsoft Project.

Need for employees that can do both design and development. Much discussion about the effects this is having on Digital Publishing. The certificate program in this area is deemed useful and important. A minor change was suggested as noted below.

70% of traffic is from mobile viewers. Key things include: Responsive design. Move towards templates (cheaper and easier to produce your content). Using modules. Drupal and WordPress.

Revision of Certificates and Courses

Website Creator

- NO CHANGE

Website Development Management

- Remove 62A
- Possible add revised CIS 38

Word Processing

- REMOVE CERTIFICATE
- Also remove CIS 37B from course listings

Digital Publishing

- Replace CIS 36P (PowerPoint 1-unit course) with a new 1 unit Adobe Acrobat class.

Website Software Specialist

- Total number of units change from 37 to 34
- Concentration courses change from 13 to 10
- Rename CIS 50 to say HTML5 instead of HTML
- Add CIS 67 and CIS 70 as electives
- Keep CIS 56 but simplify it regarding use of software and technical requirements
- Remove CIS 62A (also remove course from course listings)
- Remove CIS 62B (also remove course from course listings)
- Remove CIS 66 (also remove course from course listings)
- Also remove CIS 58 from course listings

Computer Business Applications

- Possible name change suggestion to Business Technology
- Possibly move CIS 32 to elective
- Possibly remove CIS 34 or make it part of a group
- Keep CIS 50 and possibly make it a group with CIS 70
- Change CIS 38 to a full presentation course covering (presentation theory, PowerPoint, Acrobat, and Captivate) Microsoft Screen Capture or Jing may be an alternative to Adobe Captivate. Add this course as an elective to the certificate
- We still need to work out how to create the groups

No changes made to the Office Technology certificates.

Career Development Center

Lisa Moss - Internship Coordinator

Discussion on how employers can register for the website to post internship opportunities.

Information on the process for students to apply for an internship.

May is annual internship fair

Cool Careers Speakers Forum program. This event is held every fall. We had 14 different sessions this semester.

The Job Fair is held each semester.

Career Pathways presentation by Frank Dawson

SMC is part of a 15 million dollar grant our share is 1.6 million

Stipends for faculty, counselors, hardware, software is available.

30 high schools and 7 colleges

High school students can earn college credit while in high school

80% of high schools do not have computer science departments

We are partnered with West LA

Beginning in the fall of 2015 is phase 1 with Santa Monica HS, Palisades and Venice but Venice is starting in January with a Digital Media class.

Discussion of Job Availability and Requirements

SMC does not offer courses in Events Production

Cyber Security and Networking are topics that will be discussed in the Computer Science advisory board meeting that takes place each spring semester.

Areas of Interest

Arts, Media, and Entertainment (tentative title)	Business (tentative title)	Culture, History, and Languages (tentative title)	Education (tentative title)	Health and Wellness (tentative title)	People and Society (tentative title)	STEM (tentative title)
Academic and Career Paths						
<ul style="list-style-type: none"> • 2D Animation • 3D Animation • 3D Modeling • 3D Rendering • Animation • Art • Broadcast Programming & Production • Broadcast Sales & Management • Cosmetology • Dance • Dance Teacher (Pre K-Grade 5) • Digital Effects • Digital Media • Digital Production and Design • Digital Publishing • Entertainment Promotion & Marketing Production • Esthetician • Fashion Design • Film Production • Film Studies • Game Development • Graphic Design • Interaction Design • Interior Architectural Design • Journalism • Journalism - Multimedia • Storytelling • Music / Applied Music • Nail Care • Photography • Set Design and Art Direction For Film and TV • Studio Arts • Technical Theatre • Theatre • Theatre Arts • User Experience Design • Visual Development • Web Design • Website Creator • Website Development Management • Website Software Specialist 	<ul style="list-style-type: none"> • Accounting • Basic Computer Operations — Noncredit • Bicycle Maintenance — Noncredit • Business • Business Administration • Business Essentials Level 1 — Noncredit • Business: Entrepreneurship • Business: International • Business: Logistics • Business: Management • Business: Marketing • Business: Sales and Promotion • Clerical/Data Entry • Computer Accounting Applications • Customer Service — Noncredit • Entrepreneurship • Fashion Merchandising • General Accountant • General Office • Insurance Professional • Insurance Specialist • International Business • Legal Administrative Assistant • Logistics/Supply Chain Management • Management/Leadership • Marketing • Professional Accountant • Sales and Promotion • Salon Business 	<ul style="list-style-type: none"> • African and Middle Eastern Studies • Art History • Asian Studies • English • Ethnic Studies • History • Latin American Studies • Liberal Arts — Arts & Humanities • Linguistics • Modern Languages • Philosophy • Spanish 	<ul style="list-style-type: none"> • Early Childhood Education - Career • Early Intervention Assistant Education • Infant/Toddler Teacher Introduction To Early Care & Education — Noncredit 	<ul style="list-style-type: none"> • Athletic Coaching • Electronic Medical Records Clerk • Hospital Inpatient Coder • Kinesiology • Medical Administrative Assistant • Medical Billing/Coding • Medical Coding and Billing Specialist • Medical Records Clerk/Receptionist • Medical Transcription • Nursing • Rehabilitation Therapy Aide — Noncredit • Respiratory Therapy 	<ul style="list-style-type: none"> • Administration Of Justice • Anthropology • Communication Studies • Economics • Environmental Studies • Geography • Global Studies • Liberal Arts — Social & Behavioral Science • Political Science • Psychology • Public Policy • Sociology • Women's, Gender, & Sexuality Studies 	<ul style="list-style-type: none"> • Astronomy • Automotive Technician — Introductory • Basic Solar Photovoltaic Installation • Biological Sciences • Chemistry • Cloud Computing • Computer Programming • Computer Programming Developer • Energy Efficiency Specialist • Engineering • Environmental Science • General Science • Geographic Information Systems (GIS) • Geology • Information Systems Management • Mathematics • Mobile Apps Development - android • Mobile Apps Development – iPhone • Networking • Nutrition and Dietetics • Physics • Recycling and Resource Management • Recycling and Zero Waste • Solar Photovoltaic and Energy Efficiency • Solar Photovoltaic Installation • Web Programmer