SANTA MONICA COLLEGE ACADEMIC SENATE

1900 Pico Boulevard
Santa Monica, CA 90405
310.434.4611

Curriculum Committee Agenda
Wednesday, May 15, 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

(Consent Agenda)
2. Entertainment Promotion and Marketing Production AS/Certificate of Achievement
3. Esthetician Certificate of Achievement
4. Film Production AS/Certificate of Achievement
5. Information Systems Management Certificate of Achievement
6. Mobile Apps Development – Android Certificate of Achievement
7. Mobile Apps Development – iPhone Certificate of Achievement
8. Nail Care Certificate of Achievement

VII. Action Items

(Courses: New)

VIII. New Business
- Distance Education Guidelines
- SMC GE Language/Rationality Updates

IX. Old Business

X. Adjournment

Please notify Jennifer Merlic (x4616), Brenda Antrim (x3538), or Rachel Demski (x4649)

if you are unable to attend this meeting.

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

SANTA MONICA COLLEGE ACADEMIC SENATE

1900 Pico Boulevard
Santa Monica, CA 90405
310.434.4611

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 67 - Community and the Justice System

Course Cover	
Discipline	AD JUS-ADMINISTRATION OF JUSTICE
Course Number	67
Full Course Title	Community and the Justice System
Catalog Course Description	This course analyzes the dynamic relationship between the justice system and the community in addressing crime. Special attention is focused on the challenges and prospects of administering justice within a diverse multicultural population as well as strategies for resolving conflict. Additional topics covered include the evolving nature of multiculturalism, demographics of interest communities, community policing, courts and the community, among others.
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: Fall
Proposed for Distance Ed	Yes
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Weekly Laboratory Hours	Min:
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	54.00
Total Outside-of-Class Hours	108.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	Transfers to CSU
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	Administration of Justice AS-T

Course Objectives
Upon satisfactory completion of the course, students will be able to:
1. Explain multiculturalism in the United States.
2. Demonstrate an understanding of the evolution of multiculturalism and the challenges presented by a multicultural society.
3. Analyze the demographics of various interest communities in the United States.
4. Identify recruitment strategies for creating more diversity in law enforcement.
5. Demonstrate an understanding of the skills required of police to effectively work within a multicultural society.
6. Identify issues that may pose conflict between diverse communities and corrections and the courts.
7. Analyze strategies for the administration of justice in a multicultural society.

Course Content	
15%	Overview of Multiculturalism • Introductory concepts and terminology • Culture and its relevance to law enforcement • Prejudice and Discrimination distinctions
15%	Multicultural Populations • History of Multiculturalism in the United States • Changing populations

	• Values and Cultural practices	
20%	Demographics of Interest Communities • Examination of different cultural groups and their involvement with the justice system • Identifying stereotypes • Police interactions with interest communities and key issues with law enforcement	
5%	Multicultural Representation in Law Enforcement • Recruitment of a diverse workplace • Challenges with recruitment and strategies for success	
10%	Police and the Community • Role of the police and skills required to work within a multicultural society • Issues with terrorism, homeland security, gangs, hate crimes, among others	
10%	Courts and the Community • Judicial resources • Public safety concerns	
5%	Managing/Policing Diverse Populations in Correctional Settings • Overview of challenges and strategies	
20%	Strategies for Facilitating Conflict Resolution in a Multicultural Socity • Education and training • Community policing • Cross-Cultural communication competence • Specific peacekeeping strategies applied in varying contexts	

Total: 100%

Methods of Presentation

Methods	Lecture and Discussion Online instructor-provided resources Projects

Methods of Evaluation

Methods	• 10% - Class Participation 10 percent for class participation. • 60% - Exams/Tests Three exams at 20 percent each. • 30% - Written assignments Each writing assignment is worth 15 percent each. • 100% - Total

Appropriate Textbooks

Formatting Style	APA

Textbooks

1. Hanser, D.. *Multiculturalism in the Criminal Justice System*, 1st ed. Pearson, 2015, ISBN: 9780132155977.

2. Shusta, Robert M., Levine, Deena R.; Olson, Aaron T. . *Multiculturalism Law Enforcement: Strategies for Peacekeeping in a Diverse Society*, 7th ed. Pearson, 2019, ISBN: 9780134849201.

Sample Assignments

Assignment #1
You will write an essay which examines key issues that pose potential conflicts between the police and diverse communities. In your essay, identify the potential issues as well as strategies for resolving these potential conflicts.
Assignment #2
Certain crimes can have a cultural component. Perform research to find an example of behavior that would be categorized as a criminal offense in the United States, but may seen as a normal practice in another culture.

Student Learning Outcomes

1. Demonstrate an understanding of the significance of multiculturalism in the United States and how it impacts the police, courts and corrections.

2. Evaluate various strategies for conflict resolution that can be employed in the administration of justice system.

3. Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the course content to careers in the administration of justice and their personal lives.

Minimum Qualification

Minimum Qualifications:	Administration of Justice 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
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	This 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 concepts and how to approach content. Weekly discussion boards will be posted and the instructor will provide comments, input and feedback like in a traditional on-ground classroom. Constructive feedback will also 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 Discussions" 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 other students. From the beginning, a sense of community is established in the virtual classroom. Throughout the class, students will engage in discussions regarding different issues pertaining to the administration of justice and the community. They will also be able to participate in the "General Discussions" board where they can help each other with questions as will as hear other general questions about the course content just as in an on-ground course.
Student-Content Interaction	The course is organized via weekly course modules. A substantial amount of material is provided so that students can learn the course concepts. The content consists of the following: learning objectives, lecture notes, supplemental videos, PowerPoints, links to relevant articles 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 criminal justice and the community issues.	30%
Study and/or Review Sessions	Prior to an exam, the instructor will ask students to post any questions they have about the material on the ensuing exam. The study session will then incorporate these questions into the exam review.	10%
Online Lecture	Students will be asked to read lecture notes or watch a video on a community and the justice system 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 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 essays in this 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 writing their essays, students can share research ideas. For example, students will be asked to find examples of where someone was charged with a crime in the United States and that conduct was viewed as a normal practice by another cultural group. Students can share ideas on where to find these case examples.	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 challenges in administering justice within a diverse multicultural population. To provide consistency and insure that quality of instruction is provided, the following format is provided for each module: learning objectives, lecture notes or video, PowerPoint summary slides, discussion board assignments and links to relevant articles or cases, where appropriate.

Discussion boards are provided on a weekly basis. The exams are spread out and given every few weeks. The essays are also due in different weeks. Care is given to pacing out assignments in a reasonable manner.

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

Instructors should have completed training on the learning management 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, the library, and tutorials for online classes.

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

All of the videos will be closed captioned.

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

Learning Objective: "Analyze strategies for the administration of justice in a multicultural society."
After reading the learning objective, students are asked to do online research to identify strategies that the police are

using to administer justice in a multicultural society. Students are then asked to participate in a threaded discussion where they share and evaluate strategies for their effectiveness.

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

30%-**Essay Assignments** - Students will prepare essays on topics pertaining to the community and the justice system. 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 BUS 30 - Customer Relationship Management

Course Cover	
Discipline	BUS-BUSINESS
Course Number	30
Full Course Title	Customer Relationship Management
Catalog Course Description	The course provides an overview of the dynamic area of Customer Relationship Management (CRM), a strategic methodology that recognizes customers as the core of the business. Partner relationship Management (PRM), Customer Experience Management (CEM) and the impact of social networking will also be explored.
Rationale	Customer relationship management is a strategic methodology currently being adopted by many organizations in an effort to enhance their competitive advantage. This course is part of the Business Information Worker curriculum.
Proposed Start	Year: 2020 Semester: Winter
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	This is a traditional course structure similar to other courses in the Business department.
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 AS Degree (Marketing Area) -Marketing Certificate of Achievement (Elective)

Course Objectives

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

1. Explain the principles of Customer Relationship Management (CRM).

2. Identify the organizational and technical infrastructure required to support CRM efforts.

3. Analyze CRM, Partner Relationship Management (PRM), and Customer Experience Management (CEM) strategies and techniques.

4. Build comprehensive CRM strategies for attracting customers, retaining customers, and building deeper relationships with customers in multiple vertical markets.

5. Evaluate evolving contemporary CRM, PRM and CEM strategy methodologies.

6. Examine CRM strategies and tactics in both business and consumer oriented organizations in multiple vertical markets.

7. Examine and use CRM tools such as Salesforce to apply CRM strategies and tactics.

Course Content

15%	Introduction to CRM, PRM and CEM Theory: Definition, Application, Purpose and Benefits

10%	CRM-History and Development, Overcoming Barriers to Effective CRM Implementation
5%	Organization structure and Value Chain Considerations
10%	CRM and Data Management: Information collection, Data collection Rules, Managing Process after Collection, Data Enhancement, Suppression and Consolidation.
10%	Technology Considerations: Database Marketing, Data Warehousing
7%	Database and Customer Development, Data Transformation, Data Mining
8%	Marketing Strategy and CRM: Customer Satisfaction, Loyalty & Lifetime Value
5%	CRM Program Measurement
6%	Business-to-Business CRM and PRM considerations
7%	Social Media and Networking considerations related to CRM
5%	Privacy and Ethical Considerations: Concerns, Policies & Legislation
7%	Social Networking challenges and opportunities for a CRM strategy
5%	Future trends
Total: 100%	

Methods of Presentation

Methods	Group Work Lecture and Discussion Observation and Demonstration Online instructor-provided resources Projects

Methods of Evaluation

Methods	60% - Exams/Tests Four exams/tests at 15% each. 15% - Group Projects Case Analysis (team effort) 15% - Papers CRM Journal and case assignments (Individual effort) 10% - Projects Final project. (Individual effort) 100% - Total

Appropriate Textbooks

Formatting Style	APA

Textbooks
1. Baran, R. J.; Galka , R. J. . *CRM: The Foundation of Contemporary Marketing Strategy* , 2 ed. Routledge, 2016, ISBN: 978-1138919525.
2. Kumar, V.; Reinartz, W.. *Customer Relationship Management: Concept, Strategy, and Tools*, 3 ed. Springer, 2018, ISBN: 978-3662553800.

Sample Assignments

CRM Journal: Maintain a journal for the length of the term. The CRM Journal activity will be maintained in a spreadsheet. In this journal you will track organizational customer relationship management attempts you have experienced. Provide a brief summary of your thoughts and impressions related to what you expected and what you actually experienced.

Salesforce Trail Exploration: You will be assigned a Salesforce trail and product (Commerce cloud, Education Cloud, Service Cloud, Marketing Cloud, etc.) and will complete the introductory modules identified as a Business User.

Student Learning Outcomes

1. Describe how Customer Relationship Management can be used to build brand equity with customers.

2. Apply and evaluate Customer Relationship Management (CRM) strategies and/or tactics using a CRM tool such as Salesforce or its equivalent.

3. Demonstrate a level of engagement in the subject matter that reveals an understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and your personal life.

Minimum Qualification	
Minimum Qualifications:	Business (Masters Required) Business Education (Masters Required) Management (Masters Required) Marketing (Masters Required) Mass Communication (Masters Required)

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

Additional Comments/Information

This area of study is dynamic and constantly evolving. Do not invest too many resources on collecting materials. There are many resources on the Internet. Here are a few options for your collection:

1. How to win at CRM by Seth Kinney
2. The Customer Experience Book by Alan Pennington
3. Digital Marketing Analytics by Chuck Hemann
4. CRM for Dummies
5. Salesforce Marketing Cloud for Dummies

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	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 course will begin with a detailed welcome letter which includes pertinent details regarding the course and how the instructor will be in communication with the students. Each week, the instructor will post regular announcements and reminders regarding the assignments that need to be completed. Additionally, content pages will begin each module and will include key

	information and suggestions for how to approach content. Weekly discussion boards will be posted and the instructor will provide comments, input and feedback just as is done in a traditional classroom environment. Additionally, constructive feedback will be provided on the homework essays, quizzes, 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. In the first module, for example, students are asked to introduce themselves and reply to at least two other students in the class. From the beginning, a sense of community is established in the virtual classroom. Throughout the class, they will discuss different case studies and customer relationship management concepts. They will also be able to participate in the "General Questions" discussion board where they can help each other with 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 for students to learn the customer relationship management concepts. In addition to instructor created and curated content, a number of resources are provided by Salesforce through their free Trailhead curriculum portal. A free demonstration instance of Salesforce will be offered for student use to practice concepts in a real life CRM system. The above content is provided on a weekly basis.

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	Weekly discussion boards are posted to facilitate student-instructor and student-student interaction on various intellectual property issues.	30%
Study and/or Review Sessions	Prior to an exam, students will be prompted to ask questions that they have about the material on the next test. We will then have a review session via the review discussion board or in a synchronous environment via Zoom or similar service.	10%
Videos	Students will watch video lectures and/or complete demonstration exercises on various aspects of Customer Relationship Management. They will be asked to take notes on various video cases in preparation for a discussion on this topic. Students are encouraged to post any questions they have about this topic on the "General Questions" discussion board so that the instructor can address them. Students can join in on the discussion.	40%
Written assignments	Students will write at least two essay assignments in the class. Prior the due dates, students will have the opportunity to pose questions regarding the assignments on the "General Questions" discussion board. These questions will be visible to other students so that everyone can benefit from the answers. Additionally, the instructor will help answer questions individually via email.	10%
Peer Feedback	In discussion boards, students share ideas for where to find credible resources for their essays on a current customer relationship management issue. They will also share out these current issues they find in news articles. Students will be asked to provide input on these cases.	10%

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 according to the major content headings in the syllabus. The first module provides an overview of customer relationship management and contains references to relevant resources such as Salesforce's

Trailhead portal and other CRM tools. The remaining modules are organized by topics identified in the course outline of record.

To provide consistency and insure that the quality of instruction is provided, the following format is provided for each module: learning objectives, lecture video and/or notes, PowerPoint summary slides, discussion board assignments, links to relevant articles and websites.

Discussion boards are posted weekly. Exams/Quizzes are spread out and given every 2-4 weeks, depending on the duration of the semester. Homework assignments are also spaced out throughout the semester.

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 received training on the learning management system in place. They should also be aware of the technical support that is available for faculty. Knowledge of how to ensure that material is accessible is also vital. As well as, participating in Business Department training opportunities.

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.)

In addition to the District provided links to college wide resources, links to the following services should be provided: online tutoring and tutorials for online classes, student support such as counseling, library, financial aid. Students should be informed of the technical support phone number and other ways to contact support services.

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 and other visual material such as slides will be closed captioned. Any additional videos or materials posted will be reviewed to ensure 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.).

Evaluate evolving contemporary Customer Relationship Management (CRM), Partner Relationship Management (PRM), and Customer Experience Management (CEM) strategy methodologies.

After reviewing the above learning objective, students will view the lecture videos and other materials that provide examples of CRM, PRM, and CEM. Following the video viewing and/or exercise, students will participate in a discussion where they identify the benefits and risks of each methodology.

Assessment Best Practices

60%-**Exams/Quizzes four at 15% each.** - Exams/Quizzes will consist of multiple choice and/or short essay questions. Prior to exams, students are asked to post questions regarding the material on the "General Questions" discussion board. The instructor gives feedback and suggestions for how to succeed on the exam. Feedback is provided on the exams via the comments section in the Grade book.

30%-**Homework Assignments including exercises and case evaluations.** - Prior to the assignments due dates, the instructor will provide rubrics with grading details. Students will have the opportunity to pose questions on the "General Questions" discussion board where all students can participate.

10%-**Discussion Boards** - After watching a video, reading the textbook, or reviewing a case, students answer questions regarding the material. They are graded upon their responsiveness to the questions and support provided for their answers. A grading rubric is provided. Feedback is provided via the comments section in the grade book.

Santa Monica College
Course: SUBSTANTIAL Change
Expanded Course Outline for AHIS 21 - Architectural History: Ancient To 1850

Course Cover	
Discipline	AHIS-ART HISTORY
Course Number	21
Full Course Title	Architectural History: Ancient To 1850
Catalog Course Description	A survey of the chronological development of World architecture from prehistory to the Romanticism of the late 18th and early 19th Centuries. It includes art history and architecture with a worldwide introduction to the history of architecture. The contributions of technology, organizing methodology, intellectual thought, social conditions, and general artistic sensibilities will be addressed. This course will analyze key works to develop an understanding of specific relationships between the organization, configuration, and articulation of buildings and the historical, conceptual, and cultural arguments with which they are associated.
Rationale	We have not offered the course in awhile and Interior Architecture asked us to offer the course as an option for their students and so we felt we should make some minor changes to make it a more accurate reflection of the course as it will be taught. We also wanted to be able to offer it DE and feel strongly that it meets the Global Citizenship requirement.
Proposed Start	Year: 2019 Semester: Fall
Proposed for Distance Ed	Yes
Proposed for Global Citizenship	Yes

Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Weekly Laboratory Hours	Min: 0
Weekly Arranged Hours	Min:
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, CSU
IGETC Area:	IGETC Area 3: Arts and Humanities 3A: Arts
CSU GE Area:	CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages C1 - Arts, Dance, Music, Theater
SMC GE Area:	GENERAL EDUCATION PATTERN (SMC GE) Area III: Humanities

Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	-Interior Architecture AA Degree -Art History AA-T Degree

Course Objectives
Upon satisfactory completion of the course, students will be able to:
1. Describe the origins of Architecture.
2. Discuss the Greek World and cultures
3. Differentiate the Architecture of Ancient India and Southeast Asia
4. Document traditional Architecture of China and Japan
5. Relate to role of the Roman World

6. Outline Islamic Architecture	
7. Trace Early Medieval and Romanesque Architecture	
8. Examine Gothic Architecture and Medieval construction	
9. Outline Indigenous Architecture in the Pre-Columbian Americas	
10. Delineate Renaissance Architecture. Late Renaissance, and Mannerism	
11. Describe Baroque Architecture and urban space in Baroque Rome	
12. Discuss the Eighteenth Century and challenges of the Industrial Revolution	
13. Trace Nineteenth Century Developments and Architectural Applications of iron, steel, concrete, and wood construction	

Course Content	
5%	Introduction: Overview of course and art definitions
5%	Architecture Principles
5%	Prehistoric Architecture
5%	Greek World
5%	Ancient India and Southeast Asia
5%	China and Japan Architecture
5%	Roman World
5%	Islamic Architecture
5%	Medieval Architecture
5%	Romanesque Architecture
5%	Gothic Architecture
5%	Medieval Construction
5%	Indigenous Architecture
5%	Renaissance Architecture
5%	Baroque Architecture
5%	Eighteenth Century
5%	Architecture Education
5%	Industrial Revolution
5%	Nineteenth Century Architecture
5%	Iron, steel, concrete, and wood construction applications
Total: 100%	

Methods of Presentation	
Other Methods	The instructor will conduct lectures and discussions that will be illustrated with the appropriate slides and videos.

Methods of Evaluation	
Methods	35% - Exams/Tests 22% - Final exam 5% - Other Participation 28% - Projects Notebook, Museum Visits, Outside Lectures 10% - Quizzes 100% - Total
Additional Assessment Information (Optional)	(Actual percentage distribution will vary from instructor to instructor but approximate values are shown.) Evaluations of student performance will be measured with exams (multiple choice, true/false, matching, essay) and quizzes (multiple choice, true/false, matching, essay), student projects and/or written reports, assignments and or notebooks, and class participation.

Appropriate Textbooks

Formatting Style	APA
Textbooks	

1. Fazio, Moffett, Wodehouse. *Buildings Across Time*, ed. McGraw-Hill, 2019, ISBN: 9781260376999.

Sample Assignments

Prehistoric Architecture: Students will read the chapter "The Beginnings of Architecture" and write a 300 word paper describing the beginnings of Architecture construction discussing Prehistoric Settlements and Megalith Constructions, Ancient Mesopotamia, and Ancient Egypt. Students will be required to use correct grammar and spelling skills.

Sample Assignment 2

Gothic Architecture: Students will read the chapter "Gothic Architecture" and write a 100 word definition describing each of the three Gothic Architecture types.

Student Learning Outcomes

1. Demonstrate proficiency in reading visual culture by analyzing works of architecture in terms of materials, building methods, style and purpose.

2. Produce examples from the history of architecture and explain how they were not only a receptor of cultural values, society and environment but also a participant in their creation.

Minimum Qualification

Minimum Qualifications:	Anthropology (Masters Required) Art History (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
Need/Justification	Satisfies General Education requirements through distance ed

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 be in regular contact with students. There will be regular threaded discussion posts for each topic, where students respond to each other and where the instructor will comment on students' work and the general topic. The instructor will send regular announcements to the class using the Announcement feature on Canvas at the beginning of every week, and during the week as needed. The instructor will respond to students' comments and questions via chats, email, and the mail option on Canvas. Contact information for the instructor is easy to find and includes expected response times. The instructor will provide support as needed for course navigation - the instructor will send out a welcome letter before the class starts with information about course content, expectations, how to navigate online courses, and references for the students to review about online courses and Canvas. During the class, the instructor will regularly communicate with students about assignments, quizzes, and exams. There will be clear and detailed instructions embedded in each module and activity, and the instructor will also contact students with important reminders and with key points. The instructor will provide feedback to students individually as well as to the entire class. For example, the instructor may post a general feedback message to the class about a topic.
Student-Student Interaction	Students will communicate with each other weekly. For each module, students will interact in a threaded discussion forum. Students will respond to a discussion topic and will then respond to each other. Student-student interaction is designed to reinforce the course material and learning outcomes as well as to build a sense of community among learners. For example, students respond to introductory "icebreakers" to get to know each other and have opportunities to share their personal responses to issues and experience with topics.
Student-Content Interaction	Students interact with course materials several times a week. Each unit has an overview, with all of the expectations, goals, and dates listed for that unit. For each module, students will read the assigned chapter, review the instructor's lecture notes, answer discussion questions, interact with each other, complete an assignment, and take a quiz. The instructor will provide a range of assignments and activities to address different learning styles. For some units, students will watch a segment of a documentary and answer discussion questions. For some units, students will review a media artifact (an advertisement, for example) and analyze it according to certain criteria. Other assignments will ask students to research an issue and write a short paper. All course materials will be accessible. Students will interact with the materials several times a week, and the due dates are staggered throughout the week.

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Online Lecture	There will be a weekly online lecture, which will include instructor voice over where more information is provided to the students.	20%
Videos	There will be weekly videos, online digital projects, and documentaries that enhance the weekly content.	10%
Exams	There will be weekly quizzes, midterm exam, and final exam.	20%
Written assignments	There will be weekly short written assignments for each module.	20%
Peer Feedback	Peer feedback and discussion.	10%
Threaded Discussions	Threaded discussions for each module.	

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 content is organized in to weekly modules. For a regular 16 week semester, one module is covered each week, following the same general schedule as the on-ground class. The approximate schedule is as follows and will be changed as needed: Discussion posts will be due by Thursday, peer responses will be due by Friday, the assignment will be due by Sunday, and the quiz will be open from Friday - Sunday. For each module, there is 1) an overview (with the learning objectives, goals, assignment list, and deadlines, as well as links to all of the content), 2) the instructor's lecture notes (which may include written notes, PowerPoint, or a video), 3) a discussion forum, 4) an assignment, and 5) a quiz. Class content is presented in visibly distinct modules. Modules are consistently structured

and sequenced to allow students to better anticipate and manage their workload. A variety of modalities, such as text, audio, video, images and/or graphics are used to create student-centered learning.

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

An instructor would need to be trained for teaching online. For example, an instructor could take the @One training course, as well as attend workshops at SMC, consult with other faculty, and participate in distance education activities offered, such as the peer review of course shells.

Describe any student support services one might want or need to integrate into the online classroom for this course (e.g. links to counseling, financial aid, bookstore, library, etc.)

-The course links to Canvas support (the technical support phone number and the link to submit an online form), the SMC Distance Ed page, the Smart-Thinking Online Tutoring program, and other services offered at SMC, such as the Disability Office, the bookstore, and the Center for Wellness, etc. All of this information is also included in the syllabus. Some information, such as technical support, are listed in numerous places on Canvas (such as the home page, at the end of assignment instructions, in the FAQ page, etc), so students can always find that information.

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

-The course will ensure access for students with disabilities. All video will be captioned, all PowerPoints and Word documents will be accessible, all photos on Canvas will include a description that can be read by screen readers.

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

-One course objective is "Analyze the use of Roman architecture and space as a form of governance and propaganda." For this objective, one lesson could look at the different types of structures and spaces that exist in Roman cities. First, students would be assigned a reading that analyzes how Roman politicians and emperors used monumental architecture to their advantage through strategic placement. Next, students would respond to a discussion prompt given by the instructor in a threaded discussion. For the discussion prompt, students would be asked to pick a city, and a specific monument or building within that city, and discuss how it examplifies and strengthens the position of the person who sponsored the building. Students would post their argument, and then students would respond to each other in the discussion forum. In addition to the threaded discussion, students would complete a written assignment that would be submitted to Canvas Assignments. Students would also choose a portion of a digital hypothetical digital reconstruction of the Roman Forum (RomeLab), and analyze the usage of space. Finally, students would complete a quiz about the material.

Assessment Best Practices

20%-**Discussion Forum** - Students may earn up t0 20 points for each discussion. Students may earn up to 14 points for the individual post and up to 6 points for each peer response (3 points for each of the two required peer responses). Students are assessed on a rubric. To earn "excellent" (12-14 points) for example, students should 1) provide an effective analysis that answers all aspects of the question, 2) support main ideas with substantial, relevant, & accurate evidence, and 3) include a response with a strong structure and a logical flow. The rubric is listed in the syllabus and under each Module's discussion forum.

20%-**Assignments** - Assignments are assessed using a rubric. Assignments vary for each module. For some assignments, students will watch a documentary and answer discussion questions. Other assignments will ask students to research a particular issue. Each assignment is worth 20 - 30 points.

20%-**Quizzes** - There will be a quiz for each module. Quiz questions will be based on the assigned reading. Quizzes will be multiple choice and true/false.

20%-**Midterm Exam** - Exams may include image identification, short answer, multiple choice, true false, and matching questions. Exams will include about 50 questions.

20%-**Final Exam** - Exams may include image identification, short answer, multiple choice, true false, and matching questions. Exams will include about 50 questions.

APPLICATION FOR APPROVAL—COURSE TO FULFILL
GLOBAL CITIZENSHIP ASSOCIATE DEGREE REQUIREMENT: AHIS 21

Step 1: Under which category does the course belong?

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

Step 2: Course Outline of Record

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

Step 3: Student Learning Outcome

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

1) To demonstrate visual literacy and effectively communicate visual phenomenon with appropriate architectural terms; emphasizing cultural connections with structures' and built environments' larger social, political, and economic context while noting how that function may have changed over time and around the globe.

2) To engage in interdisciplinary, cross-cultural, and relational thinking through a critical examination of interdisciplinary connections with architecture and urban design globally and throughout history; Contextualizing works of architecture within their larger social, political, and economic function.

Step 4: Narrative

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

The history of architecture is intrinsically linked to and rooted in the global environment. All cultures at one time or another have made attempts to express their social, cultural, political and religious beliefs via architecture, and certain qualities possessed by architecture transcend the limits of geography and communication appearing in cultures around the world. To understand the history of architecture and the impact it has on communities and cultures it is paramount that one study architecture on a global scale. Furthermore, many of these traits and qualities, favored by past cultures, find their way into contemporary design, and the influence that past architecture has on our current built environment is easily recognizable. From the influence of Greek and Roman architecture on government buildings around the world, to Egyptian influence on numerous building types, such as theaters and libraries, as well as Gothic architecture witnessed in contemporary places of worship, it is obvious that the history of architecture is very much present in today's works. Furthermore, while architecture permeates across all cultures, and is vital in our understanding of past cultures, it also is unique within each individual society in the way that it is utilized. Various factors contribute to a culture's ability to build on a large scale, and none of these factors operates in isolation. With increased political and social stability comes the possibility of procuring resources and producing structures exemplifying cultural traits, as technology improves societies gain the ability to create more advanced buildings more economically, and when cities expand into new spaces the architecture is adapted to the new environment. Architecture, for many past cultures, is the only record that exists and it is vital to our understanding of past civilizations, the ability they possessed to create structures that to this day impact architecture and urban design, and the awe these structures inspire.

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

	Yes	No	Abstain	Not voting
Department or Area Vote	10	0	0	2

Santa Monica College
Course: Global Citizenship AHIS 1 - Western Art History I

Course Cover	
Discipline	AHIS-ART HISTORY
Course Number	1
Full Course Title	Western Art History I
Catalog Course Description	A survey of the chronological development of Western art from the Stone Age to the Gothic Period with emphasis on the cultural, political, and social factors that influenced this evolution. This includes: Near-Eastern, Egyptian, Greek, Roman, Byzantine, Romanesque and Gothic art and architecture.
Rationale	Update SLOs and submit for Global Citizenship.
Proposed Start	Year: 2019 Semester: Fall
Proposed for Distance Ed	No
Proposed for Global Citizenship	Yes

Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
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, CSU
IGETC Area:	IGETC Area 3: Arts and Humanities 3A: Arts
CSU GE Area:	CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages C1 - Arts, Dance, Music, Theater
SMC GE Area:	GENERAL EDUCATION PATTERN (SMC GE) Area III: Humanities

Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	-Art AA Degree -Art History 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. Delineate the origins of art in terms of time period, human development and human activity, exploring origins of creativity, representation, and stylistic innovation in the Paleolithic and Neolithic periods and illustrate differences between the Paleolithic and Neolithic art as a result of social and environmental changes.

2. Define the concept of civilization and the importance of Sumer in the ancient Near East and List the artistic materials, techniques, subject matter, styles and conventions developed in the ancient Near East.

3. Outline the evolution of Egyptian culture, its funerary art forms and its relationship to the Nile, recognizing stylistic conventions of Egyptian art and the development from pyramid to to tomb temple and burial monuments.

4. Identify the three major civilizations and periods in the Aegean prior to 1000 BCE and discuss the major points of those civilizations and the art forms they produced.

5. Outline the diverse cultural influences on Greek artistic development and the evolution of the human figure and how it is represented in Greek art; report individual Greek artists and their respective styles. Relate the development of temple architecture, naming architectural components and terminology.

6. Identify the geographic area of the Etruscan people and examine the possible origins of Etruscan art and culture while noting their particular funerary customs, distinguishing the architecture and art of the Etruscans from that of the Greeks.

7. Document the great innovations of Roman architecture and how these innovations contributed to the expanse of the Roman Empire. Discuss Pompeii as a great source of information about Roman art and architecture and delineate the types, methods, and subject matter of Roman wall painting. Relate the political nature of Roman art and architecture, especially as it communicates ideas of power for the emperor and empire and list changes in Roman art and architecture as a result of expansion of the Roman Empire and the incorporation of the conquered cultures.

8. Explain the influence of religion in the art of the Roman Empire in Late Antiquity and the different media used to create early Christian art.

9. Relate Constantine's move to the east and discuss the cultural mix of Roman, Christian, and eastern influences in the art of Byzantium paying specific attention to distinct characteristics in architecture of this period.

10. Chronicle the distinctive artistic traditions of the European peoples during the early medieval period (including the Carolingian and Ottonian) and how the different types of art of their respective cultures influenced medieval art styles.

11. Describe the term "Romanesque" in designating the artistic style of a historic period and examine the ?millennial? socio-political context.

12. Specify the origins and spread of the Gothic style and the changes in European religious concepts that make Gothic art and architecture possible while examining the variations of the Gothic Style in France, England, Germany and Italy.

13. Identify, examine, and assess representative works of art and architecture from prehistory through the medieval period employing appropriate art historical terminology

14. Analyze, discuss, and differentiate works of art and architecture in terms of historical context and cultural values

15. Analyze, discuss, and differentiate the roles of art, architecture, and the artist from prehistory through the medieval period

Course Content	
6%	Introduction: Overview of the course and art definitions and principles
6%	Prehistoric Art
8%	The Ancient Near East
8%	The Art of Egypt
8%	The Aegean; Cycladic, Minoan and Mycenaean Art
12%	The Art of Greece: Geometric, Archaic, Classical (Early, High, Late) and Helenistic
6%	Etruscan Art
10%	Roman Art
6%	Early Christian Art
8%	Byzantine Art
6%	Early Medieval Art
8%	Romanesque Art
8%	Gothic Art
Total: 100%	

Methods of Presentation	
Methods	Group Work Lecture and Discussion Projects
Other Methods	The instructor will conduct lectures and discussions that will be illustrated with the appropriate images and videos.

Methods of Evaluation	
Methods	• 5% - Class Participation

	- 40% - Exams/Tests
	  2 exams
	- 25% - Final exam
	- 10% - Other
	  Participation
	- 10% - Projects
	  (Written, group)
	- 5% - Quizzes
	- 5% - Written assignments
	- 100% - Total

Additional Assessment Information	(Actual point distribution will vary from instructor to instructor but approximate values are shown.) Evaluations of student performance will include essay exams and and formal written reports/assignments.

Appropriate Textbooks

Formatting Style	APA

Textbooks

1. Davies, et al.. *Janson's History of Art*, 8 ed. Pearson Education, 2010, ISBN: 020568517x.

2. Kleiner, F.. *Gardner's Art Through the Ages*, 15 ed. Boston: Cengage Learning, 2017, ISBN: 0495915424.

3. Stockstad. *Art History*, 5 ed. Pearson Education, 2013, ISBN: 0205873472.

Sample Assignments

Final Exam Essay Question: "Pick 3 different and distinct examples of art from the course to demonstrate that art is a product of its context and show how each culture/time period utilized specific conventions of representation and a method of delivering them."
Sample Assignment 2
Writing Assignment: Describe the development of depicting the human form from Paleolithic art through the arts of Ancient near-East, Ancient Egypt and the Aegean.

Student Learning Outcomes

1. To demonstrate visual literacy and effectively communicate visual phenomenon with appropriate art historical terms; emphasizing cultural connections with the art objects' larger social, political, and economic context while noting how that function may have changed over time.

2. To acquire research skills including the ability to evaluate sources and evidence and distinguish common methodologies used in art historical analysis.

3. To engage in interdisciplinary, cross-cultural, and relational thinking through a critical examination of interdisciplinary connections with art globally and throughout history; Contextualizing works of art within their larger social, political, and economic function.

4. To demonstrate that contemporary visual culture is not random but on the contrary a mediated chain of material signifiers that is both historically and culturally embedded.

Minimum Qualification

Minimum Qualifications:	Anthropology (Masters Required) Art History (Masters Required)

Library

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

APPLICATION FOR APPROVAL—COURSE TO FULFILL
GLOBAL CITIZENSHIP A.A. DEGREE REQUIREMENT AHIS 1

Step 1: Under which category does the course belong?

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

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

Step 3: Student Learning Outcome
It is expected that at least one student learning outcome (SLO) of this course reflects the particular focus of the category to which you are applying. Please identify that SLO (or multiple SLOs) here:

SLO:
1)To demonstrate visual literacy and effectively communicate visual phenomenon with appropriate art historical terms; emphasizing cultural connections with the art objects' larger social, political, and economic context while noting how that function may have changed over time.

4)To demonstrate that contemporary visual culture is not random but on the contrary a mediated chain of material signifiers that is both historically and culturally embedded.

Step 4: Narrative
Please write a rationale as to why this course should fulfill of the SMC Global Citizenship A.A. degree requirement for the particular category under which you have applied. Explain how this course fulfills the areas checked above.

Narrative:
Art history is an interdisciplinary subject that emphasizes cultural connections with the art object's larger social, political and economic context, while noting how that function may have changed over time. This includes the current display of art in museums and cultural institutions and tourism, as well as its appropriation by pop culture. The discipline emphasizes cross cultural and relational thinking by examining global connections of art through a comparative approach. For instance, in AHIS1, Ancient Egypt is compared to Greek models, their Roman adaptations, and later Christian iconography. We also examine the legacy of those visuals in our contemporary culture as well as how ancient cultures are represented today. Art history emphasizes that contemporary visual culture is not random, but a mediated chain of material signifiers that is both culturally and historically embedded.

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

	Yes	No	Abstain	Not voting
Department or Area Vote	10	0	0	2

Course Cover	
Discipline	AHIS-ART HISTORY
Course Number	5
Full Course Title	Latin American Art History 1
Catalog Course Description	AHIS 5: An introduction to the art, symbolism, and visual culture of Latin America, emphasizing, Mesoamerican and Andean civilizations from prehistory to the Spanish conquest. Using interdisciplinary methods, this course will reconstruct (to the degree that is possible), the meaning and function of the visual arts in multiple, interlocking economic, political and sacred spheres. Subjects include the representation of history, ritual, and cosmology as revealed in sculpture, hieroglyphs, painting, ceramics, and architectural design. The course will also consider the interaction of ancient Latin American art objects with the contemporary world including issues of looting, cultural heritage, and museum display.
Rationale	Art History 5 examines the art, architecture, and visual culture of ten different civilizations in pre-contact Latin America, emphasizing cultures in Mesoamerica and the Andean South America regions. Using interdisciplinary methods, the course examines the meaning and function of visuals arts in interlocking economic, political, and sacred spheres. AHIS 5 also examines the interaction of pre-contact Latin American art with the contemporary world including issues of looting, cultural heritage, and the political of museum display. Students also consider how contemporary Latinx artists and political figures have used and reinterpreted Mesoamerican and Andean South American visual symbolism for artistic commentary and political gain.
Proposed Start	Year: 2014 Semester: Spring
Proposed for Distance Ed	No
Proposed for Global Citizenship	Yes
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Weekly Laboratory Hours	Min:
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, CSU
IGETC Area:	IGETC Area 3 Arts and Humanities: 3A: Arts
CSU GE Area:	CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages C1 - Arts, Dance, Music, Theater
SMC GE Area:	GENERAL EDUCATION PATTERN (SMC GE) Area III: Humanities
Comparable Transfer Courses:	

- **California Community College**: Citrus College – Pre-Columbian Art; Art 106
- **UC:** UC Los Angeles – Introduction to Pre-Columbian Art; Art History 55B

Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	-Art AA Degree -Art History 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. Identify, examine, and assess representative works of art and architecture from the art historical periods and varied cultures in Mexico, Central and South America covered in this course employing appropriate art historical terminology.
2. Analyze, discuss, and differentiate works of art and architecture in terms of historical context and cultural values.
3. Analyze, discuss, and distinguish the roles of art, architecture, and the artist from the historical periods and varied cultures covered in this course.
4. Examine and analyze the influence of geography and interaction of cultures in the art of Mexico, Central and South America.
5. Compare and contrast the various cultures studied and highlight major areas of similarity and difference both across time periods and with contemporary artworks.

Course Content	
50%	Mesoamerica: Olmec, Cultures of Middle to Late Formative, West Mexico, Teotihuacan, Zapotec, Classic Maya, Classic Verzcruz, Toltec, Aztec, Spanish Contact
50%	South America: Pre-Ceramic Period, Chavin, Paracas, Nasca, Moche, Tiwanaku, Wari, Chimu, Inca, & European Contact
Total: 100%	

Methods of Presentation	
Methods	Field Trips Group Work Lecture and Discussion Projects Visiting Lecturers

Methods of Evaluation	
Methods	• 5% - Class Participation In class participation in instructor led assignments • 40% - Exams/Tests 2 exams, primarily essay and short answer. • 20% - Final exam Primarily essay and short answer • 10% - Group Projects 1-2 collaborative learning projects • 20% - Papers 1-2 formal writing assignments • 5% - Quizzes 1-5 in class or take home quizzes. • 100% - Total

Appropriate Textbooks	
Formatting Style	APA
Textbooks	
1. Coe, Michael & Rex Koontz. *Mexico from the Olmecs to the Aztecs*, 7th ed. Thames & Hudson, 2013, ISBN: 0500290768.	
2. Miller, Mary. . *Art of Mesoamerica from Olmec to Aztec*, 5th ed. Thames & Hudson, 2012, ISBN: 9780500204146.	
3. Stone-Miller, Rebecca. *Art of the Andes from Chavin to Inca*, 3rd ed. Thames & Hudson, 2012, ISBN: 0500204152.	

Assignments
Sample Assignment
Compare and contrast two objects or monuments from diferent and distinct cultures in a formal written 3-5 page essay. Visit a local museum that contains objects related to this course and write a 3-5 page paper that compares and contrasts the artwork to at least one work covered in the course from a similar culture and time period. Use the vocabulary of

art to desribe what you are looking at and consider how it might relate to the uses and functions of objects studied in the course.

Student Learning Outcomes
1. To demonstrate visual literacy and effectively communicate visual phenomenon with appropriate art historical terms; emphasizing cultural connections with the art objects' larger social, political, and economic context while noting how that function may have changed over time.
2. To acquire research skills including the ability to evaluate sources and evidence and distinguish common methodologies used in art historical analysis.
3. To engage in interdisciplinary, cross-cultural, and relational thinking through a critical examination of interdisciplinary connections with art globally and throughout history; Contextualizing works of art within their larger social, political, and economic function.
4. To demonstrate that contemporary visual culture is not random but on the contrary a mediated chain of material signifiers that is both historically and culturally embedded.

Minimum Qualification	
Minimum Qualifications:	Anthropology (Masters Required) Art History (Masters Required)

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

APPLICATION FOR APPROVAL—COURSE TO FULFILL
GLOBAL CITIZENSHIP ASSOCIATE DEGREE REQUIREMENT: AHIS 5

Step 1: Under which category does the course belong?

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

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

Step 3: Student Learning Outcome
It is expected that **at least** one student learning outcome (SLO) of this course reflects the particular focus of the category to which you are applying. Please identify that SLO (or multiple SLOs) here:

SLO:
1) To demonstrate visual literacy and effectively communicate visual phenomenon with appropriate art historical terms; emphasizing cultural connections with the art objects' larger social, political, and economic context while noting how that function may have changed over time.
2) To acquire research skills including the ability to evaluate sources and evidence and distinguish common methodologies used in art historical analysis.
3) To engage in interdisciplinary, cross-cultural, and relational thinking through a critical examination of interdisciplinary connections with art globally and throughout history; Contextualizing works of art within their larger social, political, and economic function.
4) To demonstrate that contemporary visual culture is not random but on the contrary a mediated chain of material signifiers that is both historically and culturally embedded.

Step 4: Narrative
Please write a rationale as to why this course should fulfill of the SMC Global Citizenship Associate degree requirement for the particular category under which you have applied. Explain how this course fulfills the areas checked above.

Narrative:
Art History 5 examines the art, architecture, and visual culture of ten different civilizations in pre-contact Latin America, emphasizing cultures in Mesoamerica and the Andean South America regions. Using interdisciplinary methods, the course examines the meaning and function of visuals arts in interlocking economic, political, and sacred spheres. AHIS 5 also examines the interaction of pre-contact Latin American art with the contemporary world including issues of looting, cultural heritage, and the political of museum display. Students also consider how contemporary Latinx artists and political figures have used and reinterpreted Mesoamerican and Andean South American visual symbolism for artistic commentary and political gain.

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

	Yes	No	Abstain	Not voting
Department or Area Vote	10	0	0	2

Course Cover	
Discipline	AHIS-ART HISTORY
Course Number	18
Full Course Title	Introduction To African Art History
Catalog Course Description	An introduction to key themes in African art history through an examination of the role and function of African arts within their religious, political, social and economic contexts. The course will cover various art making practices including performance, sculpture, architecture, painting, photography, regalia and arts of the body. Considering the importance of broader art and architectural connections between Africa and other parts of the world, this course examines issues of colonialism, the global economy, Afrofuturism, questions of display, and current concerns with art appropriation and cultural patrimony.
Rationale	AHIS 18 examines the visual culture of twenty different cultures in Africa from pre-history through the contemporary period. The role and function of African art objects are considered within their religious, political, social, and economic contexts. The course covers various art making practices including performance, sculpture, architecture, painting, photography, regalia, and arts of the body. Considering the importance of broader art and architectural connections between Africa and other parts of the world, this course examines issues of colonialism, imperialism, the global economy, the inter-diasporic Afrofuturism movement, questions of display, and current concerns with art appropriation and cultural patrimony.
Proposed Start	Year: 2010 Semester: Spring
Proposed for Distance Ed	No
Proposed for Global Citizenship	Yes
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Weekly Laboratory Hours	Min: 0
Weekly Arranged Hours	Min:
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, CSU
IGETC Area:	IGETC Area 3: Arts and Humanities 3A: Arts
CSU GE Area:	CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages C1 - Arts, Dance, Music, Theater
SMC GE Area:	GENERAL EDUCATION PATTERN (SMC GE) Area III: Humanities
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	-Art AA Degree -Art History 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 historical, cultural, religious, socio-political, and aesthetic contexts of the African art and architecture.
	2. Evaluate the impact of the African Diaspora in Europe and the Americas.
	3. Compare and contrast the role that art(s) have played cross-culturally across the African continent.
	4. Discuss the roles that contemporary African artists have played in the deconstruction and recontextualization of traditional themes in African art.
	5. Apply Art History terminology as well as terminology specific to various African cultures in verbal and written expression.
	6. Apply critical thinking skills in the analysis of art styles and iconography among various cultural groups.
	7. Apply critical thinking skills in class discussion and in written assignments.
	8. Produce a research report based on the utilization of scholarly resources.
	9. Present a summary of research that illustrates a critical analysis of topic.
	10. Assess the significanct role of artists, patrons, art historians, critics, and curators and how they affect the understanding and appreciation of art and architecture at large.

Course Content	
10%	Overview of course: including background of Africa and The Diaspora including geography, history, aesthetics, religions, and socio-political structures. Introduction to various art historical methodologies and the approaches to the study of African art.
10%	Art of Ancient Egypt and Nubia
10%	West African art: Emphasis on Akan cultures and the art of Benin and Mali
10%	Central African art: Emphasis on the Cameroon Grasslands, Kuba and Luba cultures
10%	East African art: Emphasis on Swahili cultures and the Maasai
10%	South African art: Emphasis on the Shona culture
10%	The Diaspora: Explanation of the Diaspora and the effect upon the arts produced outside of Africa
10%	Contemporary African art: Analysis of contemporary African artists and artists who have been influenced by the African Diaspora including the deconstruction and recontextualization of traditonal themes of African arts in the present.
10%	Analysis throughout the course includes the study of: architecture, sculpture, text files, ceramics, jewelry, painting, utilitarian objects, and objects associated with masquerades.
10%	Significant themes throughout the course include the dicussion of divine kingship, ancestor worship, masquerades, life cycle events, rituals, personal adornment, affirmation of sexuality, and gender roles, and the role of spirituality in these contexts.

Total: 100%	

Methods of Presentation	
Methods	Group Work Lecture and Discussion Projects
Other Methods	The instructor will conduct lectures and discussions that will be illustrated with the appropriate slide images, articles, class handouts, and documentaries.

Methods of Evaluation	
Methods	• 40% - Exams/Tests 2 exams with essays • 20% - Final exam part of the exam will require an essay • 20% - Other Small Group Research Project/Research Presentation • 10% - Papers • 10% - Quizzes • 100% - Total
Additional Assessment Information	(Actual percentages will vary from instructor to instructor but approximate values are shown.) Evaluations of student performance will be measured with exams(slide identification, written responses, multiple choice, vocabulary, fill in the blank) and a Research Project/Class Presentation.

Appropriate Textbooks

Formatting Style	APA

Textbooks

1. Goldstone, Brian. *African Futures: Essays on Crisis, Emergence, and Possibility*, 1st ed. University of Chicago Press, 2017, ISBN: 9780226402383.

2. Bassani, Ezio. *African Art*, ed. Skira, 2012, ISBN: 8857208699.

3. Visona, M., Poyner, R. and Cole, H.. *A History of Art in Africa*, 2nd ed. ., 2008

Sample Assignments

Research Project: Choose at least 2 cultures related to Africa and The African Diiaspora which have not been discussed in the course and discuss the cultural values and the arts of the peoples from the following options: Themes to choose from: Divine Kingship, Ancestor Worship, Masks and Masquerades, Life Cycle Events, Personal Adornment, or Contemporary African art. The report should be 3-4 pages not including the bibliography.

Sample Assignment 2
Research Presentation: Each student in their group will present a 7-8 minute summary of their research project in order to provide a cross cultural collective overview of one of the following themes: Divine Kingship, Ancestor Worship, Masks and Masquerades, Life Cycle Events, Personal Adornment, or Contemporary African art. The presentation should include visual images and provide a critical analysis of the research topic.

Student Learning Outcomes

1. To demonstrate visual literacy and effectively communicate visual phenomenon with appropriate art historical terms; emphasizing cultural connections with the art objects? larger social, political, and economic context while noting how that function may have changed over time.

2. To acquire research skills including the ability to evaluate sources and evidence and distinguish common methodologies used in art historical analysis.

3. To engage in interdisciplinary, cross-cultural, and relational thinking through a critical examination of interdisciplinary connections with art globally and throughout history; Contextualizing works of art within their larger social, political, and economic function.

4. To demonstrate that contemporary visual culture is not random but on the contrary a mediated chain of material signifiers that is both historically and culturally embedded.

Minimum Qualification

Minimum Qualifications:	Anthropology (Masters Required) Art History (Masters Required) - Master's degree in art history, history of art and architecture, or visual culture/visual studies OR bachelor's degree in art history and master's degree in history OR master's degree in art with a recorded emphasis or concentration in art history OR the equivalent.

Library

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

APPLICATION FOR APPROVAL—COURSE TO FULFILL
GLOBAL CITIZENSHIP ASSOCIATE DEGREE REQUIREMENT: AHIS 18

Step 1: Under which category does the course belong?

	Course meets **all** of the following three criteria: (Please Check)	
Global Studies Category	[x]	Course content is explored primarily through a global perspective and a comparative and/or analytical framework is used. At least two societies or cultures outside the United States and their global impact are explored.
	[x]	Course material has contemporary significance. For example, a course would not only examine a period of history but the ways in which that period of history impacts the way we live in the world today.
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Step 4: Narrative

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

AHIS 18 examines the visual culture of twenty different cultures in Africa from pre-history through the contemporary period. The role and function of African art objects are considered within their religious, political, social, and economic contexts. The course covers various art making practices including performance, sculpture, architecture, painting, photography, regalia, and arts of the body. Considering the importance of broader art and architectural connections between Africa and other parts of the world, this course examines issues of colonialism, imperialism, the global economy, the inter-diasporic Afrofuturism movement, questions of display, and current concerns with art appropriation and cultural patrimony.

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

	Yes	No	Abstain	Not voting
Department or Area Vote	10	0	0	2

form modified 10/18/2017

SALON BUSINESS
Certificate of Achievement

*Students must complete the area of emphasis (major) requirements in effect at the time enrollment begins or the requirements in effect at graduation as long as continuous enrollment is maintained. *Continuous enrollment is defined as enrollment in each Fall and Spring semester until graduation. At least 50% of the units required for Department Certificates must be completed at Santa Monica College. Students must receive a grade of C or higher in each course to successfully complete the Department Certificate. A Department Certificate in Salon Business will aid cosmetologists, estheticians and manicurists in establishing and running their own business/salon.

Program Learning Outcomes:
upon completion of the Salon Business Certificate, students will be able to understanding of the key points for operating and supervising a salon/spa business. Students will be able to apply business principles to the salon and spa business.

Area of Emphasis (14 units)

Required Courses:
ACCTG 21, Business Bookkeeping (3)

BUS 1, Introduction To Business (3)
or
BUS 20, Principles Of Marketing (3)
or
BUS 65, Management Principles (3)

BUS 34, Introduction to Social Media Marketing (3)
CIS 4, Business Information Systems with Applications (3)
COSM 64, Salon Management (2)