



Curriculum Committee Agenda

Wednesday, May 29, 2019, 3:00 p.m.
Loft Conference Room – Drescher Hall 300-E

Members:

- | | | | |
|------------------------------------|-------------------------|---------------|---------------------|
| Brenda Antrim, <i>Chair</i> | Guido Davis Del Piccolo | William Konya | Lee Pritchard |
| Jennifer Merlic, <i>Vice Chair</i> | 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 5
- V. Chair’s Report
- VI. Information Items

- 1. Redesign of the Student Experience

(Consent Agenda)

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

17. COSM 28B Skin Care 2B
18. COSM 30 Related Science 3
19. COSM 31A Hair Cutting 3
20. COSM 31B Hair Styling 3
21. COSM 31C Hair Coloring 3
22. COSM 31E Curly Hair Techniques 3
23. COSM 38 Skin Care 3
24. COSM 40 Related Science 4
25. COSM 41B Hair Styling 4
26. COSM 42 Men's Hair Styling
27. COSM 50A Related Science 5
28. DANCE 21A Beginning Asian Pacific Dance
29. ECE 11 Child, Family and Community
30. MEDIA 19 Broadcasting Workshop
31. POST 1 Digital Media Workflow Management
32. POST 2 Digital Audio Fundamentals
33. POST 20 Digital Audio Editing
34. POST 22 Digital Music Production
35. 2D Animation Department Certificate
36. 3D Animation Department Certificate
37. 3D Modeling Department Certificate
38. 3D Rendering Department Certificate
39. African and Middle Eastern Studies Department Certificate
40. Asian Studies Department Certificate
41. Business Entrepreneurship Department Certificate
42. Business International Department Certificate
43. Business Logistics and Supply Chain Management Department Certificate
44. Business Management Department Certificate
45. Business Marketing Department Certificate
46. Business: Sales and Promotion Department Certificate
47. Dance Teacher (Pre K-Grade 5) Department Certificate
48. Digital Effects Department Certificate
49. Digital Publishing Department Certificate
50. Esthetician Department Certificate
51. Game Development Department Certificate
52. Information Systems Management Department Certificate
53. Latin American Studies Department Certificate
54. Mobile Apps Development – Android Department Certificate
55. Mobile Apps Development – iPhone Department Certificate
56. Nail Care Department Certificate
57. Networking Department Certificate
58. Salon Business Department Certificate
59. Small Business Tax Practice
60. User Experience Design Department Certificate
61. Visual Development Department Certificate
62. Web Design Department Certificate
63. Website Creator Department Certificate
64. Website Development Management Department Certificate
65. Women's, Gender, and Sexuality Studies Associate in Arts Degree

VII. Action Items

(Courses: New)

- a. DANCE 21B Intermediate Asian Pacific Dance (Skills Advisory: DANCE 21A)..... 19

b.	DANCE 26A Beginning Salsa Dance.....	24
c.	HEALTH 81 Fundamental Skills for Health Care Professionals	26
d.	HEALTH 84 Applied Skills for Health Care Professionals (Corequisite: HEALTH 84L) 28	
e.	HEALTH 84L Applied Skills for Health Care Professionals Lab (Corequisite: HEALTH 84).....	32
f.	KIN PE 35A Beginning Wushu/Kung Fu	35
g.	KIN PE 35B Intermediate Wushu/Kung Fu	37
h.	KIN PE 45D Competitive Softball	39
i.	KIN PE 50B Intermediate Water Polo	41
j.	KIN PE 50D Competitive Water Polo.....	43
k.	KOREAN 9 Korean Civilization and Literature (Skills Advisory: ENGL 21B)	45
l.	RES TH 2L Applied Respiratory Fundamentals (Corequisite: RES TH 2).....	50
m.	RES TH 21 Respiratory Care Sciences (Corequisite: RES TH 60)	53
n.	RES TH 21L Respiratory Care Sciences Laboratory (Corequisite: RES TH 60)	56
o.	RES TH 30L Application of Adult Critical Care Monitoring and Diagnostics (Corequisite: RES TH 30).....	58

(Courses: Substantial Changes)

p.	ANIM 30 Intermediate 3D Animation (Skills Advisory: ANIM 3, changed hours)	62
q.	ESL 19A English Fundamentals 1 (Prerequisite: ESL 11A, changed hours/units)	65
r.	ESL 19B English Fundamentals 2 (Prerequisite: ESL 19A, changed hours/units)	69
s.	POST 3 Digital Video Fundamentals (changed hours; removed Skills Advisory)	73
t.	POST 4 Digital Image Fundamentals (changed hours; removed Skills Advisory)	75
u.	POST 21 Digital Audio For Games (Skills Advisory: POST 2, changed hours)	77
v.	POST 30 Digital Video Editing (Skills Advisory: POST 2, changed hours).....	80
w.	POST 31 Digital Compositing (Skills Advisory: POST 4, changed hours)	83
x.	POST 60 Post-Production Studio (Skills Advisory: POST 24 or 32, changed hours) 86	
y.	RES TH 2 Respiratory Therapy Fundamentals (changed hours/units).....	90
z.	RES TH 30 Adult Critical Care Monitoring and Diagnostics (changed hours/units)...	93

(Courses: Distance Education)

aa.	COM ST 21 Argumentation	95
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(Courses: Global Citizenship)

bb.	AHIS 17 Arts of Asia - Prehistory to 1900.....	100
cc.	KOREAN 9 Korean Civilization and Literature	49

(Programs: New)

dd.	Business Information Worker 2 Associate in Science/Certificate of Achievement... 104	
ee.	Communications and Media Studies in Spanish Certificate of Achievement.....	118
ff.	Digital Audio Post-Production Certificate of Achievement.....	119
gg.	Digital Media Foundation Certificate of Achievement.....	128
hh.	Digital Video Post-Production Certificate of Achievement.....	133

(Programs: Revisions)

ii.	African and Middle Eastern Studies Certificate of Achievement.....	143
jj.	Asian Studies Certificate of Achievement	144
kk.	Digital Media Associate in Science.....	146
ll.	Entrepreneurship Certificate of Achievement.....	147
mm.	International Business Certificate of Achievement.....	148
nn.	Latin American Studies Certificate of Achievement	149
oo.	Marketing Certificate of Achievement	150
pp.	Website Development Management Certificate of Achievement.....	151
qq.	Changes to degrees and certificates as a result of courses considered on this agenda	

VIII. New Business

IX. Old Business

X. Adjournment

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



Curriculum Committee Minutes

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

Members Present:

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

Members Absent:

Jennifer Merlic	Lydia Strong
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Others Present:

Christopher Badger	Chris Fria	Walter Meyer	Elaine Roque
Ciarán Brewster	Walt Louie	Eric Minzenberg	Scott Silverman
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 3:04 pm. Motion to approve the agenda with the following revisions as requested by their respective departments: table AHIS 1, AHIS 5, AHIS 18, AHIS 21, BUS 48, and RES TH 2A for a future meeting.

Motion made by: Eve Adler; **Seconded by:** Audra Wells

The motion passed unanimously.

(Gary Huff, Eric Hwang, and Maral Hyeler not present for vote)

II. Public Comments

None

III. Announcements

- Global Motion will be performing at the Broad Stage this weekend, May 4 and 5
- Global Citizenship 10th Annual Research Symposium is tomorrow, May 2

IV. Approval of Minutes

Motion to approve the minutes of the April 24 meeting with no revisions.

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

Y: 14; N: 0; A: 2 (Jason Beardsley, Jae Lee)

(Gary Huff, Eric Hwang, and Maral Hyeler not present for vote)

V. Chair’s Report

- All courses passed at the April 3 and April 17 Curriculum meetings were passed at the Academic Senate on April 30.
- Several programs have recently been approved by the Chancellor's office. A current list, along with courses approved for GE, will be included in the minutes for this meeting.

- Chair thanked Representatives for reviewing courses and programs on Curricunet, and informed them that she stops monitoring and following up on comments at noon the day of the meeting, so please bring those comments to the table. She also reiterated that the Curriculum committee has the responsibility to question and approve or request changes, and advisory boards, while very important, are advisory and not approval bodies. The responsibility for determining the best approach to curriculum to meet the students' needs lies in the expert hands of discipline faculty. The committee strives for a consistent and fair approach to all proposals brought before it.
- KIN PE 18, KIN PE 52A, and KIN PE 52B were approved for CSUGE Area E effective Spring 2020
- New Programs 2018-2019 and 2019-2020:

Meeting	Program	Chancellor Approval	Effective
02/21/18	Administration of Justice AS-T	09/04/18	20183
10/19/16	Business Information Worker AS/Certificate of Achievement	09/26/18	20193
11/07/18	Cybersecurity Department Certificate	N/A	20190
05/31/17	Early Childhood Education Associate Teacher Certificate of Achievement	10/16/18	20183
12/05/18	Engineering AS/Certificate of Achievement	04/22/19	20193
12/05/18	Introduction to Engineering Certificate of Achievement	04/25/19	20193
02/20/19	Introduction to Working with Older Adults Noncredit Certificate of Completion	04/15/19	20192
12/06/17	Legal Office Clerk Certificate of Achievement	04/10/19	20191
12/06/17	Medical Office Clerk Certificate of Achievement	04/10/19	20191
12/05/18	Scenic Design and Construction Department Certificate	N/A	20191
05/30/18	Small Business Tax Practice Department Certificate	09/04/18	20183
05/30/18	Social Justice Studies: Women, Gender, and Sexuality AA-T	02/21/19	20193
05/03/17	Sociology AA-T	07/17/18	20183
12/05/18	Stage Lighting, Sound and Projection Department Certificate	N/A	20191
11/21/18	Sustainability Assistant Noncredit Certificate of Completion	02/25/19	20193
11/21/18	Sustainability in Organics Aide Noncredit Certificate of Completion	02/25/19	20193
11/21/18	Sustainability Services Technician Noncredit Certificate of Completion	02/25/19	20193
04/18/18	Transition to College and Career Noncredit Certificate of Completion	01/03/19	20191
05/17/17	Transitional Kindergarten Certificate of Achievement	07/17/18	20183

VI. Information Items

1. Redesign of the Student Experience
 - The 2019-20 catalog will show Areas of Interest
 - Reminder for mapping day happening on May 31
 - UCLA had college signing day with Michelle Obama; SMC students wore shirts corresponding to the colors of the majors from the Areas of Interest chart

(Courses: Consent Agenda)

2. AHIS 1 Western Art History 1
3. AHIS 5 Latin American Art History 1
4. AHIS 6 Latin American Art History 2
5. ~~AHIS 18 Introduction To African Art History~~
6. ~~AHIS 21 Architectural History: Ancient To 1850~~
7. ANIM 4 Digital Storyboarding
8. ANIM 5 History Of Animation
9. ANIM 18 Perspective Drawing
10. ANIM 19 Color Theory & Application

11. ANIM 20 Intermediate 2D Animation
12. ANIM 22 2D Digital Production
13. ANIM 31 Advanced 3D Animation
14. ANIM 35 3D Modeling
15. ANIM 36 3D Texturing & Rendering
16. ANIM 37 3D Character Creation
17. ANIM 38 3D Character Rigging
18. ANIM 40 Character Design
19. ANIM 41 Environment Design
20. ANIM 42 Prop and Vehicle Design
21. ANIM 75 Career Development
22. ANIM 80 Visual Development Studio
23. CIS 36M Adobe Acrobat
24. KIN PE 3 Introduction to Exercise Physiology I

VII. Action Items

(Courses: New)

- a. AD JUS 11 Introduction to Forensics
Motion to approve AD JUS 11 with minor revisions
Motion made by: Sasha King; **Seconded by:** William Konya
The motion passed unanimously.
- b. ART 74 Introduction to Programming in the Arts
Motion to approve ART 74 with minor revisions
Motion made by: Toni Trives; **Seconded by:** Estela Narrie
The motion passed unanimously. *(Gary Huff and Maral Hyeler not present for vote)*
- c. ART 75 Form and Information
Motion to approve ART 75 with minor revisions
Motion made by: Sheila Cordova; **Seconded by:** Jason Beardsley
The motion passed unanimously. *(Gary Huff and Maral Hyeler not present for vote)*
- d. ~~BUS 48 Entrepreneurial Mindset~~
- e. DANCE 25B Intermediate African Dance (~~Prerequisite~~ Skills Advisory: DANCE 25)
Motion to approve DANCE 25B with minor revisions and correction to make DANCE 25 a skills advisory, instead of a prerequisite
Motion made by: Eric Hwang; **Seconded by:** William Konya
The motion passed unanimously.

Motion to approve DANCE 25B skills advisory DANCE 25 with no revisions
Motion made by: Dana Nasser; **Seconded by:** Eve Adler
The motion passed unanimously.
- f. KIN PE 45B Intermediate Softball
Motion to approve KIN PE 45B with minor revisions
Motion made by: Eve Adler; **Seconded by:** Estela Narrie
The motion passed unanimously.
- g. KIN PE 56C Intermediate-Advanced Track and Field
Motion to approve KIN PE 56C with minor revisions
Motion made by: Toni Trives; **Seconded by:** Jae Lee
The motion passed unanimously.

- h. KIN PE 56D Advanced Track and Field
Motion to approve KIN PE 56D with minor revisions
Motion made by: Guido Davis Del Piccolo; **Seconded by:** Dana Nasser
The motion passed unanimously.

- i. POST 23 Sound Design (Skills Advisory: POST 20)
Motion to approve POST 23 with minor revisions
Motion made by: Sheila Cordova; **Seconded by:** Toni Trives
The motion passed unanimously.

Motion to approve POST 23 skills advisory POST 20 with no revisions
Motion made by: Estela Narrie; **Seconded by:** Dana Nasser
The motion passed unanimously.

- j. POST 24 Audio Mixing for Visual Media (Skills Advisory: POST 23)
Motion to approve POST 24 with minor revisions
Motion made by: Christina Gabler; **Seconded by:** Toni Trives
The motion passed unanimously.

Motion to approve POST 24 skills advisory POST 23 with no revisions
Motion made by: Estela Narrie; **Seconded by:** Dana Nasser
The motion passed unanimously.

- k. POST 32 Color Grading and Film Finishing (Skills Advisory: POST 30)
Motion to approve POST 32 with minor revisions
Motion made by: Jae Lee; **Seconded by:** Sheila Cordova
The motion passed unanimously.

Motion to approve POST 32 skills advisory POST 30 with no revisions
Motion made by: Estela Narrie; **Seconded by:** Dana Nasser
The motion passed unanimously.

- l. ~~RES TH 2A Respiratory Therapy Fundamentals~~

- m. VAR PE 11C Intersession Intercollegiate Strength and Conditioning
Motion to approve VAR PE 11C with minor revisions
Motion made by: Maral Hyeler; **Seconded by:** William Konya
The motion passed unanimously.

(Courses: Substantial Changes)

- n. ANIM 3 3D Fundamentals (Changed: units (from 4 to 3), hours; removed skills advisory)
Motion to approve changes to ANIM 3 with no additional revisions
Motion made by: Christina Gabler; **Seconded by:** Eve Adler
The motion passed unanimously. *(Eric Hwang not present for vote)*

- o. ANIM 32 Digital Previsualization (Removed prerequisites; addition of skills advisory)
Motion to approve changes to ANIM 32 with no additional revisions
Motion made by: William Konya; **Seconded by:** Jason Beardsley
The motion passed unanimously. *(Eric Hwang and Yvonne Ortega not present for vote)*

Motion to approve ANIM 32 skills advisory ANIM 30 with no revisions
Motion made by: Maral Hyeler; **Seconded by:** Estela Narrie
The motion passed unanimously. *(Eric Hwang and Yvonne Ortega not present for vote)*

- p. ANIM 85 Animation Studio (Changed: units (from 4 to 3); added skills advisories)
Motion to approve changes to ANIM 85 with no additional revisions
Motion made by: Sheila Cordova; **Seconded by:** William Konya
The motion passed unanimously. (*Eric Hwang and Yvonne Ortega not present for vote*)

Motion to approve ANIM 85 skills advisory of ANIM 21 or 31 or 37 with no revisions

Motion made by: Maral Hyeler; **Seconded by:** Estela Narrie

The motion passed unanimously. (*Eric Hwang and Yvonne Ortega not present for vote*)

(*Courses: Distance Education*)

- q. AD JUS 11 Introduction to Forensics
Motion to approve AD JUS 11 distance education component with minor revisions
Motion made by: Christina Gabler; **Seconded by:** Jason Beardsley
The motion passed unanimously. (*Gary Huff not present for vote*)

- r. ANTHRO 1 Physical Anthropology
Motion to approve ANTHRO 1 distance education component with minor revisions
Motion made by: Eric Hwang; **Seconded by:** Maral Hyeler
The motion passed unanimously.

- s. ~~BUS 48 Entrepreneurial Mindset~~

(*Programs: New*)

- t. Child and Adolescent Development AA-T Degree
Motion to approve Child and Adolescent Development AA-T degree with addition of any C-ID courses from LIST A on the TMC to be added to the List A electives for the program
Motion made by: Toni Trives; **Seconded by:** Dana Nasser
The motion passed unanimously.
Y: 15; N: 1 (Guido Davis Del Piccolo); A: 1 (Jing Liu)
(*Eric Hwang and Yvonne Ortega not present for vote*)

(*Programs: Revisions*)

- u. Changes to degrees and certificates as a result of courses considered on this agenda
Motion to approve all changes to programs as a result of this agenda
Motion made by: Maral Hyeler; **Seconded by:** Eve Adler
The motion passed unanimously. (*Eric Hwang and Yvonne Ortega not present for vote*)

VIII. New Business

None

IX. Old Business

None

X. Adjournment

The meeting was adjourned at 5:29 pm.



Curriculum Committee Minutes

Wednesday, May 15, 2019, 3:00 p.m.
Loft Conference Room – Drescher Hall 300-E

Members Present:

Brenda Antrim, <i>Chair</i>	Sheila Cordova	Sasha King	Dana Nasser
Jennifer Merlic, <i>Vice Chair</i>	Guido Davis Del Piccolo	William Konya	Lydia Strong
Eve Adler	Christina Gabler	Jing Liu	Toni Trives
Wynn (Robert) Armstrong	Gary Huff	Estela Narrie	Audra Wells
Jason Beardsley	Eric Hwang (A.S. Rep)		

Members Absent:

Maral Hyeler	Jae Lee	Yvonne Ortega	Lee Pritchard
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Others Present:

Clare Battista	Rachel Demski	Walter Meyer	Steven Sedky
Susan Caggiano	Nathaniel Donahue	Michael Rocchio	Tammara Whitaker

(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 3:07 pm. Motion to approve the agenda with no revisions.

Motion: Dana Nasser; **Seconded by:** Christina Gabler

The motion passed unanimously.

II. Public Comments

None

III. Announcements

None

IV. Approval of Minutes

No approval of minutes, as the April 17 minutes were included instead of the May 1 minutes.

V. Chair’s Report

- All courses and programs passed at our 5/1 meeting were passed at the 5/14 Senate meeting.
- All courses SMC submitted for IGETC/CSUGE were approved for Fall 2019. These are:

Course	IGETC Area	CSUGE Area
BIOL 10	5B/5C	B2/B3
COM ST 20	4	D
DANCE 6	3A	C1
ECON/ENVRN 4	4	D
ECON/WGS 8	4	D
KIN PE 18		E
KIN PE 52A		E
KIN PE 52B		E
WGS 40	4	D

- Elections & Rules chair is having issues with correct faculty lists, so Curriculum and Senate elections will run late. Chairs of departments with seats coming open in these elections have been sent faculty lists to check. Open seats for Curriculum are:
 - Christina Gabler, History / Philosophy & Social Science
 - William Konya, Mathematics (2019)
 - Jing Liu, Earth Science / Life Science / Physical Science (2019)
 - Audra Wells, Counseling (2019)
 - Wynn (Robert) Armstrong, Cosmetology / Photo/ Fashion (2019)
- Elections are scheduled to run at the end of this month.

VI. Information Items

1. Redesign of the Student Experience
Guido gave a reminder of last mapping day on May 31; please RSVP to Irena's email/invite. Also, a look at Bakersfield's mapping pages; the Pathways team is in discussion with the company that built their website.

(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)

- a. AD JUS 67 Community and the Justice System
Motion to approve AD JUS 67 with no revisions.
Motion: Toni Trives; **Seconded by:** Audra Wells
The motion passed unanimously.
(Eric Hwang was not present for vote)
- b. BUS 30 Customer Relationship Management
Motion to approve BUS 30 with no revisions.
Motion: Toni Trives; **Seconded by:** Dana Nasser
The motion passed unanimously.

(Courses: Distance Education)

- c. AD JUS 67 Community and the Justice System
Motion to approve AD JUS 67 distance education component with no revisions.
Motion: Toni Trives; **Seconded by:** Audra Wells
The motion passed unanimously. *(Eric Hwang was not present for vote)*
- d. AHIS 21 Architectural History: Ancient to 1850
Motion to approve AHIS 21 distance education component with minor revisions.
Motion: Eric Hwang; **Seconded by:** Sheila Cordova
The motion passed unanimously.
- e. BUS 30 Customer Relationship Management
Motion to approve BUS 30 distance education component with no revisions.
Motion: Estela Narrie; **Seconded by:** William Konya
The motion passed unanimously.

(Courses: Global Citizenship)

- f. AHIS 1 Western Art History I
Motion to approve AHIS 1 Global Citizenship with minor revisions.
Motion: Jennifer Merlic; **Seconded by:** William Konya
The motion passed unanimously.
- g. AHIS 5 Latin American Art History 1
Motion to approve AHIS 5 Global Citizenship with minor revisions.
Motion: Gary Huff; **Seconded by:** William Konya
The motion passed unanimously.
- h. AHIS 18 Introduction to African Art
Motion to approve AHIS 18 Global Citizenship with minor revisions.
Motion: Toni Trives; **Seconded by:** Estela Narrie
The motion passed unanimously. *(Eric Hwang was not present for vote)*
- i. AHIS 21 Architectural History: Ancient to 1850
Motion to approve AHIS 21 Global Citizenship with minor revisions.
Motion: Eric Hwang; **Seconded by:** Sheila Cordova
The motion passed unanimously.

(Programs: Revisions)

- j. Changes to degrees and certificates as a result of courses considered on this agenda
Motion to approve all changes to degrees and certificates as a result of this agenda
Motion: Estela Narrie; **Seconded by:** Audra Wells
The motion passed unanimously. *(Eric Hwang was not present for vote)*
- k. Salon Business
Motion to approve revisions to Salon Business with minor additional revisions
Motion: Dana Nasser; **Seconded by:** Jason Beardsley
The motion passed unanimously. *(Eric Hwang was not present for vote)*

VIII. New Business

- Distance Education Guidelines
Gary Huff, Clare Battista, and Tammara Whitaker presented the “OEI Best Practices and Distance Education Application Crosswalk” (see page 4-7) for review and feedback by the committee. The plan is to have a new version of the Distance Education application presented in the Fall for approval.
- SMC GE Language/Rationality
SMC GE Language and Rationality area has been updated as a result of AB 705 (see page 8-9)
Motion to approve revisions to the SMC GE Language/Rationality area as presented.
Motion: Audra Wells; **Seconded by:** Estela Narrie
The motion passed unanimously. *(Eric Hwang was not present for vote)*

IX. Old Business

None

X. Adjournment

The meeting was adjourned at 4:46 pm.

OEI Best Practices & Distance Education Application Crosswalk

Opportunities for Student-Student Interactions

Best Practices – SMC DE Application	Aligned Category – OEI Rubric
<p>Students are expected to interact with each other throughout the course and communicate regarding the course material and homework experiences. Typically, students use asynchronous discussion forums and email for communication and collaboration activities.</p>	<ul style="list-style-type: none"> • Opportunities for student-initiated interaction with other students and the instructor are clearly available and encouraged. • Student-to-student interaction that reinforces course content and learning outcomes is required as part of the course. • The course includes communication activities that are designed to build a sense of community among learners. • Guidelines explaining required levels of student participation (i.e., quantity and quality of interactions) are provided.

What are we looking for?

Weekly opportunities for students to engage in more than one of the following:

- Asynchronous discussion forums
- Group assignments
- Group chat
- Student Lounge/Café (student-initiated discussion forum)
- Weekly check-ins (beginning of the week discussion with some open-ended prompts)
- Peer review
- Collaborations (tools that allows students to share and/or collaborate on documents)
- Social media or other accessible external tools for interaction.
- Messaging *however instructors do not have visibility to this and cannot track.

Opportunities for Student-Instructor Interactions

Best Practices – SMC DE Application	Aligned Category – OEI Rubric
<p>There should be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration features such as discussion threads, blogs or chats, comments on student work, and/or individual e-mail. The instructor should regularly initiate communication with the students, and promptly respond to communication initiated by the students to ensure effective participation and clarity of material and assignments. The instructor also provides instructions and support as needed for course navigation and information assistance, clarification about content, assignments, projects, quizzes, and exams. On an on-going basis, the instructor also provides performance feedback, comments, recommendations, and suggestions. The instructor informs the students of the expected frequency and times of any type of interaction with the students throughout the course.</p>	<ul style="list-style-type: none"> • Instructor initiates contact prior to or at the beginning of course. • The instructor provides students with his/her plan to engage in regular effective contact using CMS communication tools that includes expected time frames for responses to inquiries, discussion board posts, and feedback on assignments and assessments. • The instructor's role for supporting course technology is explained to students, and links to technology support are provided. • Contact information for the instructor is easy to find and includes expected response times.

What are we looking for?
<p>Prior to the course:</p> <ul style="list-style-type: none"> • Send welcome letter • Communicate course updates, reminders and other relevant information <p>Weekly use of <u>more than one</u> of the following:</p> <ul style="list-style-type: none"> • Email/Message (initiated by student or instructor) • Virtual Office Discussion (open for the entire semester) • Instructor Announcements • Individual or group chat • Virtual Conference Sessions • Comments/Feedback on discussions, assignments, and other assessments <ul style="list-style-type: none"> ○ Comments can be text, audio, or video

Opportunities for Student-Content Interactions

Best Practices – SMC DE Application	Aligned Category – OEI Rubric
<p>Students interact with the material provided by the instructor. Additionally, to ensure a student-centered e-learning environment, a variety of assignments and activities should be provided. Assignments and activities should be designed for each content module or unit so that students may assess their comprehension of the course material before they complete a graded assignment. These activities are designed to ensure individualized learning, providing immediate and specific instructional feedback while addressing different learning styles. Course material must be easily accessible by all students. Instructional goals require that students frequently (several times per week) interact with online course materials.</p>	<ul style="list-style-type: none"> • Demonstrable objectives are included in the individual learning units/modules. • Unit content and activities are aligned with unit objectives. • Content is presented in visibly distinct learning units or modules. • Page content is chunked in manageable segments using headings that facilitate online reading. • A variety of modalities, such as text, audio, video, images and/or graphics are used to create student-centered learning. • Course Management System (CMS) tools are used to streamline access to materials and activities for students. • Course design includes instructions for learners to work with content in meaningful ways (e.g. instructing students to take notes during a video, explaining the purpose of an external resource). • Individualized learning opportunities, such as remedial activities or resources for advanced learning are provided.
What are we looking for?	
<ul style="list-style-type: none"> • Course makes use of multiple CMS tools for weekly content delivery <ul style="list-style-type: none"> ○ Pages, discussions, chat, collaboration, virtual conference tools, groups, etc. • Content is organized into modules/units based on weeks/major themes • Unit objectives are provided and linked to coursework • Content is delivered through multiple modalities that are accessible (text, audio with transcripts, captioned video, images with alternate text, etc.) 	

- Opportunities for individualized learning exist (self-check quizzes, resource pages, supplemental materials, reflective writing, etc.)

Assessments

Best Practices – SMC DE Application	Aligned Category – OEI Rubric
<p>Assessments of various forms are conducted regularly, preferably on a weekly basis. The instructor updates grades in a timely manner. Assessments designed for this course utilize methodologies appropriate for online modality. The bulk of the grade for the course is based on students' ongoing assignments: essays, tests, discussions, group and individual projects. As per current Curriculum guidelines, no singular assessment should be worth more than 30% of the course grade.</p>	<ul style="list-style-type: none"> • Assessment activities lead to the demonstration of learning outcomes. • Assessments appear to align with the objectives. • Both formative and summative assessments are used. • Multiple assessments are administered during the duration of the course. • Rubrics or descriptive criteria for desired outcomes are included. • Instructions clearly explain to students how to successfully complete the assessments. • The course includes a clear plan for providing meaningful, timely feedback on assessments. • Opportunities for student self-assessment with feedback are present.

What are we looking for?

Examples include:

- Multiple assessment activities (formative and summative) are described
- Assessments that relate to course objectives/content
- Regular assessments (weekly or more frequent)
- Descriptive rubrics present for all assessments
- Mix of low and high stakes assessments (never more than 30% of overall grade)
- Provide opportunities for (non-graded) student self-assessment
- Provide opportunities for individualized support or resources

Accessibility

Best Practices – SMC DE Application	Aligned Category – OEI Rubric
<p>All instructors assigned to teach and/or update online components of a course must comply with current legal standards for creating online environments, content, and activities that are accessible to all students including students with disabilities (CCCCO Distance Education Guidelines, CA Code 11135, and Section 508 of the Rehabilitation Act). Please consult faculty resources within the current LMS. The accessibility of publisher content should be verified before texts are adopted. Although SMC lacks the resources to evaluate the accessibility of all outside websites linked from our distance education pages, we are, nonetheless responsible for ensuring that all students have access to all instructional</p>	<ul style="list-style-type: none"> • Content Pages consistently use heading styles (i.e. Heading 2, Heading 3, etc.). • Lists are created using the Bullet or Numbered List tool in the rich text editor. • Links are descriptive and avoid redundancy; links avoid using non-descriptive phrases; and underlining is only used to denote active hyperlinks. • Table cells designated as row and/or column headers allow screen readers to read table cells in the correct order. • There is sufficient color contrast between foreground and background to meet Section 508 standards.

~~materials. Please endeavor to find accessible resources to minimize the need for last-minute accommodations. Sign-off by DSPS on this application indicates consultation about accessibility guidelines with an SMC compliance specialist.~~

- Visual elements (color, bolding, all caps) are not used as the sole way to convey importance or meaning.
- Every image (including those used in Pages, Discussions, Quizzes and Assignments) uses descriptive alternative text that includes any text visible in the image, does not contain "image of" or "picture of", and uses "" if the image is purely decorative.
- Every slide has a unique title, reading order is properly set (slides use pre-set layouts), and all images/charts include alternative text. All text is visible in Outline View so that it can be read by assistive technology.
- PDFs pass the Adobe Accessibility Check with no substantial errors.
- Spreadsheets include labels for the rows and columns, detailed labels for any charts, and is accompanied by a textual description of the spreadsheet, drawing attention to key cells, trends, and totals.
- Accurate transcripts are included for audio, closed captioning for video, and narrative descriptions are available when possible.
- Live broadcasts include a means for displaying synchronized captions.
- Multimedia is not set to auto-play.
- Multimedia (including gifs and images) do not blink or strobe.

What are we looking for?

See above OEI Alignment column.

Associate Degree General Education Requirements

I: NATURAL SCIENCE: At least 3 semester units selected from:

- | | |
|--|---|
| <ul style="list-style-type: none"> • ANATMY 1, 2 • ANTHRO 1, 5, 9, 10 • ASTRON 1, 2, 3, 4, 5, 7, (8), 10 (same as GEOL 10) • BIOL 2, 3, (4), 9^{GC}, 10^{GC}, 15, 15N, 21, 22, 23 • BOTANY 1, 3 • CHEM 9^{GC} (satisfies GC if completed Spring 2013 or later), 10, 11, 12, 19, 21, 22, 24, 31 • GEOG 1, 3, 5 | <ul style="list-style-type: none"> • GEOL 1, 3, 4, 5, 10 (same as ASTRON 10), 31, 35 • MCRBIO 1 • NUTR 1, 4 (if completed prior to Winter 2017), (6) • PHYSCS 6, 7, 8, 9, 12, 14, 21, 22, 23, 24 • PHYS 3 • PSYCH 2 • ZOOL 5, (17), (20) |
|--|---|

II: SOCIAL SCIENCE: 6 semester units, with at least 3 units selected from each group:

GROUP II A (at least 3 semester units)

- ECON 15 (same as HIST 15)
- ENVRN 14^{GC} (same as HIST 14)
- HIST 10^{GC}, 11, 12, 14^{GC} (same as ENVRN 14), 15 (same as ECON 15), 27, 41, (45), (46)
- POL SC 1

GROUP II B (at least 3 semester units)

- ADJUS 1, 2
- ANTHRO 2^{GC}, 3, 4, 7, 14^{GC}, 19^{GC}, 20, 21^{GC}, 22
- ASTRON 6^{GC}
- BILING 1
- BUS 1
- COM ST 9, 20^{GC}, 30, 31, 35, 36, 37^{GC}
- ECE 11^{GC}, (18)^{GC}
- ECON 1, 2, 4 (same as ENVRN 4), 5^{GC} (same as GLOBAL 5 and POL SC 5), 6, 8, 15 (same as HIST 15)
- ENVRN 4 (same as ECON 4), 7^{GC} (same as GEOG 7), 32^{GC} (same as HIST 32), 40^{GC} (satisfies GC requirement if completed Fall 2011 or later) (same as PSYCH 40)
- GEOG 2, 7^{GC} (same as ENVRN 7), 8 (same as URBAN 8), 11^{GC} (same as GLOBAL 11), 14^{GC}
- GLOBAL 3^{GC} (same as MEDIA 3), 5^{GC} (same as ECON 5 and POL SC 5), 10^{GC}, 11^{GC} (same as GEOG 11)
- HIST 1, 2, 3, 4, 5, 6^{GC}, 10^{GC}, 11, 12, 13, 14^{GC} (same as ENVRN 14), 15 (same as ECON 15), 16, 19, 20, 21, 22, 24, 25^{GC} (satisfies GC requirement if completed Fall 2014 or later), 26, 28, 29, 30 (formerly same as ENGL 32), 32^{GC} (same as ENVRN 32), 33, 34^{GC} (satisfies GC requirement if completed Fall 2014 or later), 38, 39^{GC} (satisfies GC requirement if completed Fall 2014 or later), 41, 42, 43, (45), (46), 47, (48) (formerly same as PHILOS 48), 52, 53, 55, 62
- MEDIA 1, 3^{GC} (same as GLOBAL 3), 4, 10^{GC}
- NUTR 7^{GC}
- PHILOS 48 (formerly same as HIST 48), 51 (same as POL SC 51), 52 (same as POL SC 52)
- POL SC 1, 2, 3, 5^{GC} (same as ECON 5 and GLOBAL 5), 7, 8, 11, 14, 21^{GC}, 22^{GC} (same as ENVRN 22), 23, 24, 31, 47, 51 (same as PHILOS 51), 52 (same as PHILOS 52)
- PSYCH 1, 3, 5, 6, 7, 8^{GC}, 11, (12), 13, 14, (18^{GC}), 19, 25, 40^{GC} (satisfies GC requirement if completed Fall 2011 or later) (same as ENVRN 40)
- SOCIOL 1, 1s^{GC}, 2, 2s^{GC}, 4, 12, 30, 31, 32, 33, 34^{GC}
- URBAN 8 (same as GEOG 8)
- WGS 10^{GC} (formerly WOM ST 10), 20^{GC} (formerly WOM ST 20), 30^{GC} (formerly WOM ST 30), 40^{GC} (formerly WOM ST 40)

III: HUMANITIES: At least 3 semester units selected from:

- ASL 1, 2
- ARABIC 1^{GC}
- ART 10A^{*}, 10B^{*}, 13, 20A^{*}, 20B^{*}, 40A^{*}, 40B, 43A^{*}, 43B
- AHIS 1, 2, 3, 5, 6^{GC}, 11^{GC}, 15, 17, 18, 21, 22, 52 (*same as PHOTO 52*), 71, 72^{GC}
- CHNESE 1^{GC}, 2^{GC}, 3^{GC}, 4^{GC}, 8, 9
- COM ST 12, 14^{GC}
- DANCE 2^{GC}, 5, 6
- ENGL 2, 3, 4, 5, 6, 7, 8, 9^{GC}, 10^{GC}, (11) (*formerly same as FILM 11*), 14, 15, 17, 18, 26 (*same as HUM 26*), 30A, 30B, 31, 32 (*formerly same as HIST 30*), 34, 38, 39, 40, 41, 45, 49^{GC}, 50, 51 (*same as REL ST 51*), 52 (*same as REL ST 52*), 53, 54, 55 (*formerly same as TH ART 7*), 56, 57, 58, 59, 61, 62
- ET 61
- ENVRN 20^{GC} (*same as PHILOS 20*)
- FILM 1, 2, 5, 6, 7^{GC}, 8, 9, 10, 11 (*formerly same as ENGL 11*)
- FRENCH 1^{GC}, 2^{GC}, 3^{GC}, 4^{GC}, 8
- GERMAN 1^{GC}, 2^{GC}, 3^{GC}, 4^{GC}, 8
- HEBREW 1^{GC}, 2^{GC}, 3^{GC}, 4^{GC}, 8
- HIST (30) (*formerly same as ENGL 32*)
- HUM 26 (*same as ENGL 26*)
- INTARC 30, 34, 41, 42, (60), (66)
- ITAL 1^{GC}, 2^{GC}, 3^{GC}, 4^{GC}, 8
- JAPAN 1^{GC}, 2^{GC}, 3^{GC}, 4^{GC}, 8, 9
- KOREAN 1^{GC}, 2^{GC}, 3^{GC}, 4^{GC}, 8
- LING 1^{GC}
- MUSIC 1, 30, 31, 32, 33^{GC}, (34), (35), 36^{GC}, 37^{GC}, 39, 60A^{*}, 60B^{*}, 66 (*same as MUSIC 1 and MUSIC 60A*)
- PERSIN 1^{GC}, 2^{GC}
- PHILOS 1, 2, 3, 4, 5, 6, 10, 11, 20^{GC} (*same as ENVRN 20*), 22, 23, 24, 41, 48 (*formerly same as HIST 48*), 51 (*same as POL SC 51*), 52 (*same as POL SC 52*)
- PHOTO 52 (*same as AHIS 52*)
- POL SC 51 (*same as PHILOS 51*), 52 (*same as PHILOS 52*)
- PORTGS 1^{GC}
- REL ST 51 (*same as ENGL 51*), 52 (*same as ENGL 52*)
- RUSS 1^{GC}, 2^{GC}, 8
- SPAN 1^{GC}, 2^{GC}, 3^{GC}, 4^{GC}, 8, 9, 11^{GC}, 12^{GC}, 20
- TH ART 2, 5, (7) (*formerly same as ENGL 55*), 41
- TURKSH 1^{GC}

**(May be 1, 1.5 or 2 unit course. Additional course may be required to meet minimum 3 unit Humanities requirement)*

IV: LANGUAGE AND RATIONALITY: 6 semester units, 3 units selected from each group:**GROUP A** (select one of the following courses)

- ENGL 1 or BUS 31

GROUP B: Choose one option from the following**OPTION 1:** Complete 1 of the following courses

- ACCTG 45 (*same as BUS 45*) (*satisfies area if completed Spring 2018 or later*)
- BUS 45 (*same as ACCTG 45*) (*satisfies area if completed Spring 2018 or later*)
- CS (10) (*formerly same as Math 10*)
- MATH 2, 3, 4, 7, 8, 10 (*formerly same as CS 10*), 11, 13, 15, 18, 20, 21, 26, 28, 29, 32, 41, 49, 50, 54

OPTION 2: Available for those students who enrolled at SMC in Fall 2007 or later or who have not maintained continuous enrollment must:

- Pass Math Proficiency Test** **and** complete 1 of the courses listed below **OR**
- Complete the SMC math placement process and place into Math 18, 20, 50 or higher **and** complete 1 of the following courses listed below:
- Complete the SMC math assessment and place into Math 18, 20, 32 or higher **and** successfully complete 1 of the following courses:

- ACCTG 1, 2	- HIST 47
- COM ST 21, 31	- PHILOS 7, 9
- CS: any 3 units course except CS 9A, 9B, 88C, 90C	- PSYCH 7
	- SOCIOL 4

****Students may complete this exam any time within one year of their anticipated graduation date. Note that students may retest only once, after an 8-week wait.**

Santa Monica College
Course: NEW or Reinstatement DANCE 21B - Intermediate Asian Pacific Dance

Course Cover	
Discipline	DANCE-DANCE
Course Number	21B
Full Course Title	Intermediate Asian Pacific Dance
Catalog Course Description	This course offers an intermediate level of Asian/Pacific dance technique with an emphasis on developing aesthetic concepts and principles of movement vocabulary of Bali, Sumatra, Samoa, and Maori dances. Students will learn techniques of traditional Asian Pacific story-telling through dance with emphasis on use of the hands, body language, and facial expression. Instruction will also include study of history, lifestyle, family system/values, as well as the European and Western influences on both traditional and contemporary Asian Pacific dance, religion, cultural arts, and politics.
Rationale	The Dance Department is in the process of "building out" our world dance offerings in anticipation of offering a new pathway of courses toward achievement of the AA Degree in Dance. To this end, we are submitting this intermediate level of Dance 21B (Asian Pacific Dance) and also revising the advisory course (Dance 21A).
Proposed Start	Year: 2014 Semester: Fall
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 2.00
Weekly Lecture Hours	Min: 1.00 (Sem: 18)
Weekly Laboratory Hours	Min: 3.00 (Sem: 54)
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	72.00
Total Outside-of-Class Hours	36.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	Transfers to UC (pending review), CSU
Comparable Transfer Courses:	
<ul style="list-style-type: none"> • UC: UC Los Angeles: Intermediate World Arts Practices in Southeast Asia and Diaspora. 62 	
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	- Dance AA Degree (Elective)
Pre/Corequisites & Advisories	
Skills Advisory: DANCE 21A	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Identify specific styles of Asian Pacific dance at an intermediate level.	
2. Demonstrate movement phrases including the opening phrases, closing phrases, and joint/break phrases of Bali, Sumatra, Samoa, and Maori dances at an intermediate level.	
3. Demonstrate and explain different aspects of movement tradition including footwork, hand gestures, arm movements, facial expressions, body postures and styles, movement patterns/phrases, and complete dances at an intermediate level.	
4. Describe the cultural origins and regional customs of the particular Asian/Pacific dance forms studied.	
5. Describe and analyze music and costume in relation to the specific dance form studied.	

6. Describe and analyze the myths, legends, oral traditions, and characters that are portrayed in the various dance forms studied.	
7. Demonstrate depth analysis in written assignments.	
Course Content	
15%	Historical background of the dance forms studied including lifestyle, family system, values, and European and Western influences on both traditional and contemporary dance styles impacting religion, cultural arts and politics;
20%	Application of the aesthetic concepts and principles of movement related to the dance forms studied. Placement/intermediate technique of traditional story-telling by the hands (<i>mudras</i>), body language, and facial expressions (<i>karana</i>);
20%	Music/musicality of the various dance forms studied including rhythm patterns and chants;
20%	Expressions of feeling and motion. Application of “ <i>Rasa</i> ,” the kinesthetic sense of the movement;
15%	Application and expansion of choreographic aspects: shape, time, space, and effort;
10%	Textbook discussion and discussion of live performances.
Total: 100%	
Lab Content	
100%	Application of skills learned in lecture.
Total: 100%	
Methods of Presentation	
Methods	Lecture and Discussion Observation and Demonstration Other
Other Methods	Live and video presentation; student presentation of material, feedback, and coaching; attendance of live performances.
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 30% - Class Participation • 20% - Exams/Tests: Written and practical exams • 20% - Performance: In-class performance of dance vocabulary • 30% - Written assignments: Concert reviews, book reports, research papers, journals, interviews, etc. • 100% - Total
Appropriate Textbooks	
Formatting Style	APA
Textbooks	1. Emerson, N.. ? Unwritten Literature of Hawai’i , ed. Nabu Press, 2010 2. Cohen, M.. Performing Otherness: Java and Bali on International Stages , 1905-1952 (Studies in International Performance), ed. Palgrave Macmillan, 2010 3. Grace, Patricia. Haka, ed. Huia Publishing, 2015, ISBN: 13: 9781775502074.
Sample Assignments	
1. Demonstration of dance skills: apply traditional steps/movement vocabulary into new contexts (i.e. the use of chanting in Maori dance, applied in a context of everyday life activities). 2. Write an essay comparing the similarities and differences between dances of Bali and Samoa. 3. Write a live dance concert or dance video review describing the overall content of the program, and at least one dance of particular interest. Dance title, choreographer, music title and composer should be identified. The meaning, theme, and/or traditional origin of the dance should be discussed. The movement style, quality, and compositional design should be described. A reflection of one’s personal response to the dance will complete the assignment.	
Student Learning Outcomes	
1. Demonstrate various Asian Pacific dance movements at an intermediate level and recognize different types of Asian Pacific dance.	
2. Demonstrate awareness of music and musicality and the application of ? <i>rasa</i> ? (kinesthetic sense) of the dance forms studied at an intermediate level.	
3. Describe orally and in writing the history of Asian Pacific dance and its varying aesthetic values and societal/cultural customs at an intermediate level.	

Minimum Qualification

Dance (Masters Required)

Library

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

ADVISORY Checklist and Worksheet: Dance 21B Intermediate Asian Pacific Dance
Proposed Advisory: Dance 21A Beginning Asian Pacific Dance

SECTION 1 - CONTENT REVIEW:

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

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: Dance 21B

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

Dance 21B offers an intermediate level of Asian/Pacific dance technique with an emphasis on developing aesthetic concepts and principles of movement vocabulary of Bali, Sumatra, Samoa, and Maori dances. Entrance skills recommended for success include the following:

- A) Ability to recognize and contrast different aspects of Asian Pacific dance forms (classical, religious, popular, presentational, or martial);
- B) Understanding of the basic social customs, geography, and history underlying Asian Pacific dance forms;
- C) Kinesthetic understanding of body placement, stance, movement patterns and aesthetic values in relation to traditional Asian Pacific dance forms;
- D) Theoretical and kinesthetic understanding of musical patterns and musicality of traditional Asian Pacific dance forms;
- E) Understanding of the customs, discipline, and traditions involved in the study of traditional dance forms.

EXIT SKILLS (objectives) FROM: Dance 21A

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

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

- 1. Explain the history and development of Sundanese, Javanese, Hawaiian, and Tahitian dance forms;
- 2. Describe the cultural origins and regional customs of Sundanese, Javanese, Hawaiian, and Tahitian dance forms;
- 3. Recognize and contrast different aspects of the region's dance forms (classical, religious, popular, presentational, or martial);
- 4. Describe and analyze the music and costume of Sundanese, Javanese, Hawaiian, and Tahitian dance forms;
- 5. Demonstrate and explain different aspects of movement tradition including footwork, hand gestures, arm movements, facial expressions, body postures and styles, movement patterns and phrases, and complete dances;
- 6. Demonstrate and explain the myths and legends, the oral tradition, or the characters that are portrayed in the dance forms studied.

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

Santa Monica College
Course: NEW or Reinstatement DANCE 26A - Beginning Salsa Dance

Course Cover	
Discipline	DANCE-DANCE
Course Number	26A
Full Course Title	Beginning Salsa Dance
Catalog Course Description	This course introduces students to the movement and music of Salsa Dance and its cultural, historic, and geographic origins. The basic dance technique, musical structure, and terminology is studied along with elements of body placement, style, and characteristics of the form including turning techniques and partnering. Additionally, bachata and cha-cha-cha dance forms will also be studied in this course.
Rationale	Salsa dance has traditionally been offered under the course number Dance 20 (World Dance Survey). The department believes that offering the course under its own name/number will enhance enrollment. The Dance Department is also in the process of "building out" our world dance offerings in anticipation of a new pathway of courses toward achievement of the AA Degree in Dance. To this end we would like to further develop our Salsa dance course offerings.
Proposed Start	Year: 2019 Semester: Fall
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 2.00
Weekly Lecture Hours	Min: 1.00 (Sem: 18)
Weekly Laboratory Hours	Min: 3.00 (Sem: 54)
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	72.00
Total Outside-of-Class Hours	36.00
Load Factor	0.88
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	Transfers to UC (pending review), CSU
Comparable Transfer Courses:	
<ul style="list-style-type: none"> • UC: UC San Diego: Latin Dance of the World TDMV 142 	
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	-AA Degree in Dance AA Degree (Elective)
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Describe different forms of salsa, bachata, and cha-cha-cha dance within a cultural context;	
2. Identify the history and geography of the region(s) identified with each dance form;	
3. Identify and demonstrate differences in musicality of salsa, bachata, and cha-cha-cha dance at a beginning level;	
4. Perform the basic elements of movement and comprehend the physical/kinesthetic concepts of salsa, bachata, and cha-cha-cha (including solo and partner work) at a beginning level;	
5. Demonstrate the ability to improvise basic salsa, bachata, and cha-cha-cha movement vocabulary within social dance settings at a beginning level;	
6. Demonstrate style and aesthetic characteristics inherent in salsa, bachata, and cha-cha-cha dance at a beginning level	
Course Content	
10%	Style and characteristics of the dance form;

10%	Cultural influences and historic development of the dance forms studied;
10%	Terminology, music, and instrumentation;
5%	Dance concert observation and critique;
50%	Dance patterns for salsa, bachata, and cha-cha-cha dance forms;
15%	Placement and alignment in relation to the dance forms studied;
Total: 100%	
Lab Content	
100%	Application of skills learned in lecture.
Total: 100%	
Methods of Presentation	
Methods	Field Trips Lecture and Discussion Observation and Demonstration Other
Other Methods	Viewing of live and recorded dance performances.
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 50% - Class Participation • 10% - Exams/Tests: Written and practical exams • 10% - Final Performance: In-class performance of movement vocabulary • 10% - Papers: Peer review and journal assignments • 20% - Written assignments: Dance concert reports • 100% - Total
Appropriate Textbooks	
Formatting Style	APA
Textbooks	1. McMains, Juliet . <i>Spinning Mambo Into Salsa: Caribbean Dance in Global Commerce</i> , ed. Oxford University Press, 2015, ISBN: 978-0199324644.
Sample Assignments	
<p>1. Write a live dance concert or video review, describing the overall content of the program, and at least one dance of particular interest. Dance title, choreographer, music title, and composer should be identified. The meaning, theme, and/or traditional origin of the dance should be discussed. The movement style, quality, and compositional design should be described. The effectiveness of production elements (lighting, costuming, etc.) in supporting the intention of the work will be analyzed. A reflection of one’s personal response to the dance will complete the assignment.</p> <p>2. Write a report comparing samples of dances on YouTube contrasting styles and approaches from two different salsa choreographers. Attention to style and region of origin should be discussed.</p> <p>3. Demonstrate a short, improvised movement study with a partner developed from specific vocabulary presented in class</p>	
Student Learning Outcomes	
1. Demonstrate beginning level techniques of salsa, bachata, and cha-cha-cha dance forms as well as physical knowledge of placement and anatomical structure during solo and partner work.	
2. Demonstrate artistry through rhythmic phrasing, movement style/characteristics, and individual expressivity. Employ elements of improvisation and awareness of interpersonal connectivity with a partner at a beginning level.	
3. Articulate and document beginning level knowledge regarding history, terminology, aesthetics, and culture of salsa, bachata, and cha-cha-cha dance.	
Minimum Qualification	
Dance (Masters Required)	
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes
Additional Comments/Information	There are very few updated/collegiate level texts regarding salsa dance. The text suggested for this course should be included in the SMC library inventory.

Santa Monica College

Course: NEW or Reinstatement HEALTH 81 - Fundamental Skills for Health Care Professionals

Course Cover	
Discipline	HEALTH-HEALTH EDUCATION
Course Number	81
Full Course Title	Fundamental Skills for Health Care Professionals
Catalog Course Description	This course introduces students to careers in the health care industry, through a comprehensive review of today's health care system, the differences among health care institutions and the importance of laws, ethics, and professionalism in health care.
Rationale	This course is one of four courses that comprise a new certificate of achievement. The certificate prepares students for entry level employment in health care while also preparing students to be successful in primary health care programs of study.
Proposed Start	Year: 2019 Semester: Fall
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Weekly Laboratory Hours	Min:
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	54.00
Total Outside-of-Class Hours	108.00
Load Factor	1.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	Transfers to CSU
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	-Skills Builders for Health Care Professionals Certificate of Achievement (Forthcoming)
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Describe the various health care facilities.	
2. Describe available health care career pathways in direct and indirect care settings.	
3. Describe professional attributes that benefit all health care workers.	
4. Discuss communication techniques that foster conflict.	
5. Discuss how to report, prevent and detect elder abuse and neglect.	
6. Review and exhibit basic emergency management techniques.	
Course Content	
30%	Introduction to the health care industry and the role of being a health care professional. Discussion of the different health care facilities and care options which includes preventive care, primary care, managed care, acute care, long term care, and rehabilitation. Health care as a business specifically the U.S. Health Care System, electronic medical records and health insurance reimbursement.
20%	Health care careers including direct patient care, indirect patient care, licensure and certificate requirements and the various types of treatment facilities.
30%	Personal traits of health care professional including: honesty, trustworthy, compassion, empathy, communication, respectful attitude, demeanor, professional appearance, accountability, adaptability.

20%	Current legal topics affecting the health care professional including: neglect, malpractice, patient abuse and reporting requirements, vulnerable adult act, risk management, regulatory requirements and agencies, voluntary accreditation and American's with disabilities act.
Total: 100%	
Methods of Presentation	
Methods	Group Work Lecture and Discussion Observation and Demonstration Visiting Lecturers
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 20% - Class Participation • 20% - Class Work • 15% - Final exam • 5% - Group Projects • 20% - Projects • 20% - Quizzes • 100% - Total
Appropriate Textbooks	
Formatting Style	APA
Textbooks	1. Mitchell, D. Haroun, L. . <i>Introduction to Health Care</i> , 4 ed. Cengage Learning , 2016, ISBN: 978-1-30557-477-9.
Sample Assignments	
<p>1. Interview a health care professional and answer the following questions:</p> <p>a. What is the health care career of the person you interviewed? What is the pathway they completed to become a health care professional?</p> <p>b. What professional skills are required of the health care professional you interviewed?</p> <p>2. Indicate the health care career you are interested in pursuing and identify strategies for becoming a health care professional. In addition, discuss how and why professionalism should be maintained throughout the career in health care.</p>	
Student Learning Outcomes	
1. Explain personal qualities and skills that are vital for health care providers.	
2. Demonstrate an understanding of workplace traits that promote professional responses to patients, families, colleagues and other members of the healthcare system in simulated settings.	
3. Describe the various career paths in health care.	
Minimum Qualification	
Health (Masters Required)	
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes

Santa Monica College

Course: NEW or Reinstatement HEALTH 84 - Applied Skills for Health Care Professionals

Course Cover	
Discipline	HEALTH-HEALTH EDUCATION
Course Number	84
Full Course Title	Applied Skills for Health Care Professionals
Catalog Course Description	This course facilitates the transition of the student to the role of a professional intern at a health care facility. Emphasis is placed on professional communication, ethics, safety in the health care environment, and personal accountability and responsibility. The course also analyzes resume building, portfolio creation and job interviewing techniques.
Rationale	This course is one of four courses that comprise a new certificate of achievement. The certificate prepares students for entry level employment in health care while also preparing students to be successful in primary health care programs of study.
Proposed Start	Year: 2019 Semester: Fall
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 1.00
Weekly Lecture Hours	Min: 1.00 (Sem: 18)
Weekly Laboratory Hours	Min:
Weekly Arranged Hours	Min: 0
Total Semester Instructional Hours	18.00
Total Outside-of-Class Hours	36.00
Load Factor	1.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	Transfers to CSU
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	-Skills Builders for Health Care Professionals Certificate of Achievement (Forthcoming)
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Discuss the professional responsibility of an intern in a health care setting.	
2. Explain the role of ethics in clinical decision making.	
3. Discuss the management of care for patients, families, groups, communities, and populations while adhering to ethical, legal, and professional standards and maintaining accountability and responsibility for care provided.	
4. Explain the importance of professional development for a health care professional.	
5. Explain the role of safety in delivering patient care.	
Arranged Hours Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.	
2. Describe how diverse cultural, ethnic and social backgrounds function as sources of patient, family, and community values.	
3. Demonstrate comprehensive understanding of the concepts of pain and suffering, including physiologic models of pain and comfort.	

4. Examine how the safety, quality and cost effectiveness of health care can be improved through the active involvement of patients and families.
5. Describe strategies to empower patients or families in all aspects of the health care process.
6. Examine ethical and legal implications of patient-centered care.
7. Assess own level of communication skill in encounters with patients and families.
8. Operate with integrity, consistency and respect for differing views.
9. Describe strategies for identifying and managing overlaps in team member roles and accountabilities.
10. Analyze differences in communication style preferences among patients and families, nurses and other members of the health team.
11. Explain the role of evidence in determining best clinical practice.
12. Describe strategies for learning about the outcomes of care in the setting in which one is engaged in clinical practice.
13. Demonstrate effective use of strategies to reduce risk of harm to self or others.
14. Explain why information and technology skills are essential for safe patient care.
15. Describe examples of how technology and information management are related to the quality and safety of patient care.

Course Content

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

Total: 100%

Arranged Hours Instructional Activities

Methods	Work Experience (internship)
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Methods of Presentation

Methods	Lecture and Discussion Projects
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Methods of Evaluation

Methods	<ul style="list-style-type: none"> • 20% - Class Participation • 20% - Exams/Tests • 20% - Final Project • 15% - Homework • 15% - Portfolios • 10% - Quizzes • 100% - Total
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Appropriate Textbooks

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

Sample Assignments

1. Portfolio Development Develop a digital portfolio to present to potential employers. This portfolio will illustrate your skill set, knowledge and beliefs regarding your career as a healthcare professional.

2. Presentation on diverse patient care

Prepare a presentation describing how to deliver culturally and linguistically competent patient care. The presentation will at minimum discuss awareness, acceptance, and asking.

Student Learning Outcomes

1. Evaluate professional portfolios for quality and quantity of work.

2. Evaluate patient care provided to patients, families, and groups from diverse backgrounds in a variety of settings.

Minimum Qualification

Health (Masters Required)

Library

List of suggested materials has been given to librarian?

No

Library has adequate materials to support course?

Yes

Corequisite Checklist and Worksheet: HEALTH 84

Corequisite: (Health Education 84L) ; (Applied Skills For Health Care Professionals)

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

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

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

Health Education 84 supports Health Education 84L because it provides the theory students will apply during their internship/lab tasks in Health Education 84L. Health Education 84 also compliments Health Education 84L while students advance throughout the semester by providing foundational knowledge for student success.

Santa Monica College

Course: NEW or Reinstatement HEALTH 84L - Applied Skills for Health Care Professionals Lab

Course Cover	
Discipline	HEALTH-HEALTH EDUCATION
Course Number	84L
Full Course Title	Applied Skills for Health Care Professionals Lab
Catalog Course Description	This course facilitates the transition of the student to the role of a professional intern at a health care facility. Emphasis is placed on professional communication, ethics, safety in the health care environment, and personal accountability and responsibility. The course also analyzes resume building, portfolio creation and job interviewing techniques. Clinical experiences provide the student the opportunity to apply theoretical concepts while functioning in a observational role at a health care facility.
Rationale	This course is one of four courses that comprise a new certificate of achievement. The certificate prepares students for entry level employment in health care while also preparing students to be successful in primary health care programs of study.
Proposed Start	Year: 2019 Semester: Fall
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 1.00
Weekly Lecture Hours	Min:
Weekly Laboratory Hours	Min: 3.00 (Sem: 54)
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	54.00
Total Outside-of-Class Hours	0
Load Factor	1.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	Transfers to CSU
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	-Skills Builders for Health Care Professionals Certificate of Achievement (Forthcoming)
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Utilize recognized professional standards, ethics and legal implications to improve and advance the quality of health care services.	
2. Describe strategies to empower patients or families in all aspects of the health care process.	
3. Demonstrate effective use of strategies to reduce risk of harm to self or others.	
4. Provide culturally sensitive care for patients, families, and groups from diverse backgrounds.	
5. Advocate for patients, families, and groups regarding patient care issues and health care decisions.	
6. Collaborate with members of the interprofessional health care team to manage and coordinate the provision of safe, quality care for patients, families, and groups.	
7. Analyze differences in communication style preferences among patients and families, nurses and other members of the health care team.	
8. Demonstrate effective use of strategies to reduce risk of harm to self or others.	
9. Describe examples of how technology and information management are related to the quality and safety of patient care.	

10. Describe how diverse cultural, ethnic and social backgrounds function as sources of patient, family, and community values.	
Course Content	
100%	lab content
Total: 100%	
Lab Content	
10%	Documentation of safe practice
20%	Culturally Competent Communication
20%	Patient care delivery for various age groups
10%	Time management
20%	Ethics and legal implications of health care
20%	Error identification and reporting
Total: 100%	
Methods of Presentation	
Methods	Directed Study (independent study and internships) Lab Projects Work Experience (internship)
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 25% - Final Performance • 30% - Portfolios • 30% - Projects • 15% - Written assignments • 100% - Total
Appropriate Textbooks	
Formatting Style	APA
Textbooks	1. Mitchell, D. Haroun, L.. Workbook for Mitchell/Haroun's Introduction to Health Care, 4 ed. Cengage Learning, 2016, ISBN: 9781305574953. 2. Mitchell, D. Haroun, L.. Introduction to Health Care, ed. Cengage Learning, 2016, ISBN: 978-1-30557-477-9.
Sample Assignments	
1. Patient Care Journal Complete a weekly reflective journal of the patient care experiences you observe or participate in during your clinical internship.	
2. Presentation Prepare a presentation describing what you have learned by participating in your work-based learning clinical site. Some items you will discuss include: patient care experiences that left an impression on you, professional career growth opportunities you have identified moving forward, technical skills attained, and any other relevant information.	
Student Learning Outcomes	
1. Provide comprehensive care to diverse patients, families and groups including physiological, psychological, sociological, and spiritual needs across the lifespan experiencing health alterations in a variety of settings.	
2. Collaborate with members of the health team to provide a caring and compassionate environment conducive to assisting in fulfillment of health care needs.	
Minimum Qualification	
Health (Masters Required)	
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes

Corequisite Checklist and Worksheet: HEALTH 84L

Corequisite: (Health Education 84) ; (Applied Skills For Health Care Professionals)

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

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

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

Health Education 84L supports Health Education 84 because it provides the application of the theory students learn in Health Education 84. Health Education 84L also compliments Health Education 84 while students advance throughout the semester by providing foundational knowledge for student success.

Santa Monica College
Course: NEW or Reinstatement KIN PE 35A - Beginning Wushu/Kung Fu

Course Cover	
Discipline	KIN PE-KINESIOLOGY PHYSICAL EDUCATION
Course Number	35A
Full Course Title	Beginning Wushu/Kung Fu
Catalog Course Description	This course is designed as an introduction to traditional Wushu Taolu. The class focuses on the form's basic movements (stances, kicks, punches, balances and sweeps) based on aggregate categories of traditional Chinese martial arts styles. Students will work on conditioning, solo forms (routines) and learning traditions and etiquette of the martial art. This course emphasizes techniques and does not involve physical contact.
Rationale	Wushu is an ancient Chinese martial art. It has become popular on our campus through the AS club. Recently a survey of our students showed that many students would like this type of class.
Proposed Start	Year: 2020 Semester: Spring
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 1.00
Weekly Lecture Hours	Min: 0
Weekly Laboratory Hours	Min: 3.00 (Sem: 54)
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	54.00
Total Outside-of-Class Hours	0
Load Factor	0.75
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	Transfers to UC (pending review), CSU
CSU GE Area:	(pending review) Area E: Lifelong Understanding and Self-Development
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	-Kinesiology AA-T Degree -Athletic Coaching AS Degree/Certificate of Achievement
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Analyze and demonstrate basic Wushu techniques.	
2. Apply basic Wushu self-defense techniques.	
3. Demonstrate an understanding of Wushu philosophy, traditions, and etiquette.	
4. Demonstrate a one-person form (Routine - 16 Forms).	
Course Content	
10%	History, philosophy and etiquette of Wushu.
30%	Traditional Wushu moves: mabu (horse stance), gongbu (bow stance), xubu (cat stance), pubu (flat stance), xeibu (rest stance)tantui, zheng ti tui, li he tui, wai bai tui chong quan
30%	Traditional Wushu routine - 16 forms
10%	Wushu moves with a partner

10%	Flexibility for Wushu
10%	Physical conditioning for Wushu
Total: 100%	
Lab Content	
40%	Traditional basic Wushu moves as listed in the course content.
40%	Wushu forms
20%	Partner work, flexibility and physical conditioning
Total: 100%	
Methods of Presentation	
Methods	Critique Group Work Lecture and Discussion Observation and Demonstration
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 65% - Class Participation: Participating in forms and partner work. • 15% - Exams/Tests: Written exam and mid semester practical test • 20% - Final exam: Written exam and final practical test • 100% - Total
Appropriate Textbooks	
Formatting Style	APA
Textbooks	
1. Wu, Raymond. <i>Fundamentals of High Performance Wushu: Taolu Jumps and Spins</i> , ed. Lulu.com, 2015, ISBN: ISBN-10: 1430318201.	
2. Little, John and Xuan, Danny. <i>The Tao of Wing Chun: The History and Principles of China's Most Explosive Martial Art</i> , ed. Skyhorse Publishing, 2015, ISBN: ISBN-10: 162914777X.	
3. Yan Lei, Shifu. <i>Instant Fitness: The Shaolin Kung Fu Workout (Instant Health The Shaolin Qigong Workout)</i> , ed. Yan Lei Press, 2015, ISBN: ISBN-10: 0956310192.	
Sample Assignments	
1. Perform Routine (16 forms).	
2. Write a paper discussing the rules of etiquette for Wushu, using correct terminology. How is the etiquette similar to that of other sports?	
3. Write a paper on the philosophy of Wushu. What social and cultural events have influenced the sport? Discuss how history has influenced the development of Wushu.	
Student Learning Outcomes	
1. Demonstrate an understanding of Wushu history, philosophy and etiquette.	
2. Demonstrate knowledge of the basic routine (16 forms).	
3. Demonstrate competency while performing the basic stances and moves of Wushu.	
Minimum Qualification	
Physical Education (Masters Required)	
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes

Santa Monica College
Course: NEW or Reinstatement KIN PE 35B - Intermediate Wushu/Kung Fu

Course Cover	
Discipline	KIN PE-KINESIOLOGY PHYSICAL EDUCATION
Course Number	35B
Full Course Title	Intermediate Wushu/Kung Fu
Catalog Course Description	This is an intermediate level course in traditional Wushu Taolu. Multi-step techniques and jumps are emphasized. Students will learn the traditional Wushu routine (20 forms). Students will work on physical conditioning for Wushu, solo forms (routines), and learn the traditions and etiquette of the martial art. The history of the martial art is also covered.
Rationale	Wushu/Kung Fu is a popular form of martial arts. Students at SMC have recently shown a lot of interest in the sport. A recent survey of our students showed interest in this discipline.
Proposed Start	Year: 2020 Semester: Spring
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 1.00
Weekly Lecture Hours	Min: 0
Weekly Laboratory Hours	Min: 3.00 (Sem: 54)
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	54.00
Total Outside-of-Class Hours	0
Load Factor	0.75
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	Transfers to UC (pending review), CSU
CSU GE Area:	(pending review) Area E: Lifelong Understanding and Self-Development
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	-Kinesiology AA-T Degree -Athletic Coaching AS Degree/Certificate of Achievement
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Analyze and effectively demonstrate intermediate and multi-step Wushu techniques.	
2. Analyze and effectively demonstrate jumping Wushu techniques.	
3. Demonstrate an understanding of Wushu philosophy, traditions, and etiquette.	
4. Apply Wushu self-defense techniques.	
5. Demonstrate a one-person form (Routine - 20 Forms).	
6. Demonstrate a basic understanding of global history of the Wushu.	
Course Content	
10%	Review of traditional Wushu moves: <ul style="list-style-type: none"> • Mabou - gongbu - chong quan; pubu chuan zhang • Cechuai tui, dan pai jiao, dan tui chong quan
10%	Indepth history of Wushu
22%	Traditional Wushu Jumps: Flying front kick (TKFJ: teng kong fei jiao), Lotus Kick (TKBL: teng kong bai lian), Butterfly Kick (XZ: xuan zi)

33%	Traditional Wushu Routine: 20 Forms
15%	Physical conditioning and flexibility for Wushu
10%	Intermediate level Wushu moves with a partner
Total: 100%	
Lab Content	
40%	Traditional Wushu Routine-20 forms
40%	Wushu Jumps
20%	Conditioning, flexibility and partner work.
Total: 100%	
Methods of Presentation	
Methods	Critique Group Work Lecture and Discussion Observation and Demonstration
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 65% - Class Participation: Practicing forms and partner work • 15% - Exams/Tests • 15% - Final exam • 5% - Group Projects • 100% - Total
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Little, John and Xuan, Danny. <i>The Tao of Wing Chun: The History and Principles of China's Most Explosive Martial Art</i> , ed. Skyhorse Publishing, 2015, ISBN: ISBN-10: 162914777X.	
2. Wu, Raymond. <i>Fundamentals of High Performance Wushu: Taolu Jumps and Spins</i> , ed. Lulu.com, 2015, ISBN: ISBN-10:1430318201,.	
Sample Assignments	
1. Perform the new Routine (20 Forms) learned this semester. Write about the differences in the Forms and why they are not beginning level forms.	
2. Write a paper about the history of Wushu. Discuss how this martial art is different from other types. What influenced its development? Discuss the variations of styles in Wushu. Where is Wushu most practiced today?	
Student Learning Outcomes	
1. Demonstrate an understanding of Wushu history in different parts of the world.	
2. Demonstrate intermediate multi-step Wushu moves and jumps.	
3. Perform and interpret the traditional Wushu 20 Forms.	
Minimum Qualification	
Physical Education (Masters Required)	
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes

Santa Monica College
Course: NEW or Reinstatement KIN PE 45D - Competitive Softball

Course Cover	
Discipline	KIN PE-KINESIOLOGY PHYSICAL EDUCATION
Course Number	45D
Full Course Title	Competitive Softball
Catalog Course Description	This course is for experienced fastpitch softball players. Emphasis will be on individual positions, team play/strategies and motor development for the advanced player to prepare for competitive play.
Rationale	For years SMC has only had two softball courses. This class enables students to participate in softball throughout their academic career. This course will also provide a venue for intercollegiate athletes to train in the off season.
Proposed Start	Year: 2019 Semester: Fall
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 1.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Weekly Laboratory Hours	Min:
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	54.00
Total Outside-of-Class Hours	108.00
Load Factor	0.75
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	Transfers to UC (pending review), CSU
CSU GE Area:	(pending review) Area E: Lifelong Understanding and Self-Development
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	-Kinesiology AA-T Degree -Athletic Coaching AS Degree/Certificate of Achievement
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Demonstrate advanced softball skills through skills assessment.	
2. Implement softball offensive strategies in competition.	
3. Implement softball defensive strategies in competition.	
Course Content	
50%	Participation in drills for batting, position play, base running, and scrimmages.
15%	Offensive strategies and plays
15%	Defensive strategies and plays
5%	Rules: NCAA, CCCAA, California Fastpitch Supplement
15%	Advanced skill development for throwing, catching, and fielding
Total: 100%	
Methods of Presentation	
Methods	Critique Group Work Lecture and Discussion

	Observation and Demonstration Other
Other Methods	Scrimmages
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 65% - Class Participation: participation in skills-learning and scrimmages • 20% - Exams/Tests: Skills assessment tests for throwing, catching, hitting, and base running at the beginning, middle and end of the semester. • 5% - Group Projects • 10% - Papers: Team strategies/game plans • 100% - Total
Appropriate Textbooks	
Formatting Style	APA
Other	1. NCAA Rules and Regulations for Softball, 2019 2. CCCAA Rules for Softball, 2019
Sample Assignments	
<p>1. Find an article on any softball skill and write a paper discussing its applicability to your abilities. Does it apply to your skill? As a result of reading the article, can you make changes in your technique? How will it change your game?</p> <p>2. Write a paper discussing an offensive or defensive strategy that one of your coaches implemented in a game. Discuss the results of the strategy. Did it work? Was your team able to use it? What changes to the strategy do you think would have helped your team?</p>	
Student Learning Outcomes	
1. Explain and apply advanced offensive strategies relative to game situations.	
2. Explain and apply advanced defensive strategies relative to game situations.	
3. Display advanced fundamental softball skills.	
Minimum Qualification	
Physical Education (Masters Required)	
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes

Santa Monica College
Course: NEW or Reinstatement KIN PE 50B - Intermediate Water Polo

Course Cover	
Discipline	KIN PE-KINESIOLOGY PHYSICAL EDUCATION AQUATICS
Course Number	50B
Full Course Title	Intermediate Water Polo
Catalog Course Description	This course is designed to build on the skills developed in beginning water polo. Students will receive instruction and participate in activities that will review and use basic skills of the sport as well as introduce more technical skills and intricacies of the game.
Rationale	For years only a beginning and advanced class has been offered. This course will meet the need of students.
Proposed Start	Year: 2019 Semester: Fall
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 1.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Weekly Laboratory Hours	Min:
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	54.00
Total Outside-of-Class Hours	108.00
Load Factor	0.88
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	Transfers to UC (pending review), CSU
CSU GE Area:	(pending review) Area E: Lifelong Understanding and Self-Development
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	-Kinesiology AA-T Degree -Athletic Coaching AS Degree/Certificate of Achievement
Pre/Corequisites & Advisories	
Skills Advisory: This course is taught in deep water. Students should feel comfortable swimming and treading water.	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Demonstrate intermediate water polo skills such as pressure passing and shooting, drawing a foul, press defense, and 2-meter offense and defense.	
2. Demonstrate an understanding of conditioning and skill workouts, to be able to improve performance.	
3. Explain the rules of the game using correct water polo terminology.	
4. Demonstrate an understanding of offensive and defensive team strategies and implement them in game situations.	
5. Demonstrate an understanding of 6-on-5 offense and defensive positioning.	
Course Content	
10%	Review of rules, terminology, and referee signals.
10%	Passing: Pressure passes/Passing while moving.
10%	Shooting: Pressure shooting/Shooting while moving.
10%	2-meter offense/defense.
10%	Defense: Press defense.

10%	Defense: Team defense/press vs. drop.
10%	Offense: Playing with a defender/drawing a foul.
10%	Offense: Team offense/screens and movement.
10%	6-on-5 offense and defense.
10%	Playing and scrimmages.
Total: 100%	
Methods of Presentation	
Methods	Group Work Lecture and Discussion Observation and Demonstration
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 70% - Class Participation • 15% - Exams/Tests: Exams/Test/Assignments • 15% - Final exam • 100% - Total
Appropriate Textbooks	
Formatting Style	APA
Textbooks	1. Dettamanti, D.. <i>Understanding Water polo</i> , 1 ed. Lulu.com, 2009, ISBN: ISBN-13: 978-0557085.
Other	1. NCAA Water polo Rules and Interpretations (2018)
Sample Assignments	
<ol style="list-style-type: none"> 1. Attend one formal Water Polo game (USA Water Polo, College, NCAA, High School) and write one-page essay on various individual skills witnessed. 2. Video analysis – A video of a single quarter of a game will be chosen and distributed to the students. Students will track the number of drives from each team as well as fouls committed by each team. 3. Students are tested on their technical and physical skills in the beginning of the semester. Mid-semester and at the end of the semester they are tested again to measure their improvement. At the time of the tests, the instructor will observe and correct any improper techniques that are displayed. 	
Student Learning Outcomes	
<ol style="list-style-type: none"> 1. Students will acquire the necessary skill to perform intermediate water polo techniques such as: pressure shooting, pressure passing, individual defense. 2. Students will apply various strategic offensive and defense tactics into game play. 	
Minimum Qualification	
Physical Education (Masters Required)	
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes

Santa Monica College
Course: NEW or Reinstatement KIN PE 50 D - Competitive Water polo

Course Cover	
Discipline	KIN PE-KINESIOLOGY PHYSICAL EDUCATION AQUATICS
Course Number	50D
Full Course Title	Competitive Water polo
Catalog Course Description	This course offers competitive water polo for the most advanced students. Students will improve technical skills as well as improve their team play. Classes will be structured similar to team practices with physical conditioning, competitive drilling and game play.
Rationale	Support students to continue in courses that promote health and wellness. Opportunity for student-athlete recruitment as well as team development.
Proposed Start	Year: 2019 Semester: Fall
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 1.00
Weekly Lecture Hours	Min: 0
Weekly Laboratory Hours	Min: 3.00 (Sem: 54)
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	54.00
Total Outside-of-Class Hours	0
Load Factor	0.75
Load Factor Rationale	In line with other KIN PE 50 courses
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	Transfers to UC (pending review), CSU
CSU GE Area:	(pending review) Area E: Lifelong Understanding and Self-Development
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	-Kinesiology AA-T Degree -Athletic Coaching AS Degree/Certificate of Achievement
Pre/Corequisites & Advisories	
Skills Advisory: This class will be taught in deep water. Students should be proficient and competent swimmers.	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Play competitive water polo at an intermediate to advanced level.	
2. Demonstrate an understanding of training for water polo and develop a training plan.	
3. Demonstrate an in-depth knowledge of the rules of the game needed for competition.	
4. Demonstrate and execute complex offensive and defensive team strategies.	
5. Demonstrate and execute 6-on-5 offensive and defensive plays.	
Course Content	
10%	Review of rules and competitive strategies.
10%	Passing: Making passes in game situations.
10%	Shooting: Shooting within the team offense.
10%	2-meter offense/defense in game situations.
10%	Defense: Counter attack defense.

10%	Defense: Team defense analysis and adjustments.
10%	Offense: Counter attack offense.
10%	Offense: Team offense analysis and adjustments.
10%	6-on-5: Offensive and defensive analysis and adjustments.
10%	Playing and scrimmages.
Total: 100%	
Lab Content	
100%	All lab based course
Total: 100%	
Methods of Presentation	
Methods	Group Work Lecture and Discussion Observation and Demonstration
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 70% - Class Participation • 15% - Exams/Tests • 15% - Performance • 100% - Total
Appropriate Textbooks	
Formatting Style	APA
Textbooks	1. Egan, T & Zahensky, K.. <i>Insiders Guide to Water polo</i> , ed. Rowen Young Adults, 2015, ISBN: 978-1477780862.
Other	1. NCAA Water polo rules and interpretations (2018)
Sample Assignments	
<ol style="list-style-type: none"> 1. Attend one formal Water Polo game (USA Water Polo, College, NCAA, High School) and write one-page essay on what type of offense and defense each team was using and how they could have adjusted during the game. 2. Video analysis – A video of a single quarter of a game will be chosen and distributed to the students. Students will describe how each team used certain offensive and defensive strategies to their advantage and what they could have done differently to gain more of an advantage. 3. Students are tested on their technical and physical skills in the beginning of the semester in game situations. Mid-semester and at the end of the semester they are tested again to measure their improvement. At the time of the tests, the instructor will observe and correct any improper techniques that are displayed. 	
Student Learning Outcomes	
1. Demonstrate and integrate technically advanced skills in a competitive situation.	
2. Demonstrate an understanding of and apply advanced level strategies, systems of play, and tactics while competing in a high level water polo game.	
Minimum Qualification	
Physical Education (Masters Required)	
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes

Santa Monica College

Course: NEW or Reinstatement KOREAN 9 - Korean Civilization and Literature

Course Cover	
Discipline	KOREAN-KOREAN
Course Number	9
Full Course Title	Korean Civilization and Literature
Catalog Course Description	This course is an introduction to Korean civilization and literature. While encompassing aspects of philosophy, religion, and art, the course aims to throw light on key works of Korean prose and poetry from ancient to contemporary periods. The social, political, and cultural contextualization of these works will be used as a vehicle to a better understanding of Korea. The course does not require any prior knowledge of Korean language, literature or culture. All materials will be in English.
Rationale	Korean has been the fastest-growing language in Los Angeles. It is currently drawing an equal number of Korean heritage and non-heritage learners, many of whom have had their introduction to Korea via internationally acclaimed Korean pop music, dramas, and movies known as the "Korean Wave" (Hallyu). This course is designed for students whose curiosity extends beyond Korean popular culture. The course offers a contextualized interaction with Korean civilization and literature and thereby a better understanding of Korea's role and significance in the East Asian arena. Korea has played a vital role in East Asia for many millennia, as measured both by the richness of its own indigenous traditions and institutions and by its cultural interactions with China and Japan. Thus, an understanding of Korean civilization and literature is not only important in and of itself but also central to the complete understanding of the larger world of East Asia. Through this course, students will acquire knowledge on important Korean events and cultures through a variety of both literary and non-literary works. In line with the mission of Santa Monica College, this course encourages students to equip themselves with an awareness of the interconnection of various disciplines. Korean Civilization and Literature is designed for both students interested in Korea and students from all disciplines.
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:
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	54.00
Total Outside-of-Class Hours	108.00
Load Factor	
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	Transfers to UC (pending review), CSU
IGETC Area:	(pending review) Area 3B: Humanities
CSU GE Area:	(pending review) Area C2 - Humanities
SMC GE Area:	Area III: Humanities
Comparable Transfer Courses:	
<ul style="list-style-type: none"> • California Community College: Los Angeles City College: Korean Civilization 10 Humanities 45 • UC: UC Los Angeles: History of Korean Civilization Korean 50 	
Program Applicability	
Designation	Credit - Degree Applicable

Proposed For	-Global Studies, AA Degree/Certificate of Achievement: World History/Area Studies -Asian Studies, Certificate of Achievement (forthcoming): Korean Language Track
Pre/Corequisites & Advisories	
Skills Advisory: ENGL 21B	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Describe and discuss various literary and cultural expressions related to colonialism, national division, authoritarianism, and rapid industrialization	
2. Identify the influence of Confucianism and Buddhism in the formation of Korean culture as well as the influence of Chinese civilization in Korean society	
3. Examine critically and problematize gender roles represented in Korean literature	
4. Define and assess the sources of cultural unity and ethnic identification in Korea	
5. Explore the rise and phenomenon of the Korean Wave and its global impact and discuss cultural implications	
Course Content	
5%	Geopolitics around Korea: geography, climate, and agricultu
10%	Religion and Korean society
10%	Various forms of Korean arts: architecture, paintings, music
10%	Oral literature and poetry
13%	Modern experience under the colonial regime and landscape in literature
13%	Gender roles depicted in Korean literature
13%	Industrialization and authoritarianism represented in fiction and poetry
13%	Democratization movement illustrated in fiction and films
13%	Globalization and Korean Wave
Total: 100%	
Methods of Presentation	
Methods	Lecture and Discussion Projects
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 15% - Class Participation • 20% - Exams/Tests: Midterm Exam • 30% - Final exam • 25% - Homework: Homework/Response Papers • 10% - Oral Presentation • 100% - Total
Appropriate Textbooks	
Formatting Style	APA
Textbooks	1. Lee, P. H. . Sources of Korean Tradition, Vol 1: From Early Times Through the 16th Century, ed. Columbia University Press, 1996, ISBN: 978-0231105675. 2. Lee, P. H. . Sources of Korean Tradition, Vol 2: From the Sixteenth to the Twentieth Centuries, ed. Columbia University Press, 2000, ISBN: 978-0231120319. 3. Lee, Peter H.. An Anthology of Traditional Korean Literature, ed. University of Hawaii Press, 2017, ISBN: 978-0824866365.
Sample Assignments	
<p>Response Papers: You will be expected to submit a one-page, double-spaced analytical essay using any of the readings on the syllabus. You can select one of the suggested essay questions in the syllabus, or you can come up with your own question. You will be expected to engage seriously with the primary sources.</p> <p>Presentation: You are required to do one five-minute oral presentation using power point. You will be requested to conduct an extensive research about the given topic/writers/events. You can choose a theme from the keywords in the schedule and make a presentation. The presentation will be evaluated based on clarity, organization, accuracy,</p>	

contents, and delivery. Upload your PPT slides **24-hours prior** to your presentation. Bring your presentation preferably on a USB flash drive on the day of your presentation.

Midterm Exam: The midterm exam will have True/False, multiple-choice, short-answer, and essay questions. You will be graded on your understanding of important events as well as the depth of your analysis and ability to answer the questions using clear language. There are no extensions for the midterm or final examinations and any time conflicts must be reported at least 2 weeks in advance.

Final Exam: The final exam will include key-terms and short essay questions. You will be graded on your understanding of important events as well as the depth of your analysis and ability to answer the questions using clear language.

Student Learning Outcomes

1. Acquire an in-depth knowledge of Korean civilization and identify key events in Korea
2. Analyze Korean literary works in the contexts of politics, society, and culture
3. Discuss various issues concerning Korean culture, art, religion, and philosophy in relation to the larger East Asian context
4. Explain major genres and themes and discuss the development of Korean literature and literary representation

Minimum Qualification

Korean (Master's Required)

Library

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

ADVISORY Checklist and Worksheet: KOREAN 9
Proposed Advisory: ENG 23 Intermediate Reading and Vocabulary

SECTION 1 - CONTENT REVIEW:

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

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: Korean 9

A)	Ability to read, draw inferential and literal information and evaluate academic and popular prose
B)	Ability to write strong topic sentences and situate them effectively within body paragraphs
C)	Ability to write coherent and cohesive expository essays, of at least five paragraphs that may include development through definition, description, exemplification, cause and effect, classification
D)	Ability to compose papers efficiently using various prewriting, planning, drafting, revising and editing strategies

EXIT SKILLS (objectives) FROM: ENG 23 Intermediate Reading and Vocabulary

1.	Ability to read, draw inferential and literal information and evaluate academic and popular prose
2.	Ability to write strong topic sentences and situate them effectively within body paragraphs
3.	Ability to write coherent and cohesive expository essays, of at least five paragraphs that may include development through definition, description, exemplification, cause and effect, classification
4.	Ability to compose papers efficiently using various prewriting, planning, drafting, revising and editing strategies

		ENTRANCE SKILLS FOR: Korean 9							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: ENGL 23	1	X							
	2		X						
	3			X					
	4				X				
	5								
	6								
	7								
	8								

**APPLICATION FOR APPROVAL—COURSE TO FULFILL
GLOBAL CITIZENSHIP ASSOCIATE DEGREE REQUIREMENT: KOREAN 9**

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

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

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:

3. Discuss various issues concerning Korean culture, art, religion, and philosophy in relation to the larger East Asian context.

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:

This course introduces Korean civilization and literature, encompassing aspects of philosophy, religion, and art. By comparing and contrasting the social, political, and cultural contextualization of literary works with the rest of the world, the students will gain a better understanding of Korea.

Students read about the Chinese and Japanese influence on early Korea and how Korea began to develop its own distinct character separating from it.

Students also read about the creation of the Korean script “hangul” in the 15th century and the rise of popular vernacular fiction during the Joseon dynasty. Before the Korean alphabet was created, Chinese characters were used. While elite men worshipped Chinese classics and literary Chinese, Korean vernacular fiction was read by women. For example, an Indonesian tribe called Cia-Cia adopted the Korean alphabet as their writing system.

Students also examine the Korean popular culture (“Korean Wave”) and its role and significance in the East Asian arena as well as the rest of the world.

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

	Yes	No	Abstain	Not voting
Department or Area Vote	9	0	0	0

Santa Monica College
Course: NEW or Reinstatement RES TH 2L - Applied Respiratory Fundamentals

Course Cover	
Discipline	RES TH-RESPIRATORY THERAPY
Course Number	2L
Full Course Title	Applied Respiratory Fundamentals
Catalog Course Description	This course covers the structure and functions of respiratory therapy equipment. It acquaints students with most of the equipment used in the profession of respiratory care by providing the student hands-on experience. Students are expected to be able to select, assemble, and correct malfunctions on most equipment used to provide respiratory care.
Rationale	RES TH 2 currently exists as a combined lecture and lab course. For the purposes of making it easier for the students to enroll, RES TH 2 will become two separate courses. RES TH 2 and RES TH 2L
Proposed Start	Year: 2019 Semester: Fall
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 1.00
Weekly Lecture Hours	Min: 0
Weekly Laboratory Hours	Min: 3.00 (Sem: 54)
Weekly Arranged Hours	Min: 0
Total Semester Instructional Hours	54.00
Total Outside-of-Class Hours	0
Load Factor	1.00
Load Factor Rationale	The RT program does not have a designated lab space, equipment has to be set-up for each lab and competency. There is also significant outside lab work needed to prepare before each lab for clinical lab competencies to be performed.
Repeatability	May be repeated 1 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	Does NOT transfer to CSU or UC
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	-Respiratory Therapy AS Degree
Pre/Corequisites & Advisories	
Corequisite: RES TH 2	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Demonstrate proper donning and doffing of PPE in contact isolation, droplet isolation and airborne isolation.	
2. Given a patient's condition, set-up low-flow and high-flow oxygen devices. Assess indications, contraindications and hazards.	
3. Troubleshoot low-flow and high-flow oxygen devices.	
4. Given a patient's condition, set-up bland aerosol devices. Assess indications, contraindications and hazards.	
Troubleshoot bland aerosol devices.	
5. Given a patient's condition, set-up hyperinflation therapy devices. Assess indications, contraindications and hazards.	
6. Troubleshoot hyperinflation devices.	
7. Given a patient's condition, set-up airway clearance devices. Assess indications, contraindications and hazards.	

8. Troubleshoot airway clearance devices.	
9. Set-up a tray with required equipment for intubation.	
10. Assemble a ventilator circuit on an invasive mechanical ventilator.	
11. Perform pre-use check or short-self-test on an invasive mechanical ventilator.	
12. Move and secure an H and E cylinder and place a regulator on it. Recognize the gas contained in the cylinder.	
Course Content	
7.5%	Infection control
7.5%	oxygen delivery devices- regulators, flowmeters and controlling devices.
10%	Low-flow and high-flow oxygen devices.
15%	Hyperinflation devices
20%	Humidity, bland and medicated aerosols
15%	Airway management
20%	Noninvasive and invasive mechanical ventilation
Total: 95%	
Lab Content	
7.5%	Infection Control
7.5%	oxygen delivery devices-regulators, flowmeters, and controlling devices
10%	Low-flow and high-flow oxygen devices.
15%	Hyperinflation devices
20%	Humidity, bland and medicated aerosols
15%	Airway management
25%	noninvasive and invasive mechanical ventilation
Total: 100%	
Methods of Presentation	
Methods	Experiments Field Experience Lab Lecture and Discussion Observation and Demonstration
Methods of Evaluation	
Methods	• 0% - Total
Additional Assessment Information (Optional)	no methods of evaluation- lab
Appropriate Textbooks	
Formatting Style	APA
Textbooks	1. White, Gary. <i>Basic Clinical Lab Competencies for Respiratory Care</i> , 5th ed. Del Mar, Cengage, 2013
Sample Assignments	
Working together with your laboratory partner, teach the following skills: Incentive spirometry and use of a metered dose inhaler (with and without a spacer). Once you have completed the instruction, document the procedure. Ask your laboratory instructor to check your documentation for correct use of abbreviations, clarity, and brevity.	
Student Learning Outcomes	
1. Given a pulmonary patient scenario, demonstrate, application, principles of operation, indications, limitations, and hazards associated with respiratory care equipment.	
Minimum Qualification	
No Minimum Qualifications For this Course	
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes

Corequisite Checklist and Worksheet: RES TH 2L: Respiratory Therapy Fundamentals
Corequisite: RES TH 2: Applied Respiratory Therapy Fundamentals

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

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the corequisite.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this corequisite is based on tests, the type and number of examinations, grading criteria, applicability to performance or skill, or required additional support for the successful completion of both courses.	X	
4. Selection of this corequisite is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this corequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the corequisite.	X	
8. The body of knowledge and/or skills taught in the corequisite are not an instructional unit of the course requiring the corequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	
10.		

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

The corequisite skills and knowledge have been mapped to requisite course skills and knowledge. For example, functioning as Respiratory Care Practitioner, while providing oxygen therapy, the student must be able to recognize indications, contraindication and trouble oxygen delivery devices. While assessing a patient for the need of respiratory care, the student must be able to determine indications, contraindications and troubleshoot bronchodilator therapy, hyperinflation therapy or airway clearance therapy; select and assemble best form of therapy based on patient’s condition.

R e q u i s i t e C o u r s e E n t r y S k i l l s / K n o w l e d g e

	Given a patient's condition, set-up hyperinflation therapy devices. Assess indications, contraindications and hazards.	Given a patient's condition, set-up low-flow and high-flow oxygen devices. Assess indications, contraindications and hazards.
Prerequisite Course Exit Skills/Knowledge	Given a patient's condition, set-up bland aerosol devices. Assess indications, contraindications and hazards.	
	Identify various devices used for lung expansion therapy; be familiar with the indications, contraindications, hazards and/or complications associated with the use of such devices; be able to provide proper patient instructions. Be familiar with these devices, including indications, contraindications, hazards, complications associated with these devices.	X
	Identify special considerations for administering aerosol therapy	X
Identify and list various types of medical gas cylinders and colors. Compare operational principles of cylinder valves. Calculate gas volume and liquid oxygen supply.		X

Santa Monica College
Course: NEW or Reinstatement RES TH 21 - RESPIRATORY CARE SCIENCES

Course Cover	
Discipline	RES TH-RESPIRATORY THERAPY
Course Number	21
Full Course Title	RESPIRATORY CARE SCIENCES
Catalog Course Description	This course presents an overview of the principles of physics that apply to respiratory care equipment, technology, and patient care including the behavior of gases, airway pharmacology, and mechanical ventilation.
Rationale	The SMC Respiratory Therapy Program is in consortium with East Los Angeles College (ELAC) Respiratory Therapy Program. To remain compliant with the Commission on Accreditation for Respiratory Care, the ELAC/SMC Respiratory Therapy program consortia must align curriculum. Accordingly, SMC seeks to align RES TH 21 with ELAC's RESP TH 21. ELAC has already approved RESP TH 21, and to remain compliant with our accreditation body, SMC must add RES TH 21 to the SMC Respiratory Therapy curriculum.
Proposed Start	Year: 2019 Semester: Winter
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 2.00
Weekly Lecture Hours	Min: 2.00 (Sem: 36)
Weekly Laboratory Hours	Min:
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	36.00
Total Outside-of-Class Hours	72.00
Load Factor	2.00
Load Factor Rationale	Lecture class, suggested 1 LHE
Repeatability	May be repeated 2 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	Transfers to CSU
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	-Respiratory Therapy AS Degree
Pre/Corequisites & Advisories	
Corequisite: RES TH 60	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Explain Henry's and Graham's Laws. Define density and specific gravity. Define Avogadro's law and list Avagadro's number and Avogadro's volume. Calculate mass and weight	
2. Define pharmacodynamics and pharmacokinetics and their relationship with adrenergic and anti-cholinergic bronchodilators. Given the appropriate data, calculate the absolute, relative, and body humidity. Describe the differences between a vapor and an aerosol. List and describe the properties of aerosols and how these properties affect deposition of aerosols in the lung	
3. Describe and define the Bernoulli Effect and the Venturi Principle and describe how they relate to gas entrainment. Describe the differences between laminar and turbulent flow. Define Reynold's number and discuss how it is used to determine laminar or turbulent flow; define viscosity and describe the difference between viscosity of liquids and gases; and define the Coanda effect and describe its impact on gas flow in medical devices.	

4. Define diffusion, osmosis, osmotic pressure and dialysis; define hypotonic, isotonic and hypertonic solutions. Describe the concept of osmosis and given two fluid volumes separated by a membrane, identify the direction the solute moves. Define cohesion, adhesion and surface tension and describe the role of surface tension in the inflation of alveoli.	
5. Identify and describe indications and application for invasive positive and negative pressure ventilation including all modes, settings, and breath types of mechanical ventilation. Critically analyze and apply mechanical ventilation to a given scenario; including ventilator manipulation and troubleshooting. Identify and describe weaning from mechanical ventilation and apply weaning per a given scenario.	
Course Content	
11%	Atomic particles, atomic number, and atomic mass (weight)
23%	Gas therapy including gas distribution and pharmacology.
18%	Gas flow dynamics.
18%	Fluid dynamics.
30%	Positive and negative pressure mechanical ventilation.
Total: 100%	
Methods of Presentation	
Methods	Group Work Lecture and Discussion
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 40% - Exams/Tests: Two exams • 40% - Final exam • 5% - Group Projects • 5% - Oral Presentation • 10% - Quizzes • 100% - Total
Appropriate Textbooks	
Formatting Style	APA
Textbooks	1. Wiliam Wojciechowski. Respiratory Care Sciences, 5 ed. Cengage Learning, 2015, ISBN: 978-1-133-59477-2. 2. Douglas S. Gardenhire. Rau's Respiratory Pharmacology, 9 ed. Evolve Elsevier, 2016, ISBN: 9780323299688.
Sample Assignments	
1) Using peer-reviewed journal articles, write a five-page research paper on a theory of flow dynamics. 2) Perform calculations using Boyle's, Charles', and Gay-Lussac's gas laws in a variety of patient care situations to calculate airway resistance with an endotracheal tube and write up results. Perform laboratory clinical check off assignment in regards to mechanical ventilation.	
Student Learning Outcomes	
1. Apply basic scientific theories, laws and formulas.	
2. Given an endotracheal tube, the student will be able to articulate how Poisseulle?s law determines airway resistance and the most significant factor that influences a patient?s ability to breathe through that endotracheal tube.	
3. Solve and demonstrate mathematical concepts.	
Minimum Qualification	
Registered Respiratory Therapy credential, Master's in Respiratory Care preferred or Master's of science degree, and at least four years of critical experience caring for patients on mechanical ventilation.	
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes
Additional Comments/Information	Using the SMC library as a resource, students navigate through scientific databases for the purpose of research.

Corequisite Checklist and Worksheet: RES TH 21
Corequisite: RES TH 60: Respiratory Physiology

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

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

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

The corequisite skills/knowledge have been mapped to skills/knowledge needed to assure the student applies gas laws to respiratory physiology to concepts. For example, the application of Henry's law to oxygen dissolved in the plasma as a means to increase oxygen delivery to tissues. Knowing about factors that affect lung inflation, for example, or knowing about the relationship between surface tension and static lung compliance as it applies to lung distensibility.

R e q u i s i t e C o u r s e E n t r y S k i l l s / K n o w l e d g e

	Contrast Graham's, Dalton's and Henry's Laws as related to gases in the pulmonary system.	Given the fractional concentration of a gas, calculate its partial pressure under both dry and saturated conditions.	Apply Dalton's Law of partial pressures to gas mixtures in the atmosphere, trachea and alveoli.	Perform calculations using gas laws. How increasing FiO2 increases PiO2	Describe the role of surface tension in the inflation of alveoli. Instillation of surfactant.	Discuss Reynold's Number and how it is used to determine laminar or turbulent flow.
Corequisite Course Exit Skills/Knowledge	Utilize the combined gas law in a problem.	X	X	X		
	Calculate density and specific gravity of gases.	X			X	X
	Trace gas diffusion.		X	X	X	
	Calculate surface tension.	X				
	Utilize Graham's, Henry's and Dalton's Law.	X		X	X	
	Identify fluid cohesion and adhesion.					X

Santa Monica College

Course: NEW or Reinstatement RES TH 21L - RESPIRATORY CARE SCIENCES Laboratory

Course Cover	
Discipline	RES TH-RESPIRATORY THERAPY
Course Number	21L
Full Course Title	RESPIRATORY CARE SCIENCES Laboratory
Catalog Course Description	This course presents an overview of the principles of physics that apply to respiratory care equipment, technology, and patient care including the behavior of gases, airway pharmacology, and mechanical ventilation. Internal heat, gas laws, temperature scales and measurement are covered in detail. Molecular phenomena such as osmosis and dialysis, and the mechanics of the cardiovascular and respiratory systems are applied to bedside patient care. Principles of positive and negative pressure and their relation to ventilation are also explored as well as respiratory pharmacology and airway deposition.
Rationale	The SMC Respiratory Therapy Program is in consortium with East Los Angeles College (ELAC) Respiratory Therapy Program. To remain compliant with the Commission on Accreditation for Respiratory Care, the ELAC/SMC Respiratory Therapy program consortia must align curriculum. Accordingly, SMC seeks to align RES TH 21 with ELAC's RESP TH 21. ELAC has already approved RESP TH 21, to remain complaint without our accreditation body, SMC would like to add RES TH 21 to SMC Respiratory Therapy curriculum
Proposed Start	Year: 2019 Semester: Winter
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 1.00
Weekly Lecture Hours	Min:
Weekly Laboratory Hours	Min: 3.00 (Sem: 54)
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	54.00
Total Outside-of-Class Hours	0
Load Factor	1.00
Load Factor Rationale	Suggested lab factor is 1.0 LHE
Repeatability	May be repeated 2 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	Does NOT transfer to CSU or UC
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	-Respiratory Therapy AS Degree
Pre/Corequisites & Advisories	
Corequisite: RES TH 60	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Properly identify, analyze, and apply gas therapy equipment, including aerosol and humidity producing devices.	
2. Properly identify, analyze, and apply gas therapy using endotracheal tubes and tracheostomy care to describe airflow resistance.	
3. Identify and apply knowledge of respiratory therapy pharmacology devices including metered dose inhalers, small volume nebulizers, dry powder inhalers, and associated equipment. Identify and apply effective management and direction given a critical thinking scenario in regards to respiratory disease.	

4. Apply evaluation of setup, manipulation, and troubleshooting of mechanical ventilation given critical thinking scenarios. Identify and apply ventilator formulas including static and dynamic compliance and airway resistance. Apply, analyze, and evaluate proper weaning techniques on a given patient scenario	
5. Apply the setup and application of mechanical ventilation given a scenario.	
Course Content	
15%	Introduction to gas therapeutic equipment, including aerosol and humidity delivery devices.
20%	Airway resistance and compliance.
20%	Pharmacology delivery devices and critical thinking decision making.
35%	Application and management of positive pressure ventilation.
10%	Practical examination of mechanical ventilation.
Total: 100%	
Lab Content	
15%	Introduction to gas therapeutic equipment, including aerosol and humidity delivery devices.
20%	Airway resistance and compliance.
20%	Pharmacology delivery devices and critical thinking decision making.
35%	Application and management of positive pressure ventilation.
10%	Practical examination of mechanical ventilation
Total: 100%	
Methods of Presentation	
Methods	Group Work Lab
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 5% - Class Participation • 40% - Exams/Tests • 25% - Final exam • 10% - Lab Reports • 10% - Quizzes • 10% - Simulation • 100% - Total
Appropriate Textbooks	
Formatting Style	APA
Textbooks	1. Gary C. White. <i>Basic Clinical Lab Competencies for Respiratory Care: An Integrated Approach</i> , 5 ed. Delmar Cengage Learning, 2013, ISBN: 978-1435453654.
Sample Assignments	
A patient is receiving oxygen via an air-entrainment mask with an oxygen flow set at 4 L/minute with an adapter that entrains 40 L/min of room air for each liter of oxygen per minute. Determine the air:oxygen- entrainment ratio for this device. What is the delivered FiO ₂ ?	
Connect a ventilator to a test lung, set the ventilator mode to PSV, PS level 10 cmH ₂ O, FiO ₂ .50, PEEP + 5 cmH ₂ O and flow cycle off of 30%. Draw flow-time and pressure-time graphs.	
Student Learning Outcomes	
1. Demonstrate competency in assessing lung compliance and airway resistance to distinguishing a patient afflicted with restrictive lung disease, i.e ARDS from one with obstructive lung disease, i.e. asthma.	
2. Demonstrate competency in the use and principles operation of aerosol making devices, such as MDI, Small volume nebulizers, large volume nebulizers and high flow-flow-oxygen devices such as venturi masks.	
Minimum Qualification	
Registered Respiratory Therapy credential, Master's in Respiratory Care preferred or Master's of science degree, and at least four years of critical experience caring for patients on mechanical ventilation.	
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes

Santa Monica College

Course: NEW or Reinstatement RES TH 30L - Application of Adult Critical Care Monitoring and Diagnostics

Course Cover	
Discipline	RES TH-RESPIRATORY THERAPY
Course Number	30 L
Full Course Title	Application of Adult Critical Care Monitoring And Diagnostics
Catalog Course Description	This class is designed to enhance the students' learning by integrating theoretical knowledge with psychomotor skills as it relates to the current management of the critically ill patient. Students get hands-on experience and perform clinical lab competencies in electrocardiography perform clinical lab competencies by getting, cardiovascular/hemodynamic monitoring, capnography, and pulmonary function testing. In addition, the students learn about cardiovascular pharmacology and common approaches to supporting the unstable intensive care patient. Advanced Cardiac Life Support (ACLS) algorithms for treatment of the patient with acute coronary syndrome and other related disorders are also reviewed.
Rationale	RT 30 currently exists as a combined lecture and lab course. For the purposes of making it easier for the students to enroll, RES TH 30 will become two separate courses, RES TH 30 and RES TH 30L.
Proposed Start	Year: 2019 Semester: Spring
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 1.00
Weekly Lecture Hours	Min:
Weekly Laboratory Hours	Min: 3.00 (Sem: 54)
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	54.00
Total Outside-of-Class Hours	0
Load Factor	1.00
Load Factor Rationale	The RT program does not have a designated lab space, equipment has to be set-up for each lab and competency. There is also significant outside lab work needed to prepare before each lab for clinical lab competencies to be performed.
Repeatability	May be repeated 1 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	Does NOT transfer to CSU or UC
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	-Respiratory Therapy AS Degree
Pre/Corequisites & Advisories	
Corequisite: RES TH 30	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
Demonstrate proper setup, assembly and operation of pulse oximetry, capnography and oxygen analyzers. Troubleshoot malfunctions and assess and evaluate the effectiveness and meaning of readings.	
Perform an electrocardiogram and place a patient on a 3 lead monitor, troubleshoot causes for motion and electrical artifact and compare normal verse abnormal rhythm tracings. Troubleshoot arterial waveform dampening and proper insertion and functioning of indwelling lines	
Setup and operate defibrillation pads and perform cardioversion, transcutaneous pacing, and defibrillation. Perform the proper sequence of advanced cardiac life support for bradycardia, tachycardia, and cardiac arrest scenarios	

Acting as a team leader, appropriately evaluate a given scenario and select the appropriate actions/plan to successfully pass a mock cardiac arrest scenario.	
Perform basic spirometry testing. Distinguish normal, obstructive, and restrictive airflow patterns. Perform a VC, MIP, and MEP utilizing a Wright respirometer or like equipment.	
Distinguish cardiac arrest from a given scenario and demonstrate proper CPR skills, including bag mask ventilation, compressions, advanced airway placement, and identification of proper medication sequence.	
Course Content	
15%	Patient monitoring, including pulse oximetry, co-oximetry, capnography (invasive and non-invasive), and application of oxygen analyzers.
14%	Electrocardiogram placement and analysis of 3 lead and 12 lead ECG's. Cardiac monitoring and blood pressure monitoring including arterial line and central line insertion and measurement.
14%	Cardiac arrest assessment and basic life support including advanced airway placement.
20%	Defibrillation, Cardioversion, and ACLS sequence for cardiac arrest.
20%	Mock cardiac arrest examination scenarios using ACLS protocols and algorithms.
17%	Pulmonary function testing with Spirometry. Vital capacity, Maximum inspiratory pressure, and Maximum expiratory testing.
Total: 100%	
Lab Content	
15%	Patient monitoring, including pulse oximetry, co-oximetry, capnography (invasive and non-invasive), and application of oxygen analyzers.
14%	Electrocardiogram placement and analysis of 3 lead and 12 lead ECG's. Cardiac monitoring and blood pressure monitoring including arterial line and central line insertion and measurement.
14%	Cardiac arrest assessment and basic life support including advanced airway placement.
20%	Defibrillation, Cardioversion, and ACLS sequence for cardiac arrest.
20%	Mock cardiac arrest examination scenarios using ACLS protocols and algorithms.
17%	Pulmonary function testing with Spirometry. Vital capacity, Maximum inspiratory pressure, and Maximum expiratory testing.
Total: 100%	
Methods of Presentation	
Methods	Experiments Field Experience Lab Lecture and Discussion Observation and Demonstration
Methods of Evaluation	
Methods	0% - Total
Appropriate Textbooks	
Formatting Style	APA
Textbooks	1. Gary C. White. <i>Basic Clinical Lab Competencies for Respiratory Care</i> , 5 ed. Del Mar, Cengage Learning, 2013
Sample Assignments	
Following successful placement and calibration of the PA catheter, the following values were obtained: Oxygen consumption (VO ₂) 280 ml/min PA systolic 56 mm Hg PA diastolic 41 mm Hg PCWP 30 mm Hg CVP 14 mm Hg C(a-v)O ₂ 7.2 vol% Cardiac output 3.9 L. Calculate and evaluate the most likely cause for the above data.	
Student Learning Outcomes	
1. Functioning as respiratory care practitioner the students will be able to perform a 3-lead ECG and 12 ECG.	
2. Functioning as a respiratory therapist, the student will be able to interpret their patients pulmonary function data to assist in making appropriate recommendations for respiratory care plans for these patients.	
3. Functioning as a respiratory therapist, the student will be able to provide appropriate respiratory care interventions on patients who require advanced cardiac life support.	

Minimum Qualification

Registered Respiratory Therapy credential, Master's in Respiratory Care preferred or Master's of science degree, and at least four years of critical experience caring for patients on mechanical ventilation.

Library

List of suggested materials has been given to librarian?

No

Library has adequate materials to support course?

Yes

Corequisite Checklist and Worksheet: RES TH 30L
Corequisite: RES TH 30: Adult Critical Care Monitoring and Diagnostics

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

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the corequisite.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this corequisite is based on tests, the type and number of examinations, grading criteria, applicability to performance or skill, or required additional support for the successful completion of both courses.	X	
4. Selection of this corequisite is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this corequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the corequisite.	X	
8. The body of knowledge and/or skills taught in the corequisite are not an instructional unit of the course requiring the corequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	
10.		

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

The corequisite skills and knowledge have been mapped to requisite course skills and knowledge. For example, functioning as Respiratory Care Practitioner, while performing an ECG, the student must be able to recognize lethal arrhythmias and communicate findings to a physician stat. When performing a pulmonary function test, the student must know the lung volumes and lung capacities to determine whether a patient is afflicted with obstructive vs. restrictive lung disease.

R e q u i s i t e C o u r s e E n t r y S k i l l s / K n o w l e d g e

	Perform an electrocardiogram and place a patient on a 3 lead monitor, troubleshoot causes for motion and electrical artifact and compare normal verse abnormal rhythm tracings.	Perform basic spirometry testing. Distinguish normal, obstructive, and restrictive airflow patterns. Perform a VC, MIP, and MEP utilizing a Wright respirometer or like equipment.
Prerequisite Course Exit Skills/Knowledge	Discuss the electrophysiology principles and conduction system to show how the heart cells conduct electrical impulses throughout the heart muscle.	X
	Summarize how the ECG waves relate to each phase of the heartbeat cycle and the basic skills needed for interpretation of the ECG.	X
	Identify and describe various methods and techniques for measuring lung volumes and capacities.	X
	Interpret pulmonary function tests to assist in the diagnosis of patients with obstructive, restrictive, and mixed pulmonary disorders. Assess weaning parameters.	X

Santa Monica College
Course Outline for ANIMATION 30, Intermediate 3D Animation

Course Title: Intermediate 3D Animation Units: 3.00
 Total Instructional Hours (usually 18 per unit): 90
 Total Outside-of-Class Hours: 72
 Hours per week (full semester equivalent) in Lecture: 2.00 In-Class Lab: 1.00 Arranged: 2.00

Date Submitted: May 2011
 Date Updated: March 2019
 Transferability: Transfers to CSU
 Degree Applicability: Credit - Degree Applicable
 Pre/Corequisite(s): None
 Skills Advisory(s): ANIM 3

I. Catalog Description

This course focuses on the core principles of animation as applied to 3D characters. Techniques such as posing, timing, weight, anticipation, squash and stretch, overlapping action, and staging are covered. In addition to completing weekly exercises, students will apply the skills they learn to create an individual project.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Character Animation: 2D Skills for Better 3D, 2nd, Roberts, Steve, Focal Press © 2007

III. Course Objectives

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

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

IIIb. Arranged Hours Objectives:

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

1. Use 3D animation software applications more proficiently.

IV. Methods of Presentation:

Lecture and Discussion , Observation and Demonstration

IVb. Arranged Hours Instructional Activities:

Online instructor-provided resources

V. Course Content

<u>% of course</u>	<u>Topic</u>
10%	Review of 3D software fundamentals
10%	Basics of posing and timing
10%	Analyzing movement and natural forces
10%	Anticipation
10%	Squash and stretch
10%	Follow through and overlapping action
10%	Line of action and arcs
30%	Projects and critiques
100%	Total

Vb. Lab Content:

<u>% of course</u>	<u>Topic</u>
100%	In class exercises
100%	Total

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

<u>Percentage</u>	<u>Evaluation Method</u>
60 %	Projects - 6 Projects
10 %	Class Participation
30 %	Final Project
100 %	Total

VII. Sample Assignments:

Using the principles of animation timing and spacing, animate both a light and a heavy ball bouncing three times and coming to rest in the same shot.

Demonstrate the correct mechanics of a walk using a basic biped cycling through four steps.

VIII. Student Learning Outcomes

1. Exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities and adherence to the College Honor Code.
2. Demonstrate mastery of the course content by applying the principles of animation to 3D character movements.

ADVISORY Checklist and Worksheet: ANIM 30
Proposed Advisory: ANIM 3, 3D Fundamentals

SECTION 1 - CONTENT REVIEW:

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

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: ANIM 30

A)	Demonstrate an understanding of 3D concepts and terminology.
B)	Animate a character within a 3D environment.
C)	Apply traditional animation techniques to 3D animation.

EXIT SKILLS (objectives) FROM: ANIM 3

1.	Demonstrate an understanding of 3D concepts and terminology.
2.	Animate a character within a 3D environment.
3.	Apply traditional animation techniques to 3D animation.

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

Santa Monica College

Course Outline ENGLISH FOR SECOND LANGUAGE SPEAKERS 19A, English Fundamentals 1

Course Title: English Fundamentals 1 Units: 4.00
 Total Instructional Hours (usually 18 per unit): 90
 Total Outside-of-Class Hours: 144
 Hours per week (full semester equivalent) in Lecture: 4.00 In-Class Lab: 1.00 Arranged:
 Date Submitted: May 2011
 Date Updated: October 2018
 Transferability: Transfers to UC, CSU
 Degree Applicability: Credit - Degree Applicable
 Prerequisite(s): ESL 11A Multiple measures will be used to place students into ESL 19A.
 Skills Advisory(s): Students who receive a final grade of "C" in 11A should enroll in support courses (ESL20A/20B, 23) before taking ESL 19A or concurrently with ESL 19A.

I. Catalog Description

ESL 19A is an intermediate contextualized writing course for non-native speakers. ESL 19A is the first part of the ESL19A/B sequence. *ESL19A, 19B and 25 combined: maximum credit, 8 units.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Grammar and Beyond, Bunting, J.L., L. Diniz, R.Reppen, Cambridge © 2013, ISBN: 978-0-521-14301-1
2. Final Draft 4, Asplin, W., M.F. Jacobe, A.S. Kennedy, Cambridge © 2016, ISBN: 978-1-107-4957-9
3. Pathways 3, Reading, Writing, and Critical Thinking, 2, Vargo, M. and Blass, L., Cengage Learning © 2018, ISBN: 978-1133317104

III. Course Objectives

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

1. Construct and revise a variety of sentence types within paragraphs
2. Plan, compose, and revise multi-paragraph essays (with thesis statements, supporting body paragraphs, transitional sentences, and conclusion)
3. Under time constraints, produce appropriate responses to prompts by writing paragraphs and essays
4. Paraphrase, summarize, and synthesize information from lectures and readings
5. Use appropriate vocabulary from the Academic Word List and appropriate word forms in paragraphs and essays
6. Write short and extended definitions
7. Use skimming and scanning to locate main ideas and specific details in readings
8. Identify and use cohesive markers
9. Distinguish word forms, their functions, and their meanings in a reading
10. Use the following correctly in speaking/writing: verb tense and aspect (active and passive voice); clauses (noun, adjective, adverb); modals in passive and reported speech; real and unreal conditionals; articles, demonstratives, possessives, and quantifiers.
11. Discuss information from readings and other media sources in small groups to collect and organize ideas for writing
12. Express and support opinions, and prepare, organize, and present or exchange information orally
13. Demonstrate the ability to integrate information from outside sources without plagiarizing
14. Annotate readings and take lecture notes

IV. Methods of Presentation:

Lecture and Discussion , Other (Specify)
 Other Methods: Group and pair activities Multi-media

V. Course Content

<u>% of course</u>	<u>Topic</u>
40%	Composing paragraphs that lead to essays that include integrated paraphrases in outlines, drafts, and revised/edited final copies
20%	Grammar and vocabulary

10%	Speaking (small groups, individual presentations), including discussions of readings and brainstorming on essay topics
5%	Listening and note-taking of source material relevant to essay topics and sharing of information with classmates
20%	Reading academic texts: annotate, outline, skim, scan, guess vocabulary meaning
5%	Editing and revising written work for language usage, content, and organization based on teacher feedback.
100%	Total

Vb. Lab Content:

<u>% of course</u>	<u>Topic</u>
100%	Editing and revising written work for language usage, content, and organization based on teacher feedback.
100%	Total

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

<u>Percentage</u>	<u>Evaluation Method</u>
15 %	Quizzes
15 %	Homework
20 %	Final exam
20 %	Written assignments
30 %	In Class Writing - Paragraphs, 3-5 Essays including mid-term, and paraphrased outlines
100 %	Total

Additional Assessment Information: 20

VII. Sample Assignments:

Assignment 1:

Step 1: Read the textbook assignment at home.

Step 2: Look at the following three possible paraphrases of one of the sentences of the first paragraph. See if, in your group, you can identify which one is mostly copied, which one in which word forms and sentence structure have been modified somewhat, and which is an entirely new sentence that is true to the meaning of the original.

Step 3: Now each group will be given a different sentence from the reading to paraphrase. In your group, read and discuss the sentence to make certain that you understand its meaning.

Step 4: Put the reading aside and orally paraphrase the sentence before attempting to write it down.

Step 5: Present (in writing on a white board or blackboard) your original sentences and its paraphrase to the entire group.

Step 6: The class will help critique and modify the paraphrases as needed in order to create appropriate paraphrases.

Step 7: For homework, you will paraphrase several other sentences in the reading.

Assignment 2:

Step 1: For homework you read a text (e.g., “Fashion Victim or Environmental Victory?” pp. 222-223 in Focus on Vocabulary). Now, in a group, identify sentences that show cause and effect and annotate C and E to label the causes and effects. Place a box around the words that show cause and effect (e.g., because, make it possible for, have led to, so much ...that, when).

Step 2: When you have finished, close the book and discuss the article, trying to recall as many main ideas and details as they can.

Step 3: Together in your group, write as many cause and effect sentences as you can reflecting the information in the article.

VIII. Student Learning Outcomes

1. Given a prompt, will be able to plan, compose, and revise a multi-paragraph essay under time constraints. The essay will contain a variety of sentence types, appropriate vocabulary, and accurate grammar, and reference information from assigned source materials.
2. Identify main ideas and specific details in a text and paraphrase and/or summarize the information in writing.
3. Exhibit strong academic behaviors: regular attendance, timeliness, participation in class activities, perseverance, and adherence to the College Honor Code

Prerequisite / Corequisite Checklist and Worksheet: ESL 19A

Prerequisite: ESL 11A, Basic English 1

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

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

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

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

ENTRANCE SKILLS FOR (ESL 19A)

A)	Write effective sentences using a variety of sentence types (compound, complex, compound-complex)
B)	Demonstrate the use of topic sentences and supporting details
C)	Compose paragraphs, which may include a variety of types (comparison/contrast, cause/effect, persuasion) under time constraints
D)	Use coherence markers correctly within paragraphs
E)	Revise sentences in paragraphs based on teacher feedback for errors in language, content, and organization
F)	Identify main ideas and details in reading and listening passages
G)	Determine word meanings by examining context and categorize words by their form and function in a sentence
H)	Use the following correctly in speaking and writing: verb tenses, count/noncount nouns, comparatives and superlatives, subject-verb agreement, social modals, sentence boundaries, and commas, periods, semi-colons, and capital letters

EXIT SKILLS (objectives) FOR (ESL 11A)

1.	Correctly construct compound, complex, and compound-complex sentences
2.	Write effective topic sentences and supporting details
3.	Compose a variety of paragraph types, including comparison/contrast, cause/effect, and persuasive rhetorical patterns
4.	Choose appropriate cohesion markers to logically join ideas in speaking and writing
5.	Revise and edit written work by using teacher feedback on language use, content, and organization
6.	Identify main ideas and details in reading and listening passages
7.	Examine context to determine word meanings and word forms in written and spoken passages
8.	Use the following in speaking and writing: correct verb tenses, count/noncount nouns, comparatives and superlatives, subject-verb agreement, social modals, sentence boundaries, and commas, periods, semi-colons, and capital letters

	ENTRANCE SKILLS FOR (ESL 19A)								
		A	B	C	D	E	F	G	H
1		X							
2			X						
3				X					
4					X				
5						X			
6							X		
7								X	
8									X

Santa Monica College

Course Outline ENGLISH FOR SECOND LANGUAGE SPEAKERS 19B, English Fundamentals 2

Course Title:	English Fundamentals 2	Units: 4.00
Total Instructional Hours (usually 18 per unit):	72	
Total Outside-of-Class Hours:	144	
Hours per week (full semester equivalent) in Lecture:	4.00	In-Class Lab: 0 Arranged:
Date Submitted:	May 2011	
Date Updated:	September 2018	
Transferability:	Transfers to UC, CSU	
Degree Applicability:	Credit - Degree Applicable	
Prerequisite(s):	ESL 19A	

I. Catalog Description

ESL 19B is the second part of the ESL 19A/B sequence. It continues the emphasis of essay writing, editing of grammar and mechanical errors, reading, and critical thinking. *ESL 19A, ESL 19B, combined: maximum credit, 8 units.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Grammar for Great Writing C, 1st, Folse, K.S., Donnalley Sherman, K., Brinks Lockwood, R., and L. Baker, Cengage Learning © 2017, ISBN: 9781337118613
2. Pathways 3: Reading, Writing, and Critical Thinking, 1st, Vargo, M. and L. Blass, Cengage Learning © 2013, ISBN: 9781133317104
3. They Say I Say: The Moves that Matter in Academic Writing, 2nd, Graff, G. and C. Birkenstein., Norton © 2010
4. A Writer's Reference, 7th, Hacker, D. and N. Sommers, Bedford-St. Martin's © 2011

III. Course Objectives

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

1. Plan, compose, and revise multi-paragraph essays, synthesizing information from readings and other sources
2. Paraphrase, summarize, and synthesize information from readings and other media sources using correct MLA citation format
3. Integrate source information including quotations and paraphrases into essays in order to support claims
4. Demonstrate effective word usage and grammar (appropriate, varied, and idiomatic)
5. Identify cohesive devices in sources and use them throughout a multi-paragraph essay
6. Demonstrate use of vocabulary from the Academic Word List
7. Differentiate main ideas and details in college-level texts
8. Analyze a text for evidence of the writer's audience, purpose, bias, tone, and register (which may include a literary selection).
9. Identify and discriminate between connotative and denotative meanings of academic vocabulary
10. Identify inferential and literal information
11. Annotate texts for specific purposes
12. Propose and support opinions, organize them, and participate in group or individual presentations
13. Interpret information from readings and other media to select and evaluate ideas for writing
14. Conduct personal interviews and compare the results of this research with the results of library research of primary sources.
15. Plan, compose, and revise an I-Search, evaluating and synthesizing information from interview, readings, and other sources with proper citations.

IV. Methods of Presentation:

Lecture and Discussion , Other (Specify)
Other Methods: Group/pair activities and multi-media

V. Course Content

<u>% of course</u>	<u>Topic</u>
--------------------	--------------

45%	Composing: essays, including planning, drafting, and revising for grammar, vocabulary, and documentation. Journal writing. Summarizing discussions and paraphrasing information gathered from texts, the web, and multi-media presentations.
15%	Grammar and vocabulary: use of vocabulary and grammatical structures for particular writing tasks and modes; editing.
25%	Reading: critical reading for audience, tone, and purpose, and annotation of academic texts, college-level readers, and/or a novel, short story, poem or play.
10%	Speaking: small group and individual presentations based on group discussions, including discussion of texts and other information from sources. Personal interviews.
5%	Listening: multi-media presentations and discussion of information presented in news programs, documentaries, and other sources relevant to the topics of discussion, reading, and writing.
100%	Total

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

<u>Percentage</u>	<u>Evaluation Method</u>
15 %	Quizzes
10 %	Homework
20 %	Final exam
26 %	Written assignments
29 %	In Class Writing - Paragraphs, Summaries, 3-5 essays including mid-term essay
100 %	Total

VII. Sample Assignments:

1. Reviewing the Diagnostic Writing

Step 1: In your group, read over the three diagnostic writing samples. Using the discussion guideline, identify the strengths and areas that need improvement in the samples. Share your thoughts with the members of your group.

Step 2: Share your group's ideas with the class and listen to what the other groups have to say.

Step 3: Look at your own diagnostic writing that your teacher has returned to you. In a homework journal assignment, reflect on your own writing and write responses to the following questions: What did you learn about your own writing from reading and discussing these student examples? Do you have a better idea about what your own writing strengths and weaknesses were in your diagnostic? How does the diagnostic help you identify some important writing goals that you may want to achieve this semester?

2. A Blind Read Exercise

Step 1: Choose one body paragraph from your essay to rewrite, using the quoting strategies that we have covered in class.

Step 2: Bring in a typed copy of a revised body paragraph, but do not put your name on the paper.

Step 3: You will be placed in a group of four students and your group will be given four paragraphs to read. This is called a "blind read" because you will not know whose papers you are reading. After all of your group members have read the four paragraphs they have, and after some discussion, pick the one which you feel most successfully integrated a quotation.

Step 4: Each group will give the teacher “best” paragraphs and the teacher will choose two to present to the entire class in the following class session.

Step 5: After you analyze these “best” paragraphs, your job will be to revise the other body paragraphs in your essay and then turn in the final revision of your essay.

VIII. Student Learning Outcomes

1. Establish and employ a writing process that leads to a well-supported, multi-paragraph essay (or mini-research paper) synthesizing a variety of sources (including course and outside material) and establishing a strong, well-developed point of view in response to a given prompt.
2. Read academic and literary material critically to identify main ideas, supporting details, audience, tone, and purpose in preparation for writing.
3. Exhibit strong academic behaviors: regular attendance, timeliness, participation in class activities, perseverance, and adherence to the College Honor Code.

Prerequisite / Corequisite Checklist and Worksheet: ESL 19B

Prerequisite: ESL 19A; English Fundamentals 1

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

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

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

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

ENTRANCE SKILLS FOR ESL 19B

A)	Plan, compose, and revise multi-paragraph essays (with thesis statements, supporting body paragraphs, transitional sentences, and conclusion)
B)	Under time constraints, produce appropriate responses to writing prompts by writing paragraphs or an essay
C)	Paraphrase and summarize information from lectures, readings, and media sources
D)	Distinguish word forms, their functions, and their meanings in a reading
E)	Use skimming and scanning to locate main ideas and specific details in a reading
F)	Edit grammar, usage, and mechanical errors; revise for unity and cohesion in multi-draft paragraphs and essays
G)	Identify and use cohesive markers in writing
H)	Use the following correctly in speaking and writing: verb tense and aspect (active vs. passive voice), clauses (noun, adjective, and adverb), real and unreal conditionals, gerunds and infinitives

EXIT SKILLS (objectives) FOR ESL 19A

1.	Produce a four-paragraph essay with an introduction, thesis statement, support paragraphs, and conclusion
2.	Use complete sentences or paragraphs to discuss answers to comprehension questions
3.	Use appropriate grammatical structures to paraphrase sentences and summarize a short reading
4.	Identify word forms for meaning and usage and use a variety of strategies to determine word meaning and usage
5.	Distinguish between main ideas and details and identify relationships between ideas (e.g. similarities, differences, causes, effects, time-sequence, etc.)
6.	Use teacher feedback to edit written work (grammar, organization, and content)
7.	Identify the use of cohesive markers in readings
8.	Use the following in speaking and writing: independent and dependent clauses, noun clauses and indirect speech, inflected verb forms including passives, gerunds and infinitives, adjective (relative) clauses, past modals, and conditionals.

	ENTRANCE SKILLS FOR (ESL 19B)							
	A	B	C	D	E	F	G	H
1	X							
2		X						
3			X					
4				X				
5					X			
6						X		
7							X	
8								X

Santa Monica College
Course Outline POST PRODUCTION 3, Digital Video Fundamentals

Course Title: Digital Video Fundamentals Units: 3.00
 Total Instructional Hours (usually 18 per unit): 90
 Total Outside-of-Class Hours: 72
 Hours per week (full semester equivalent) in Lecture: 2.00 In-Class Lab: 1.00 Arranged: 2.00
 Date Submitted: May 2011
 Date Updated: April 2019
 Transferability: Transfers to CSU
 Degree Applicability: Credit - Degree Applicable

I. Catalog Description

This introductory course familiarizes students with the fundamental aspects of digital video production. Covering acquisition formats, authoring formats and delivery formats. The class provides a strong foundation for working with visuals and sound in non-linear digital video post-production. Topics will include digital vs. analog, time code, frame rates, frame size, aspect ratios, broadcast and streaming codecs and distribution formats. *Catalog Course Comment: This course uses Adobe Premiere Pro.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Adobe Premiere Pro CC Classroom in a Book, Jago, M., Adobe Press © 2017, ISBN: 0134665317

III. Course Objectives

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

1. Distinguish between the various analog and digital video formats, frame rates, camera codecs and aspect ratios.
2. Acquire and create digital video for editing in non-linear digital video editing applications.
3. Edit and output a sequence with picture and sound utilizing the digital editing application.

IIIb. Arranged Hours Objectives:

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

1. Acquire and create digital video for editing in non-linear digital video editing applications.
2. Compress digital video formats for a variety of outputs.

IV. Methods of Presentation:

Lecture and Discussion , Observation and Demonstration

IVb. Arranged Hours Instructional Activities:

Online instructor-provided resources

V. Course Content

<u>% of course</u>	<u>Topic</u>
10%	Video formats and standards
5%	Composition basics
10%	Video production basics
5%	Capturing video
10%	Preparing footage for editing
50%	Editing theory and practice
10%	Compression and delivery formats
100%	Total

Vb. Lab Content:

<u>% of course</u>	<u>Topic</u>
100%	Hands-on editing and outputting of digital media sequences.
100%	Total

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

<u>Percentage</u>	<u>Evaluation Method</u>
60 %	Projects - Six projects at 10% each
10 %	Class Participation
10 %	Written assignments
20 %	Final Project
100 %	Total

VII. Sample Assignments:

1. Write an essay analyzing and describing a scene from a movie with reference to the shooting style, lighting, editing, pacing and rhythm. Make specific references to the basic rules of editing handout given in class.

2. With the footage provided in class, edit a scene between the two people, selecting the best performance, and deciding which camera angles to use. Create dramatic pauses to best demonstrate the pacing and rhythm of the scene as suggested by the dialog.

VIII. Student Learning Outcomes

1. Students will exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities and adherence to the College Honor Code.
2. Students demonstrate mastery of the course content by identifying various digital media formats and by utilizing industry recognized editing software to complete a finished digital media project.

Santa Monica College
Course Outline POST PRODUCTION 4, Digital Image Fundamentals

Course Title: Digital Image Fundamentals Units: 3.00
 Total Instructional Hours (usually 18 per unit): 90
 Total Outside-of-Class Hours: 72
 Hours per week (full semester equivalent) in Lecture: 2.00 In-Class Lab: 1.00 Arranged: 2.00

Date Submitted: May 2011
 Date Updated: February 2019
 Transferability: Transfers to CSU
 Degree Applicability: Credit - Degree Applicable
 Prerequisite(s): None

I. Catalog Description

This course covers the skills and concepts needed to create and manipulate images specifically for use in digital media projects. Students will learn the core concepts of working with image formats, brushes, selection tools, channels and layers as well as digital painting and color correction techniques. *Catalog Course Comment: This course uses the Adobe Creative Cloud.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Adobe Photoshop CC Classroom in a Book, Faulkner, A., Adobe Press © 2019, ISBN: 0135261783
2. Digital Painting in Photoshop: Industry Techniques for Beginners, 3DTotal, 3DTotal Publishing © 2018, ISBN: 190941476X
3. Online resources provided by the instructor.

III. Course Objectives

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

1. Manage digital assets proficiently and work effectively with a variety of image formats.
2. Use standard software tools and settings to make selections, adjust and apply color, and edit image size and orientation.
3. Work effectively with layers, blending modes, filters, and channels.
4. Paint original images using standard and custom brushes, fills and gradients.

IIIb. Arranged Hours Objectives:

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

1. Use image editing software proficiently through shortcuts and custom workflows.
2. Understand and apply techniques to create advanced effects and image mattes.

IV. Methods of Presentation:

Lecture and Discussion , Online instructor-provided resources

IVb. Arranged Hours Instructional Activities:

Online instructor-provided resources

V. Course Content

<u>% of course</u>	<u>Topic</u>
10%	Overview of course material and topics
10%	Advanced layer techniques
10%	Advanced alpha channel effects
20%	Creating texture maps
10%	Displacement mapping and lighting effects
10%	Compositing multiple elements
10%	Selecting and isolating images and shapes

10%	Painting and outputting image mattes
10%	Working with images, type and color for output.
100%	Total

Vb. Lab Content:

<u>% of course</u>	<u>Topic</u>
100%	Application of techniques learned in lecture.
100%	Total

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

<u>Percentage</u>	<u>Evaluation Method</u>
20 %	Exams/Tests
40 %	Projects - 4 Projects
20 %	Class Participation
20 %	Final Project
100 %	Total

VII. Sample Assignments:

Sample One:

Create an original movie poster for a movie of your choice based on a poster design from a similar genre film. Utilize at least three of the actors from your film along with the title and tag line with an appropriate font.

Sample Two:

Create a multilayered environment backplate for a proposed game or film scene. This would include a background, possible structures and/or vehicles and characters as independent layers.

VIII. Student Learning Outcomes

1. Students will exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities and adherence to the College Honor Code.
2. Students will demonstrate mastery of the course content by using industry standard tools to manipulate and output digital images, and by creating original imagery for use in digital media projects.

Santa Monica College
Course Outline POST PRODUCTION 21, Digital Audio for Games

Course Title: Digital Audio For Games Units: 3.00
 Total Instructional Hours (usually 18 per unit): 90
 Total Outside-of-Class Hours: 72
 Hours per week (full semester equivalent) in Lecture: 2.00 In-Class Lab: 1.00 Arranged: 2.00
 Date Submitted: May 2011
 Date Updated: May 2019
 Transferability: Transfers to CSU
 Degree Applicability: Credit - Degree Applicable
 Skills Advisory(s): POST 2

I. Catalog Description

This computer based course will introduce students to the fundamentals of digital audio design for video games, and provide them with the basic tools to use the technology effectively and creatively. Practical experience will be balanced by an emphasis on understanding the fundamentals of the technology and its applications within the game industry. Topics covered will include principles of good audio design; the essential hardware and software tools of music production in a digital environment; characteristics and differences between various audio formats; basic principles of sound waveform editing; and recording techniques for interactive and video integration.

*Catalog Course Comment: This course uses Unity and Avid Pro Tools.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. The Essential Guide to Game Audio, Horowitz, S, Routledge © 2017, ISBN: 1138428353

III. Course Objectives

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

1. Discuss, using accurate technical terms, the characteristics of current digital audio technology.
2. Demonstrate a knowledge of digital audio technologies, formats and applications for modern game development.
3. Use digital recording techniques to effectively record voice and sound effects to be used in a game engine.
4. Implement digital audio tracks using a game authoring tool.
5. Critically analyze audio in a game design environment.

IIIb. Arranged Hours Objectives:

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

1. Become more proficient with digital audio software interfaces.

IV. Methods of Presentation:

Projects , Lecture and Discussion , Observation and Demonstration

IVb. Arranged Hours Instructional Activities:

Online instructor-provided resources

V. Course Content

<u>% of course</u>	<u>Topic</u>
10%	Technical terms, hardware and software overview
10%	MIDI, Digital Audio Recording, real time Sync, playback
20%	Record modes, loops, dubbing and overdubbing, Software Synthesizer
20%	SMPTE code, Multi and cycled recording, Audio Pool
20%	Advanced wave editing, pitch and time correction, mixing digital audio tracks
20%	High-end digital editing, mastering, and processing of final project
100%	Total

Vb. Lab Content:

<u>% of course</u>	<u>Topic</u>
100%	In-class exercises.
100%	Total

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

<u>Percentage</u>	<u>Evaluation Method</u>
50 %	Projects
10 %	Class Participation
20 %	Other - Midterm Project
20 %	Final Project
100 %	Total

VII. Sample Assignments:

Synthesizer Effect Project – Develop audio assets for a sound effect cue list using software synthesis techniques.

Sampled Effect Project - Develop audio assets for a sound effect cue list using digital audio from sound libraries, field recording and/or audio editing tools.

Branching Audio Project – Develop and implement music and/or environmental loops into an auditioning engine for multiple game level playback.

VIII. Student Learning Outcomes

1. Able to communicate the principles of good audio design and identify the tools and techniques required to produce high quality audio.
2. Able to record, edit and synch multi-track digital audio projects in a professional game studio environment.

ADVISORY Checklist and Worksheet: POST 21
Proposed Advisory: POST 2

SECTION 1 - CONTENT REVIEW:

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

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: POST 21

A)	Use appropriate and accurate technical terms to describe the characteristics of current digital audio technology, hardware, and software.
B)	Set up hardware and software for MIDI and Digital Audio Recording.
C)	Correctly configure software digital audio editing packages so that they integrate with each other.
D)	Use basic digital recording techniques to effectively record a piece in real time.
E)	Mix digital audio tracks using the mixing process and the audio console.

EXIT SKILLS (objectives) FROM: POST 2

1.	Use appropriate and accurate technical terms to describe the characteristics of current digital audio technology, hardware, and software.
2.	Set up hardware and software for MIDI and Digital Audio Recording.
3.	Correctly configure software digital audio editing packages so that they integrate with each other.
4.	Use basic digital recording techniques to effectively record a piece in real time.
5.	Mix digital audio tracks using the mixing process and the audio console.

		ENTRANCE SKILLS FOR: POST 21							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: POST 2	1	x							
	2		x						
	3			x					
	4				x				
	5					x			
	6								
	7								
	8								

Santa Monica College
Course Outline POST PRODUCTION 30, Digital Video Editing

Course Title: Digital Video Editing Units: 3.00
 Total Instructional Hours (usually 18 per unit): 72
 Total Outside-of-Class Hours: 72
 Hours per week (full semester equivalent) in Lecture: 2.00 In-Class Lab: 1.00 Arranged: 1.00
 Date Submitted: May 2011
 Date Updated: April 2019
 Transferability: Transfers to CSU
 Degree Applicability: Credit - Degree Applicable
 Skills Advisory(s): POST 3

I. Catalog Description

This course focuses on the advanced techniques, skills, and theories of editing as well as the technical requirements for assembling a digital video project. Through a series of hands-on projects, students will put traditional theories of picture and sound editing into practice using advanced techniques of layering, rotoscoping and motion graphics. This course will utilize a industry standard editing application with a shared storage server.
 *Catalog Course Comment: This course uses Avid Media Composer.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Avid Editing: A Guide for Beginning and Intermediate Users, 6, Sam Kaufman, Routledge © 2017, ISBN: 9781138930537

III. Course Objectives

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

1. Apply the theories of editing to narrative and non-narrative works.
2. Perform advanced digital video and sound editing functions.
3. Create a variety of digital video effects, color correction and sound design.
4. Implement the complete post-production workflow from ingesting raw digital files, to outputting and compressing files for distribution.

IIIb. Arranged Hours Objectives:

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

1. Perform basic digital video and sound editing functions.
2. Create a variety of digital video effects

IV. Methods of Presentation:

Lecture and Discussion , Observation and Demonstration

IVb. Arranged Hours Instructional Activities:

Lab , Online instructor-provided resources

V. Course Content

<u>% of course</u>	<u>Topic</u>
5%	Hardware and software basics
10%	Overview of the editing process and concept
20%	Advanced editing functions
5%	Creating visual and motion graphic effects
5%	Sound editing
5%	Editing styles
50%	Projects and critiques
100%	Total

Vb. Lab Content:

<u>% of course</u>	<u>Topic</u>
100%	Hands-on editing of course assignments.
100%	Total

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

<u>Percentage</u>	<u>Evaluation Method</u>
50 %	Projects - Five different editing projects
20 %	Class Participation
30 %	Final exam - Final Project
100 %	Total

VII. Sample Assignments:

1) With the provided footage, edit a variety of projects which include commercials, documentaries, narrative, and promos.

2) Create a sequence utilizing motion graphics, text, layering effects, multi-screens, sound design and rotoscoping with the footage provided.

VIII. Student Learning Outcomes

1. Students will exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities and adherence to the College Honor Code.
2. Students will demonstrate mastery of the course content by integrating and creating multi-layered digital media effects and the ability to compress and output a finished product for posting and distribution.

ADVISORY Checklist and Worksheet: POST 30
Proposed Advisory: POST 3

SECTION 1 - CONTENT REVIEW:

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

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: POST 30

A)	Distinguish between the various analog and digital video formats, frame rates, camera codecs and aspect ratios.
B)	Acquire and create digital video for editing in non-linear digital video editing applications.
C)	Edit and output a sequence with picture and sound utilizing the digital editing application.

EXIT SKILLS (objectives) FROM: POST 3

1.	Distinguish between the various analog and digital video formats, frame rates, camera codecs and aspect ratios.
2.	Acquire and create digital video for editing in non-linear digital video editing applications.
3.	Edit and output a sequence with picture and sound utilizing the digital editing application.

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

Santa Monica College
Course Outline POST PRODUCTION 31, Digital Compositing

Course Title: Digital Compositing Units: 3.00
 Total Instructional Hours (usually 18 per unit): 72
 Total Outside-of-Class Hours: 72
 Hours per week (full semester equivalent) in Lecture: 2.00 In-Class Lab: 1.00 Arranged: 1.00
 Date Submitted: May 2011
 Date Updated: April 2019
 Transferability: Transfers to CSU
 Degree Applicability: Credit - Degree Applicable
 Skills Advisory(s): POST 4

I. Catalog Description

Digital compositing is the process of digitally manipulating a combination of source images to produce a seamless whole. This course provides a complete overview of the compositing process as it is used in film/television, visual effects, and multimedia. Areas covered include image creation and manipulation techniques as well as design and color fundamentals. Through a series of exercises and projects, students will develop the aesthetic and technical skills necessary for integrating diverse visual elements into cohesive imagery. *Catalog Course Comment: This course uses Adobe After Effects.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Compositing Visual Effects in After Effects, Lanier, L., Focal Press © 2015, ISBN: 1138803286

III. Course Objectives

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

1. Create, extract and merge mattes through keying, operations and rotoscoping.
2. Apply principles of color theory to color correction.
3. Manipulate elements in source footage using digital paint, cloning and compositing methods.
4. Track, stabilize and retime source footage.

IIIb. Arranged Hours Objectives:

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

1. Become proficient with layer-based and node-based compositing software interfaces.

IV. Methods of Presentation:

Observation and Demonstration , Projects , Lecture and Discussion

IVb. Arranged Hours Instructional Activities:

Online instructor-provided resources

V. Course Content

<u>% of course</u>	<u>Topic</u>
8%	Design and color fundamentals
5%	Camera properties
5%	Film and video basics
16%	Compositing software basics
8%	Color correction
8%	Keying techniques
5%	Greenscreen techniques
8%	Rotoscoping techniques
5%	Creating clean plates

8%	Combining and integrating elements
8%	Multi-Pass 3D Compositing
8%	Tracking and Stabilizing
8%	Rendering and Compression
100%	Total

Vb. Lab Content:

<u>% of course</u>	<u>Topic</u>
100%	Hands-on work on class assignments
100%	Total

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

<u>Percentage</u>	<u>Evaluation Method</u>
10 %	Portfolios
50 %	Projects - Five projects
20 %	Class Participation
20 %	Final Project
100 %	Total

VII. Sample Assignments:

1. Use the keying techniques demonstrated in class to separate the live-action performers from the green screen footage provided.
2. Use the rotoscoping techniques demonstrated in class to isolate the live-action performer from the background elements in the footage provided.

VIII. Student Learning Outcomes

1. Students will exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities and adherence to the College Honor Code.
2. Students demonstrate mastery of the course content by applying basic compositing techniques in an effective digital media project.

ADVISORY Checklist and Worksheet: POST 31
Proposed Advisory: POST 4, Digital Image Fundamentals

SECTION 1 - CONTENT REVIEW:

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

Advisory Worksheet

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: POST 31

A)	Manage digital assets proficiently and work effectively with a variety of image formats.
B)	Use standard software tools and settings to make selections, adjust and apply color, and edit image size and orientation.
C)	Work effectively with layers, blending modes, filters, and channels.
D)	Paint original images using standard and custom brushes, fills and gradients.

EXIT SKILLS (objectives) FROM: POST 4

1.	Manage digital assets proficiently and work effectively with a variety of image formats.
2.	Use standard software tools and settings to make selections, adjust and apply color, and edit image size and orientation.
3.	Work effectively with layers, blending modes, filters, and channels.
4.	Paint original images using standard and custom brushes, fills and gradients.

		ENTRANCE SKILLS FOR: POST 31							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: POST 4	1	x							
	2		x						
	3			x					
	4				x				
	5								
	6								
	7								
	8								

Santa Monica College
Course Outline POST PRODUCTION 60, Post-Production Studio

Course Title: Post-Production Studio Units: 3.00
 Total Instructional Hours (usually 18 per unit): 90
 Total Outside-of-Class Hours: 72
 Hours per week (full semester equivalent) in Lecture: 2.00 In-Class Lab: 1.00 Arranged: 2.00
 Date Submitted: May 2011
 Date Updated: April 2019
 Transferability: Transfers to CSU
 Degree Applicability: Credit - Degree Applicable
 Corequisite(s): POST 24 or POST 32

I. Catalog Description

This advanced computer-based course covers the design and production of a faculty supervised project for portfolio development. Students will produce post-production projects utilizing original and provided footage. Emphasis will be placed on aesthetic quality and technical execution of the narrative format. Students will complete multiple projects for their online site as well as a demo reel of their work. Multiple editing software will be utilized in this course.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Avid Editing: A Guide for Beginning and Intermediate Users, 6, Sam Kaufman, Routledge © 2017, ISBN: 9781138930537
2. Avid Uncut, 1, Steve Hullfish, Focal Press © 2014, ISBN: 978-0-415-82764-5
3. Reference materials to be provided by the instructor.

III. Course Objectives

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

1. Conceptualize a professional level post-production project.
2. Analyze and apply the aesthetic elements that make a successful digital media project.
3. Effectively edit and finish multiple short narrative projects.
4. Utilize the different codecs to compress media for output and distribution for a variety of formats.

IIIb. Arranged Hours Objectives:

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

1. Edit and output class projects utilizing the editing software.

IV. Methods of Presentation:

Critique , Lecture and Discussion , Observation and Demonstration

IVb. Arranged Hours Instructional Activities:

Lab , Projects , Online instructor-provided resources

V. Course Content

<u>% of course</u>	<u>Topic</u>
15%	Project preparation and setup
25%	Analysis and break down of footage and elements.
20%	Establishing post-production workflow with proxies and full resolution files
40%	Project editing and outputting with multiple editing software applications
100%	Total

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

<u>Percentage</u>	<u>Evaluation Method</u>
-------------------	--------------------------

50 %	Projects - Five projects @ 10% each.
25 %	Class Participation
25 %	Final Project
100 %	Total

VII. Sample Assignments:

- 1) Students will create an original cut which will showcase their technical and aesthetic skills in finishing both audio and visual elements at industry compliant levels.
- 2) Students will gather their original and previous works to create a portfolio that best represents their interest and strengths. This will be the basis of their demo reel which will be posted online on their own site.

VIII. Student Learning Outcomes

1. Students will exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities and adherence to the College Honor Code.
2. Students will demonstrate mastery of the course content by the ability to ingest footage, prep a project, edit with the application, and create a finished product with balanced sound and broadcast quality image.
3. Students will demonstrate mastery of the course content by their ability to compress and output necessary digital formats for posting and distribution.

ADVISORY Checklist and Worksheet: POST 60
Proposed Advisory: POST 24

SECTION 1 - CONTENT REVIEW:

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

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: POST 60

A)	Deploy advanced tools to control multiple parameters and audio elements.
B)	Apply surround and object-based mixing best practices to on and off-screen sound events.
C)	Demonstrate advanced Avid Pro Tools operation and use and operate core features of the Avid S6 work surface.
D)	Deliver film and television industry compliant final mixes.

EXIT SKILLS (objectives) FROM: POST 24

1.	Deploy advanced tools to control multiple parameters and audio elements.
2.	Apply surround and object-based mixing best practices to on and off-screen sound events.
3.	Demonstrate advanced Avid Pro Tools operation and use and operate core features of the Avid S6 work surface.
4.	Deliver film and television industry compliant final mixes.

		ENTRANCE SKILLS FOR: POST 60							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: POST 24	1	x							
	2		x						
	3			x					
	4				x				
	5								
	6								
	7								
	8								

ADVISORY Checklist and Worksheet: POST 60
Proposed Advisory: POST 32

SECTION 1 - CONTENT REVIEW:

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

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: POST 60

A)	Setup and configure software for color correction.
B)	Conform proxies to full resolution footage .
C)	Analyze clips with visual scopes.
D)	Correct basic primary color balance.
E)	Select secondary levels of correction with isolating qualifiers.
F)	Output and transcode multiple versions.

EXIT SKILLS (objectives) FROM: POST 32

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

		ENTRANCE SKILLS FOR: POST 60							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: POST 32	1	X							
	2		X						
	3			X					
	4				X				
	5					X			
	6						X		
	7								
	8								

Santa Monica College

Course Outline for RESPIRATORY THERAPY 2, Respiratory Therapy Fundamentals

Course Title:	Respiratory Therapy Fundamentals	Units:	3.00
Total Instructional Hours (usually 18 per unit):	54		
Total Outside-of-Class Hours:	108		
Hours per week (full semester equivalent) in Lecture:	3.00	In-Class Lab:	0
		Arranged:	0
Date Submitted:	March 2019		
Date Updated:	March 2019		
Transferability:	Transfers to CSU		
Degree Applicability:	Credit - Degree Applicable		
Prerequisite(s):	Admission to the ELAC/SMC Respiratory Therapy Program.		

I. Catalog Description

This course covers the structure and functions of respiratory therapy equipment. It acquaints students with most of the equipment used in the profession of respiratory care. Students are expected to be able to select, assemble, and correct malfunctions on most equipment used to provide respiratory care.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Mosby's Respiratory Care Equipment, Cairo, J.M, Mosby © 2014

III. Course Objectives

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

1. Differentiate between different forms of energy. Compare states of matter. Convert, define, list, calculate, use, and explain the physical properties of matter. Explain and describe various gas laws.
2. List microorganisms associated with healthcare-related infections, and describe various methodologies (pasteurization, disinfection, sterilization), including PPE used in infection controls. Identify components considered to be effective in surveillance of infection.
3. Differentiate between standard precautions and transmission-based precautions.
4. Compare the designs and identify the components of various regulators.
5. Explain the operational theories of different flowmeters.
6. Describe mechanism and natural physiologic humidification process throughout the respiratory tract.
7. Identify the indications, contraindications, and hazards associated with humidity therapy.
8. Describe how various types of humidifiers work.
9. Explain the physical characteristics, factors influencing aerosol deposition, and therapeutic indications for aerosol therapy
10. Identify special considerations for administering aerosol therapy.
11. Determine optimal technique for administering various types of nebulizers and how each device should be set up and maintained.
12. Describe how each type of device should be set up, used, and maintained.
13. Identify various devices used for lung expansion therapy; be familiar with the indications, contraindications, hazards and/or complications associated with the use of such devices; be able to provide proper patient instructions. Be familiar with these devices, including indications, contraindications, hazards, complications associated with these devices.
14. Identify and list various types of medical gas cylinders and colors. Compare operational principles of cylinder valves. Calculate gas volume and liquid oxygen supply. Manipulate manual resuscitators.
15. Recognize a normal airway and describe airway examination.
16. Describe techniques used to establish a patent airway in unconscious patients.
17. List complications associated with improper placement of pharyngeal airways.
18. Explain how to place supraglottic airways in unconscious patients. Describe proper steps in endotracheal intubation and identify three ways to confirm placement of an endotracheal tube. Name three devices used to aid endotracheal intubation of a difficult airway.
19. Discuss the most common problems facing intubated patients and identify strategies to avoid such complications.
20. Identify transtracheal or surgical airway equipment used to provide invasive ventilation.
21. Describe different ways to wean patients off tracheostomy tubes.

23. Be familiar with the applications, indications, contraindications, hazards and/or complications associated with NIPPV; be able to correctly set up the ventilator and properly select correct interface.
24. List the two primary power sources used in mechanical ventilators.
25. Differentiate the two pressure delivery modes of mechanical ventilation. Explain how a closed-loop ventilator can perform self-adjustment. Name three volume-displacement designs and three flow-control valves.
26. Describe the four phases of a breath. Explain various triggering mechanisms, including pressure, flow, and volume.
27. Apply Chatburn's classification for ventilator modes to define different modes.

IV. Methods of Presentation:

Observation and Demonstration , Group Work , Lecture and Discussion

V. Course Content

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

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

<u>Percentage</u>	<u>Evaluation Method</u>
30 %	Exams/Tests
15 %	Quizzes

20 %	Oral Presentation
30 %	Final exam
5 %	Other
100 %	Total

VII. Sample Assignments:

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

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

VIII. Student Learning Outcomes

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

Santa Monica College

Course Outline for RESPIRATORY THERAPY 30, Adult Critical Care Monitoring and Diagnostics

Course Title:	Adult Critical Care Monitoring And Diagnostics	Units: 2.00
Total Instructional Hours (usually 18 per unit):	36	
Total Outside-of-Class Hours:	72	
Hours per week (full semester equivalent) in Lecture:	2.00	In-Class Lab: Arranged:
Date Submitted:	November 2018	
Date Updated:	November 2018	
Transferability:	Transfers to CSU	
Degree Applicability:	Credit - Degree Applicable	
Prerequisite(s):	RES TH 60	

I. Catalog Description

This course presents current techniques of monitoring the critically ill adult patient. Common approaches for supporting the unstable patient in the intensive care unit, and review of Advanced Cardiac Life Support (ACLS) algorithms for the treatment of acute coronary syndrome and other related disorders are presented.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. 1. Respiratory Care Anatomy and Physiology, 4, Will Beachey, Evolve Elsevier © 2016
2. Respiratory Care Anatomy and Physiology Workbook, 3, Will Beachey, Evolve Elsevier © 2013, ISBN: 978-0-32308586-1

III. Course Objectives

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

1. Discuss the electrophysiology principles and conduction system to show how the heart cells conduct electrical impulses throughout the heart muscle.
2. Summarize how the ECG waves relate to each phase of the heartbeat cycle and the basic skills needed for interpretation of the ECG.
3. Demonstrate knowledge of the electrophysiology of the heart, including identification of the lethal and nonlethal arrhythmias as defined by the Advanced Cardiac Life Support (ACLS) Committee of the American Heart Association.
4. Describe the proper use of artificial airway adjuncts in Advanced Cardiac Life Support.
5. Identify the appropriate sequence of action followed to apply the most common ACLS treatment algorithms.
6. Demonstrate knowledge of the pharmacology associated with Advanced Cardiac Life Support and intensive care of the patient with cardiovascular instability.
7. Describe the respiratory therapists' role in assisting with patients receiving procedural sedation for common diagnostic and therapeutic procedures.
8. Identify the uses and limitations of capnography in monitoring of critically ill patients.
9. Interpret hemodynamic data typically obtained through monitoring of patients through use of a pulmonary artery catheter
10. Compare and contrast measured and calculated hemodynamic data typically seen in the patient with cardiovascular and pulmonary disorders.
11. Use hemodynamic data to assist in making recommendations related to the respiratory care management of critical care patients.
12. Interpret pulmonary function tests to assist in the diagnosis of patients with obstructive, restrictive, and mixed pulmonary disorders.

IV. Methods of Presentation:

Lecture and Discussion , Observation and Demonstration

V. Course Content

<u>% of course</u>	<u>Topic</u>
21%	Electrocardiograms and arrhythmia recognition
16%	Non-Invasive CO2 Monitoring: Capnography and RT Role in ICU and Procedural Sedation and Analgesia

21%	ACLS and Intensive care cardiovascular pharmacology
26%	Clinical application of Hemodynamic Monitoring
16%	Interpretation of Pulmonary Function tests
100%	Total

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

<u>Percentage</u>	<u>Evaluation Method</u>
40 %	Exams/Tests - Two exams
10 %	Quizzes
5 %	Oral Presentation
10 %	Homework
35 %	Final exam
100 %	Total

VII. Sample Assignments:

Following successful placement and calibration of the PA catheter, the following values were obtained: Oxygen consumption (VO₂) 280 ml/min PA systolic 56 mm Hg PA diastolic 41 mm Hg PCWP 30 mm Hg CVP 14 mm Hg C(a-v)O₂ 7.2 vol% Cardiac output 3.9 L The most likely cause for the above data is _____.

Case Study 1: 47 year-old male, 70 inches, 185 pounds, smoking history, shortness of breath on moderate exertion. Interpret the following PFT and support your findings.

PFT	Before Brochodilator Therapy			After Brochodilator Therapy	
	Observed	Predicted	% Pred.	Observed	% Pred.
Lung Mechanics					
FVC (L)	4.01	4.97	81	4.49	90
FEV1 (L)	2.05	3.67	56	2.40	65
FEV1/FVC %	51	74	53		
MVV (L/min)	71	136	52	85	63
FEF 25 (L/sec)	2.02	6.18	33	2.45	40
FEF 50 (L/sec)	1.54	4.45	34	1.82	41
FEF 75 (L/sec)	0.60	1.85	32	0.65	35

VIII. Student Learning Outcomes

1. Functioning as a respiratory therapist, the student will be able to assess a patient's electrocardiographic and hemodynamic data to assist in making appropriate recommendations for respiratory care interventions.
2. Functioning as a respiratory therapist, the student will be able to interpret their patients pulmonary function data to assist in making appropriate recommendations for respiratory care plans for these patients.
3. Functioning as a respiratory therapist, the student will be able to provide appropriate respiratory care interventions on patients who require advanced cardiac life support.

Santa Monica College
Course: DE for non-DE course for COM ST 21 - Argumentation

Course Cover	
Discipline	COM ST-COMMUNICATION STUDIES
Course Number	21
Full Course Title	Argumentation
Catalog Course Description	Principles of argumentative discourse applied to contemporary issues are studied in this course. An analysis of the relationship between evidence and the process of reasoning is included.
Rationale	Com St. 21: Argumentation is an Oral Communication class. It satisfies the IGETC Area 1C (Oral Communication), along with other classes such as Com ST 11: Public Speaking, Com St 16: Small Group Communication, and Com St 12: Persuasion. Com St 11 and Com St 16 are both already approved for distance education. There is a high demand for oral communication classes, especially Com St 21, which has many fewer sections offered than Com St 11. Professor Brown and Professor Andrade both teach Com ST 11 online and have noticed that many students who live far from campus or students with disabilities prefer taking oral communication classes online. Finally, other local community colleges are offering Argumentation classes in distance education formats, which means SMC is not staying competitive for those students. The oral communication assignments for Com St 21 are appropriate for online delivery, either in synchronous or asynchronous formats. The recording of speech or debate videos by students which are then shared with others, or the engaging of speeches and debates in a live online format.
Proposed Start	Year: 2020 Semester: Spring
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
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	Transfers to UC, CSU
IGETC Area:	Area 1C: Oral Communication
CSU GE Area:	Area A1 - Oral Communication Area A3 - Critical Thinking
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	-Communication Studies AA Degree -Communication & Media Studies 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. Demonstrate skills of thought, research, organization, reasoning, analysis, style, memory and delivery, which are essential to successful argumentative discourse	

2. Identify the elements of argumentative discourse	
3. Distinguish between legitimate and fallacious forms of reasoning	
4. Compose and present original arguments to a critical audience	
5. Debate issues of contemporary and historical significance	
Course Content	
6%	Definitions of communication, persuasion, and arguments
6%	Styles of argument: rationality vs. narrative
6%	Fields of argument: interpersonal, legal, business, political
6%	Identifying topics for persuasion and debate; audience analysis
6%	Phrasing and analyzing propositions and theses. Arguing factual, value and policy propositions
6%	Conducting research for credible evidence
6%	Phrasing, identifying and analyzing arguments. Toulmin model of communication. Stock issues of arguments.
6%	Identifying and avoiding fallacies
6%	Presentation skills and debating skills. Constructive arguments, refutation and cross-examination
40%	Speech and debate performances
6%	Speech and debate performances and review
Total: 100%	
Methods of Presentation	
Methods	Lecture and Discussion Observation and Demonstration Online instructor-provided resources Other
Other Methods	Analysis of written and oral public argument Group discussion and debate Online speech and/or debate video creation.
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 25% - Exams/Tests: Reading quizzes, midterm, and final. • 10% - Homework • 40% - Oral Presentation: Speech and debate presentations. • 25% - Research Projects: Evidence-based argument development. • 100% - Total
Appropriate Textbooks	
Formatting Style	APA
Textbooks	1. Freeley and Steinberg. Argumentation and Debate, ed. -Cengage, 2014, ISBN: 978-1133311607. 2. Rybacki and Rybacki,. Advocacy and Opposition, An Introduction fo Argumentation, 7th ed. - Pearson, 2011, ISBN: 978-0205781188. 3. Reike, R., Sillars, M.. Argumentation and Critical Decision Making, 8th ed. Pearson, 2012, ISBN: 978-0205210596.
Sample Assignments	
1. Write a research paper examining solid arguments for and against a political current event of domestic and/or international importance, utilizing credible sources. 2. Participate in a debate, using several credible sources, as the proponent or opponent of a particular resolution. 3. Prepare and deliver a persuasive speech, using evidence from credible sources to support arguments which support the thesis.	
Student Learning Outcomes	
1. Discriminate between strong and fallacious forms of reasoning	
2. Integrate individual pieces of evidence into arguments, and individual arguments into a coherent case.	
Minimum Qualification	
Speech Communication (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 Other (explain)	
If other is selected, describe here	Fully on-ground	
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	Instructors will interact with students each week, by grading work with typed feedback and use of rubrics, by emailing students regarding assignment expectations, and by engaging in online class discussions about the assigned readings and assignments.	
Student-Student Interaction	Students will interact with other students each week, by engaging in online class discussion, by watching peer oral presentation videos and by giving feedback through peer review, and by engaging in online video debates with other students, directly engaging with opponent arguments and rebuttals.	
Student-Content Interaction	Students will interact with course content each week by reading from the assigned textbook, and by reading or watching online supplemental lecture material that is provided by each instructor through the LMS.	
Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Online Lecture	Online lectures to supplement the textbook chapters, created by the publisher and/or the professor, will be added to the LMS for student access.	25%
Videos	Videos of argumentative speeches and debates, with closed captioning, will be embedded in or linked in the LMS for students to watch and analyze.	10%

Class Debate	Students will debate each other in both text format (through discussion boards), and through video format (through recorded and shared oral communication videos of speeches and arguments).	40%
Exams	Reading quizzes, a midterm, and a final exam are all possible and appropriate ways for students to interact with the material.	15%
Threaded Discussions	Online threaded discussion boards will be used to facilitate regular student analysis of contemporary and historical controversial topics.	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.)

Content will be organized in modules according to textbook chapters and assignments.

A module for a textbook chapter might include [1] a description of the chapter and links to the assigned reading, [2] supplemental lecture material in text or video format created by the professor or by the textbook publisher, [3] a threaded discussion for students to discuss prompts about the reading, [4] video links to speeches or debates which demonstrate conceptual material from the reading, [5] possible online reading quiz based on the assigned reading, [6] possible threaded discussion for students to post pro and con arguments on an assigned current event topic, and [7] possible research assignment for students to upload to the LMS. Not every chapter module would have to have all of these elements.

Some modules may also include links to midterms or finals.

Some modules may be entirely assignment focused. For example, the debate assignment might have its own module, with instructions, links to examples, a threaded discussion for students to post their video speeches and rebuttals, and a rubric for students to study.

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.)

A professor should be experienced in distance education, or certified in the use of the current LMS. Professors would need the support of a captioning service such as 3cm mediasolutions for hosting and closed captioning of videos. Professors should be knowledgeable about rules of accessibility, and how to make all content accessible. Professors should be competent at creating their own video content with attention to acceptable standards of video and audio quality and assessability.

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.)

A professor might want to integrate links to library databases, and would likely want to share information about counseling and financial aid. All of that is easily provided and supported by each professor and is included in syllabi.

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.

Video content provided by the professor will be closed captioned either by the professor or by a captioning software provider such as 3cm mediasolutions. Visuals will include appropriate alt text coding. Textual material will be organized using headings and sections that are easy for reading software to understand.

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.).

5. Debate issues of contemporary and historical significance

The online oral communication debate can be done asynchronously using student-created videos, shared on a threaded discussion. For example, two students might be assigned a topic to debate. The first speaker would have a deadline to post a video which presents arguments in favor of the topic, with researched evidence, oral citations, and quality online delivery skills such as eye contact, vocal variety, and enthusiasm. The second student would then have a deadline to watch that video, and produce their own video which presents the opposing arguments, as well as rebuttals to the arguments made by the first student. An online video debate assignment could go back and forth like that for 4-6

speech videos, each with clear guidelines for delivery, argument, rebuttal, and research. This asynchronous style of the debate could replace the debate assignment that happens in an on-ground class.

Assessment Best Practices

10%-**Homework assignments** - Some chapters may have homework assignments, such as finding news stories which can be phrased as arguments, identifying logical fallacies in public content such as social media posts, and/or analyzing arguments in Opinion and Editorial articles.

15%-**Midterm and/or Final** - Online exam to measure student mastery of the material. This could be in the format of a debate video that students watch and analyze using the terminology from the class, identifying types of reasoning, fallacies, evaluating evidence and source credibility, measuring the strength of pro and con arguments, and ultimately justifying the winner of the debate, grounded in appropriate reasons for that decision.

10%-**Short speech argument assignment** - Students will record short argument speeches for sharing with others in the class. Delivery skills, argument content, and citation of research are all graded by the professor, and analyzed by peer review.

30%-**Video Debate Assignment** - Students will be assigned to debate other students on a topic. Oral delivery of arguments will be recorded by students and shared online. Student videos are watched by other students, and then rebuttal videos are recorded and posted by reasonable deadlines, until the conclusion of the debate. Peer review of arguments and delivery is used, as well as feedback and grading by the professor.

25%-**Written Research Assignments** - 5%-Written Research Assignments - Students will upload a document showing their research assignment, including a formally cited references list or works cited page. The document will be analyzed by software such as TurnItIn, and graded by the professor with feedback.

10%-**Reading quizzes** - Online quizzes with multiple choice, true/false, and short answer style questions for many of the chapters.

Santa Monica College
Course: GLOB CITIZEN Proposal AHIS 17 - Arts of Asia - Prehistory to 1900

Course Cover	
Discipline	AHIS-ART HISTORY
Course Number	17
Full Course Title	Arts of Asia - Prehistory to 1900
Catalog Course Description	This course is a survey of the chronological development of Asian art from earliest times to modern times with emphasis on the cultural, political, and social factors which influenced this evolution. The course includes the art of India, China, Japan, Korea, Thailand, Cambodia, and Indonesia.
Rationale	AHIS 17 examines the visual culture in several different regions of Asia from pre-history through the contemporary period, including India, China, Japan, Korea, Cambodia, and Thailand. The role and function of Asian art objects are considered within their religious, political, social, and economic contexts. The curriculum examines how artwork of different faiths, Buddhism, Confucianism, Hinduism, Christianity, etc. express specific religious ideology but have also changed over time to account for interfaith encounters. The course covers various art making practices including sculpture, architecture, painting, photography, and personal adornment. Considering the importance of broader art and architectural connections between Asia and other parts of the world, this course examines issues of intercultural exchange with the West, imperialism, the global economy, questions of display, and current concerns with art appropriation and cultural patrimony.
Proposed Start	Year: 2009 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:	Area 3A: Arts
CSU GE Area:	Area C1: Arts, Dance, Music, Theater
SMC GE Area:	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. Document the chronological development of sculpture, architecture, painting, and decorative arts of Asia.	
2. Outline the historical relationship and cross-influence of the arts of Asia.	
3. Document the cultural and political factors that have shaped the arts of Asia.	

4. Distinguish the differences and similarities of western art and the art of Asia.
5. Relate the visual perceptions and understanding of the cultural background of works of art from Asia.
6. Identify, examine, and assess representative works of art and architecture from the art historical periods covered in this course employing appropriate art historical terminology
7. Analyze, discuss, and differentiate works of art and architecture in terms of historical context and cultural values.
8. Analyze, discuss, and distinguish the roles of art, architecture, and the artist from the art historical periods covered in this course.

Course Content

5%	Introduction: Overview of the course and art definitions and principles
20%	Korean Renaissance (13th-14th centuries CE) including the Joseon Dynasty and later Korea through the contemporary.
20%	Cambodia in the Khmer Dynasty and later, contemporary art. Indonesia in the Sailendra Dynasty.
20%	Archeological Japan through Heian and later Japan through the contemporary.
15%	Indus Valley, Early Buddhist and Hindu art in India and Southeast Asia, and Later Indian art, including Mughal
20%	China, neolithic through early Imperial China Northern Wei through Tang Dynasties and Later China through the contemporary.

Total: 100%

Methods of Presentation

Methods	Group Work Lecture and Discussion Projects Visiting Lecturers
Other Methods	The instructor will conduct lectures and discussions that will be illustrated with the appropriate slides and videos.

Methods of Evaluation

Methods	<ul style="list-style-type: none"> • 33% - Exams/Tests: 2 exams • 22% - Final exam • 6% - Other: Participation • 28% - Projects: Notebooks, Museum Visits, Outside Lectures • 11% - Quizzes • 100% - Total
Additional Assessment Information (Optional)	(Actual percentages will vary from instructor to instructor but approximate values are shown.) Evaluations of student performance will include essay exams and formal written reports/assignments.

Appropriate Textbooks

Formatting Style	APA
Textbooks	<ol style="list-style-type: none"> 1. Dorinda Neave. Asian Art, 1e ed. Pearson, 2014, ISBN: 978-0205837632. 2. Sullivan, Michael . The Arts of China, 5th ed. University of California Press, 2009, ISBN: 978-052025569. 3. Munroe, Alexandra. Art and China after 1989: Theater of the World, 1st ed. Guggenheim Museum Publications, 2017, ISBN: 9780892075287.

Sample Assignments

#1 Since the development of Buddhism, many countries have created their own interpretation of what the image of the Buddha or Boddhisattva should look like as well as how temples and stupas should be constructed. Choose either the image of the Buddha or Buddhist worship space and discuss how its form has changed from its origins in India through its expansion throughout Asia. Be sure to cite specific examples to illustrate your argument. Your essay should include at least three examples from three distinct cultures or time periods.

#2 Short Research Paper

For the purposes of this paper, you will have to spend some time in the library researching a topic on Asian art from any time period.

Since this is a research paper, the topic may be one of your choosing, but I have provided the suggestions below to get you started. You may feel free to use these ideas to get you started, but if you choose a topic on your own, please make sure to e-mail me for approval first.

Also, you should have consulted at least three sources, but no more than five, and only one of which may be an online resource. You may not use Wikipedia for a source unless you then follow it up with checking the sources listed at the bottom.

Furthermore, since this is an art history class, you should also ground your discussion on an object. You may discuss relationships between paintings, sculpture, architecture, or photography. When doing your research, think about how it relates to artistic production.

Academic honesty and plagiarism are taken seriously on this campus. Any violation of the policies will be dealt with severely up to and including expulsion from this campus. Plagiarism is presenting someone else's work or ideas as your own without acknowledgment.

You must also include copies of the images you discuss. Failure to do so will result in a grade penalty.

- Possible Topics

You may use any of the below topics for your research paper. You may also choose a topic of your own. You can focus on a single artist, monument, or style if you wish. If you do not use a topic from this list, you must let me know so that I can approve your topic. Also, although we are only getting into the 19th century in this class, you may feel free to choose a topic from the 20th or 21st century.

1. Compare Jomon and Yayoi ceramics. If you choose this topic, you may not write a paper simply describing the cultures. You must talk about the different styles of ceramics and their possible function in society.
2. What was the effect of Tang International culture on Japanese art?
3. How does Chinese brush painting evolve? You would want to find two representative examples from two or three periods in Chinese history to compare and contrast.
4. Compare temple architecture in Japan and China.
5. Discuss the political and philosophical issues present in Song Dynasty painting.
6. How do Korean ceramics function as a stylistic bridge between Chinese and Japanese ceramic culture?
7. What is the effect of Western influence on Chinese or Japanese painting?
8. What is the iconography of Angkor Wat?
9. Compare Indian sculptural styles. You would want to find two or three distinct styles to discuss.
10. What is the role of woodblock printing in defining pre-modern Japanese art?

Student Learning Outcomes

1. 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. Demonstrate research skills including the ability to evaluate sources and evidence and distinguish common methodologies used in art historical analysis.
3. 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. Demonstrate an understanding 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

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 17**

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

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

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:

3) 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.

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.

Global Citizenship Justification for AHIS 17

AHIS 17 examines the visual culture in several different regions of Asia from pre-history through the contemporary period, including India, China, Japan, Korea, Cambodia, and Thailand. The role and function of Asian art objects are considered within their religious, political, social, and economic contexts. The curriculum examines how artwork of different faiths, Buddhism, Confucianism, Hinduism, Christianity, etc. express specific religious ideology but have also changed over time to account for interfaith encounters. The course covers various art making practices including sculpture, architecture, painting, photography, and personal adornment. Considering the importance of broader art and architectural connections between Asia and other parts of the world, this course examines issues of intercultural exchange with the West, imperialism, the global economy, 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	0

SANTA MONICA COLLEGE PROGRAM OF STUDY

Business Information Worker 2 Associate in Science (AS) / Certificate of Achievement

The Business Information Worker 2 (BIW-2) program builds on the BIW I foundation. The program provides students with additional skills in PowerPoint, QuickBooks, Records Management, and collaboration software. Graduates of this second stage in the BIW pathway program will be prepared to meet the workforce demands of today's business environment such as office, business, and executive administrative support, office supervision/coordination, small business support, retail sales, and customer service. Students completing the BIW pathway will be equipped to take multiple Microsoft Office Specialist credentials exams and become a QuickBooks certified user.

Program Learning Outcomes:

Demonstrate proficiency in Microsoft Office applications, collaboration software, and QuickBooks.

Apply professional customer relationship and management techniques in a business environment.

Employ interpersonal and critical thinking skills as well as problem solving.

Area of Emphasis

Business Information Worker 2 - Required Courses - 18 units		Units
BUS 30	Customer Relationship Management	3
CIS 30	Microsoft Excel	3
CIS 32	Microsoft Access	3
CIS 35A	QuickBooks Desktop	3
or		
CIS 35B	QuickBooks Online	3
CIS 38	Microsoft PowerPoint	3
OFTECH 33	Records Management	3
Total Units for Area of Emphasis:		18

CIS Advisory Board Meeting
October 14, 2016

Advisory Board Attendees: Wayne Fernandez; Ted Dahle; Natasha White; Manuel Gonez; Jerry Bernard
Faculty/Staff Attendees: Fariba Bolandhemat; Odemaris Valdivia; Brenda Rothaupt; Jacqueline Scott; Antoinette Simmonds; Gina Jerry; Laura Manyweather

We took the Board's suggestions and updated our Computer Business Applications Certificate of Achievement to include three tracks: Social Media Specialist; Office Finance Specialist; and Microsoft Office Specialist. It was approved in Spring. We may want to advertise it more with a flyer. We also list this in our syllabi as a possible certificate.

Social Media Certificate was proposed by last year's Advisory Board. So, we are starting to develop a Social Media certificate. The CIS 70 and BUS 34 were developed at the same time. The BUS 34 marketing class is more theory and CIS 70 is more hands on. We thought perhaps a media course to develop videos or creative writing. Public relations related courses would be helpful. Search engine optimization would be useful and is covered in CIS 70. A concern is public speaking and short hand in texting that they need to learn formal writing. Story boarding is also critical. There is a story boarding course in Graphic Design.

Social media staff have to be able to update the content using Square Space. Word Press has been removed from most design. So, we should consider removing the Word Press course or consider morphing it into a Content Management System course with little Word Press, Square Space, Drupal. In CIS 67 it is more a developer course. We would have to see if there is time to add other platforms. Consistent content, current photography and writing are the main concern for the social media material at Wayne's firm. We will add Square Space to CIS 50 for a brief two-week overview. And we should check if CIS 70 is already including Square Space. If Square Space is covered in 50 and 70, then it would be current.

We had developed an Accessibility course but it did not make enrollment. So, we took some of the course and added it to our CIS 51 course. The Social Media short 15-unit certificate is approved by the Board. The larger certificate that would include Content development would also be created later because it requires more to be approved. Social media is completed primarily over mobile. So, we need to teach how to create content with mobile device. iPhoneography is Wayne's most popular program that he offers with his art show. He can suggest individuals to help teach mobile content development.

The Business Information Worker pathway is being developed under two stages and a specialist options. The reason to pursue this BIW pathway is because it is tied to Doing What Matters and funding. The OFTECH 33 Electronic Records Management was approved by the OFTECH Advisory Board and is included in the Stage II pathway. We will also add the BUS 30, a new Customer Relationship Management. Filemaker is possibly more robust and cover both Mac and PC platforms. Unfortunately, we can't change the BIW pathway courses. However, Filemaker should be considered for the CIS 4 Mac version to have a database management program instead of Access. It will be dependent on what we are allowed to use to meet our CID requirements. The Specialist option adds four additional courses. From an employment standpoint, Natasha suggests that we add a communication component. There is a Business Communications course in the Stage I pathway. We need to check with Business department if soft skills are being reviewed in any of their courses. There has been a generational shift in expectations, and excellent communication skills can help overcome the appearance barrier. Natasha

noted that the title is outdated because Business Information Worker would be better titled at Business Information Professional. The input from industry would be helpful for Doing What Matters to be more successful. Odemaris will mention the comments to the organization.

Noncredit courses are being developed through OFTECH and CIS. We may offer 4-week classes that would be repetitive information because it can be open entry-exit. The non-credit courses are focused on ESL and retired populations. Intro to File Management and Intro to Keyboarding would be example of non-credit classes. The goal is to move students from non-credit to credit courses. However, there is a difference between a credit vs non-credit courses. The credit courses are much more detailed while non-credit courses are to introduce an area of knowledge. The non-credit courses are more survey classes or workshops that are only 3-hour long modules.

Internship opportunities exist with Career Services Center. Please review our Career Services Center's process and requirements for creating an internship for an SMC student. Interns are insured by SMC so employers don't need to provide insurance for them. There is also a job posting website. Career Day is also another opportunity for students. Again, contact Career Services Center for information. We would like to have a mixer with our industry members and students in the Spring for a Q&A and brief description of what industry really wants in employees.

Ted would like to see app development which is more CS side and we will invite him to CS Advisory meeting. Depending on the tool, app development. Adobe Experience Design or XD is developing an interface development tool. It would be to develop what an app should look like and then it would be passed on to develop the coding behind. It is currently free to anyone to sample.

Written Form

- 1. Insert the description of the program as it will appear in your college catalog. The following is a catalog description used by the LAOCRC to preapprove BIW aligned pathways into certificates of achievement. Feel free to adopt this description, modify, or create your own. (See PCAH pp. 142 and 170 for requirements)**

The Business Information Worker II (BIW II) Certificate of Achievement builds on the BIW I foundation and provides students with additional skills in PowerPoint, Quickbooks, records management, and collaboration software. This secondary stage in the BIW pathway increases students' value and opportunities in multiple occupations, including but not limited to: office, business, and executive administrative support, office supervision/coordination, small business support, retail sales, and customer service. Students completing this stage of the BIW pathway will be equipped to take multiple Microsoft Office Specialist credential exams and become a Quickbooks certified user.

- 2. Rationale for the regional programs.**

The Business Information Worker II pathway is a consistent statewide pathway designed with faculty and industry involvement to prepare students for in-demand jobs, and to inform business of the rich capabilities that exist at every California Community College Campus. On occasion one or two new courses need to be developed by a college to align with the pathway. However, because the pathway utilizes existing academic programs and courses, often no new curriculum is required. In addition, the pathway represents a set of in-demand skills throughout the state, based upon interviews with placement agencies, and cross-referenced with advisory groups and other Labor Market Information.

- 3. Labor Market Information (LMI) and employment outlook (including citation for the source of the data) for students exiting the program. A college may choose to use the LMI below, or use their own substantiated LMI description when applying with the CCCC (See PCAH pp. 85-88, 136, 147, 148, 165, 168, and 176)**

The following LA/OC regional Business Information II (BI-II) LMI is for an occupational cluster identified as being relevant to the Business Information Worker II (BIW II) pathway and the corresponding BI-II, or other BIW II pathway aligned, certificate of achievement developed by a LA/OC regional college. The BI-II certificate LMI is an aggregate of ten occupations identified by a regional work group including an ICT-DM Deputy Sector Navigator, several CTE/EWD deans, and the COE Director. Occupations were chosen based on the typical education/skills required for employment, on-the-job tasks, and knowledge areas required to perform the work of the occupation.

The ten occupations are First Line Supervisors of Office and Administrative Support Workers (43-1011), Customer Service Representatives (43-4051), Court, Municipal, and License Clerks (43-4031), Eligibility Interviewers, Government Programs (43-4061), Loan Interviewers and Clerks (43-4131), New Accounts Clerks (43-4141), Human Resources Assistants, except Payroll and Timekeeping (43-4161), Secretaries and Administrative Assistants, Except Legal, Medical, and Executive (43-6014), Executive Secretaries and Executive Administrative Assistants (43-6011), and Office and Administrative Support Workers, All Other (43-9199); hereinafter this occupational cluster will be referred to as Business Information Worker II (BIW II).

The BIW II is a growth occupation in Los Angeles and Orange County. Historically, the LA/OC region has seen a three-year increase in BIW II occupations from 320,970 jobs (2012) to 339,471 jobs (2015). This represents

real occupational growth of 18,501 BIW II jobs in the region. Moreover, the five-year projection (2016-2021) of BIW II jobs is predicted to continue with an additional 12,937 jobs added. This represents 11.8% growth (2012-2021).

The LA/OC regional median wage for BIW II jobs is \$20.66/hr (25th percentile is \$16.35/hr and 75th percentile is \$26.04/hr). In an average month, there were 11,708 unique job postings for BIW II occupations.

Last, in 2015 there were 12,084 BIW II regional openings; however, there were only 1,981 related completions in Los Angeles and Orange County. This indicates these occupations and the industries hiring in Los Angeles and Orange County are significantly underserved each year. In conclusion, the strong regional growth and the large gap between regional completions and jobs substantiate the need for all LA/OC colleges to adopt the BIW pathway and/or an aligned certificate of achievement.

Source: EMSI Q2 2016-Employees

4. **List all courses required for program completion, including core requirements, restricted electives and prerequisites. The BIW aligned course titles and course numbers must also be listed on the ICT/DM BIW website.**

Courses	Course Number	Course Title	Units
<i>Statewide identified skill proficiency:</i>	Specific to each college	Specific to your college	
Complete BIW I pathway courses		Complete BIW I pathway courses	
Microsoft PowerPoint	CIS 38	Microsoft PowerPoint	3.0
Microsoft Excel (intermediate)	CIS 30	Microsoft Excel	3.0
Introduction to SharePoint for Collaboration and Doc Mgmt OR Microsoft Access	CIS 32	Microsoft Access	3.0
Computerized Accounting w/ Quickbooks	CIS 35	QuickBooks	3.0
Electronic Records Management (w Access or SharePoint)	OFTECH 28	Electronic Health Records	3.0
Introduction to Customer Relationship Management (CRM)	BUS 30	Customer Relationship Management	3.0

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

Unapproved Minutes: October 19, 2017

Sheraton Cerritos- 12725 Towne Center Dr., Cerritos, CA 90703

Voting Members present:

- Nick Real, Cerritos Community College
- Arvid Spor, Citrus College
- Nancy Jones, Coastline Community College
- Kathleen Reiland, Cypress College
- Mercedes Yanez, East Los Angeles College
- Virginia Rapp, El Camino College
- Douglas Benoit, Fullerton College
- Jan Swinton, Glendale Community College
- Christopher Whiteside, Golden West College
- Corine Doughty, Irvine Valley College
- Michelle Grimes-Hillman, Long Beach City College
- Adriene "Alex" Davis, Los Angeles City College
- Sandra Sanchez, Los Angeles Harbor College
- Marla Uliana, Los Angeles Mission College
- Tom Vessella, Los Angeles Pierce College
- Rick Hodge, Los Angeles Southwest College
- Jim Lancaster (Alternate), Los Angeles Trade-Tech College
- Laurie Nalepa, Los Angeles Valley College
- Jemma Blake-Judd, Mt. San Antonio College
- Lisa Knuppel, Orange Coast College
- Rocco Cifone, Pasadena City College
- Mike Slavich, Rio Hondo College
- Anthony Teng, Saddleback College
- Bart Hoffman, Santa Ana College
- Patricia Ramos, Santa Monica College

Voting Members absent:

- Rodney Murray, Compton Community College
- Von Lawson, Santiago Canyon College
- Carmen Dones, West Los Angeles College

I. Meeting called to order at 8:32 a.m. by Alex Davis, CRLC Chair and Dean Resource Associate Chair, LAOCRC

II. Voting Member Roll Call by Maria Madrigal, LAOCRC Administrative Secretary

III. Minutes from the September 21st, 2017 CRLC Meeting were APPROVED as submitted

IV. Information/ Presentations & Discussion

a. New Governance Structure

Richard Verches, LA Director

i. One Voting Member Per College

1. New Voting Member Structure as of September 21st

a. One Voting Member

ii. Brief Update on [LAOCRC Bylaws](#)

1. The Bylaws will reflect the addition of Alternate Voting Members and subsequently go through the Dean Resource Associates and CEO Executive Committee for review and the CEO Council for approval.
2. The nomination of the DRA Vice Chair will also be added to the Bylaws for review and approval

b. **Recommendation Process for Program Submission**

Gustavo Chamorro, *OC Director*

1. Dr. Chamorro reviewed the Current vs. New Program Recommendation Process. The current process will be used in November, with a transition to the new Program Recommendation process in the month of December 2017.

V. **Informational Items**

*Alex Davis, CRLC Chair and Dean Resource Associate
Chair, LAOCRC*

i. **Preapproved programs**

1. Business Information Worker II- CoA_AS, *Santa Monica College*

ii. **Notices of Intent**

1. Automotive Collision Repair, *Cerritos College*
2. ASL Interpretation Education Program (IEP), *East Los Angeles College*
3. Industry Safety Standards Certificate of Achievement, *East Los Angeles College*
4. Computer Game Design Certificate, *Fullerton College*
5. Automotive Technology Certificate, *Fullerton College*
6. Data Science Specialist, *Golden West College*
7. Photography, *Los Angeles Pierce College*
8. Fire Academy, *Long Beach City College*
9. Drone Technology, *Orange Coast College*
10. Transitional Kindergarten, *Orange Coast College*
11. Digital Media-Interactive Art & Design, *Pasadena City College*
12. Digital Media-Animation & Motion Arts, *Pasadena City College*
13. Digital Media-Web Design & Development, *Pasadena City College*
14. Welding Technology, *Pasadena City College*
15. Physical Education/Yoga Instructor, *Pasadena City College*
16. Speech Language Pathology, *Pasadena City College*
17. Electrical Vehicle Service Specialist, *Saddleback College*
18. Gerontology, *Santa Monica College*
19. Massage Therapy, *Santa Monica College*

VI. **Action Items**

*Alex Davis, CRLC Chair and Dean Resource Associate
Chair, LAOCRC*

a. **Consent Online Program Recommendation** ; Motion: Mike Slavich, Rio Hondo College ; Second: Virginia Rapp, El Camino College; **APPROVED: YES**

1. Entrepreneurial Studies-CoA_AS, *El Camino College*
2. Phlebotomy Technician-CoA, *East Los Angeles College*
3. Barbering-CoA_AS, *Fullerton College*
4. Entertainment Arts-CoA, *Fullerton College*
5. Real Estate-CoA_AS, *Irvine Valley College*
6. Child Development- Early Intervention-CoA, *Pasadena City College*
7. Child Development- Multicultural Awareness-CoA, *Pasadena City College*
8. Child Development- Science and Math Integration-CoA, *Pasadena City College*
9. Music Entrepreneurship-CoA, *Pasadena City College*
10. Agency Film Production-CoA, *Santa Ana College*
11. Healthcare Technology Optimization Specialist-CoA, *Saddleback College*

VII. Updates

*Alex Davis, CRLC Chair and Dean Resource Associate
Chair, LAOCRC*

a. Colleges

- i. Cerritos
- ii. Citrus
- iii. Coastline
- iv. Compton
- v. Cypress
- vi. East Los Angeles
- vii. El Camino
- viii. Fullerton
- ix. Glendale
- x. Golden West
- xi. Irvine Valley
- xii. Long Beach
- xiii. Los Angeles City
- xiv. Los Angeles Harbor
- xv. Los Angeles Mission
- xvi. Los Angeles Pierce
- xvii. Los Angeles Southwest
- xviii. Los Angeles Trade-Technical
- xix. Los Angeles Valley
- xx. Mt. SAC
- xxi. Orange Coast
- xxii. Pasadena City
- xxiii. Rio Hondo
- xxiv. Saddleback
- xxv. Santa Ana
- xxvi. Santa Monica
- xxvii. Santiago Canyon
- xxviii. West Los Angeles

b. Other

VIII. Adjourn

The LAOCRC Meeting will take place from 10:00 A.M. – 11:30 A.M. in Room Artesia/La Palma. The Los Angeles County SWP Meeting will take place from 11:30 A.M. – 1:30 P.M. in Room Artesia/La Palma.
Next CRLC Business Meeting will be on November 16, 2017 at Sheraton Hotel- Cerritos.

WiFi Password: **Sheraton2016**

Santa Monica College

Business Information Worker 2 (Assistant II)

1. Program Goals and Objectives

The Business Information Worker II pathway is a consistent statewide pathway designed with faculty and industry involvement to prepare students for in-demand jobs, and to inform business of the rich capabilities that exist at every California Community College Campus. On occasion one or two new courses need to be developed by a college to align with the pathway. However, because the pathway utilizes existing academic programs and courses, often no new curriculum is required. In addition, the pathway represents a set of in-demand skills throughout the state, based upon interviews with placement agencies, and cross-referenced with advisory groups and other Labor Market Informatio

2. Catalog Description

The Business Information Worker 2 (BIW-2) program builds on the BIW I foundation. The program provides students with additional skills in PowerPoint, QuickBooks, Records Management, and collaboration software. Graduates of this second stage in the BIW pathway program will be prepared to meet the workforce demands of today's business environment such as office, business, and executive administrative support, office supervision/coordination, small business support, retail sales, and customer service. Students completing the BIW pathway will be equipped to take multiple Microsoft Office Specialist credentials exams and become a QuickBooks certified user.

Program Learning Outcomes

1. Demonstrate proficiency in Microsoft Office applications, collaboration software, and QuickBooks.
2. Apply professional customer relationship and management techniques in a business environment.
3. Employ interpersonal and critical thinking skills as well as problem solving.

3. Program Requirements

Complete BIW I pathway courses

CIS 38 - Microsoft PowerPoint (3 units)

CIS 30 - Microsoft Excel (Intermediate) (3 units)

CIS 32 - Microsoft Access (3 units)

CIS 35 - Computerized Accounting w/ Quickbooks

OFTECH 28 - Electronic Records Management (w Access or SharePoint)

Santa Monica College

BUS 30 - Introduction to Customer Relationship Management (CRM)

CIS Advisory Board Meeting

October 14, 2016

Advisory Board Attendees: Wayne Fernandez; Ted Dahle; Natasha White; Manuel Gonez; Jerry Bernard
Faculty/Staff Attendees: Fariba Bolandhemat; Odemaris Valdivia; Brenda Rothaupt; Jacqueline Scott; Antoinette Simmonds; Gina Jerry; Laura Manyweather

We took the Board's suggestions and updated our Computer Business Applications Certificate of Achievement to include three tracks: Social Media Specialist; Office Finance Specialist; and Microsoft Office Specialist. It was approved in Spring. We may want to advertise it more with a flyer. We also list this in our syllabi as a possible certificate.

Social Media Certificate was proposed by last year's Advisory Board. So, we are starting to develop a Social Media certificate. The CIS 70 and BUS 34 were developed at the same time. The BUS 34 marketing class is more theory and CIS 70 is more hands on. We thought perhaps a media course to develop videos or creative writing. Public relations related courses would be helpful. Search engine optimization would be useful and is covered in CIS 70. A concern is public speaking and short hand in texting that they need to learn formal writing. Story boarding is also critical. There is a story boarding course in Graphic Design.

Social media staff have to be able to update the content using Square Space. Word Press has been removed from most design. So, we should consider removing the Word Press course or consider morphing it into a Content Management System course with little WordPress, Square Space, Drupal. In CIS 67 it is more a developer course. We would have to see if there is time to add other platforms. Consistent content, current photography and writing are the main concern for the social media material at Wayne's firm. We will add Square Space to CIS 50 for a brief two-week overview. And we should check if CIS 70 is already including Square Space. If Square Space is covered in 50 and 70, then it would be current.

We had developed an Accessibility course but it did not make enrollment. So, we took some of the course and added it to our CIS 51 course. The Social Media short 15-unit certificate is approved by the Board. The larger certificate that would include Content development would also be created later because it requires more to be approved. Social media is completed primarily over mobile. So, we need to teach how to create content with mobile device. iPhoneography is Wayne's most popular program that he offers with his art show. He can suggest individuals to help teach mobile content development.

The Business Information Worker pathway is being developed under two stages and a specialist options. The reason to pursue this BIW pathway is because it is tied to Doing What Matters and funding. The OFTECH 33 Electronic Records Management was approved by the OFTECH Advisory Board and is included in the Stage II pathway. We will also add the BUS 30, a new Customer Relationship Management. Filemaker is possibly more robust and cover both Mac and PC platforms. Unfortunately, we can't change the BIW pathway courses. However, Filemaker should be considered for the CIS 4 Mac version to have a database management program instead of Access. It will be dependent on what we are allowed to use to meet our CID requirements. The Specialist option adds

Last Updated: 7/30/18

Santa Monica College

four additional courses. From an employment standpoint, Natasha suggests that we add a communication component. There is a Business Communications course in the Stage I pathway. We need to check with Business department if soft skills are being reviewed in any of their courses. There has been a generational shift in expectations, and excellent communication skills can help overcome the appearance barrier. Natasha noted that the title is outdated because Business Information Worker would be better titled at Business Information Professional. The input from industry would be helpful for Doing What Matters to be more successful. Odemaris will mention the comments to the organization.

Noncredit courses are being developed through OFTECH and CIS. We may offer 4-week classes that would be repetitive information because it can be open entry-exit. The non-credit courses are focused on ESL and retired populations. Intro to File Management and Intro to Keyboarding would be examples of non-credit classes. The goal is to move students from non-credit to credit courses. However, there is a difference between a credit vs non-credit course. The credit courses are much more detailed while non-credit courses are to introduce an area of knowledge. The non-credit courses are more survey classes or workshops that are only 3-hour long modules.

Internship opportunities exist with Career Services Center. Please review our Career Services Center's process and requirements for creating an internship for an SMC student. Interns are insured by SMC so employers don't need to provide insurance for them. There is also a job posting website. Career Day is also another opportunity for students. Again, contact Career Services Center for information. We would like to have a mixer with our industry members and students in the Spring for a Q&A and brief description of what industry really wants in employees.

Ted would like to see app development which is more CS side and we will invite him to CS Advisory meeting. Depending on the tool, app development. Adobe Experience Design or XD is developing an interface development tool. It would be to develop what an app should look like and then it would be passed on to develop the coding behind. It is currently free to anyone to sample.

4. Master Planning

The Computer Science Information System Department at Santa Monica College advocates to include the Business Information Worker 2 Certificate of Achievement. Santa Monica College is committed to be a leader and innovator in learning and achievement. This program supports the mission, vision, and values of Santa Monica College. This Certificate of Achievement promotes commitment to lifelong learning among students and the community it serves. The College's mission is to support students learning and to contribute to the local and global community as they develop an understanding of their relationship to diverse social, cultural, political, economic, technological, and natural environments.

The Computer Science Information System department at Santa Monica College has been working with local industry advisors to create and maintain effective curriculum that represents the needs and the current industry standards. The Business Information Worker 2 Certificate of Achievement was created based on county-wide advisor recommendations regarding the skills required to meet current demand for employees in various office environments throughout the county. Moreover, the Business Information Worker 2 Certificate of Achievement is currently being used as a model for community colleges throughout the State of California. Santa Monica College current strategic planning includes expanding Career and Technical Education program by enhancing and developing programs that meet the current and future needs of local and regional industry and business.

Santa Monica College

The need for office employees with the specific skills included in the Business Information Worker 2 Certificate of Achievement was brought by regional effort being led throughout the state of California under the direction of the Doing What Matters initiative. The primary system for delivering career technical education and workforce training is one on of the Chancellor's Vision for Success. Santa Monica College is supporting the Chancellor's Vision for lifelong learning opportunities to our community.

5. Enrollment and Completer Projections

The following LA/OC regional Business Information II (BI-II) LMI is for an occupational cluster identified as being relevant to the Business Information Worker II (BIW II) pathway and the corresponding BI-II, or other BIW II pathway aligned, certificate of achievement developed by a LA/OC regional college. The BI-II certificate LMI is an aggregate of ten occupations identified by a regional work group including an ICT-DM Deputy Sector Navigator, several CTE/EWD deans, and the COE Director. Occupations were chosen based on the typical education/skills required for employment, on-the-job tasks, and knowledge areas required to perform the work of the occupation.

The ten occupations are First Line Supervisors of Office and Administrative Support Workers (43-1011), Customer Service Representatives (43-4051), Court, Municipal, and License Clerks (43-4031), Eligibility Interviewers, Government Programs (43-4061), Loan Interviewers and Clerks (43-4131), New Accounts Clerks (43-4141), Human Resources Assistants, except Payroll and Timekeeping (43-4161), Secretaries and Administrative Assistants, Except Legal, Medical, and Executive (43-6014), Executive Secretaries and Executive Administrative Assistants (43-6011), and Office and Administrative Support Workers, All Other (43-9199); hereinafter this occupational cluster will be referred to as Business Information Worker II (BIW II).

The BIW II is a growth occupation in Los Angeles and Orange County. Historically, the LA/OC region has seen a three-year increase in BIW II occupations from 320,970 jobs (2012) to 339,471 jobs (2015). This represents real occupational growth of 18,501 BIW II jobs in the region. Moreover, the five-year projection (2016-2021) of BIW II jobs is predicted to continue with an additional 12,937 jobs added. This represents 11.8% growth (2012-2021).

The LA/OC regional median wage for BIW II jobs is \$20.66/hr (25th percentile is \$16.35/hr and 75th percentile is \$26.04/hr). In an average month, there were 11,708 unique job postings for BIW II occupations.

Last, in 2015 there were 12,084 BIW II regional openings; however, there were only 1,981 related completions in Los Angeles and Orange County. This indicates these occupations and the industries hiring in Los Angeles and Orange County are significantly underserved each year. In conclusion, the strong regional growth and the large gap between regional completions and jobs substantiate the need for all LA/OC colleges to adopt the BIW pathway and/or an aligned certificate of achievement.

Santa Monica College

6. Place of Program in Curriculum/Similar Program

The Business Information Worker 2 program is a different from the current Computer Science Information System programs at Santa Monica College. This is the second stackable certificate from a series of three Certificates of Achievement from the Business Information Worker pathway. This program is based on the specific skills and knowledge required in diverse fields according to the industry advisory council under the direction lead by the Information Communications Technology sector navigators. Moreover, this program does not replace or alter any existing program from the college's inventory.

7. Similar Programs at Other Colleges in Service Area

Santa Monica College is one district college developing this certificate as part of the regional effort being led throughout the state of California under the direction of the Doing What Matters initiative. Other colleges that are offering similar programs are:

Irvine Community College
Saddleback Community College
Los Angeles Mission College
Glendale Community College
East Los Angeles College
Long Beach City College
Citrus City College
Pasadena City College
Los Angeles Harbor College
Santiago Canyon College
Los Angeles Pierce College
West Los Angeles College
Cerritos Community College
El Camino City College
Cypress City College
Los Angeles Southwest College

8. Transfer Preparation Information

Transfer Degrees Only: provide information on transfer preparation

SANTA MONICA COLLEGE PROGRAM OF STUDY

Communications and Media Studies in Spanish Certificate of Achievement

The Certificate of Achievement in Communications and Media Studies in Spanish prepares students to use Spanish-language skills and cultural knowledge in the workplace to reach the broad Spanish-speaking community in the US and Latin America.

Program Learning Outcomes:

Upon completion of the certificate, students will be prepared to produce digital media to communicate culturally correct media content in Spanish for industry, government, or nonprofit organizations.

Area of Emphasis

Required Courses		Units
SPAN 4	Intermediate Spanish II	5
SPAN 25	Spanish for the Professions	3
MEDIA 26 (<i>same as SPAN 26</i>)	Digital Storytelling in Spanish	3
Recommended Course		Units
SPAN 99	Applied Learning in Spanish	1
Total Units for Area of Emphasis:		12

SANTA MONICA COLLEGE PROGRAM OF STUDY

Digital Audio Post-Production Certificate of Achievement

The Digital Audio Post-Production program is a comprehensive study of the digital audio post-production processes used in the entertainment industry. Through a balance of theory and hands-on experience, students will learn professional practices on industry-standard technology.

Program Learning Outcomes:

Upon completion of the program, students will be able to create an effective digital audio portfolio for transfer or entry-level employment that demonstrates an understanding of industry-standard tools and methodologies.

		<u>Area of Emphasis</u>	
Required Courses:			Units
POST 20	Digital Audio Editing		3
POST 21	Digital Audio For Games		3
POST 22	Digital Music Production		3
POST 23	Sound Design		3
POST 24	Audio Mixing for Visual Media		3
POST 60	Post-Production Studio		3
Total Units for Area of Emphasis:			18

LAOCRC/Centers of Excellence Program Application

Section I: Program Information

Program Title: Program title must match exactly what is going to be submitted to COCI
Digital Audio Post-Production

Submission Type: Is your submission a new program or are substantial changes being made to an existing program?

- New Program
 Substantial Changes

TOP Codes 0614.00

Projected Start Date (mm/dd/yyyy) 01/03/2020

Catalog Description Catalog Description includes program requirements, prerequisite skills or enrollment limitations, student learning outcomes, and information relevant to program goal. The Digital Audio Post-Production program is a comprehensive study of the digital audio post-production processes used in the entertainment industry. Through a balance of theory and hands-on experience, students will learn professional practices on industry-standard technology.

Program Learning Outcomes:

Create an effective digital audio portfolio for transfer or entry-level employment that demonstrates an understanding of industry-standard tools and methodologies.

Enrollment Completer Projections Enrollment Completer Projections are projections of number of students to earn certificate or degree annually. Based on the most recent data regarding enrollments and success rates, we project approximately 40-50 completions annually.

Section II: Program Proposal Attributes

Program Award Type(s)

Check all that apply

Type of Program

- Certificate of Achievement: 8 to fewer than 16 semester (or 16 to fewer than 24 quarter) units (B)
- Certificate of Achievement: 16 or greater semester (or 24 or greater quarter) units (C)
- Associate of Science Degree (S)
- Associate of Arts Degree (A)
- A.A. – T Degree (Y)
- A.S. – T Degree (X)
- Noncredit Program (NIL)

Program Goal Program Goals and Objectives must address a valid transfer, occupational, basic skills, civic education, or lifelong learning purpose. Regional recommendation is only needed for programs with an occupational goal.

The Digital Audio Post-Production program helps students develop the skills necessary to create compelling digital audio content for entertainment industry projects. Whether pursuing career or transfer opportunities, students gain real-world experience with standard industry tools and methodologies.

Section III: Course Unit and Hours

Total Certificate Units (Minimum and Maximum) 18

Units of Degree Major or Area of Emphasis (Minimum and Maximum) N/A

Total Units for Degree (Minimum and Maximum) N/A

Section IV: Course Report

Program Requirements Narrative

The Digital Audio Post-Production program is composed of intermediate and advanced digital audio courses as well as a capstone studio course for portfolio development.

Course	Title	Units	Year/Semester (Y1 or S1)
POST 20	Digital Audio Editing	3	S1
POST 21	Digital Audio for Games	3	S1
POST 22	Digital Music Production	3	S2
POST 23	Sound Design	3	S2
POST 24	Audio Mixing for Visual Media	3	S3
POST 60	Post-Production Studio	3	S3

Program Requirements Program Requirements includes course requirements and sequencing that reflect program goals.

Students with no prior experience are strongly encouraged to complete the Digital Media Foundation Certificate of Achievement before enrolling in the Digital Audio Post-Production program.

Section V: Supporting Documents

Please attach to the email

Section VI: Los Angeles/Orange County Region Specific Questions

District

College

CRLC Member

Email

Phone

Reason for approval request

- New Program
- Substantial Change
- Local Approved

Place of program in college’s curriculum/similar program.

The existing Digital Media program, consisting of a Certificate of Achievement and A.S. Degree, is a total of 44 major units, making it difficult for students to complete in two years. We propose to reduce the required units for the Digital Media CoA to 18 and rename it to Digital Media Foundation. We also propose to create two areas of concentration as stackable Certificates of Achievement in Digital Audio Post-Production and Digital Video Post-Production. Students who complete the Digital Media Foundation CoA and at least one concentration CoA will be eligible for the Digital Media A.S Degree upon completing the required GE. We believe by streamlining the Digital Media program into these stackable certificates, we can significantly increase student completions and more easily facilitate articulation to four-year schools while maintaining alignment with the needs of industry.

List similar programs at other colleges in the Los Angeles and Orange County Region

Coastline College
Cypress College
East Los Angeles College
Golden West College
Irvine Community College
LA Mission College
LA Pierce College
Long Beach City College
Orange Coast College
Pasadena City College
Santiago Canyon College

Annual Enrollment projects (non-duplicative)

We estimate 60 unique annual enrollments based on a cap of 30 students per section.

Advisory Minutes

Please attach to the email.

Santa Monica College

DIGITAL AUDIO POST-PRODUCTION

1. Program Goals and Objectives

The Digital Audio Post-Production program helps students develop the skills necessary to create compelling digital audio content for entertainment industry projects. Whether pursuing career or transfer opportunities, students gain real-world experience with standard industry tools and methodologies.

2. Catalog Description

The Digital Audio Post-Production program is a comprehensive study of the digital audio post-production processes used in the entertainment industry. Through a balance of theory and hands-on experience, students will learn professional practices on industry-standard technology.

3. Program Requirements

The Digital Audio Post-Production program is composed of intermediate and advanced digital audio courses as well as a capstone studio course for portfolio development.

POST 20	Digital Audio Editing	3 Units	S1
POST 21	Digital Audio for Games	3 Units	S1
POST 22	Digital Music Production	3 Units	S2
POST 23	Sound Design	3 Units	S2
POST 24	Audio Mixing for Visual Media	3 Units	S3
POST 60	Post-Production Studio	3 Units	S3

ET Advisory Board Meeting
June 20, 2018

Advisors in attendance:

Ceci Aranovich, Warner Bros. Animation
Maija Burnett, CalArts
David Grau, Red Bull Media House
Brooke Keesling, The Animation Guild
Marios Kourasis, Independent VFX Supervisor
Dori Littell-Herrick, Woodbury University
Ken Locsmandi, Filmworks/FX
David Miller, Create Advertising
Jonathan Pan, Amazon Game Studios
David Sonnenschein, IQSONICS LLC
Jo Wright, DICE Los Angeles

SMC Faculty & Staff in attendance:

Young Choi, Faculty, Entertainment Technology
Frank Dawson, Dean, Career Education
Chris Fria, Faculty, Entertainment Technology
David Javelosa, Faculty, Entertainment Technology
Ann Marie Leahy, Staff, Career Services Center

Santa Monica College

Walt Louie, Faculty, Entertainment Technology

Chris Fria gave an explanation of the Guided Pathways effort the college is undertaking, and stated that the main goal for the ET program is to increase certificate and degree completions without compromising the quality of the instruction. To achieve this goal, he proposed a major restructuring of the existing degrees that involves the following:

Reducing the core units for the Animation Certificate of Achievement from 34 to 15.

Consolidating the existing 7 areas of concentration for Animation into 4: 2D Animation, 3D Animation, 3D Production and Visual Development.

Converting the Animation areas of concentration from department certificates to Certificates of Achievement that would stack with the core units to form the Animation A.S. Degree.

Expanding the Game Design concentration into a stand-alone A.S. Degree program.

Reduce the total area of emphasis units for the Animation A.S. Degree from 50 to 32.

Reduce the core units for the Digital Media certificate from 44 to 18, and create concentrations in Digital Audio Post-Production and Digital Video Post-Production as stackable Certificates of Achievement.

Reduce the total area of emphasis units for the Digital Media A.S. Degree from 44 to 33.

Walt Louie outlined the new Sound Design and Color Correction courses that are under development for the Digital Media concentrations.

A discussion followed on the need to assess student goals early in the course sequences. Chris Fria answered questions regarding the role of SMC counselors, and stated that the stackable certificates were designed to help students make informed career/transfer decisions sooner. The group was very supportive of a stackable structure for the Animation and Digital Media degrees, but expressed caution about being too prescriptive with the curriculum. Brooke Keesling made the point that different companies are likely to have different opinions about what skills are necessary for entry-level hires.

The feedback from the advisors on the redesign of the ET Degrees/Certificates was overwhelmingly positive. Most of the comments centered on the simplicity of the new stackable structure, saying it made it much easier for students to understand the correct sequence of courses to take.

Maija Burnett strongly encouraged one-on-one counseling with students early in the sequence. She shared her experiences with student reviews at CalArts, saying it was an effective tool for faculty to provide honest feedback to students on their strengths and weaknesses. Dori Littell-Herrick of Woodbury University said that transfer should be approached similar to industry concentrations because four-year schools may differ in their expectations of transfer students. She recommended using hard data to see where SMC students are trying to transfer after

Santa Monica College

completing our programs, and working closely with those schools to align course content in specific areas.

Many of the advisors offered their time to follow up on specific content within proposed Animation and Digital Media degrees as well as the proposed A.S Degree in Game Design. Overall, the consensus was that the redesign is an exciting step forward for the Entertainment Technology program and is definitely the right approach to improve completions while staying aligned with transfer institutions and industry.

4. Master Planning

The Digital Audio Post-Production program supports the College's mission to provide an exceptional learning environment in which students can develop the knowledge and skills necessary to prepare for careers or transfer.

In order to do this, the program is committed to:

Encouraging professional verbal, written, and technical communication and collaboration.

Using state-of-the-art tools and methodologies to help students develop relevant skillsets.

Keeping curriculum up to date with industry standards and emerging trends.

5. Enrollment and Completer Projections

Based on the most recent data regarding enrollments and success rates, we project approximately 40-50 completions annually.

The following summarizes key findings from the Los Angeles/Orange County Center of Excellence for Labor Market Research (COE) data brief:

Digital media occupations are decreasing by 1% over the next five years; however, more than 4,400 job openings will be available annually due to replacement need.

Over the past 12 months, there were 6,447 online job postings related to digital media in Los Angeles and Orange Counties.

Fourteen other related program recommendation requests were received in 2018 from regional community colleges.

Seventeen colleges in the region have existing programs closely related to digital media.

Between 2014 and 2017, community colleges in the region conferred an average of 214 awards annually (associate degrees and certificates) in related training programs.

6. Place of Program in Curriculum/Similar Program

Santa Monica College

The existing Digital Media program, consisting of a Certificate of Achievement and A.S. Degree, is a total of 44 major units, making it difficult for students to complete in two years. We propose to reduce the required units for the Digital Media CoA to 18 and rename it to Digital Media Foundation. We also propose to create two areas of concentration as stackable Certificates of Achievement in Digital Audio Post-Production and Digital Video Post-Production. Students who complete the Digital Media Foundation CoA and at least one concentration CoA will be eligible for the Digital Media A.S Degree upon completing the required GE.

We believe by streamlining the Digital Media program into these stackable certificates, we can significantly increase student completions and more easily facilitate articulation to four-year schools while maintaining alignment with the needs of industry.

7. Similar Programs at Other Colleges in Service Area

Coastline College
Cypress College
East Los Angeles College
Golden West College
Irvine Community College
LA Mission College
LA Pierce College
Long Beach City College
Orange Coast College
Pasadena City College
Santiago Canyon College

8. Transfer Preparation Information

Transfer Degrees Only: provide information on transfer preparation

SANTA MONICA COLLEGE PROGRAM OF STUDY
DIGITAL MEDIA FOUNDATION Certificate of Achievement

The Digital Media Foundation program provides a solid foundation in visual storytelling as well as hands-on exposure to digital post-production processes. Students will gain a fundamental understanding of industry-standard software applications.

Program Learning Outcomes:

Upon completion of the program, students will be able to create original content that demonstrates an understanding of digital post-production using standard industry tools and methodologies. Students will also be able to identify areas of potential entry-level employment or advanced study in digital media fields.

Area of Emphasis

Required Courses		Units
ANIM 1	Storytelling	3
FILM 1	Film Appreciation: Introduction To Cinema	3
POST 1	Digital Media Workflow Management	3
POST 2	Digital Audio Fundamentals	3
POST 3	Digital Video Fundamentals	3
POST 4	Digital Image Fundamentals	3
Total Units for Area of Emphasis:		18

Santa Monica College

DIGITAL MEDIA FOUNDATION

1. Program Goals and Objectives

The Digital Media Foundation program develops basic skills for visual storytelling and digital post-production. Students will receive hands-on exposure to the tools and methods used to create original digital media content, and will be able to identify advanced areas of study and/or career possibilities in the entertainment industry.

2. Catalog Description

The Digital Media Foundation program provides a solid foundation in visual storytelling as well as hands-on exposure to digital post-production processes. Students will gain a fundamental understanding of industry-standard software applications.

3. Program Requirements

The course sequence for the Digital Media Foundation Certificate of Achievement may be completed concurrently or in any order. These courses are required for the Digital Media A.S. Degree.

ANIM 1	Storytelling	3 Units	S1
POST 1	Digital Media Workflow Management	3 Units	S1
POST 2	Digital Audio Fundamentals	3 Units	S1
POST 3	Digital Video Fundamentals	3 Units	S1
POST 4	Digital Image Fundamentals	3 Units	S1 or Intersession
FILM 1	Introduction to Cinema	3 Units	S2 or Intersession

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June 20, 2018

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Jonathan Pan, Amazon Game Studios
David Sonnenschein, IQSONICS LLC
Jo Wright, DICE Los Angeles

SMC Faculty & Staff in attendance:

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Frank Dawson, Dean, Career Education
Chris Fria, Faculty, Entertainment Technology
David Javelosa, Faculty, Entertainment Technology
Ann Marie Leahy, Staff, Career Services Center

Last Updated: 7/30/18

Santa Monica College

Walt Louie, Faculty, Entertainment Technology

Chris Fria gave an explanation of the Guided Pathways effort the college is undertaking, and stated that the main goal for the ET program is to increase certificate and degree completions without compromising the quality of the instruction. To achieve this goal, he proposed a major restructuring of the existing degrees that involves the following:

Reducing the core units for the Animation Certificate of Achievement from 34 to 15.

Consolidating the existing 7 areas of concentration for Animation into 4: 2D Animation, 3D Animation, 3D Production and Visual Development.

Converting the Animation areas of concentration from department certificates to Certificates of Achievement that would stack with the core units to form the Animation A.S. Degree.

Expanding the Game Design concentration into a stand-alone A.S. Degree program.

Reduce the total area of emphasis units for the Animation A.S. Degree from 50 to 32.

Reduce the core units for the Digital Media certificate from 44 to 18, and create concentrations in Digital Audio Post-Production and Digital Video Post-Production as stackable Certificates of Achievement.

Reduce the total area of emphasis units for the Digital Media A.S. Degree from 44 to 33.

Walt Louie outlined the new Sound Design and Color Correction courses that are under development for the Digital Media concentrations.

A discussion followed on the need to assess student goals early in the course sequences. Chris Fria answered questions regarding the role of SMC counselors, and stated that the stackable certificates were designed to help students make informed career/transfer decisions sooner. The group was very supportive of a stackable structure for the Animation and Digital Media degrees, but expressed caution about being too prescriptive with the curriculum. Brooke Keesling made the point that different companies are likely to have different opinions about what skills are necessary for entry-level hires.

The feedback from the advisors on the redesign of the ET Degrees/Certificates was overwhelmingly positive. Most of the comments centered on the simplicity of the new stackable structure, saying it made it much easier for students to understand the correct sequence of courses to take.

Maija Burnett strongly encouraged one-on-one counseling with students early in the sequence. She shared her experiences with student reviews at CalArts, saying it was an effective tool for faculty to provide honest feedback to students on their strengths and weaknesses. Dori Littell-Herrick of Woodbury University said that transfer should be approached similar to industry concentrations because four-year schools may differ in their expectations of transfer students. She recommended using hard data to see where SMC students are trying to transfer after

Santa Monica College

completing our programs, and working closely with those schools to align course content in specific areas.

Many of the advisors offered their time to follow up on specific content within proposed Animation and Digital Media degrees as well as the proposed A.S Degree in Game Design. Overall, the consensus was that the redesign is an exciting step forward for the Entertainment Technology program and is definitely the right approach to improve completions while staying aligned with transfer institutions and industry.

4. Master Planning

The Digital Media A.S. Degree program supports the College's mission to provide an exceptional learning environment in which students can develop the knowledge and skills necessary to prepare for careers or transfer.

In order to do this, the program is committed to:

Encouraging professional verbal, written, and technical communication and collaboration.

Using state-of-the-art tools and methodologies to help students develop relevant skillsets.

Keeping curriculum up to date with industry standards and emerging trends.

5. Enrollment and Completer Projections

Based on the most recent data regarding enrollments and success rates, we project approximately 50-60 completions annually.

The following summarizes key findings from the Los Angeles/Orange County Center of Excellence for Labor Market Research (COE) data brief:

Digital media occupations are decreasing by 1% over the next five years; however, more than 4,400 job openings will be available annually due to replacement need.

Over the past 12 months, there were 6,447 online job postings related to digital media in Los Angeles and Orange Counties.

Fourteen other related program recommendation requests were received in 2018 from regional community colleges.

Seventeen colleges in the region have existing programs closely related to digital media.

Between 2014 and 2017, community colleges in the region conferred an average of 214 awards annually (associate degrees and certificates) in related training programs.

6. Place of Program in Curriculum/Similar Program

Santa Monica College

The existing Digital Media program, consisting of a Certificate of Achievement and A.S. Degree, is a total of 44 major units, making it difficult for students to complete in two years. We propose to reduce the required units for the Digital Media CoA to 18 and rename it to Digital Media Foundation. We also propose to create two areas of concentration as stackable Certificates of Achievement in Digital Audio Post-Production and Digital Video Post-Production. Students who complete the Digital Media Foundation CoA and at least one concentration CoA will be eligible for the Digital Media A.S Degree upon completing the required GE.

We believe by streamlining the Digital Media program into these stackable certificates, we can significantly increase student completions and more easily facilitate articulation to four-year schools while maintaining alignment with the needs of industry.

7. Similar Programs at Other Colleges in Service Area

Coastline College
Cypress College
East Los Angeles College
Golden West College
Irvine Community College
LA Mission College
LA Pierce College
Long Beach City College
Orange Coast College
Pasadena City College
Santiago Canyon College

8. Transfer Preparation Information

Transfer Degrees Only: provide information on transfer preparation

SANTA MONICA COLLEGE PROGRAM OF STUDY

Digital Video Post-Production Certificate of Achievement

The Digital Video Post-Production program is a comprehensive study of the digital video post-production processes used in the entertainment industry. Through a balance of theory and hands-on experience, students will learn professional practices on industry-standard technology.

Program Learning Outcomes:

Upon completion of the program, students will be able to create an effective digital video portfolio for transfer or entry-level employment that demonstrates an understanding of industry-standard tools and methodologies.

		<u>Area of Emphasis</u>	
Required Courses:			Units
GR DES 71	Motion Graphics 1		3
GR DES 71B	Motion Graphics 2		3
POST 30	Digital Video Editing		3
POST 31	Digital Compositing		3
POST 32	Color Grading and Film Finishing		3
POST 60	Post-Production Studio		3
Total Units for Area of Emphasis:			18

LAOCRC/Centers of Excellence Program Application

Section I: Program Information

Program Title: Program title must match exactly what is going to be submitted to COCI
Digital Video Post-Production

Submission Type: Is your submission a new program or are substantial changes being made to an existing program?

- New Program
 Substantial Changes

TOP Codes 0614.00

Projected Start Date (mm/dd/yyyy) 01/03/2020

Catalog Description Catalog Description includes program requirements, prerequisite skills or enrollment limitations, student learning outcomes, and information relevant to program goal. The Digital Video Post-Production program is a comprehensive study of the digital video post-production processes used in the entertainment industry. Through a balance of theory and hands-on experience, students will learn professional practices on industry-standard technology.

Program Learning Outcomes:

Create an effective digital video portfolio for transfer or entry-level employment that demonstrates an understanding of industry-standard tools and methodologies.

Enrollment Completer Projections Enrollment Completer Projections are projections of number of students to earn certificate or degree annually.

Based on the most recent data regarding enrollments and success rates, we project approximately 40-50 completions annually.

Section II: Program Proposal Attributes

Program Award Type(s)

Check all that apply

Type of Program

- Certificate of Achievement: 8 to fewer than 16 semester (or 16 to fewer than 24 quarter) units (B)
- Certificate of Achievement: 16 or greater semester (or 24 or greater quarter) units (C)
- Associate of Science Degree (S)
- Associate of Arts Degree (A)
- A.A. – T Degree (Y)
- A.S. – T Degree (X)
- Noncredit Program (NIL)

Program Goal Program Goals and Objectives must address a valid transfer, occupational, basic skills, civic education, or lifelong learning purpose. Regional recommendation is only needed for programs with an occupational goal.

The Digital Video Post-Production program helps students develop the skills necessary to create compelling digital video content for entertainment industry projects. Whether pursuing career or transfer opportunities, students gain real-world experience with standard industry tools and methodologies.

Section III: Course Unit and Hours

Total Certificate Units (Minimum and Maximum) 18

Units of Degree Major or Area of Emphasis (Minimum and Maximum) N/A

Total Units for Degree (Minimum and Maximum) N/A

Section IV: Course Report

Program Requirements Narrative

The Digital Video Post-Production program is composed of intermediate and advanced digital video courses, motion graphics courses, and a capstone studio course for portfolio development.

Course	Title	Units	Year/Semester (Y1 or S1)
GR DES 71	Motion Graphics 1	3	S1
POST 30	Digital Video Editing	3	S1
GR DES 71B	Motion Graphics 2	3	S2
POST 31	Digital Compositing	3	S2
POST 32	Color Grading & Film Finishing	3	S3
POST 60	Post-Production Studio	3	S3

Program Requirements Program Requirements includes course requirements and sequencing that reflect program goals.

Students with no prior experience are strongly encouraged to complete the Digital Media Foundation Certificate of Achievement before enrolling in the Digital Video Post-Production program.

Section V: Supporting Documents

Please attach to the email

Section VI: Los Angeles/Orange County Region Specific Questions

District

College

CRLC Member

Email

Phone

Reason for approval request

- New Program
- Substantial Change
- Local Approved

Place of program in college’s curriculum/similar program.

The existing Digital Media program, consisting of a Certificate of Achievement and A.S. Degree, is a total of 44 major units, making it difficult for students to complete in two years. We propose to reduce the required units for the Digital Media CoA to 18 and rename it to Digital Media Foundation. We also propose to create two areas of concentration as stackable Certificates of Achievement in Digital Audio Post-Production and Digital Video Post-Production. Students who complete the Digital Media Foundation CoA and at least one concentration CoA will be eligible for the Digital Media A.S Degree upon completing the required GE. We believe by streamlining the Digital Media program into these stackable certificates, we can significantly increase student completions and more easily facilitate articulation to four-year schools while maintaining alignment with the needs of industry.

List similar programs at other colleges in the Los Angeles and Orange County Region

Coastline College

Cypress College
East Los Angeles College
Golden West College
Irvine Community College
LA Mission College
LA Pierce College
Long Beach City College
Orange Coast College
Pasadena City College
Santiago Canyon College

Annual Enrollment projects (non-duplicative)

We estimate 60 unique annual enrollments based on a cap of 30 students per section.

Advisory Minutes

Please attach to the email.

Santa Monica College

DIGITAL VIDEO POST-PRODUCTION

1. Program Goals and Objectives

The Digital Video Post-Production program helps students develop the skills necessary to create compelling digital video content for entertainment industry projects. Whether pursuing career or transfer opportunities, students gain real-world experience with standard industry tools and methodologies.

2. Catalog Description

The Digital Video Post-Production program is a comprehensive study of the digital video post-production processes used in the entertainment industry. Through a balance of theory and hands-on experience, students will learn professional practices on industry-standard technology.

3. Program Requirements

The Digital Video Post-Production program is composed of intermediate and advanced digital video courses, motion graphics courses, and a capstone studio course for portfolio development.

GR DES 71	Motion Graphics 1	3 Units	S1
POST 30	Digital Video Editing	3 Units	S1
GR DES 71B	Motion Graphics 2	3 Units	S2
POST 31	Digital Compositing	3 Units	S2
POST 32	Color Grading & Film Finishing	3 Units	S3
POST 60	Post-Production Studio	3 Units	S3

ET Advisory Board Meeting
June 20, 2018

Advisors in attendance:

Ceci Aranovich, Warner Bros. Animation
Maija Burnett, CalArts
David Grau, Red Bull Media House
Brooke Keesling, The Animation Guild
Marios Kourasis, Independent VFX Supervisor
Dori Littell-Herrick, Woodbury University
Ken Locsmandi, Filmworks/FX
David Miller, Create Advertising
Jonathan Pan, Amazon Game Studios
David Sonnenschein, IQSONICS LLC
Jo Wright, DICE Los Angeles

SMC Faculty & Staff in attendance:

Young Choi, Faculty, Entertainment Technology
Frank Dawson, Dean, Career Education
Chris Fria, Faculty, Entertainment Technology
David Javelosa, Faculty, Entertainment Technology

Santa Monica College

Ann Marie Leahy, Staff, Career Services Center
Walt Louie, Faculty, Entertainment Technology

Chris Fria gave an explanation of the Guided Pathways effort the college is undertaking, and stated that the main goal for the ET program is to increase certificate and degree completions without compromising the quality of the instruction. To achieve this goal, he proposed a major restructuring of the existing degrees that involves the following:

Reducing the core units for the Animation Certificate of Achievement from 34 to 15.

Consolidating the existing 7 areas of concentration for Animation into 4: 2D Animation, 3D Animation, 3D Production and Visual Development.

Converting the Animation areas of concentration from department certificates to Certificates of Achievement that would stack with the core units to form the Animation A.S. Degree.

Expanding the Game Design concentration into a stand-alone A.S. Degree program.

Reduce the total area of emphasis units for the Animation A.S. Degree from 50 to 32.

Reduce the core units for the Digital Media certificate from 44 to 18, and create concentrations in Digital Audio Post-Production and Digital Video Post-Production as stackable Certificates of Achievement.

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Santa Monica College

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Santa Monica College

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8. Transfer Preparation Information

Transfer Degrees Only: provide information on transfer preparation

SMC Entertainment Technology Degrees & Certificates - FALL 2019

Digital Media Foundation (CoA)				Digital Audio Post-Production (CoA)				Digital Media (A.S.)		
Semester One		Interession		Semester Two		Semester Three		Semester Four		
ANIM 1, Storytelling	3	POST 4, Digital Image Fundamentals	3	POST 20, Digital Audio Editing	3	POST 22, Digital Music Production	3	POST 24, Audio Mixing for Visual Media	3	
POST 1, Digital Media Workflow Management	3	FILM 1, Introduction to Cinema	3	POST 21, Digital Audio for Games	3	POST 23, Sound Design	3	POST 60, Post-Production Studio	3	
POST 2, Digital Audio Fundamentals	3									
POST 3, Digital Video Fundamentals	3									
Total Units 18								Total Units 18		
Major Units 36										
Digital Video Post-Production (CoA)										
Semester Two				Semester Three				Semester Four		
POST 30, Digital Video Editing	3	POST 31, Digital Compositing	3	POST 32, Color Grading & Film Finishing	3	POST 60, Post-Production Studio	3			
GD 71, Motion Graphics 1	3	GD 71B, Motion Graphics 2	3							
								Total Units 18		
Major Units 36										
										Digital Media Foundation (CoA)
										Digital Audio Post-Prod. (CoA)

SANTA MONICA COLLEGE PROGRAM OF STUDY
African and Middle Eastern Studies Certificate of Achievement

The African and Middle Eastern Studies Department Certificate prepares students for work with Arabic, Hebrew, Persian, Turkish, French, Spanish and/or Portuguese-speaking populations from Africa and the Middle East in the US and abroad. This certificate is designed to complement an AA degree or certificate of achievement. Students will analyze and examine the countries and cultures of Africa and the Middle East.

Program Learning Outcomes:

Upon completion of the program, students will demonstrate coherent and comprehensive analyses of the cultural and linguistic diversity of Africa and/or the Middle East and the differences and commonalities in their world views and systems.

<u>Area of Emphasis</u>		Units
Required Language Courses (minimum 10 units)		
ARABIC 1	Elementary Arabic 1	5
FRENCH 4	Intermediate French II	5
FRENCH 8	Conversational French	2
HEBREW 4	Intermediate Hebrew 2	5
HEBREW 8	Conversational Hebrew	2
PERSIN 2	Elementary Persian II	5
PORTGS 2	Elementary Portuguese 2	5
SPAN 4	Intermediate Spanish II	5
SPAN 8	Conversational Spanish	2
SPAN 9	The Civilization Of Spain	3
TURK 1	Elementary Turkish 1	5
SPAN 99	Applied Learning in Spanish	1
SPAN 25	Spanish for the Professions	3
ARABIC 99	Applied Learning in Arabic	1
FRENCH 99	Applied Learning in French	1
HEBREW 99	Applied Learning in Hebrew	1
PERSIN 99	Applied Learning in Persian	1

Select a minimum of 6 units from ONE of the Focus Areas below:

Liberal Arts Curriculum		Units
AHIS 18	Introduction To African Art History	3
ANTHRO 20	Traditional Peoples And Cultures Of Africa	3
ENGL 32 (<i>same as HIST 30</i>)	History And Literature Of Contemporary Africa	3
HIST 16	African-American History	3
HIST 22	History Of The Middle East	3
HIST 38	African History I	3
HIST 39	African History II	3
POL SC 14	Middle East Government And Politics	3
SOCIOL 30	African Americans In Contemporary Society	3
Total Units for Area of Emphasis:		16

SANTA MONICA COLLEGE PROGRAM OF STUDY

Asian Studies Certificate of Achievement

The Asian Studies Department certificate prepares students for work with Chinese, Japanese, or Korean-speaking populations in the US and abroad. This certificate provides broad preparation for liberal arts students who seek to develop expertise in China, Japan or Korea. This certificate is designed to complement an AA degree or certificate of achievement. Students will analyze and examine the countries and cultures of Asia.

Program Learning Outcomes:

Upon completion of the program, students will demonstrate coherent and comprehensive analyses of the cultural and linguistic diversity of East Asia and the differences and commonalities in the world view and systems of China, Japan or Korea.

Area of Emphasis

Select one "Language Track" from the choices below

Chinese Language Track (minimum 10 units) Units

CHNESE 9 Chinese Culture And Tradition 3

and

Complete a minimum of 7 units from the courses below

CHNESE 3 Intermediate Chinese 1 5

CHNESE 4 Intermediate Chinese 2 5

CHNESE 8 Conversational Chinese 2

CHNESE 99 Applied Learning in Chinese 1

Japanese Language Track (minimum 10 units) Units

JAPAN 9 Japan: Culture and Civilization 3

and

Complete a minimum of 7 units from the courses below

JAPAN 3 Intermediate Japanese I 5

JAPAN 4 Intermediate Japanese II 5

JAPAN 8 Conversational Japanese 2

JAPAN 99 Applied Learning in Japanese 1

JAPAN 10 Japanese Culture through Anime and Manga 3

Korean Language Track (minimum 10 units) Units

KOREAN 9 Korean Civilization and Literature 3

and

Complete a minimum of 7 units from the courses below:

KOREAN 3 Intermediate Korean I 5

KOREAN 4 Intermediate Korean 2 5

KOREAN 8 Conversational Korean 2

KOREAN 25 Korean for the Professions 3

KOREAN 99 Applied Learning in Korean 1

Select a minimum of 6 units from below:

Liberal Arts Curriculum Units

AHIS 17 Arts Of Asia - Prehistory To 1900 3

ENGL 40 Asian Literature 3

ENGL 45 Asian Film, Literature, and Society 3

ENGL 49 Asian Mythology 3

HIST 24 History of East Asia to 1600 3

HIST 25	History of East Asia Since 1600	3
PHILOS 22	Asian Philosophy	3
POL SC 8	The Modern Far East	3
HIST 62	Asian-American History	3
SOCIOL 32	Asian Americans In Contemporary Society	3
HUM 9A	South Asia: Culture and Civilization	3
HIST 27	History of Southeast Asia	3
Total Units for Area of Emphasis:		16

SANTA MONICA COLLEGE PROGRAM OF STUDY

Digital Media Associate in Science (AS)

The Digital Media A.S. Degree program is a comprehensive study of the digital post-production processes used in the entertainment industry. The required coursework begins with the Digital Media Foundation Certificate of Achievement, combining a solid foundation in visual storytelling with hands-on experience using digital media software applications.

After successfully completing the Digital Media Foundation, students pursue a concentration in either Digital Audio Post-Production or Digital Video Post-Production. Each concentration reflects an area of industry specialization, and is awarded as a second Certificate of Achievement. Students must complete the required coursework for the Digital Media Foundation and at least one concentration to be eligible for the Digital Media A.S. Degree.

Throughout the Digital Media A.S. Degree program, students learn to develop professional skills, demonstrate those skills in effective entry-level portfolios, and work collaboratively on team-based projects. Students may also participate in internships with industry partners when available.

Program Learning Outcomes:

Upon completion of the program, students will be able to create an effective digital media portfolio for transfer or entry-level employment that demonstrates an understanding of industry-standard tools and methodologies.

Area of Emphasis

Required Core Courses:		Units
ANIM 1	Storytelling	3
FILM 1	Film Appreciation: Introduction To Cinema	3
POST 1	Digital Media Workflow Management	3
POST 2	Digital Audio Fundamentals	3
POST 3	Digital Video Fundamentals	3
POST 4	Digital Image Fundamentals	3

Required Concentration: select one of the following concentrations (minimum of 18 units as specified)

DIGITAL AUDIO POST-PRODUCTION CONCENTRATION: (18 Units)		Units
POST 20	Digital Audio Editing	3
POST 21	Digital Audio For Games	3
POST 22	Digital Music Production	3
POST 23	Sound Design	3
POST 24	Audio Mixing for Visual Media	3
POST 60	Post-Production Studio	3

DIGITAL VIDEO POST-PRODUCTION CONCENTRATION: (18 Units)		Units
GR DES 71	Motion Graphics 1	3
GR DES 71B	Motion Graphics 2	3
POST 30	Digital Video Editing	3
POST 31	Digital Compositing	3
POST 32	Color Grading and Film Finishing	3
POST 60	Post-Production Studio	3

Total Units for Area of Emphasis:	54
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SANTA MONICA COLLEGE PROGRAM OF STUDY

Entrepreneurship Certificate of Achievement

This program provides students the opportunity to develop the skills needed to analyze business issues and explore their own entrepreneurial vision as they produce a thorough business plan. The coursework leads to a strong foundation in entrepreneurship. SMC collaborates with the National Association for Community College Entrepreneurship (NACCE).

Program Learning Outcomes:

Upon completion of the program, students will demonstrate coherent and comprehensive analyses of business issues, identify and resolve ethical dilemmas in the domestic and global business environment, and produce a thorough written business plan.

	<u>Area of Emphasis</u>	Units
Required Core Courses: (12-14 units)		
ACCTG 1	Introduction to Financial Accounting	5
or		
ACCTG 21	Business Bookkeeping	3
or		
CIS 35A	QuickBooks Desktop	3
or		
CIS 35B	QuickBooks Online	3

BUS 1	Introduction To Business	3

BUS 5	Business Law and the Legal Environment	3
or		
BUS 8	Law for the Entrepreneur	3
or		
BUS 9	Intellectual Property for the Entrepreneur	3

BUS 63	Principles Of Entrepreneurship	3
 Select two or more courses from the following if not used above for a total of at least 6 units.		
BUS 8	Law for the Entrepreneur	3
BUS 9	Intellectual Property for the Entrepreneur	3
BUS 10	Introduction to Intellectual Property	1
BUS 20	Principles Of Marketing	3
BUS 23	Principles Of Selling	3
BUS 27 (<i>same as CIS 27</i>)	Introduction To E-Commerce	3
BUS 32	Business Communications	3
BUS 34	Introduction to Social Media Marketing	3
BUS 45 (<i>same as ACCTG 45</i>)	Individual Financial Planning	3
BUS 50	Introduction To International Business	3
BUS 53	Importing And Exporting	3
BUS 60	Design Thinking for the Entrepreneur	1
BUS 65	Management Principles	3
BUS 69	Success in the Gig Economy	1

BUS 80	Principles Of Logistics	3
or		
BUS 82	Supply Chain Management	3
Total Units for Area of Emphasis:		21

SANTA MONICA COLLEGE PROGRAM OF STUDY

International Business Certificate of Achievement

After successful completion of the International Business Certificate program, the student demonstrates the skills, knowledge, and training for entry-level positions in multinational companies and incorporates the global business perspective in to their current assignment. The student's knowledge and skills will include the ability to analyze global business opportunities as well as interact with others from different cultures. Individuals are able to prepare basic international commercial and shipping documents as well as to understand the issues that are involved in a global business operation. To gain a competitive edge in today's emerging marketplace, companies need professionals who know how to streamline diverse, supply-side activities on a global scale. If your aim is to extend your professional influence to the international market, the International Business Department certificate can help

Program Learning Outcomes:

Upon completion of the program students will: analyze global business opportunities; compare and contrast the role that culture plays in global business operations; describe and prepare international commercial and shipping documents; resolve ethical dilemmas in the domestic and global business environment, and apply business principles to international trade issues in the context of global citizenship.

Area of Emphasis

Required Core Courses: (9 units)

		Units
BUS 1	Introduction To Business	3
BUS 53	Importing And Exporting	3
BUS 54	International Management	3

Select 3 courses from the following: (9 units)

		Units
BUS 50	Introduction To International Business	3
BUS 51	Intercultural Business Communication	3
or		
COM ST 37	Intercultural Communication	3

BUS 52	International Marketing	3
BUS 80	Principles Of Logistics	3
BUS 81	Transportation Management	3
BUS 82	Supply Chain Management	3
BUS 83	Operations Management	3
BUS 84	Introduction to Procurement	3
BUS 85	Project Management Global Trade and Logistics	3

Total Units for Area of Emphasis: 18

SANTA MONICA COLLEGE PROGRAM OF STUDY

Latin American Studies Certificate of Achievement

The Latin American Studies certificate of achievement prepares students for work with Spanish and/or Portuguese-speaking populations in the US and abroad. This certificate is designed to complement an AA degree or certificate of achievement. Students will analyze and examine the countries and cultures of Latin America and the Caribbean.

Program Learning Outcomes:

Upon completion of the program, students will demonstrate coherent and comprehensive analyses of the cultural and linguistic diversity of Latin America and the Caribbean and the differences and commonalities in their world views and systems.

Area of Emphasis

Required Language Courses (minimum 7 units)		Units
PORTGS 2	Elementary Portuguese 2	5
SPAN 3	Intermediate Spanish I	5
SPAN 4	Intermediate Spanish II	5
SPAN 8	Conversational Spanish	2
SPAN 12	Spanish For Native Speakers 2	5
SPAN 25	Spanish for the Professions	3
PORTGS 99	Applied Learning in Portuguese	1
SPAN 99	Applied Learning in Spanish	1

Required Civilization Course		Units
SPAN 20	Latin American Civilization	3

Select a minimum of 6 units from the courses below:

Liberal Arts Curriculum		Units
ENGL 57	Latin-American Literature	3
ENGL 58	Literature Of Mexico	3
ANTHRO 21	Peoples And Power In Latin America	3
HIST 5	History Of Latin America I	3
HIST 6	History Of Latin America II	3
HIST 19	History Of Mexico	3
SOCIOL 31	Latinas/os In Contemporary Society	3
AHIS 5	Latin American Art History 1	3
AHIS 6	Latin American Art History 2	3
AHIS 15	Mexican Art History	3
HIST 42	The Latina/o Experience in the United States	3
HIST 43	Mexican-American History	3
ANTHRO 35S	Archaeological Field Techniques	3
Total Units for Area of Emphasis:		16

SANTA MONICA COLLEGE PROGRAM OF STUDY

Marketing Certificate of Achievement

Every company needs effective marketing to succeed. Our program trains students to analyze business issues, solve problems, develop effective marketing strategies for designated target audiences, and employ the various elements of the marketing mix to achieve specific goals.

Program Learning Outcomes:

Upon completion of the program, each student can demonstrate coherent and comprehensive analyses of business issues; identify and resolve ethical dilemmas in the domestic and global business environments; and can develop an effective marketing strategy that includes a target audience and all elements of the marketing mix.

Area of Emphasis

Required Core Courses: (6 units)

		Units
BUS 1	Introduction To Business	3
BUS 20	Principles Of Marketing	3

Select four or more courses from the following: (12 units minimum)

		Units
BUS 22	Introduction To Advertising	3
BUS 23	Principles Of Selling	3
BUS 26	Marketing Research And Consumer Behavior	3
BUS 28	Marketing Promotion	3
BUS 29 (<i>same as JOURN 43</i>)	Public Relations And Publicity	3
BUS 30	Customer Relationship Management	3
BUS 32	Business Communications	3
BUS 34	Introduction to Social Media Marketing	3
BUS 52	International Marketing	3
BUS 60	Design Thinking for the Entrepreneur	1

Total Units for Area of Emphasis: 15

SANTA MONICA COLLEGE PROGRAM OF STUDY
Website Development Management Certificate of Achievement

This program provides students with the knowledge needed to develop website projects in a real-world setting. Students learn how to develop websites while applying the skills needed to plan and budget resources in development projects from conceptual design to deployment.

Program Learning Outcomes:

Upon completion of the program, students will plan and budget resources in the development of website from conceptual design to deployment.

Area of Emphasis

Required Courses:

	Units
CS 9A (<i>same as CIS 9A</i>) Technology Project Management I	3
CS 9B (<i>same as CIS 9B</i>) Technology Project Management II	3
CIS 57 Website Planning And Production	3
CIS 67 WordPress	3
CIS 88A Independent Studies In CIS	1
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Total Units for Area of Emphasis:	13