SANTA MONICA COLLEGE
ACADEMIC
SENATE
1900 Pico Boulevard
Santa Monica, CA 90405
310.434.4611

Curriculum Committee Agenda

Wednesday, May 1, 2019, 3:00 p.m.
Loft Conference Room – Drescher Hall 300-E

Members:

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

Interested Parties:

Clare Battista	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
Dione Carter	Kiersten Elliott	Estela Ruezga	

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: Consent Agenda)

2. AHIS 1 Western Art History I
3. AHIS 5 Latin American Art History 1
4. AHIS 6 Latin American Art History 2
5. AHIS 18 Introduction To African Art History
6. AHIS 21 Architectural History: Ancient To 1850
7. ANIM 4 Digital Storyboarding
8. ANIM 5 History Of Animation
9. ANIM 18 Perspective Drawing
10. ANIM 19 Color Theory & Application
11. ANIM 20 Intermediate 2D Animation
12. ANIM 22 2D Digital Production
13. ANIM 31 Advanced 3D Animation
14. ANIM 35 3D Modeling
15. ANIM 36 3D Texturing & Rendering
16. ANIM 37 3D Character Creation

17. ANIM 38 3D Character Rigging
18. ANIM 40 Character Design
19. ANIM 41 Environment Design
20. ANIM 42 Prop and Vehicle Design
21. ANIM 75 Career Development
22. ANIM 80 Visual Development Studio
23. CIS 36M Adobe Acrobat
24. KIN PE 3 Introduction to Exercise Physiology I

VII. Action Items

(Courses: New)

(Courses: Substantial Changes)

(Courses: Distance Education)

(Programs: New)

(Programs: Revisions)

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

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.

SANTA MONICA COLLEGE ACADEMIC SENATE
1900 Pico Boulevard
Santa Monica, CA 90405
310.434.4611

Curriculum Committee Minutes

Wednesday, April 17, 2019, 3:00 p.m.
Loft Conference Room – Drescher Hall 300-E

Members Present:

Brenda Antrim, *Chair*	Christina Gabler	Jing Liu	Lee Pritchard
Eve Adler	Gary Huff	Estela Narrie	Lydia Strong
Wynn (Robert) Armstrong	Eric Hwang (A.S. Rep)	Dana Nasser	Toni Trives
Sheila Cordova	Maral Hyeler	Yvonne Ortega	Audra Wells
Guido Davis Del Piccolo	William Konya		

Members Absent:

Jennifer Merlic, *Vice Chair*	Jason Beardsley	Sasha King	Jae Lee

Others Present:

Fariba Bolandhemat	Chris Fria	Kas Metzler	Irena Zugic
Rachel Demski			

(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 3:03 pm. Motion to approve the agenda with addition of Skills Advisory to PRO CR 26 of KIN PE 3, and correction of Program Revision of Animation (VII. k.) to AS Degree (not Certificate of Achievement)
Motion: Lee Pritchard; **Seconded by:** Dana Nasser
The motion passed unanimously.

II. Public Comments
None

III. Announcements
Audra Wells and Dan Nannini are riding from San Francisco to Los Angeles for AIDS/LifeCycle, from June 2-8. For more information, visit: https://www.aidslifecycle.org/

IV. Approval of Minutes
Motion to approve the minutes of the April 3 meeting with no revisions.
Motion: Eric Hwang; **Seconded by:** Maral Hyeler
Y: 15; N: 0; A: 2 (Estela Narrie, Irena Zugic)

V. Chair's Report
There was not a quorum at the 4/16 Senate meeting, so all courses and programs from the 4/3 Curriculum meeting and today's meeting will be addressed at the 4/30 Senate meeting, in time to make the agenda for the 5/7 Board of Trustees meeting.

The Academic Senate for California Community Colleges (ASCCC) 2019 Spring Plenary was April 11-13. Congratulations to our Senate President, Nate Donahue, as the new At-Large Representative to the ASCCC Executive Committee. The full text of resolutions discussed can be found at https://www.asccc.org/events/2019-04-11-150000-2019-04-13-230000/2019-spring-plenary-session and resolutions concerning curriculum include one on the CB rubrics I updated the committee on after the 3/20/19 Regional Curriculum meeting, disciplines list revisions, noncredit instruction, documenting open educational resources, funding and budget development for guided pathways, and accessibility of publisher-generated resources.

VI. Information Items

1. Redesign of the Student Experience
   Reminder that there is a final mapping day on May 31, to map the remaining programs (approximately 20). The website is currently being updated with the Areas of Interest.

(Courses: Non-Substantial Changes)

2. ANTHRO 14 Sex Gender and Culture
3. ART 21A Figure Drawing I
4. ART 21B Figure Drawing II
5. ART 33 Figure Painting
6. CIS 4 Business Information Systems with Applications
7. CIS 30 Microsoft Excel
8. CIS 32 Microsoft Access
9. CIS 37 Microsoft Word
10. CIS 39 MS Outlook - Comprehensive Course
11. CIS 54 Web Development and Scripting
12. CS 5 Programming Logic
13. CS 7 Programming for Non-Computer Science Majors
14. CS 50 C Programming
15. CS 53A iOS Development with Swift
16. CS 53B iOS Mobile App Development
17. CS 55 Java Programming
18. CS 56 Advanced Java Programming
19. CS 79C Compute Engines in Amazon Web Services
20. CS 79D Security in Amazon Web Services
21. CS 79E Best Practices in Amazon Web Services
22. CS 80 Internet Programming
23. CS 81 Javascript Programming
24. CS 85 PHP Programming
25. MATH 20 Intermediate Algebra

VII. Action Items

(Courses: New)

a. PRO CR 26 Exercise Programming for Special Populations (Skills Advisory: KIN PE 3)
   Motion to approve PRO CR 26 with minor revisions and removal from program applicability to Kinesiology AA-T
   Motion: Irena Zugic; **Seconded by:** Dana Nasser
   Y: 16; N: 0; A: 1 (Guido Davis Del Piccolo)

   Motion to approve PRO CR 26 skills advisory of KIN PE 3 with no revisions
   Motion: Irena Zugic; **Seconded by:** Maral Hyeler
   The motion passed unanimously.

(Courses: Substantial Changes)

b. ANIM 1 Storytelling (changed: course discipline name, number - was “ET 2”)
   Motion to approve ANIM 1 with minor revisions
   Motion: Sheila Cordova; **Seconded by:** Irena Zugic
   The motion passed unanimously.
   (Eric Hwang was not present for vote)

c. ANIM 2 2D Animation Fundamentals (changed: course discipline name/number - was “ET 19A”; catalog description, SLOs)
   Motion to approve ANIM 2 with minor revisions
   Motion: Dana Nasser; **Seconded by:** Jing Liu

The motion passed unanimously.
(Eric Hwang was not present for vote)

d. ANIM 21 Advanced 2D Animation (changed: course discipline name, number - was “ET 23”; catalog description, SLOs)
Motion to approve ANIM 21 with no revisions
Motion: Irena Zugic; **Seconded by:** Dana Nasser
The motion passed unanimously.
(Eric Hwang was not present for vote)

(Courses: Distance Education)

e. PRO CR 10 Introduction to Kinesiology
Motion to approve PRO CR 10 distance education component with minor revisions
Motion: Audra Wells; **Seconded by:** Toni Trives
The motion passed unanimously.

(Programs: New)

f. Animation Foundation Certificate of Achievement
Motion to approve Animation Foundation Certificate of Achievement with no revisions
Motion: Eve Adler; **Seconded by:** Audra Wells
The motion passed unanimously.
(Eric Hwang was not present for vote)

(Programs: Revisions)

g. Changes to degrees and certificates as a result of courses considered on this agenda
None

h. 2D Animation Certificate of Achievement
Motion to approve 2D Animation Certificate of Achievement with no additional revisions
Motion: William Konya; **Seconded by:** Irena Zugic
The motion passed unanimously.
(Eric Hwang was not present for vote)

i. 3D Animation Certificate of Achievement
Motion to approve 3D Animation Certificate of Achievement with no additional revisions
Motion: Guido Davis Del Piccolo; **Seconded by:** Dana Nasser
The motion passed unanimously.
(Eric Hwang was not present for vote)

j. 3D Production Certificate of Achievement
Motion to approve 3D Production Certificate of Achievement with no additional revisions
Motion: Maral Hyeler; **Seconded by:** Sheila Cordova
The motion passed unanimously.
(Eric Hwang was not present for vote)

k. Animation AS Degree
Motion to approve Animation AS Degree with minor revisions in Curricunet (unit counts)
Motion: Gary Huff; **Seconded by:** William Konya
The motion passed unanimously.
(Eric Hwang was not present for vote)

l. Visual Development Certificate of Achievement
Motion to approve Visual Development Certificate of Achievement with no additional revisions
Motion: Guido Davis Del Piccolo; **Seconded by:** Christina Gabler
The motion passed unanimously.

(Eric Hwang was not present for vote)

m. Website Creator Certificate of Achievement
Motion to approve Website Creator Certificate of Achievement with no additional revisions
Motion: Irena Zugic; **Seconded by:** Toni Trives
The motion passed unanimously.

n. Website Development Management Certificate of Achievement
Motion to approve Website Development Management Certificate of Achievement with removal of CIS 88A from required courses
Motion: Christina Gabler; **Seconded by:** Sheila Cordova
Y: 9; N: 10; A: 0 (vote was originally Y: 9; N: 9, requiring Brenda Antrim to vote as a tiebreaker); Motion failed to pass.

Motion to approve Website Development Management Certificate of Achievement as presented, keeping CIS 88A as a required course
Motion: Dana Nasser; **Seconded by:** Estela Narrie
Y: 8; N: 10; A: 0; Motion failed to pass.

Motion to table Website Development Management Certificate of Achievement due to previous motions regarding CIS 88A failing to pass and send back to the department
Motion: Guido Davis Del Piccolo; **Seconded by:** Jing Liu
Y: 17; N: 0; A: 1

VIII. New Business
None

IX. Old Business
None

X. Adjournment
The meeting was adjourned at 4:58 pm

Santa Monica College
Course: NEW or Reinstatement AD JUS 11 - Introduction to Forensics

Course Cover	
Discipline	AD JUS-ADMINISTRATION OF JUSTICE
Course Number	11
Full Course Title	Introduction to Forensics
Catalog Course Description	This course provides students with an overview of the role of forensics in criminal investigations. This course explores topics such as crime scene analysis versus crime scene processing, examination of pattern evidence, principles of fingerprint identification, analysis of firearm and tool mark evidence, collection and preservation of DNA evidence, evaluation of questioned documents, and related subjects.
Rationale	The Administration of Justice program is growing and courses are in demand. We need more electives for the AS-T in the Administration of Justice.
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
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	-Administration of Justice AS-T Degree

Course Objectives
Upon satisfactory completion of the course, students will be able to:
1. Define forensic science and analyze the role it plays within the criminal justice system.
2. Distinguish between crime scene processing and crime scene analysis.
3. Analyze different types of pattern evidence such as bloodstain patterns and how this analysis aids in crime reconstruction.
4. Explain the characteristics of fingerprints.
5. Demonstrate an understanding of the processes involved in analyzing questioned documents.
6. Explain how forensic investigators examine tool mark evidence.
7. Analyze the different forms of firearm evidence such as gun shot residue.
8. Explain the three methods of DNA typing
9. Demonstrate an understanding of how crime scene investigators collect and preserve DNA to guard against contamination.
10. Outline the proper procedures for handling blood evidence.
11. Describe the chemical and material evidence collected from arson and explosive crime scenes.
12. Demonstrate an understanding of the different types of controlled substances evidence.

Course Content	
10%	Introduction to Forensic Science and its role within the Criminal Justice System

12%	Crime Scene Analysis versus Crime Scene Processing
10%	Analysis of Pattern Evidence in Investigations
10%	Principles of Fingerprint Identification
10%	Document Evidence and Handwriting Analysis
5%	Firearms and Ballistics Evidence
5%	Tool Mark Evidence
15%	Collection, Preservation and Analysis of DNA Evidence
3%	Blood and Blood Spatter Evidence
10%	Arson and Explosives Evidence
10%	Types of Controlled Substances Evidence
Total: 100%	

Methods of Presentation

Methods	Lecture and Discussion Online instructor-provided resources

Methods of Evaluation

Methods	• 10% - Class Participation • 60% - Exams/Tests Three exams at 20 percent each. • 30% - Written assignments Two writing assignments at 15 percent each. • 100% - Total

Appropriate Textbooks

Formatting Style	APA
Textbooks	1. Girard, J.. Criminalistics: Forensic Sciences, Crime and Terrorism, 3rd ed. Jones & Barlett Learning, 2015, ISBN: 9784435000. 2. Bertino, Anthony J.; Bertino, Patricia N.. Forensics Science: Fundamentals & Investigations, 2nd ed. Cengage Learning, 2016, ISBN: 978-1-305-07711-9. 3. Houk,M.; Crispino, F., McAdam, T.. The Science of Crime Scenes, 2nd ed. Academic Press, 2017, ISBN: 9780128498781.

Sample Assignments

Sample Assignment #1: You will research a specific type of forensic evidence and write an essay explaining how to properly collect this evidence and preserve it.
Sample Assignment #2: Research newspaper articles regarding evidence found in a real crime scene. Summarize the evidence and explain how this evidence will help to reconstruct the crime committed. Also discuss what further evidence would be helpful in resolving the crime.

Student Learning Outcomes

1. Demonstrate an understanding of the significance of DNA for solving crimes.
2. Analyze the proper way to collect and preserve different types of forensic evidence.
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, especially as it relates to linking the relevance of course content to careers in the administration of justice and their personal lives.

Minimum Qualification

Minimum Qualifications:	Law (Masters Required)

Library

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

Distance Education Application

Delivery Methods	Online/Classroom Hybrid Fully Online

Distance Education Quality

Quality Assurance	Course objectives have not changed Course content has not changed Method of instruction meets 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 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
Guidelines and Questions for Curriculum Approval of a Distance Education Course Student Interactions	
Student-Instructor Interaction	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 announcements regarding assignments along with frequent reminders. Additionally, content pages will begin each module and will include summaries of key forensic science 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.
Student-Student Interaction	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. Throughout the class, they will engage in discussions regarding different issues pertaining to the analysis of forensic evidence. 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.
Student-Content Interaction	This course is organized through weekly course modules. A substantial amount of material is provided so that students can learn the forensic science material and concepts. The content includes the following: learning objectives, lecture notes, supplemental videos, slides (i.e. PowerPoint), 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.

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	Weekly discussion boards will be posted to promote student-teacher interaction and student-to-student interaction on a variety of forensic science issues.	10%
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 forensic evidence issue. 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 let other students know where they found valuable sources for their topics and evaluate the quality of the different 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 in forensic science. 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.

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 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.).

Learning Objective: "Explain the characteristics of fingerprints". After reviewing the learning objective, students are asked to watch a video which describes the fingerprint patterns and characteristics. Following the video viewing, students are required to participate in a threaded discussion which asks them to describe and compare different fingerprint patterns.

Assessment Best Practices

60%-**Three Exams at 20% each** - Students will take tests which consist of multiple-choice and/or essay questions.
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 questions.
30%-**Essay Assignments** - Students will prepare essays on topics pertaining to the analysis of forensic evidence. Prior to the due dates for the essays, discussion boards will be posted so that students can share ideas on how to find relevant research for each essay topic.

Santa Monica College
Course: NEW or Reinstatement ART 74 - Introduction to Programming in the Arts

Course Cover	
Discipline	ART-ART
Course Number	74
Full Course Title	Introduction to Programming in the Arts
Catalog Course Description	This course provides an introduction to creative coding within the context of the visual arts. Students learn to read and write code for the development of visual, auditory, and interactive projects that employ computation as a medium for creative thinking. Lectures and readings survey the historical precedents and contemporary examples of programmatic approaches to art practice.
Rationale	This course is designed to satisfy the requirements of DESMA28. A course required as preparation for the Design/Media arts major at UCLA
Proposed Start	Year: 2020 Semester: Spring
Proposed for Distance Ed	No
Proposed for Global Citizenship	No

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

Transfer/General Ed	
Transferability	Transfers to UC (pending review), CSU

Comparable Transfer Courses:

- **UC,** UC Los Angeles, Interactivity DESMA 28

Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	-Art AA Degree -Studio Arts AA-T Degree

Course Objectives

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

1. Read and write code for the creation of digital images.
2. Use programming in the context of art and design to create digital artwork and graphics as well as manipulate video and sound.
3. Participate in the collaborative open source community of creative coders using Github.
4. Demonstrate an awareness of historical precedents and contemporary examples of programmatic approaches to art practice.
5. Demonstrate conditional and systematic thinking in the production of artworks.

Course Content	
10%	Statements, Variables, and Systems
10%	Conditionals and Drawing
10%	Loops and Patterns
10%	Functions and Nonlinearity
10%	Arrays and Animation
10%	Objects, Behaviors, Swarm

10%	Loading and Manipulating Images
10%	Sound, Video, and Contributed Libraries
20%	Historical precedents and contemporary examples of conditional and systematic approaches to art practice.
Total: 100%	

Methods of Presentation

Methods	Critique Field Trips Lecture and Discussion Observation and Demonstration Online instructor-provided resources Projects Visiting Lecturers

Methods of Evaluation

Methods	• 10% - Class Participation Participation in class discussions as well as contributions to the collaborative learning environment will be evaluated using weekly canvas assignments. • 35% - Class Work Weekly exercises will be evaluated for technical proficiency. • 35% - Final Project A final project that synthesizes all of the course content will be evaluated for artistic merit, aesthetic quality, and inventive use of programming concepts. • 20% - Oral Presentation Students will be evaluated on the content of an oral presentation given on an assigned artist or artwork. • 100% - Total

Appropriate Textbooks

Formatting Style	APA
Textbooks	1. Dan Shiffman. Learning Processing, Second Edition: A Beginner's Guide to Programming Images, Animation, and Interaction, ed. Morgan Kaufmann, 2015 2. Casey Reas and Ben Fry . Processing: A Programming Handbook for Visual Designers, ed. Mit Press, 2014

Sample Assignments

Use the random () function to determine at least one parameter of a composition.
Create an image that displays the property of self-similarity across scales using a recursive function.
Use a loop to draw a repeating pattern.
Make an image or animation that changes in response to sound.
Generate an image using Perlin noise to control at least one parameter of an array of objects. Export the results as a pdf and print the image using the Epson 9000.

Student Learning Outcomes

1. Employ quantitative reasoning in the conception and development of aesthetic objects.
2. Analyze complex forms and identify their fundamental design elements as well as the principles by which they are organized.
3. Synthesize fundamental elements of design into more complex structures using a modular hierarchy of principles.
4. Define a problem and use research to elaborate and evaluate a set of possible solutions.
5. Develop a project from initial speculation to final product using an iterative process of refinement.
6. Critically participate in the digitally mediated information environment that is contemporary visual culture.

Minimum Qualification

Minimum Qualifications:	Art (Masters Required)

Library

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

Santa Monica College
Course: NEW or Reinstatement ART 75 - Form and Information

Course Cover	
Discipline	ART-ART
Course Number	75
Full Course Title	Form and Information
Catalog Course Description	This course introduces fundamental concepts related to the design and fabrication of objects. Students utilize a combination of computational and mechanical tools to design, develop, refine, and construct physical forms. Through a combination of lectures, demonstrations, and hands on lab work, students develop the skills, toolsets, and experimental approaches needed for further study in the fields of sculpture, architecture, industrial design, 3D modeling, and contemporary multimedia studio art practice. In addition to lectures and readings on the historical and contemporary intersections of art and technology, topics of instruction include the safe operation of power tools, digital input and output paths, laser cutting, 3D printing, CNC routing and milling, and a survey of relevant 3D modeling software.
Rationale	This course is designed to satisfy a requirement for students transferring to the Design/Media Arts department at UCLA. Currently SMC students have to backtrack and take lower division courses such as this once they transfer as Juniors to UCLA. This addition to the curriculum will help SMC students complete their degree more quickly. More generally, the field of art and design has undergone major transformation in the last decades as a result of the digital revolution. The Art Department wishes to develop new curriculum that addresses these changes in order to maintain currency in our discipline.
Proposed Start	Year: 2020 Semester: Spring
Proposed for Distance Ed	No
Proposed for Global Citizenship	No

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

Transfer/General Ed	
Transferability	Transfers to UC (pending review), CSU

Comparable Transfer Courses:

- **UC,** UC Los Angeles, Form DESMA 22

Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	-Art AA Degree -Studio Arts AA-T Degree

Course Objectives

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

1. Use precise measurements and quantitative reasoning to design three dimensional forms that exhibit a high level of visual quality.
2. Fabricate three dimensional objects using a combination of CAD/CAM software and power tools.
3. Articulate their understanding of the historical and theoretical context surrounding the relationship between art and technology.

Course Content	
10%	Survey of the historical intersections of art and technology
10%	Shop safety and technical demonstration
20%	3D modeling software survey
10%	Designing and fabricating polyhedra
10%	Laser cutting
10%	3D printing
10%	CNC machining
10%	Curved surfaces
10%	Class discussion. Review of assigned readings and critique of student work.
Total: 100%	

Methods of Presentation	
Methods	Critique Field Trips Group Work Lab Lecture and Discussion Observation and Demonstration Online instructor-provided resources Projects Visiting Lecturers

Methods of Evaluation

Methods

- 20% - Class Participation
  Participation in class discussions, critiques, and lab time. Participation will be measured through interactions on canvas as well as attendance.
- 10% - Exams/Tests
  Students will be given an exam on shop safety. This exam counts toward the final grade as an incentive for compliance with best practices in the shop.
- 20% - Oral Presentation
  Students will be evaluated on the content of a presentation given on an assigned artist or artwork that is relevant to the course content.
- 50% - Projects
  Students are evaluated on the visual/material quality and number of projects completed in the course. 5-12 projects.
- 100% - Total

Appropriate Textbooks

Formatting Style	APA

Textbooks

1. Hartmut Bohnacker, Benedikt Groß, Julia Laub. *Generative Design*, ed. Princeton Architectural Press, 2012, ISBN: 9781616890773.
2. Wucius Wong . *Principles of 3 Dimensional Design*, ed. Van Nostrand Reinhold, 1976, ISBN: 978-0442295615.
3. Edited by Antony Hudek. *The Object*, ed. MIT Press, 2014, ISBN: 9780262525763.
4. Edited by Edward A. Shanken. *Systems*, ed. MIT Press, 2015, ISBN: 9780262527194.

Software

1. Rhinoceros . Robert McNeel & Associates, 5 for mac ed.
Rhinoceros is primarily a free form surface modeler that utilizes the NURBS mathematical model.
2. Fusion . Autodesk, 360 ed.
Fusion 360 is the first 3D CAD, CAM, and CAE tool of its kind that connects your entire product development process in a single cloud-based platform that works on PC, Mac, and mobile devices.
3. Processing. Processing Foundation, 3 ed.
Processing is a flexible software sketchbook and a language for learning how to code within the context of the visual arts. Since 2001, Processing has promoted software literacy within the visual arts and visual literacy within

technology. There are tens of thousands of students, artists, designers, researchers, and hobbyists who use Processing for learning and prototyping.

Sample Assignments
Serial Planes Design and construct a three dimensional form from a series if incrementally differing two dimensional cross sections. Two dimensional shapes may be drawn in Illustrator, programmed with Processing, or generated from a 3D model using Slicer. Cut the two dimensional planes out of wood, foamcore, acrylic, or other suitable planar material using the lasercutter, CNC router, or bandsaw as needed. Assemble the planes along a z axis with clear and specific relationships to one another. Use a box, base, spacers, or central dowel technique to make the connections between the planes. Photograph the finished object and upload the image to the course management software (i.e. Canvas).

Student Learning Outcomes
1. Employ quantitative reasoning in the conception and development of aesthetic objects.
2. Analyze complex forms and identify fundamental design elements as well as the principles by which they are organized.
3. Synthesize fundamental elements of design into more complex structures using a modular hierarchy of principles.
4. Define a problem and use research to elaborate and evaluate a set of possible solutions.
5. Develop a project from initial speculation to final product using an iterative process of refinement.
6. Critically participate in the digitally mediated information environment that is contemporary visual culture.

Minimum Qualification	
Minimum Qualifications:	Art (Masters Required)

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

Santa Monica College
Course: NEW or Reinstatement BUS 48 - Entrepreneurial Mindset

Course Cover	
Discipline	BUS-BUSINESS
Course Number	48
Full Course Title	Entrepreneurial Mindset
Catalog Course Description	This course provides students with an introduction to the identification and development of an entrepreneurial mindset - the ability to identify problems, reconstruct them as opportunities and create value for others. Emphasis will be placed on experiential learning, identifying specific attitudes, behaviors and skills that enable entrepreneurs to succeed.
Rationale	'Not every student will become an entrepreneur but they will all someday need to think like one' This quote from John Spencer, author, speaker and thought leader on entrepreneurship in schools, aptly defines the rationale for this course. The California Community Colleges have joined together to develop Doing What Matters - a framework to work together with industry and education to improve and expand our business and entrepreneurial curriculum to better deliver a job-ready workforce and entrepreneurial leaders to ensure California's economic growth and global competitiveness. This course provides the necessary foundation for students to develop an entrepreneurial mindset to become makers, designers, artists and engineers and prepare them to compete in today's globally competitive workplace. Entrepreneurs and small business owners are critical to California's economic development as contributors to innovation and new job growth. Due to the relevance of entrepreneurship in today's challenging and rapidly changing world, many students, from all disciplines, stand to benefit from being educated about this topic.
Proposed Start	Year: 2020 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	Traditional lecture based course similar to other business classes.
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	-Business/General Business AS Degree -Entrepreneurship Certificate of Achievement -Business Entrepreneurship Department Certificate
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Define the entrepreneurial mindset.	
2. Identify the most commonly held myths about entrepreneurs.	
3. Identify and evaluate specific beliefs and assumptions that enable entrepreneurs to succeed.	
4. Identify and evaluate potential solutions using an iterative, experimental approach.	

5. Demonstrate an understanding of ideas in the real world through a rigorous process of inquiry and analysis.	
6. Identify five fatal assumptions that can hinder an entrepreneurial endeavor.	
7. Analyze fundamental aspects of entrepreneurial thinking to their personal goals as a means of personal empowerment.	
8. Identify and interact with local entrepreneurs that may provide resources, guidance and support.	
9. Describe the role of perseverance and determination in the success of entrepreneurs.	
10. Explain how problem-finding abilities are a key feature of an entrepreneurial mindset.	
11. Define “proof of concept” as a way to evaluate a potential opportunity.	
12. Distinguish between a fixed vs. growth mindset.	
13. Describe the difference between spending and investing.	
14. Develop a personalized curriculum of formal and informal learning opportunities.	
15. List characteristics of a customer experience that can build a valued brand.	
Course Content	
10%	Introduction to the Entrepreneurial Mindset • What is an Entrepreneurial Mindset? • Relevance and significance of an Entrepreneurial Mindset?
10%	The Power to Choose • Influence • Respond vs. React • Locus of Control
10%	Recognizing Opportunities • Problems are opportunities • Simple solutions • Opportunistic adaptations
20%	Ideas Into Action • Bootstrapping • Proof of Concept • Lack of Time and Experience • Fear
10%	Pursuit of Knowledge • The Power of Knowledge • Learning Defined • Planning for Success • Knowledge as a Barrier • Learning Redefined
10%	Creating Wealth • Wealth Perceived • Wealth Defined • Spending vs. Investing • The Credit Trap • An Entrepreneur’s Approach
10%	Building Your Brand • Brand Defined • Defining Your Brand • Communicating Your Brand • Building Your Brand
10%	Creating Community • Community Defined • The Value of a Network • Crossing the Chasm • Building Your Success Network
10%	The Power of Persistence • Adversity as an Advantage

	• Compare the Challenges of Selected Entrepreneurs • Perseverance and Determination
Total: 100%	

Methods of Presentation	
Methods	Group Work Lecture and Discussion Observation and Demonstration Online instructor-provided resources Projects Visiting Lecturers

Methods of Evaluation	
Methods	• 20% - Class Participation Class contribution • 30% - Exams/Tests 15% mid-term and 15% for final • 15% - Other Responding to discussion questions • 20% - Written assignments Reflections exercises • 15% - Additional Assessment • 100% - Total
Additional Assessment Information (Optional)	Lesson completion

Appropriate Textbooks	
Formatting Style	APA
Textbooks	1. Daniel Priestly. Entrepreneur revolution: how to develop your entrepreneurial mindset and start a business that works, 2nd ed. Chichester, West Sussex: United Kingdom: John Wiley & Sons, 2018, ISBN: 9780857087829. 2. Taulbert, Clifton L. and Gary Schoenige. Who Owns the Ice House?: Eight Life Lessons from an Unlikely Entrepreneur, ed. Eli Press, 2011, ISBN: 978-0-9713059-1-5.

Sample Assignments

SAMPLE HOMEWORK: APPLICATION AND REFLECTION ASSIGNMENTS

Students will complete an "application" assignment and "reflection" assignment for selected text chapters. These will be a minimum of one (1) page and a maximum of three (3) pages in length, single spaced. The essays must be typed in 12 pt. Times New Roman font.

Application assignment: Identify at least three (3) problems, frustrations, or unmet needs that you have encountered in your personal life, through work experience or at school. For each problem answer the following questions: (a) describe the problem, frustration or unmet need, (b) Why is the solution to the problem important to you?, (c) Do other people have this problem? (d) How are they currently solving the problem? and (e) how might you offer a better solution?

Reflection assignment: Reflect on the following questions: (a) When you encounter a problem do you tend to think about possible solutions or do you tend to focus only on the problem?, (b) How do you need to approach problems you encounter in life, at work and at school in the future?, and (c) What stands out to you, feels new to you, excites you or challenges you from this lesson?

Student Learning Outcomes

1. Given a set of facts, students will be able to identify and evaluate business opportunities, manage risk and learn from results of their out-of-building experiences.

2. Presented with real-world examples from their community and industries of interest, students will be able to identify problem-solving opportunities and learn the process by which entrepreneurs with limited resources transform simple ideas into sustainable, successful businesses.

3. Through real-world application assignments students will acquire new knowledge, identify helpful resources and validate their business ideas through a rigorous process of inquiry and analysis.

4. Students will develop public speaking skills necessary for interacting and networking with potential customers, local entrepreneurs and other business professionals.

Minimum Qualification	
Minimum Qualifications:	Other: MBA, JD or equivalent
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes
Distance Ed **Distance Education Application**	
Delivery Methods	Online/Classroom Hybrid Fully Online
Distance Education Quality	
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	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 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 Special needs (i.e., texts, materials, etc.) are reasonable Complies with current access guidelines for students with disabilities
Guidelines and Questions for Curriculum Approval of a Distance Education Course **Student Interactions**	
Student-Instructor Interaction	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 essays and exams in addition to numerical scores. The instructor will promptly respond to communication from students via email and through the "general questions" discussion board.
Student-Student Interaction	Students will engage in weekly discussion board groups where they will be required to reply to at least two students in the class. For example, in the first module students are asked to introduce themselves and reply to at least two other students in the class. From the beginning, a sense of community is established in the virtual classroom.

	Additionally, they will be able to participate in the "general questions" discussion board where they can help each other with questions as well as hear other general questions about the course content just as in an on-ground classroom.
Student-Content Interaction	The class is organized through weekly course modules. A wealth of material is offered to assist students learn the entrepreneurial mindset concepts. The content includes the following: specific learning objectives for each module, comprehensive video lectures regarding the entrepreneurship, weekly discussion boards that help students to check their understanding of the concepts, relevant supplemental course materials including video interviews with selected entrepreneurs.

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	Weekly discussion boards will be posted to promote student-teacher interaction and student-to student interaction on a variety of relevant to developing an entrepreneurial mindset.	30%
Study and/or Review Sessions	Prior to an exam, students will be asked to post any questions they may have about the material that will be tested on the next exam. We then have a study session via the review discussion board. Hypotheticals can be posed to help students understand the application of the mindset.	10%
Online Lecture	Students will watch a video lecture on an each of the eight components of the entrepreneurial mindset such as the Power of Choice. 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 four (4) essays in response to chapter reflection exercises. Prior to their due dates, there will be discussions via the "general questions" discussion board regarding the assignment. Additionally, the instructor will provide input to students on an individual basis via email to help them understand the nature of the assignment.	10%
Peer Feedback	In preparation for the students' "application" essays for selected chapters students will have the opportunity to share their ideas with their peers via a discussion board where they can gain valuable feedback. Students will also be asked to find current examples of the chapter topics and share it with their peers.	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.)

The course is organized through modules that focus on the eight (8) chapters of the textbook. The first module provides an introduction to the course, the concept of the entrepreneurial mindset and the structure of the course.

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

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

Describe the technical qualifications an instructor would need and the support that might be necessary for this course to be delivered at a distance (e.g. the college's existing technology, CCCConfer certification, other specialized instructor training, support personnel, materials and resources, technical support, etc.)
Instructors should have completed a comprehensive course on the learning management system in place such as Canvas and received the appropriate certification. Instructors should be aware of the technical support that is available such as the Canvas 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 have been closed captioned. Any additional videos or materials posted will be reviewed to make sure compliance is met.
Using one of the course objectives, describe an online lesson/activity that might be used in the course to facilitate student learning of that objective. Be sure the sample lesson/activity includes reference to the use of online teaching tools (such as drop box or threaded discussion, or multimedia such as Articulate, Flash, Jing, etc.).
Learning objective: "Describe the role of perseverance and determination in the success of entrepreneurs." After reviewing the learning objective, students are asked to watch a video of an interview with an unlikely entrepreneur that faced various challenges and hurdles to become successful. Following the video viewing, students participate in a threaded discussion where they identify specific challenges and hurdles and describe how the entrepreneur overcame these hurdles and how others from the literature or from their "out-of-the-building" experiences used similar techniques to overcome challenges. They are also asked why it is important to understand the similarities in techniques between these entrepreneurs and how students may use those techniques in their career, education and personal life challenges.
Assessment Best Practices
15%-**Lesson completion** - Students will listen to narrated lectures and respond to embedded multiple choice and true/false questions 20%-**Class Contribution** - Students are provided with four (4) reflection homework essay assignments where they will analyze a specific area pertinent to entrepreneurial mindset concepts. A rubric is provided. 15%-**Discussion Boards** - After reading the textbook or watching a lecture video, students answer questions regarding the material. They are graded 15%-**Mid-term Exam** - The midterm exam will consist of multiple choice and essay questions. 15%-**Final Exam** - The final exam will consist of multiple choice and essay questions. 20%-**Homework Essays** - Students are provided with four (4) reflection homework essay assignments where they will analyze a specific area pertinent to entrepreneurial mindset. Rubric is provided.

Santa Monica College
Course: NEW or Reinstatement DANCE 25B - Intermediate African Dance

Course Cover	
Discipline	DANCE-DANCE
Course Number	25B
Full Course Title	Intermediate African Dance
Catalog Course Description	This course is an intermediate level of West African dance with an emphasis on techniques of Guinea, Senegal, Mali and Ivory Coast. The class will introduce both traditional and contemporary styles of West African dance and offer lectures in historical/cultural practices at an intermediate level.
Rationale	We currently offer a beginning level of African dance class. This intermediate level course will allow our students to study the next level of African dance, along with its substantial historical contexts.
Proposed Start	Year: 2020 Semester: Spring
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: 1.00 (Sem: 18)
Weekly Laboratory Hours	Min: 3.00 (Sem: 54)
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	72.00
Total Outside-of-Class Hours	36.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP

Transfer/General Ed	
Transferability	Transfers to UC (pending review), CSU

Comparable Transfer Courses:

- **UC,** UC Los Angeles, Intermediate World Arts Practices in Sub-Saharan Africa and Diaspora 56

Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	-Dance AA Degree

Pre/Corequisites & Advisories

Prerequisite: DANCE 25

Course Objectives

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

1. Demonstrate a historical knowledge of West African Dance from different countries: Senegal, Guinea, Gambia, Ivory Coast and Burkina Faso at an intermediate level
2. Discuss different music of West African dance, drumming and song as it relates to its cultural context at an intermediate level
3. Demonstrate movement skills within the West African dance vocabulary from traditional and contemporary styles and be able to recognize traditional movement which has been transformed and developed into contemporary West African dance styles and choreographies
4. Perform specific dance skills, strengths, and flexibility necessary to perform West African dance at an intermediate level
5. Identify specific drum and song rhythms (polyrhythms) and how they relate to the dances taught at an intermediate level
6. Critically analyze West African dance performances and have acquired observation skills from videos and live performances

Course Content

20%	Intermediate level of West African dance technique including: placement, alignment, coordination, rhythm, flexibility, strength and ability to connect with drumming and song.
25%	Traditional Dances, polyrhythms and songs. Call and response concept with drummers calling and dancers responding through specific dance movement per traditional dance. Lectures on the historical and cultural context of traditional West African Dance
25%	Contemporary West African movement vocabulary and choreographies.
20%	Lectures and discussions on the comparisons and contrasts between traditional and contemporary West African dance. Analyzing through movement and concepts.
10%	Review of all dances, techniques, and choreographies.
Total: 100%	

Lab Content

100%	Application of skills learned in lecture and demonstration by instructor
Total: 100%	

Methods of Presentation

Methods	Lecture and Discussion Observation and Demonstration
Other Methods	Video viewings will supplement the dance practice and provide further understanding of West African in its cultural context.

Methods of Evaluation

Methods	• 20% - Class Participation • 20% - Exams/Tests • 20% - Other Concert attendance and critiques • 20% - Projects Class projects; demonstrations • 20% - Written assignments • 100% - Total

Appropriate Textbooks

Formatting Style	APA
Textbooks	1. Yao Younge,P.. Music and Dance Traditions of Ghana: History, Performance and Teaching, ed. McFarland & Company Inc., 2011 2. Aluede, E. & Aluede, C.. The Ujie Music and Dance of the Esan: in Edo State, Nigeria, ed. LaP Lambert Academic Publishing, 2012
Other	1. African Dance (An Artistic, Historical, Philosophical Inquiry), Welsh-Asante, Africa World Press, Inc. 1998

Sample Assignments

1. Compare and contrast traditional and contemporary dance in essay format. Analyze one traditional dance and describe and discuss its transformation into its contemporary form.
2. Write a review of a live dance concert or video, describing the overall content of the program, and at least one dance of particular interest. Dance title, choreographer, music title and composer must be identified. The meaning, theme, and/or traditional origin of the dance must be discussed. The movement style, quality, and compositional design must be described. The effectiveness of production elements (lighting, costuming, etc.) in supporting the intention of the work will be analyzed. Complete the assignment with a reflection of your personal response to the dance.

Student Learning Outcomes

1. Demonstrate African Dance technique from various countries in movement form, identify specific rhythms, engage in call and response, and learn chants of the regional language at an intermediate level.
2. Demonstrate knowledge of historical background, cultural traditions, and the role of dance in various African societies at an intermediate level.

Minimum Qualification

Minimum Qualifications:	Dance (Masters Required)

Library

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

Prerequisite / Corequisite Checklist and Worksheet: DANCE 25B Intermediate African Dance
Prerequisite: DANCE 25; African Dance

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:

X Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, …)

ENTRANCE SKILLS FOR **DANCE 25B Intermediate African Dance**
(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Ability to demonstrate dance skills (i.e. placement, alignment, development of strength, flexibility and endurance) in relation to basic African dance technique.
B)	Ability to demonstrate basic Katherine Dunham technique of African dance at the barre and centre
C)	Ability to recognize at a beginner level African drum patterns, use of 4/4 and 6/8 rhythms simultaneously, knowledge and use of different kinds of drums, bells, and rattle instruments as well as understanding of traditional and contemporary songs and chants.
D)	Ability to recognize and demonstrate traditional and contemporary dances of Ghana.
E)	Ability to recognize and demonstrate traditional and contemporary dances of Nigeria and Senegal.

EXIT SKILLS (objectives) FOR **DANCE 25 African Dance**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Ability to demonstrate dance skills (i.e. placement, alignment, development of strength, flexibility and endurance) in relation to basic African dance technique.
2.	Ability to demonstrate basic Katherine Dunham technique of African dance at the barre and centre
3.	Ability to recognize at a beginner level African drum patterns, use of 4/4 and 6/8 rhythms simultaneously, knowledge and use of different kinds of drums, bells, and rattle instruments as well as understanding of traditional and contemporary songs and chants.
4.	Ability to recognize and demonstrate traditional and contemporary dances of Ghana.
5.	Ability to recognize and demonstrate traditional and contemporary dances of Nigeria and Senegal.

		ENTRANCE SKILLS FOR (DANCE 25B)							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR (DANCE 25)	1	x							
	2		x						
	3			x					
	4				x				
	5					x			

Santa Monica College
Course: NEW or Reinstatement KIN PE 45B - Intermediate Softball

Course Cover	
Discipline	KIN PE-KINESIOLOGY TEAM SPORTS
Course Number	45B
Full Course Title	Intermediate Softball
Catalog Course Description	This course is designed to build on skills developed in beginning softball. It will review catching, throwing and hitting as well as introduce basic strategies and intricacies of the sport. Drilling with an emphasis on the technical side of the sport will be emphasized.
Rationale	For years only two softball classes have existed at SMC. After taking the first level class, beginning students would have to enroll in the advanced class even though they weren't very skilled. This class provides an opportunity for them to continue to improve their softball skills.
Proposed Start	Year: 2020 Semester: Fall
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: 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 (pending review), Transfers to CSU
IGETC Area:	Does NOT satisfy any area of IGETC
CSU GE Area:	(pending review) CSU GE Area E: Lifelong Understanding and Self-Development
SMC GE Area:	Does NOT satisfy any area of SMC GE

Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	-Kinesiology AA-T Degree -Athletic Coaching AS Degree/Certificate of Achievement

Course Objectives
Upon satisfactory completion of the course, students will be able to:
1. Demonstrate the basics of infielding techniques.
2. Hit a pitched softball.
3. Throw with correct mechanics.
4. Score a softball game.

Course Content	
5%	Review of rules and history of the game
10%	Softball scoring and line-ups
65%	Participation in drills and training for softball
10%	Infielding techniques
10%	Batting
Total: 100%	

Methods of Presentation

Methods	Critique Group Work Lecture and Discussion Observation and Demonstration

Methods of Evaluation

Methods	• 65% - Class Participation Participation in class drills, training, etc. • 15% - Exams/Tests Skills assessment for improvement through the semester • 10% - Performance Play in an actual game. • 10% - Written assignments Scoring a game • 100% - Total

Appropriate Textbooks

Formatting Style	APA
Other	1. NCAA Rules for Softball, 2019 2. Handouts as provided by the instructor.

Sample Assignments

1. Watch a softball game and score it as it progresses. Compare your score book with that of the game afterwards. Did you miss anything? What was difficult about scoring?

2. Watch a softball game. Write about the following: What made one team better than the other? Was the outcome due to only a pitcher or one hitter? How could the losing team have played better?

3. Compare baseball and softball. How are the sports different? How have the rules changed since their inception? Why have they changed?

Student Learning Outcomes

1. Demonstrate an understanding of infielding techniques and strategies.
2. Demonstrate the knowledge of the rules and official scoring for the sport.
3. Display competency in batting a pitched ball.

Minimum Qualification

Minimum Qualifications:	Physical Education (Masters Required)

Library

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

Santa Monica College
Course: NEW or Reinstatement KIN PE 56C - Intermediate-Advanced Track and Field

Course Cover	
Discipline	KIN PE-KINESIOLOGY PHYSICAL EDUCATION
Course Number	56C
Full Course Title	Intermediate-Advanced Track and Field
Catalog Course Description	This course is designed for students with prior experience in the sport of track and field. Students will learn about the javelin and triple jump as well as hurdles in events over 100 meters. Students will study body mechanics for running.
Rationale	With only two levels of track and field classes, students that wanted to continue in the sport were limited. This class along with an advanced level will enable them to study, train and participate through out their career at SMC.
Proposed Start	Year: 2020 Semester: Fall
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: 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 (pending review), CSU
IGETC Area:	Does NOT satisfy any area of IGETC:
CSU GE Area:	(pending review) CSU GE Area E: Lifelong Understanding and Self-Development
SMC GE Area:	Does NOT satisfy any area of SMC GE:

Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	-Kinesiology AA-T Degree -Athletic Coaching AS Degree/Certificate of Achievement

Course Objectives
Upon satisfactory completion of the course, students will be able to:
1. Demonstrate proper techniques for throwing the javelin.
2. Describe the timing and footwork necessary for the 200 and 400 meter hurdles.
3. Demonstrate the technique required for the triple jump.
4. Evaluate running technique and mechanics

Course Content	
10%	Javelin
10%	Triple Jump
10%	200 and 400 meter hurdles
50%	Participation and training for track and field events.
10%	Basics of plyometrics for track and field events.
10%	Mechanics of running
Total: 100%	

Methods of Presentation	
Methods	Critique Field Experience Group Work Lecture and Discussion Observation and Demonstration

Methods of Evaluation	
Methods	• 65% - Class Participation • 20% - Other Physical testing mid semester and at the end of the semester. • 15% - Written assignments • 100% - Total

Appropriate Textbooks	
Formatting Style	APA
Other	1. Handouts provided by the instructor. 2. NCAA Rules and Regulations for Track and Field, 2019

Assignments
1. Write a paper comparing the long jump, high jump and triple jump. What similarities do they have? How would training for each event be similar and differ? 2. Write a paper discussing the differences when putting the shot, throwing the javelin, and throwing the discus. Do the techniques cross over in any way? Would doing one event help an athlete in another? 3. Write a paper discussing how the events of the Olympic games have changed over time. What events were removed and what were added? Why?

Student Learning Outcomes
1. Demonstrate basic fundamentals for throwing the javelin.
2. Demonstrate an understanding of the proper technique for the triple jump.
3. Articulate the footwork and technique requirements for the 200 and 400 meter hurdles.

Minimum Qualification	
Minimum Qualifications:	Physical Education (Masters Required)

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

Santa Monica College
Course: NEW or Reinstatement KIN PE 56D - Advanced Track and Field

Course Cover	
Discipline	KIN PE-KINESIOLOGY PHYSICAL EDUCATION
Course Number	56D
Full Course Title	Advanced Track and Field
Catalog Course Description	This course is designed for students with prior competitive experience in track and field. Students will learn about the pole vault, race strategies for distance events and use of the starting blocks. Students will have the opportunity to specialize in specific events.
Rationale	Many students would like to train for track and field during their entire career at SMC. This class would enable them to specialize in their events of choice and participate for a fourth semester.
Proposed Start	Year: 2020 Semester: Fall
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: 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 (pending review), CSU
IGETC Area:	Does NOT satisfy any area of IGETC
CSU GE Area:	(pending review) CSU GE Area E: Lifelong Understanding and Self-Development
SMC GE Area:	Does NOT satisfy any area of SMC GE

Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	-Kinesiology AA-T Degree -Athletic Coaching AS Degree/Certificate of Achievement

Course Objectives
Upon satisfactory completion of the course, students will be able to:
1. Define the proper techniques for pole vaulting.
2. Compete in at least one track and field event.
3. Create a race plan for a middle distance or long distance athlete.
4. Use a starting block for a sprint.

Course Content	
10%	Pole Vault
15%	Starting blocks
65%	Participation, training and drilling for track and field events.
10%	Race strategies
Total: 100%	

Methods of Presentation	
Methods	Critique Field Experience Group Work

	Lecture and Discussion Observation and Demonstration

Methods of Evaluation	
Methods	• 65% - Class Participation Regular participation in class. • 15% - Exams/Tests Physical testing during the semester. • 10% - Final Performance Final test of abilities at the end of the semester. • 10% - Written assignments Written paper on track and field topic • 100% - Total

Appropriate Textbooks	
Formatting Style	APA
Other	1. Handouts from the instructor 2. NCAA Rules and Regulations for Track and Field, 2019

Sample Assignments

1. Write a paper discussing your year-round training program. Discuss your goals for the upcoming competitive season. What will be your priorities for the off-season and pre-season? What steps will you take towards reaching those goals? How will you measure your progress?
2. Find video online of the best athletes in your event. Write about the following:
   What aspects of their technique make them so good? Compare your technique to theirs. What flaws do you see in your technique that could be improved upon?

Student Learning Outcomes

1. Demonstrate an understanding of the basic techniques of the pole vault.
2. Demonstrate the fundamentals of using a starting block.
3. Demonstrate an understanding of race strategies.

Minimum Qualification	
Minimum Qualifications:	Physical Education (Masters Required)

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

Santa Monica College
Course: NEW or Reinstatement POST 23 - Sound Design

Course Cover	
Discipline	POST-POST PRODUCTION
Course Number	23
Full Course Title	Sound Design
Catalog Course Description	This course introduces the fundamentals of designing sound for digital media including film and television using a combination of practical and technological toolsets. Through a parity of theoretical and hands-on application, concepts will be disseminated and applied using industry-standard practices and equipment. Primary topics covered will include practical MIDI setup and implementation, basics of audio synthesis, exploration and use of digital Virtual Instruments, advanced signal processor controls and application as well as best practices for field and Foley recording.
Rationale	This course addresses an important gap in the current curriculum, and will be used to support the revised Digital Media A.S Degree and the new Certificate of Achievement in Digital Audio Post-Production. With the addition of this course, students will learn all the necessary procedures and processes of how the industry creates professional audio for digital media projects.
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: 3.00
Weekly Lecture Hours	Min: 2.00 (Sem: 36)
Weekly Laboratory Hours	Min: 1.00 (Sem: 18)
Weekly Arranged Hours	Min: 2.00 (Sem: 36)
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	-Digital Media AS Degree/Certificate of Achievement -Digital Audio Post-Production Certificate of Achievement (forthcoming)
Pre/Corequisites & Advisories	
Skills Advisory: POST 20	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Setup and configure software used for sound design creation	
2. Capture audio in-studio or in-field by employing recording best practices	
3. Implement noise reduction techniques to clarify recordings	
4. Identify and/or combine signal processors to yield desired results	
5. Utilize virtual instruments to achieve emotional expression	
6. Employ core sound physics concepts	
7. Develop audio layers to build sonic environments	
8. Communicate with directors, composers and sound editors using appropriate sound design terminology	
9. Deploy multiple sound design elements in sync with moving image	
10. Apply software tools to position sounds in space and time	

11. Enhance the creator's vision through sound design and sonic storytelling	
Arranged Hours Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Become more proficient in software used to design sound for moving images.	
Course Content	
5%	Introduction to Sound Design: crafting audio to enhance movement and emotion in digital image
5%	Fundamentals of Foley and Field Recording
5%	Introduction to Audio Synthesis
5%	Introduction to Virtual Instruments in Pro Tools
10%	Advanced Virtual Instruments: NI Reaktor
10%	Advanced Signal Processing 1: Routing- Aux and Sends
10%	Advanced Signal Processing 2: Enhance- Equalization, compression, harmonics
10%	Advanced Signal Processing 3: Movement- Pan, Doppler, Oscillation
10%	Advanced Signal Processing 4: Shape- Stretch, Pitch, Distort, Modulation
10%	Advanced Signal Processing 5: Space- Reverb, Delay, Chorus, Flange
10%	Advanced Signal Processing 6: Noise Reduction and Suppression
10%	Advanced Signal Processing 7: Automation
Total: 100%	
Lab Content	
100%	Hands-on Class project work
Total: 100%	
Arranged Hours Instructional Activities	
Methods	Lab
Other Methods	Using the computer laboratory and/or edit bays to apply course covered topics to their class projects. Concepts will be practiced in order to develop and create unique project sound design.
Methods of Presentation	
Methods	Lecture and Discussion Observation and Demonstration
Methods of Evaluation	
Methods	• 15% - Class Participation • 15% - Exams/Tests Midterm exam • 20% - Final Project • 40% - Projects 20% Sound Design Project 1 20% Sound Design Project 2 • 10% - Quizzes • 100% - Total
Appropriate Textbooks	
Formatting Style	APA
Textbooks	1. Cook, Frank. *PT110 for Pro Tools v12.8*, 12.8 ed. Avid , 2017, ISBN: 9320-65299-01.
Other	1. On line tutorials
Sample Assignments	
Sound Design Project 1: Record Foley and environmental elements needed for sound designing a two to five-minute live action clip. All sounds used must be from class Foley and Field recordings accept for production dialogue supplied by the instructor. Noise reduction and suppression will be applied to enhance production dialogue and recording quality. Audio Editing and Mixing Best Practices will be employed. The project and the final mix export will be submitted for assessment. **Sound Design Project 2:** Create specific and abstract sound design elements using Virtual Instruments for an animation clip. MIDI will be used to control software used to craft multiple elements and design layers. Additional	

elements from the sound effect library will be edited, placed and positioned to match image signal processors. Audio Editing and Mixing Best Practices will be employed. The project and the final mix export will be submitted for assessment.
Student Learning Outcomes
1. Exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities and adherence to the College Honor Code.
2. Demonstrate working knowledge of course concepts by using digital audio software to effectively process and design sound for visual media.

Minimum Qualification	
Minimum Qualifications:	Multimedia
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes

ADVISORY Checklist and Worksheet: POST 23, Sound Design
Proposed Advisory: POST 20, Digital Audio Editing

SECTION 1 - CONTENT REVIEW:

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

Advisory Worksheet

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: **POST 23**

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

A)	Record voice-over, music and sound effects tracks with time code from any source material.
B)	Sync all tracks and mix various sound tracks into one master track.
C)	Set up mikes for the proper recording of live voice or Foley work.
D)	Integrate audio with digital video.

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

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

1.	Record voice-over, music and sound effects tracks with time code from any source material.
2.	Sync all tracks and mix various sound tracks into one master track.
3.	Set up mikes for the proper recording of live voice or Foley work.
4.	Integrate audio with digital video.

		ENTRANCE SKILLS FOR: **POST 23**							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: **POST 20**	1	x							
	2		x						
	3			x					
	4				x				
	5								
	6								
	7								
	8								

Santa Monica College
Course: NEW or Reinstatement POST 24 - Audio Mixing for Visual Media

Course Cover	
Discipline	POST-POST PRODUCTION
Course Number	24
Full Course Title	Audio Mixing for Visual Media
Catalog Course Description	This course focuses on completing the visual experience through balancing and mixing of audio elements to support a moving image. Students will gain hands-on experience with the Avid S6 audio mixing worksurface, an industry-standard tool and essential for mixing audio to video. Students will be introduced to audio mixing best practices and apply these concepts to in-class and inter-disciplinary projects. Multi-channel and object-based mixing will be explored and utilized to enhance story and on-screen events. Additional topics covered include: fundamentals of room acoustics, advanced mixing automation and mix-specific signal processors. Advanced operational knowledge of Avid Pro Tools is required.
Rationale	This course addresses an important gap in the current curriculum, and will be used to support the revised Digital Media A.S Degree and the new Certificate of Achievement in Digital Audio Post-Production. With the addition of this course, students will learn all the necessary procedures and processes of how the industry creates professional audio for digital media projects.
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: 3.00
Weekly Lecture Hours	Min: 2.00 (Sem: 36)
Weekly Laboratory Hours	Min: 1.00 (Sem: 18)
Weekly Arranged Hours	Min: 2.00 (Sem: 36)
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	-Digital Media AS Degree/Certificate of Achievement -Digital Audio Post Production Certificate of Achievement (forthcoming)

Pre/Corequisites & Advisories

Skills Advisory: POST 23

Course Objectives

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

1. Effectively communicate with directors/producers to realize a sonic vision
2. Develop critical listening skills required for use in mixing multi-channel and spacial audio
3. Deploy advanced tools to control multiple parameters and audio elements
4. Apply surround and object-based mixing best practices to on and off-screen sound events
5. Demonstrate advanced Avid Pro Tools operation and use
6. Confidently operate core features of the Avid S6 work surface
7. Employ Avid audio software and hardware to create compelling audio mixes for moving images
8. Prepare all elements needed for mixing sound to image
9. Efficiently manage complex audio assets contained in a mix session
10. Deliver film and television industry compliant final mixes

Arranged Hours Objectives

Upon satisfactory completion of the course, students will be able to:	
1. Become proficient with the Avid S6 work surface	
Course Content	
5%	Fundamentals of Mixing sound to moving image
5%	Essentials of Room Acoustics
10%	Multi-channel and Object-Based Mixing
10%	Avid S6 Mixing Work Surface: Operation and Integration with Pro Tools
10%	Avid S6 Mixing worksurface: Mixing Techniques
10%	Pro Tools Mixing Workflows
10%	Mix Preparation
10%	Pre-Mixing and Pre-Dubbing: Simplifying the Mix
10%	Signal Processors for Mixing
10%	Advanced Mixing Automation
10%	Final Deliverables and Quality Control
Total: 100%	
Lab Content	
100%	Hands-on class projects
Total: 100%	
Arranged Hours Instructional Activities	
Methods	Lab
Other Methods	Students will apply class concepts using the Avid S6 work surface in the audio control room.
Methods of Presentation	
Methods	Lecture and Discussion Observation and Demonstration
Methods of Evaluation	
Methods	• 15% - Class Participation • 20% - Exams/Tests Midterm • 20% - Final Project • 35% - Projects 15% - Mixing project 1 20% - Mixing project 2 • 10% - Quizzes • 100% - Total
Appropriate Textbooks	
Formatting Style	APA
Textbooks	1. Fasier, Justin. *Essential Pro Tools 301: S6 Mixing Techniques*, ed. Avid, 2017
Sample Assignments	
Project 1: Select one of the instructor-supplied projects containing raw sound elements for Film mixing. Apply class concepts and workflows to prepare and mix sound to image. Final mixes will be discussed and presented to the class as well as submitted for assessment. **Project 2:** Select one of the instructor-supplied projects containing raw sound elements for Animation mixing. Apply class concepts and workflows to prepare and mix sound to image. Final mixes will be discussed and presented to the class as well as submitted for assessment.	
Student Learning Outcomes	
1. Exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities and adherence to the College Honor Code.	
2. Demonstrate working knowledge of course content through immersive mixing of sound to image.	
Minimum Qualification	
Minimum Qualifications:	Multimedia
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes

ADVISORY Checklist and Worksheet: POST 24 Audio Mixing for Visual Media
Proposed Advisory: POST 23, Sound Design

SECTION 1 - CONTENT REVIEW:

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

Advisory Worksheet

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: **POST 24**

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

A)	Setup and configure software used for sound design creation
B)	Capture audio in-studio or in-field by employing recording Best Practices
C)	Implement noise reduction techniques to clarify recordings
D)	Deploy multiple sound design elements in sync with moving image
E)	Apply software tools to position sounds in space and time
F)	Enhance the creator's vision through sound design and sonic storytelling

EXIT SKILLS (objectives) FROM: **POST 23**

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

1.	Setup and configure software used for sound design creation
2.	Capture audio in-studio or in-field by employing recording Best Practices
3.	Implement noise reduction techniques to clarify recordings
4.	Deploy multiple sound design elements in sync with moving image
5.	Apply software tools to position sounds in space and time
6.	Enhance the creator's vision through sound design and sonic storytelling

		ENTRANCE SKILLS FOR: **POST 24**							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: **POST 23**	1	X							
	2		X						
	3			X					
	4				X				
	5					X			
	6						X		
	7								
	8								

Santa Monica College
Course: NEW or Reinstatement POST 32 - Color Grading and Film Finishing

Course Cover	
Discipline	POST-POST PRODUCTION
Course Number	32
Full Course Title	Color Grading and Film Finishing
Catalog Course Description	This course introduces the process of finishing a film. Students will learn the normal workflow in post-production of converting all the original footage to lower resolution proxies for editing. Students will use industry-standard software to conform these proxies back to the original footage and prepare the footage for final color correction. Students will learn to analyze with technical scopes to adjust each shot, balance the exposure and contrast, adjust the color tint and saturation, and to correct any inconsistencies from one shot to another. This course will cover the technical as well as the aesthetics of film finishing with the use of professional monitoring equipment and industry-based control panels.
Rationale	This course addresses an important gap in the current curriculum, and will be used to support the revised Digital Media A.S Degree and the new Certificate of Achievement in Digital Video Post-Production. With the addition of this course, students will learn all the necessary procedures and processes of how the industry finishes professional digital media projects.
Proposed Start	Year: 2020 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: 2.00 (Sem: 36)
Weekly Laboratory Hours	Min: 1.00 (Sem: 18)
Weekly Arranged Hours	Min: 2.00 (Sem: 36)
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	-Digital Media AS Degree/Certificate of Achievement -Digital Video Post Production Certificate of Achievement (forthcoming), Digital Media

Pre/Corequisites & Advisories

Skills Advisory: ET 31B

Course Objectives

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

1. Setup and configure software for color correction
2. Conform proxies to full resolution footage
3. Analyze clips with visual scopes
4. Correct basic primary color balance
5. Select secondary levels of correction with isolating qualifiers
6. Create selection mattes and tracking movement
7. Output and transcode multiple versions
8. Utilize the hardware interfaces

Arranged Hours Objectives

Upon satisfactory completion of the course, students will be able to:	
1. Become more proficient with the software used to color grade a film project	
Course Content	
10%	Basic color theory for film and digital media
10%	Analysis of the image and color balance
10%	Overview of the conforming and finishing process
10%	Creating the primary correction
10%	Creating nodes and secondary correction
10%	Utilizing color scopes and meeting specifications for output
10%	Tracking and keyframing fo mattes and effects
10%	Working with Raw media, presets and LUTS
10%	Creating customized looks and color palettes
10%	Outputting and transcoding for distribution
Total: 100%	
Lab Content	
100%	Hands-on class project work
Total: 100%	
Arranged Hours Instructional Activities	
Other Methods	1. Hands-on with software in edit bays and computer lab. 2. Online tutorials
Methods of Presentation	
Methods	Lecture and Discussion Observation and Demonstration
Methods of Evaluation	
Methods	• 10% - Class Participation • 10% - Class Work • 20% - Final Project • 60% - Projects Six projects @10% each • 100% - Total
Appropriate Textbooks	
Formatting Style	APA
Textbooks	1. Saccone and Scoppettuolo. *The Definitive Guide to DaVinci Resolve*, ed. Blackmagic Design, 2018, ISBN: ISBN 13: 978-0-99939.
Sample Assignments	
Color Grading Project: The objective is to color correct a sequence of mixed footage containing archival black and white footage, poorly lit elements, footage shot with incorrect camera settings. **Conforming Workflow Project:** Using a collection of Raw High Resolution footage, create low resolution proxy files. These files will be edited into sequences which then have to be conformed back to the original HiRes footage, color graded and delivered in multiple formats for distribution.	
Student Learning Outcomes	
1. Exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities and adherence to the College Honor Code.	
2. Demonstrate working knowledge of course concepts by using color grading software and hardware to effectively process and output a finished digital media project.	
Minimum Qualification	
Minimum Qualifications:	Broadcasting Technology, Multimedia
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes

ADVISORY Checklist and Worksheet: POST 32 Color Grading & Film Finishing
Proposed Advisory: POST 30, Digital Video Editing

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: **POST 32**
(It is recommended that the student to be able to do or understand the following BEFORE entering the course)

A)	Apply the theories of editing to narrative and non-narrative works.
B)	Implement the complete post-production workflow from ingesting raw digital files, creating projects, prepping elements for editing, editing and finishing sequences within a shared network, outputting and compressing files for distribution.

EXIT SKILLS (objectives) FROM: **POST 30**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Apply the theories of editing to narrative and non-narrative works.
2.	Implement the complete post-production workflow from ingesting raw digital files, creating projects, prepping elements for editing, editing and finishing sequences within a shared network, outputting and compressing files for distribution.

		ENTRANCE SKILLS FOR: **POST 32**							
EXIT SKILLS From: **POST 30**		A	B	C	D	E	F	G	H
	1	x							
	2		x						
	3								
	4								
	5								
	6								
	7								
	8								

Santa Monica College
Course: NEW or Reinstatement RES TH 2A - Respiratory Therapy Fundamentals

Course Cover	
Discipline	RES TH-RESPIRATORY THERAPY
Course Number	2A
Full Course Title	Respiratory Therapy Fundamentals
Catalog Course Description	This course covers the structure and functions of respiratory therapy equipment. It acquaints students with most of the equipment used in the profession of respiratory care. Students are expected to be able to select, assemble, and correct malfunctions on most equipment used to provide respiratory care.
Rationale	To improve scheduling of lab and lecture sections.
Proposed Start	Year: 2019 Semester: Fall
Proposed for Distance Ed	No
Proposed for Global Citizenship	No

Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Weekly Laboratory Hours	Min: 0
Weekly Arranged Hours	Min: 0
Total Semester Instructional Hours	54.00
Total Outside-of-Class Hours	108.00
Repeatability	May be repeated 2 time(s)
Grading Methods	Letter Grade or P/NP

Transfer/General Ed	
Transferability	Transfers to CSU

Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	-Respiratory Therapy AS Degree

Pre/Corequisites & Advisories
Prerequisite: Admission to the ELAC/SMC Respiratory Therapy Program.

Course Objectives
Upon satisfactory completion of the course, students will be able to:
1. Differentiate between different forms of energy. Compare states of matter. Convert, define, list, calculate, use, and explain the physical properties of matter. Explain and describe various gas laws.
2. List microorganisms associated with healthcare-related infections, and describe various methodologies (pasteurization, disinfection, sterilization), including PPE used in infection controls. Identify components considered to be effective in surveillance of infection.
3. Differentiate between standard precautions and transmission-based precautions.
4. Compare the designs and identify the components of various regulators.
5. Explain the operational theories of different flowmeters.
6. Describe mechanism and natural physiologic humidification process throughout the respiratory tract.
7. Identify the indications, contraindications, and hazards associated with humidity therapy.
8. Describe how various types of humidifiers work.
9. Explain the physical characteristics, factors influencing aerosol deposition, and therapeutic indications for aerosol therapy
10. Identify special considerations for administering aerosol therapy.
11. Determine optimal technique for administering various types of nebulizers and how each device should be set up and maintained.

12. Describe how each type of device should be set up, used, and maintained.
13. Identify various devices used for lung expansion therapy; be familiar with the indications, contraindications, hazards and/or complications associated with the use of such devices; be able to provide proper patient instructions. Be familiar with these devices, including indications, contraindications, hazards, complications associated with these devices.
14. Identify and list various types of medical gas cylinders and colors. Compare operational principles of cylinder valves. Calculate gas volume and liquid oxygen supply. Manipulate manual resuscitators.
15. Recognize a normal airway and describe airway examination.
16. Describe techniques used to establish a patent airway in unconscious patients.
17. List complications associated with improper placement of pharyngeal airways.
18. Explain how to place supraglottic airways in unconscious patients. Describe proper steps in endotracheal intubation and identify three ways to confirm placement of an endotracheal tube. Name three devices used to aid endotracheal intubation of a difficult airway.
19. Discuss the most common problems facing intubated patients and identify strategies to avoid such complications.
20. Identify transtracheal or surgical airway equipment used to provide invasive ventilation.
21. Describe different ways to wean patients off tracheostomy tubes.
23. Be familiar with the applications, indications, contraindications, hazards and/or complications associated with NIPPV; be able to correctly set up the ventilator and properly select correct interface.
24. List the two primary power sources used in mechanical ventilators.
25. Differentiate the two pressure delivery modes of mechanical ventilation. Explain how a closed-loop ventilator can perform self-adjustment. Name three volume-displacement designs and three flow-control valves.
26. Describe the four phases of a breath. Explain various triggering mechanisms, including pressure, flow, and volume.
27. Apply Chatburn's classification for ventilator modes to define different modes.

Course Content	
5%	Basic physics for the respiratory therapy: Energy and matter, states of matter, physical properties of matter, gas laws, and fluid mechanics.
5%	Principles of infection control. Principles of clinical microbiology. Infection control methods: Surveillance, isolation, and precautions. Infection control in mass casualty scenarios.
5%	Administering medical gases: Regulators, flow meters, and controlling devices
11%	Devices for administering medical gases: Humidity and aerosol therapy.
12%	Lung-expansion devices: Incentive spirometers, intermittent positive pressure breathing (IPPB) devices.
5%	Positive airway pressure (PAP) devices. Chest physiotherapy devices. High-frequency oscillation devices. Mechanical insufflation-exsufflation.
5%	Manufacture, storage, and transport of medical gases. Properties of medical gases.
20%	Airway management, anatomy, and examination.Establishing a patent airway. Supraglottic airway devices. Oropharyngeal airways. Nasopharngeal airways. Subglottic airway devices. Endotracheal tubes. Aids to endotracheal intubation. Complications of intubation. Confirmation of tracheal intubation. Adjuncts to endotracheal intubation. Specialized endotracheal tubes. Surgical airway devices. Tracheostomy tubes. Equipment used to manage artificial airways.
12%	Noninvasive ventilation.
20%	Introduction to ventilators: Physical characteristics of ventilators, power sources, input power, pressure delivery control systems and circuits, and drive mechanisms. Additional devices used during patient ventilation. Basic components of breath delivery: Model description of shared work of breathing phases of a breath (phase variables). Beginning of inspiration: The trigger variable and inspiratory phase. Termination of the inspiratory phase: Cycling mechanics. Expiratory phase: Baseline variable, basic modes of ventilation, Chatburn's classification of ventilator modes, common clinical terminology for modes of ventilation. Additional modes of ventilation.
Total: 100%	

Methods of Presentation

Methods	Group Work Lecture and Discussion Observation and Demonstration

Methods of Evaluation

Methods	• 30% - Exams/Tests • 30% - Final exam • 20% - Oral Presentation • 5% - Other • 15% - Quizzes • 100% - Total

Appropriate Textbooks

Formatting Style	APA
Textbooks	1. Cairo, J.M. *Mosby's Respiratory Care Equipment*, ed. Mosby, 2014

Sample Assignments

Working together with your laboratory partner, teach the following skills: Incentive spirometry and use of a metered dose inhaler (with and without a spacer). Once you have completed the instruction, document the procedure. Ask your laboratory instructor to check your documentation for correct use of abbreviations, clarity, and brevity.

As a respiratory therapist, you have just completed an assessment on a patient having difficulty breathing and relayed your treatment suggestion to a physician. A physician disagrees with your suggestion and orders 5 mg of albuterol sulfate to be delivered every hour. Briefly describe how you would assess and handle this situation. What further recommendations would you make?

Student Learning Outcomes

1. Explain relevant applications, principles of operation, indications, limitations, and hazards associated with respiratory care equipment
2. Explain indications of noninvasive and invasive mechanical ventilation.

Minimum Qualification

Minimum Qualifications:	Respiratory Technician - Masters in Respiratory Care, or Master's level degree. At least four years of clinical experience in ICU, preferably in university hospital.

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 VAR PE 11C - Intersession Intercollegiate Strength and Conditioning

Course Cover	
Discipline	VAR PE-VARSITY INTERCOLLEGIATE SPORTS
Course Number	11C
Full Course Title	Intersession Intercollegiate Strength and Conditioning
Catalog Course Description	This course covers sport specific strength and conditioning protocols related to improving conditioning, muscular strength, power, agility, and speed. This physical preparation course is recommended for those students that plan on participating on the intercollegiate varsity team.
Rationale	This course would specifically address the needs of student-athletes during their intersession (winter and summer) preparation. Both the summer and winter terms are specific time periods that require different training program design as each class meets four days a week. The increasing competition in California Community College Athletics necessitates this course to provide student-athletes the ability to increase individual and team performance through sport specific injury prevention, and sport specific strength and conditioning with technical and tactical pedagogy.
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: 1.00
Weekly Lecture Hours	Min:
Weekly Laboratory Hours	Min: 3.00 (Sem: 54)
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	54.00
Load Factor	0.88
Load Factor Rationale	Daily journal evaluation by instructor outside of class, along with numerous outside assignments to grade and give feedback on.
Repeatability	May be repeated 2 time(s)
Grading Methods	Letter Grade or P/NP

Transfer/General Ed	
Transferability	Transfers to UC (pending review), CSU
IGETC Area:	Does NOT satisfy any area of IGETC:
CSU GE Area:	(pending review) CSU GE Area E: Lifelong Understanding and Self-Development
SMC GE Area:	Does NOT satisfy any area of SMC GE:

Program Applicability	
Designation	Credit - Degree Applicable

Course Objectives
Upon satisfactory completion of the course, students will be able to:
1. Display appropriate levels of aerobic and anaerobic fitness.
2. Demonstrate improvement in strength and power.
3. Explain safety protocols regarding the use of multi-joint exercises in the weight room.
4. Exhibit proficiency with sprinting and change of direction technique.
5. Understand how to implement various recovery modalities and techniques into a training routine.

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

Course Content	
5%	Performance testing · Conditioning

	· Weight and body fat · Speed · Agility · Power · Strength
5%	Nutrition discussion · Body composition · Increased muscle mass · Weight loss
10%	Safety and technique fundamentals · Proper use of equipment · Lifting and spotting fundamentals · Injury prevention protocols · Overtraining · Body position and movement efficiency
45%	Sport-specific strength, speed, and power training program · Mobility and flexibility training · Speed specific movement preparation drills · Plyometric training · Speed training: sport-specific · Change of direction and agility training · Power development · Strength training
15%	Recovery methodologies and modalities · Soft tissue regeneration · Flexibility and mobility · Discussion on how to incorporate these methods pre-practice and on the athlete's personal time
20%	Energy system development · Specific to the sport and position · Aerobic base · Alactic power and capacity development · Lactate threshold training
Total: 100%	
Lab Content	
100%	Practical work demonstrating learned skills.
Total: 100%	
Methods of Presentation	
Methods	Group Work Lab Lecture and Discussion Observation and Demonstration Projects
Methods of Evaluation	
Methods	• 55% - Class Participation daily journal/workout log including the instructor evaluating these workout journals between class sessions • 15% - Final Project Final Project: analysis of performance tests • 15% - Performance Performance tests during the semester • 15% - Projects Mid-semester Project: Recovery Plan: students will be asked to generate a specific plan to enhance mobility/flexibility on their own time as well as planned recovery sessions (soft tissue work, swimming, light cardio, etc.)

	• 100% - Total

Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	1. Boyle, M. *New Functional Training for Sports*, ed. Human Kinetics, 2016, ISBN: 1492530611.

Sample Assignments

1. Chart your results from various performance tests (power, strength, speed) and propose strategies to improve these training parameters.
2. Mid-term project: design and implement a recovery protocol that would be implemented on your own during off days (non-class days).
3. Final project: include a written analysis comparing pre- and post-tests data, and discussion regarding how the improvements will impact the next sporting season.

Student Learning Outcomes

1. Create a training program that can be executed once or twice a week on their own to help improve performance metrics based on testing.
2. Demonstrate a level of skill related-fitness components (speed, power, agility, reaction time, balance and coordination).
3. Assess and determine the quality of their state of conditioning both aerobically and anaerobically.

Minimum Qualification	
Minimum Qualifications:	Coaching - CSCS - certified strength and conditioning specialist

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

Santa Monica College
Course Outline for ANIMATION 3, 3D Fundamentals

Course Title: 3D Fundamentals 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: 2.00 Arranged: 1.00
Date Submitted: May 2011
Date Updated: February 2019
Transferability: Transfers to CSU
Degree Applicability: Credit - Degree Applicable
Pre/Corequisite/Skills Advisory:: None

I. Catalog Description

This introductory course provides a basic overview of the tools used in the creation of 3D digital animation. Topics covered include modeling, character rigging, animation, shading, lighting and rendering. This course emphasizes the fundamental concepts of 3D digital animation as well as an understanding of the software. In addition to completing weekly exercises, students will apply the skills they learn to create an individual project.

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. Maya. Autodesk, 2018 ed. (Educational license is free for three years.)
2. Learning materials will be provided by the instructor, using current industry-standard resources.

III. Course Objectives

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

1. Demonstrate an understanding of 3D concepts and terminology.
2. Model and rig a simple character.
3. Model, texture and light a simple 3D environment.
4. Animate a character within a 3D environment.
5. Apply traditional animation techniques to 3D animation.

IIIb. Arranged Hours Objectives:

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

1. Use the Maya interface in a proficient manner.

IV. Methods of Presentation:

Lecture and Discussion , Observation and Demonstration , Online instructor-provided resources , Projects

IVb. Arranged Hours Instructional Activities:

Other (Specify): Complete video tutorials related to using the Maya software interface.

V. Course Content

% of course	Topic
6%	3D pipeline overview & software interface basics
6%	3D animation toolset overview
13%	3D modeling
6%	Hierarchies and path animation
6%	3D character rigging
19%	3D character animation
6%	Constraint animation
6%	Cameras & staging
6%	Lighting
6%	Shading

6%	UV mapping
6%	Texturing
6%	Rendering & effects
100%	Total

Vb. Lab Content:

% of course	**Topic**
100%	In-class exercises and projects.
100%	Total

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

Percentage	Evaluation Method
10 %	Quizzes
50 %	Projects - 10 Class projects
10 %	Class Participation
30 %	Final Project
100 %	Total

VII. Sample Assignments:

Assignment 1 - Bouncing Ball Animation
Objective: Use a primitive sphere to create a 60 frame animation of a ball bouncing three times from left to right along the positive X axis of worldspace.
Procedure:
Create a new scene in Maya.
Set animation preferences for real-time playback at 30fps.
Create a NURBS sphere and adjust its pivot point along the world's Y axis to the base of the object.
Keyframe the X and Y translation attributes of the sphere to create key poses of the ball bouncing.
Use the Graph Editor to modify the timing of the animation.
Keyframe the scale attributes of the sphere to add the secondary effect of squashing on impact.
Playblast the animation.

Assignment 4 - Hierarchies and Path Animation
Objective: Use the polygonal model of the airplane from Assignment 3 to create a simple path animation.
Procedure:
Create the proper animation hierarchy for the airplane model.
Use the Sculpt Geometry tool to shape the background terrain using a NURBS plane with 24 divisions.
Create a NURBS curve as the motion path for the airplane.
Edit the timing of the path animation to add acceleration and deceleration.
Add secondary motion of the airplane banking into the turns.
Attach a camera to a second motion path that follows the airplane.

VIII. Student Learning Outcomes

1. Students will exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.
2. Students will demonstrate mastery of the course content by creating effective and original 3D animations.

Santa Monica College
Course Outline for ANIMATION 32, Digital Previsualization

Course Title: Digital Previsualization 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: 1.00 Arranged: 2.00
Date Submitted: February 2016
Date Updated: March 2019
C-ID: CCC000578503
Transferability: Transfers to CSU
Degree Applicability: Credit - Degree Applicable
Pre/Corequisite: None
Skills Advisory: ANIM 30

I. Catalog Description

In this course, digital previsualization will be covered through the process of using virtual cameras, characters and environments to visualize complex shots or sequences before final production begins. Students will use digital tools along with traditional filmmaking techniques to create compelling 3D cinematic sequences for entertainment projects. Topics covered include shot composition, camera rigging and movement, staging, timing, and editing.

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. Directing the Camera: How Professional Directors Use a Moving Camera to Energize Their Films, Bettman, G., Michael Wiese Productions © 2014

III. Course Objectives

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

1. Describe the function of previsualization as it is used in the entertainment industry.
2. Apply visual communication principles to narrative storytelling.
3. Construct a cinematic sequence using virtual cameras, characters and environments.

IIIb. Arranged Hours Objectives:

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

1. Demonstrate proficiency using industry-standard design software applications.

IV. Methods of Presentation:

Observation and Demonstration , Critique , Lecture and Discussion

IVb. Arranged Hours Instructional Activities:

Online instructor-provided resources

V. Course Content

% of course	Topic
10%	Principles of cinematography: shot composition, lens selection, and camera dynamics.
5%	Overview of previsualization workflow.
10%	Working with 3D assets.
15%	Animation blocking.
10%	Camera rigging.
25%	Camera staging and movement.
20%	Editing and timing.
5%	Lighting and effects.
100%	Total

Vb. Lab Content:

% of course	Topic
100%	In-class exercises.
100%	Total

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

Percentage	Evaluation Method
50 %	Projects - 5 Projects
20 %	Class Participation
30 %	Final Project
100 %	Total

VII. Sample Assignments:

Animation Blocking Assignment:
Using the script/storyboards and 3D assets provided, begin blocking out the sequence by setting key poses on all characters and moving elements. Focus on choreographing the main action of the sequence rather than on selecting specific shots or camera angles.

VIII. Student Learning Outcomes

1. Exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.
2. Demonstrate mastery of the course content by creating an effective digital previsualization sequence.

ADVISORY Checklist and Worksheet: ANIM 32, Digital Previsualization
Proposed Advisory: ANIM 30, Intermediate 3D Animation

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: **ANIM 32**
(It is recommended that the student to be able to do or understand the following BEFORE entering the course)

A)	Analyze movement and body mechanics.
B)	Understand the natural laws of physics as they apply to character animation.
C)	Apply the principles of animation to biped and quadruped characters.

EXIT SKILLS (objectives) FROM: **ANIM 30**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Analyze movement and body mechanics.
2.	Understand the natural laws of physics as they apply to character animation.
3.	Apply the principles of animation to biped and quadruped characters.

	ENTRANCE SKILLS FOR: **ANIM 32**								
EXIT SKILLS From: **ANIM 30**		A	B	C	D	E	F	G	H
	1	x							
	2		x						
	3			x					
	4								
	5								
	6								
	7								
	8								

Santa Monica College
Course Outline for ANIMATION 85, Animation Studio

Course Title: Animation Studio 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: 2.00 Arranged: 1.00
Date Submitted: May 2011
Date Updated: February 2019
Transferability: Transfers to CSU
Degree Applicability: Credit - Degree Applicable
Pre/Corequisite(s): None
Skills Advisory(s): ANIM 21 or ANIM 31 or ANIM 37

I. Catalog Description

This course covers the design and production of an individual portfolio for transfer or entry-level employment in the animation industry. Students may collaborate in small groups or work individually, but each student will be responsible for developing an effective portfolio from original content. Projects may focus on any aspect of 2D or 3D animation production.

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. Online resources provided by the instructor.

III. Course Objectives

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

1. Develop an individual portfolio from original content.
2. Identify and resolve potential problems early in the development process.
3. Create content that reflects the entry-level skill set necessary for a chosen aspect of 2D or 3D animation production.
4. Demonstrate the ability to work within deadlines.
5. Build an effective and professional online presence to showcase original work.

IIIb. Arranged Hours Objectives:

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

1. Research advanced production techniques for creating original content.

IV. Methods of Presentation:

Critique , Lecture and Discussion , Observation and Demonstration

IVb. Arranged Hours Instructional Activities:

Online instructor-provided resources

V. Course Content

% of course	Topic
10%	Transfer or employment research
10%	Portfolio planning and organization
30%	Content creation
30%	Content revision and refinement
20%	Online portfolio development
100%	Total

Vb. Lab Content:

% of course	Topic
100%	In-class work

100%	Total

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

Percentage	Evaluation Method
30 %	Projects - Midterm Critique
20 %	Class Participation
20 %	Class Work
30 %	Final Project
100 %	Total

VII. Sample Assignments:

Job Research Assignment:
Upload a link to a recent job posting related to the animation industry. The position should be considered entry-level, and the posting should list the specific skills needed.

Portfolio Research Assignment:
Upload a link to an online portfolio that you believe effectively demonstrates the skills related to your job posting. Be prepared to speak about the strengths and weaknesses of the portfolio you select in terms of both content and organization.

VIII. Student Learning Outcomes

1. Students will exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities and adherence to the College Honor Code.
2. Students will demonstrate mastery of the course content by developing an effective portfolio of original content for transfer or entry-level employment in the animation industry.

ADVISORY Checklist and Worksheet: ANIM 85, Animation Studio
Proposed Advisory: ANIM 21, Advanced 2D Animation

SECTION 1 - CONTENT REVIEW:

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

Advisory Worksheet

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: **ANIM 85**

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

A)	Animate digital characters using the principles of timing, posing and staging.
B)	Create believable character performances that display thought and emotion.

EXIT SKILLS (objectives) FROM: **ANIM 21**

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

1.	Animate digital characters using the principles of timing, posing and staging.
2.	Create believable character performances that display thought and emotion.

		ENTRANCE SKILLS FOR: **ANIM 85**							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: **ANIM 21**	1	X							
	2		X						
	3								
	4								
	5								
	6								
	7								
	8								

ADVISORY Checklist and Worksheet: ANIM 85, Animation Studio
Proposed Advisory: ANIM 31, Advanced 3D Animation

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: **ANIM 85**
(It is recommended that the student to be able to do or understand the following BEFORE entering the course)

A)	Animate digital characters that exhibit realistic emotions.
B)	Apply the basic principles of acting to 3D character animations.
C)	Create effective facial and lip-synch animation based on recorded dialogue.

EXIT SKILLS (objectives) FROM: **ANIM 31**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Animate digital characters that exhibit realistic emotions.
2.	Apply the basic principles of acting to 3D character animations.
3.	Create effective facial and lip-synch animation based on recorded dialogue.

	ENTRANCE SKILLS FOR: **ANIM 85**								
EXIT SKILLS From: **ANIM 31**		A	B	C	D	E	F	G	H
	1	X							
	2		X						
	3			X					
	4								
	5								
	6								
	7								
	8								

ADVISORY Checklist and Worksheet: ANIM 85, Animation Studio
Proposed Advisory: ANIM 37, 3D Character Creation

SECTION 1 - CONTENT REVIEW:

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

Advisory Worksheet

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: **ANIM 85**

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

A)	Describe aesthetic and practical principles of character creation.
B)	Create digital characters that will function effectively in game or film production pipelines.

EXIT SKILLS (objectives) FROM: **ANIM 37**

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

1.	Describe aesthetic and practical principles of character creation.
2.	Create digital characters that will function effectively in game or film production pipelines.

		ENTRANCE SKILLS FOR: **ANIM 85**							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: **ANIM 37**	1	X							
	2		X						
	3								
	4								
	5								
	6								
	7								
	8								

Santa Monica College
Course: DE for non-DE course ANTHRO 1 - Physical Anthropology

Course Cover	
Discipline	ANTHRO-ANTHROPOLOGY
Course Number	1
Full Course Title	Physical Anthropology
Catalog Course Description	A survey of human biology, this course focuses on human origins and evolution by investigating the major aspects of physical anthropology including Mendelian and human genetics, primate and hominid evolutionary processes, contemporary human variability and facets of primate ethology and human behavior that make our species unique in the animal kingdom.
Rationale	Update Anthro 1 for DE. This will be the first online anthropology class offered at SMC.
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	3-hour lecture format
Repeatability	May be repeated 0 time(s)
Maximum Enrollment	30
Grading Methods	Letter Grade or P/NP

Transfer/General Ed	
Transferability	Transfers to UC, CSU
IGETC Area:	IGETC Area 5: Physical and Biological Sciences 5B: Biological Science
CSU GE Area:	CSU GE Area B: Scientific Inquiry and Quantitative Reasoning B2 - Life Science
SMC GE Area:	GENERAL EDUCATION PATTERN (SMC GE) Area I: Natural Science

Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	-Anthropology AA-T Degree

Pre/Corequisites & Advisories

Skills Advisory: Eligibility for English 1

Course Objectives

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

1. Explain the role of physical anthropology within the broader context of the discipline of anthropology.
2. Explain the history and development of biological evolutionary theory.
3. Explain the scientific method and scientific inquiry.
4. Identify evolutionary mechanisms responsible for human variation.
5. Understand the principles of genetics including Mendelian, molecular, and population genetics.
6. Understand the taxonomy of primates, as well as their behavioral and biological adaptations.
7. Analyze and interpret the hominin fossil record and understand the dating methods used to date fossils.

Course Content	
5%	Anthropological perspective (4 field approach).
10%	Historical context of biological evolutionary thought.
10%	Scientific method.
15%	Mendelian, molecular and population genetics.
15%	Evolution (microevolution and macroevolution), mechanisms: gene flow, non random mating, mutation, natural selection, genetic drift.
15%	Comparative primate anatomy, primate adaptations and behavior, and primate taxonomy.
15%	The interaction between evolutionary mechanisms and culture in shaping modern human biological variation.
15%	Fossil record - evidence for human evolution.
Total: 100%	

Methods of Presentation	
Methods	Lecture and Discussion Other
Other Methods	Lecture, lecture-discussion, PowerPoint presentations, Video - DVD, Computer problem sets, presentations, internet sites.

Methods of Evaluation	
Methods	• 10% - Class Participation • 60% - Exams/Tests 3 Midterm Exams • 20% - Final exam Cumulative Final Exam • 10% - Homework • 100% - Total

Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Larsen, Clark. *Essentials of Physical Anthropology* , 4 ed. W. W. Norton & Company, 2018, ISBN: 978-0393667431.	
2. Jurmain, Robert et al. . *Essentials of Physical Anthropology*, 10 ed. Wadsworth Publishing, 2016, ISBN: 978-1305633810.	
3. Stein, Philip and Bruce Rowe. *Physical Anthropology*, 11 ed. McGraw-Hill Education, 2013, ISBN: 978-0078035036.	

Sample Assignments

Sample Assignment #1: Dating Technology
You have just joined a team of paleoanthropologists working in Ethiopia, where you have been asked to evaluate the age of two sites. Site A was dug several years ago, Site B is currently undergoing investigation.
This is what you know about site A.
Level 1—sandy material with broken pottery
Level 2—hard soil, with skeletal remains of pigs, baboons, and some small rodents and pottery remains
Level 3—nothing but some crystalline rocks, no human or animal remains
Level 4—modern human and pig skeletal remains, igneous rocks, pottery
Level 5—thick layer of hard soils
Level 6—early hominin fossils
Level 7—thin layer of volcanic ash
Level 8—early anthropoid and small mammal skeletal remains
Level 9—thin layer of volcanic ash
Level 10—granite bedrock

1. What relative dating technique will tell you whether Level 4 or Level 9 is older?
2. What absolute dating technique will tell you the age of Level 8?
3. Describe all the dating techniques that you can apply to determine the ages of the following levels.

1. Level 2
2. Level 3
3. Level 4
4. Level 5

4. Supposing you find out that Level 9 dates to 38 myr. What epoch of the Cenozoic Era do the fossils in Level 8 come from?
5. Your hominin expert tells you the remains found in Level 6 belong to an australopithecine. How can you determine the maximum age of these fossils?
    1. This is what you know about Site B:
       Level 1—sandy soil
       Level 2—hard dense soil
       Level 3—remains of a village with human skeletal remains, pottery and bits of wood
       Level 4—metamorphic rock
       Level 5—remains of pig, baboon and small rodents
       Level 6—hard dense soil
       Level 7--early hominin remains
       Level 8--sea shell, coral, and deep sea sediment
       Level 9—granite bedrock
6. What relative dating technique can be used to date Levels 5 and 7?
7. What absolute dating method can be used to date Level 3?
    1. Anthro 1 Sample Exercise #2: Primate Behavior Exercise
    2. Take a trip to the Los Angeles Zoo to observe living primate species. Pick one of the primate groups a spend 1 hour observing the behavior of these individuals.
    3. Begin your exercise by filling out the identification portion of the recording form passed out in class.
        1. Identify both the common and scientific names of the group you have chosen. Then identify their taxonomy by listing the names of their superfamily, infraorder, and suborder affiliations.
        2. Describe the anatomical characteristics of this species, with respect to the expression of the primate characteristics.
        3. Determine the group composition (Number of adults, juveniles, infants, males and females).
        4. Identify up to five individuals by assigning them names. These are the animals whose behavior you will be assessing.
    4. Conduct ten 5 minute scans of the group, observing the behavior of each of the individuals in your group. After each 5 minute scan, record the behaviors for each individual on your recording form. Record the following categories of behavior:
        1. E eating
        2. M moving about (walking, running, leaping)
        3. R resting
        4. F friendly interactions (Grooming, Huddling, Playing)
        5. A aggressive interactions (Fighting, Chasing, Threat displays)
        6. S Sexual Behavior
    5. Note which individuals are engaged in interactive behaviors. It is equally informative to note which individuals avoid each other. Use your own judgment about whether a behavior is friendly or aggressive.
8. Construct an activity budget for each animal by calculating the percentage of time each animal spent engaged in each of the behaviors you observed.
9. Write a 1–2 page essay summarizing your observations. Comment on any problems you encountered and how you dealt with them. Discuss the ways in which the behavior of non-human primates was similar or different from that of humans. Attach your recording form to the essay and turn both in.

Student Learning Outcomes

1. Demonstrate an understanding of the mechanisms underlying the processes of evolution, including natural selection, genetic drift and gene flow.

2. Demonstrate an understanding of how primates are classified and their major behavioral and biological adaptations.

3. Demonstrate the capability of judging the consequences of evolution through the appraisal of human variation, human osteology, primatology, and the primate and hominin fossil record.

Minimum Qualification

Minimum Qualifications:	Anthropology (Masters Required)
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes
Distance Ed **Distance Education Application**	
Delivery Methods	Fully Online
Distance Education Quality	
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
Guidelines and Questions for Curriculum Approval of a Distance Education Course **Student Interactions**	
Student-Instructor Interaction	The instructor will create brief weekly videos (posted on the LMS) that provide students with an overview of the topics/assignments/exams/other tasks that will be covered that week. The instructor will send an initial welcome letter and then a minimum of one weekly email to the class with important reminders, clarifications (if needed), and any article/video links related to new scientific findings. There will be a FAQ Discussion Thread on the LMS where students can post any questions they have about the subject matter or specific assignments, and the instructor will respond to those posts within 48 hours (holidays excepted). Other students will also be able to answer and comment on their peer?s posts. The instructor will answer student emails within 48 hours (holidays excepted). The instructor will be available to communicate instantaneously with students during online office hours (via email, the live chat function of a LMS, or a teleconferencing platform such as Zoom). The instructor will provide individualized feedback on the assignments for each student. The instructor will also do a mid-term ?check-in? with each student that reviews their current grade and offers suggestions for how the student may do better in the course. Grades will be recorded on the LMS and updated weekly so that students can see their current standing in the course.
Student-Student Interaction	There will be weekly discussion forum assignments where students will have to post on a specific topic, and they will be required to respond to the posts of at least two peers. There will be a FAQ Discussion Thread on the LMS where students can post any questions they

	have about the subject matter or specific assignments. While all of these posts will be addressed by the instructor, other students will also have the opportunity to answer and comment on their peers' posts. Students can also use the FAQ Discussion Thread to directly communicate with each other (e.g., to form study groups or share resources).
Student-Content Interaction	The course will be divided into weekly units with assignments due each week. Topical information will be conveyed via a variety of formats: assigned reading from the textbook, the instructor's PowerPoint (or equivalent software) slides, and video narrations of these slides that explain the information (as in a traditional lecture). Weekly assignments will include answering questions, filling out worksheets, discussion threads, and formative quizzes.

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Online Lecture	Online slide presentations (i.e. PowerPoint), including notes and/or videos of the instructor explaining the slides and content. Also reading assignments from an online text with links to external content.	20%
Videos	Students will be required to view and comment upon online videos assigned by the instructor	10%
Exams	Online formative quizzes will be given after every unit. There will be 3 midterm exams and a cumulative final exam.	30%
Written assignments	Students will complete written assignments and exercises to assist them with reviewing and mastering the course concepts.	20%
Threaded Discussions	Students will be required to respond to questions and comments posted both by the instructor and other students	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 will be divided into weekly units. Each unit will be broken down into smaller activities including reading assignments, an instructional slides (i.e. PowerPoint) presentation, video presentation/animation, a graded assignment, a threaded discussion, and a formative quiz. Study guides will be provided for each weekly unit to prepare students for the formative quizzes and exams. There will be 3 midterm exams and a cumulative final.

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.)

Familiarity with Canvas or another Learning Management System (LMS). The instructor needs to know how to communicate with students in an online fashion, how to create exams and quizzes to minimize the chance for academic dishonesty, and how to organize online classes so that students may gain a similar learning experience as that in the on-ground class. This support may be provided by the Faculty/Staff Technology Resources Lab and FAC 101 at SMC.

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 will be introduced to and provided with links to the following student support services:

- Canvas: http://www.smc.edu/ACG/DistanceEducation/Canvas/Pages/Canvas-at-SMC.aspx
- Center for Students with Disabilities: http://www.smc.edu/StudentServices/DisabilityResources/Pages/default.aspx
- Financial Aid: http://www.smc.edu/EnrollmentDevelopment/FinAid/Pages/default.aspx
- Science Tutoring Center: http://www.smc.edu/AcademicPrograms/Tutoring/Pages/Science-Tutoring.aspx
- Student Health Services Center: http://www.smc.edu/StudentServices/SHSC/Pages/default.aspx
- The Center for Wellness and Wellbeing (Psychological Services): http://www.smc.edu/StudentServices/CenterWellnessWellbeing/Pages/default.aspx
- Academic Counseling: http://www.smc.edu/StudentServices/Counseling/Pages/default.aspx

- Student Life/Associated Students: http://www.smc.edu/StudentServices/Counseling/Pages/default.aspx
- Bookstore: https://bookstore.smc.edu/
- Library: http://www.smc.edu/AcademicAffairs/Library/Pages/default.aspx
- Anthropology Program: http://www.smc.edu/AcademicPrograms/EarthScience/Pages/Anthropology-Program.aspx
- AA-T Degree in Anthropology: http://www.smc.edu/AcademicPrograms/EarthScience/Documents/aa-t_anthropology.pdf
- American Anthropological Association: https://www.americananthro.org/

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.

Online lecture presentations and assignments will be made accessible by incorporating design features such as alternative text, headings for data tables, and skip navigation. Links to additional accessible materials will be provided. The instructor will provide students with the links to campus services described in Section 5 (Student Support).

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.).

Online Discussion Thread based on Objective #6: Understand the taxonomy of primates, as well as their behavioral and biological adaptations.

?My Favorite Monkey? Discussion

Part 1:
Choose your favorite monkey! Using your textbook or an online resource, prepare a discussion post (minimum word count = 200) that contains the following information:
- An image of the monkey
- Its common and genus/species names
- Whether it belongs to the Platyrrhines or Catarrhines, and its taxonomic Family (either Colobines or Cercopithecines for the Catarrhines, and Atelidae, Pithecidae, Cebidae, or Callitrichidae for the Platyrrhines)
- The geographic area where the monkey is found (continent(s) and countries)
- Its physical and behavioral traits
- Why you find this species to be a particularly interesting monkey
- If you use any online or external sources, be sure to include the link or proper citation at the end of your post

Part 2:
Reply to at least two posts written by your classmates and comment on what you find most interesting about the monkey that was described. The word count for each reply should be approximately 50 words.

Assessment Best Practices

10%-**Assignments** - Weekly assignments that assist with student comprehension and mastery of the course material, such as written descriptions and examples of unit topics and identification of key concepts based on pictures and visual aids. Assessment based on completion, quality of work, and accuracy of responses.
50%-**Midterm Exams** - 3 timed exams that will focus on a 5-week section of the course. Exams may only be taken once to assess student comprehension of the course material.
10%-**Formative Quizzes** - Untimed quizzes that may be repeated multiple times so that students can assess their comprehension of the course material.
20%-**Final Exam** - Cumulative exam that may only be taken once to assess student comprehension of the course material.
10%-**Threaded Discussions** - Weekly discussion threads where students must participate in class discussions by responding to discussion prompts related to the lecture topics, as well as replying to the posts of other students. Assessed by clarity and logic of the post, use of appropriate examples, and meeting a minimum word count.

Child and Adolescent Development
Associate in Arts for Transfer (AA-T)

The Child and Adolescent Development degree provides a comprehensive understanding of a broad range of human development domains including social, cognitive, physical, and culture from birth thru adolescence. The degree provides broad undergraduate preparation for students interested in child and adolescent care, as well as a variety of youth-related social service careers.

The Child and Adolescent Development degree is designed for students who intend to work with children, youth and their families in social work, community-based settings, in preparation for elementary or secondary education services, counseling, developmental psychology and non-profit agencies.

This AA-T degree will prepare students for transfer to a similar CSU degree, as well as graduate study in disciplines such as child development, counseling, developmental psychology, and social work.

Program Learning Outcomes:
Upon completion of the program, students will be able to assess how socialization and culture impact the lives of children and families.

Upon completion of the program, students will be able to evaluate different perspectives that affect the growth and socialization experiences of infant, children and adolescents.

Upon completion of the program, students will be able to examine the physical/ motor, social/ emotional, cognitive, communication/language and cultural influences on development.

Area of Emphasis (19 units)

Required Core Courses:
Complete all the following courses

ECE 11, Child, Family and Community (3)
MATH 54, Elementary Statistics (4)
PSYCH 1, General Psychology (3)
PSYCH 11, Child Growth and Development (3)
PSYCH 19, Lifespan Human Development (3)

List A: Select One Course
it is highly recommended that students take ECE 46.

BIOL 3, Fundamentals of Biology (4)
ECE 46, Infant and Toddler Development (3)
HEALTH 10, Fundamentals of Healthful Living (3)
or
ECE 64, Health, Safety, and Nutrition for Young Children (3)
MUSIC 30, Music History I (3)
or
MUSIC 31, Music History II (3)
or
MUSIC 32, Appreciation of Music (3)
PHILOS 5, Contemporary Moral Conflicts (3)
WGS 10, Introduction to Women's, Gender and Sexuality Studies (3)
AHIS 11, Art Appreciation Introduction to Global Visual Culture (3)
or
TH ART 2, Introduction to the Theatre (3)
DANCE 5, Dance History (3)
HIST 33, World Civilizations I (3)
or
ANTHRO 3, World Archaeology (3)

Transfer Model Curriculum (TMC) Template for Child and Adolescent Development
Template # 1019
Original: 02/01/16
CCC Major or Area of Emphasis: Child and Adolescent Development
TOP Code: 1305.10
CSU Major(s): Child Development; Child Development (Pre-credential) Child and Adolescent Development; Child, Adolescent and Family Studies; Family and Consumer Sciences (Child Development and Family Studies); Human Development (Adolescent Option, Childhood Option, Children's Services); Liberal Studies (Child Development)
Total Units: 18 *(all units are minimum semester units)*

In the four columns to the right under the **College Program Requirements**, enter the college's course identifier, title and the number of units comparable to the course indicated for the TMC. If the course may be double-counted with either CSU-GE or IGETC, enter the GE Area to which the course is articulated. To review the GE Areas and associated unit requirements, please go to Chancellor's Office Academic Affairs page, RESOURCE section located at**:**

http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/TransferModelCurriculum.aspx

or the ASSIST website:

http://web1.assist.org/web-assist/help/help-csu_ge.html.

The units indicated in the template are the **minimum** semester units required for the prescribed course or list. All courses must be CSU transferable. ***All courses with an identified C-ID Descriptor must be submitted to C-ID prior to submission of the Associate Degree for Transfer (ADT) proposal to the Chancellor's Office.***

Where no **C-ID Descriptor** is indicated, discipline faculty should compare their existing course to the example course(s) provided in the TMC at:

http://www.c-id.net/degreereview.html

Attach the appropriate ASSIST documentation as follows:

- *Articulation Agreement by Major* (***AAM***) demonstrating lower division preparation in the major at a CSU;
- *CSU Baccalaureate Level Course List by Department* (***BCT***) for the transfer courses; and/or,
- *CSU GE Certification Course List by Area* (***GECC***).

The acronyms ***AAM, BCT,*** and ***GECC*** will appear in **C-ID Descriptor** column directly next to the course to indicate which report will need to be attached to the proposal to support the course's inclusion in the transfer degree. To access ASSIST, please go to http://www.assist.org.

Associate in Arts in Child and Adolescent Development for Transfer Degree College Name: Santa Monica College						
TRANSFER MODEL CURRICULUM (TMC)		**COLLEGE PROGRAM REQUIREMENTS**				
Course Title (units)	**C-ID Descriptor**	**Course ID**	**Course Title**	**Units**	**GE Area**	
					CSU	**IGETC**
REQUIRED CORE: (9 units)						
Child Growth and Development (3)	CDEV 100	PSYCH 11	Child Growth and Development	3.00	D9	4I
Introductory Psychology (3)	PSY 110	PSYCH 1	General Psychology	3.00	D9	4I
Introduction to Statistics (3) **OR** Introduction to Statistics in Sociology (3) **OR** Any CSU-transferrable statistics course articulated as fulfilling CSU GE Area B4 or IGETC Area 2A and articulated as lower division preparation in the Child Development major at a CSU.	MATH 110 **OR** SOCI 125 **OR** ***AAM***	MATH 54	Elementary Statistics	4.00	B4	2A
LIST A: Select three (9 units)						
Introduction to Cultural Anthropology (3) **OR**	ANTH 120 **OR**					

Introduction to Sociology (3) **OR** Introduction to Race and Ethnicity (3) **OR** Child, Family, and Community (3) **OR** Introduction to Marriage and Family (3)	SOCI 110 **OR** SOCI 150 **OR** CDEV 110 **OR** SOCI 130	ECE 11	Child, Family, and Community	3.00	D7	4G?
Introduction to Lifespan Psychology (3)	PSY 180	PSYCH 19	Lifespan Human Development	3.00	D9	4I
Introduction to Biology (3) **OR** Any Biology course articulated as fulfilling CSU GE Area B2 or IGETC Area 5B.	***AAM*** **OR** ***GECC***	BIOL 3	Fundamentals of Biology	4.00	B2/ B3	5B
Select two maximum (3-6 units) Any course not listed above, and articulated as lower division preparation in the Child Development; Child Development (Pre-Credential) Child and Adolescent Development; Child, Adolescent and Family Studies; Family and Consumer Sciences (Child Development and Family Studies); Human Development (Adolescent Option, Childhood Option, Children's Services); Liberal Studies (Child Development) major at a CSU.	***AAM***	ECE 46	Infant and Toddler Development	3.00		
		HEALTH 10 OR	Fundamentals of Healthful Living	3.00	E	
		ECE 64	Health, Safety, and Nutrition for Young Children	3.00		
		MUSIC 30 OR	Music History I	3.00	C1	3A
		MUSIC 31 OR	Music History II	3.00	C1	3A
		MUSIC 32	Appreciation of Music	3.00	C1	3A
		PHILOS 5	Contemporary Moral Conflicts	3.00	C2	3B
		WGS 10	Introduction to Women's, Gender, and Sexuality Studies	3.00	D4	4D
		AHIS 11 OR	Art Appreciation Introduction	3.00	C1	3A
		TH ART 2	Introduction to the Theatre	3.00	C1	3A
		DANCE 5	Dance History	3.00	C1	3A
		HIST 33 OR	World Civilations I	3.00	C2/ D6	3B
		ANTRHO 3	World Archaeology	3.00	D2	4A
Total Units for the Major:	**18**	**Total Units for the Major:**		18-19		
		Total Units that may be double-counted (***The transfer GE Area limits must <u>not</u> be exceeded)***			24	25
		General Education (CSU-GE or IGETC) Units			**39**	**37**
		Elective (CSU Transferable) Units			18	18-19

Total Degree Units (maximum)	**60**