



# Curriculum Committee Agenda

Wednesday, September 19, 2018, 3:00 p.m.  
Loft Conference Room – Drescher Hall 300-E

**Members:**

Brenda Antrim, <i>Chair</i>	Guido Davis Del Piccolo	William Konya	Lydia Strong
Jennifer Merlic, <i>Vice Chair</i>	Christina Gabler	Jae Lee	Toni Trives
Eve Adler	Gary Huff	Jing Liu	Audra Wells
Wynn Armstrong (fall)	Maral Hyeler	Estela Narrie	Joshua Withers (spring)
Garen Baghdasarian	Hesham Jarmakani (A.S. Rep)	Dana Nasser	A.S. Representative
Sheila Cordova	Sasha King	Lee Pritchard	

**Interested Parties:**

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

**Ex-Officio Members:**

Nathaniel Donahue

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

- I. Call to Order and Approval of Agenda
- II. Public Comments *(Five minutes is allotted to any member of the public who wishes to address the Committee.)*
- III. Announcements
- IV. Approval of Minutes ..... 6
- V. Chair’s Report:
  
- VI. Information Items:
  - 1. Redesign Report
    - (Courses: Non-Substantial Changes)*
    - 2. HIST 55 History of Science
    - 3. LING 1 Introduction to Linguistics
  
- VII. Action Items:
  - (Courses: New)*
    - a. CS 79E Best Practices in Amazon Web Services (Skills Advisory: CS 79C, CS 79D)... 6
  - (Courses: Distance Ed)*
    - b. CS 79E Best Practices in Amazon Web Services ..... 9
    - c. ENVRN 14 US Environmental History..... 14
  - (Programs: Revisions)*
    - a. Early Childhood Studies (name change: was Early Childhood Education – Career) ..... 16

b. Word Processing Department Certificate (deactivation) ..... 17

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

- Add CS 79E to Cloud Computing Department Certificate

VIII. New Business

IX. Old Business:

- Funding Formula Update..... 18
- Department Certificates/Certificates of Achievement..... 21

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

**Members Present:**

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

**Members Absent:**

None

**Others Present:**

Rachel Demski	Hari Vishwanadha	Sal Veas
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*(Information items are listed numerically; action items are listed alphabetically)*

**I. Call to Order and Approval of Agenda**

The meeting was called to order at 3:02 pm. A motion was made to vote VII. Action Items before discussing VI. Information Items due to faculty schedules for presenting.

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

The motion passed unanimously

**II. Public Comments**

None

**III. Announcements**

None

**IV. Approval of Minutes**

Motion to approve the minutes of the 5/30/18 meeting with no revisions or changes

**Motion made by:** Dana Nasser; **Seconded by:** Estela Narrie

**Y:** 12; **N:** 0; **A:** 9 (Wynn Armstrong, Garen Baghdasarian, Sheila Cordova, Gary Huff, Maral Hyeler, Hesham Jarmakani, Lydia Strong, Toni Trives, Irena Zugic)

**V. Chair’s Report**

Welcome back to our returning members, and welcome to our new committee members: Garen Baghdasarian, Sheila Cordova, Gary Huff, Lydia Strong, Toni Trives, Wynn Armstrong who’s sitting in this semester for Josh Withers, and Irena Zugic, returning to us in a new position.

Summer updates: Unit change in certificates requiring Chancellor’s office approval and low-unit certificates eligible for CCCCCO approval. Funding formula change that now includes completion rates as part of our funding. Further guidance from the CCCCCO for Math and initial timeline for ESL implementation under AB 705 (more information in training that will be done this meeting). Curriculum Institute, mid-July, covered AB 705 implementation, guided pathways, UC transfer pathways, updates on Chancellor’s Office Curriculum Inventory (COCI),

changes to Title 5, noncredit courses and transitioning between noncredit and credit courses, CTE program development, zero- and low-cost course materials, stackable certificates, sequencing general education courses in guided pathways, building meta-majors, prerequisites, and other topics (<https://www.asccc.org/events/2018-07-11-150000-2018-07-14-210000/2018-curriculum-institute> for links to resources).

## VI. Information Items

1. Representative Training
2. Redesigning the Student Experience: A Guided Pathways Framework

*(Courses: Non-Substantial Changes)*

3. CIS 59A Dreamweaver I
4. DANCE 41 Contemporary Modern Dance I (SLO Update)
5. DANCE 42 Contemporary Modern Dance 2
6. DANCE 43 Contemporary Modern Dance 3
7. DANCE 44 Contemporary Modern Dance 4
8. DANCE 46 Contemporary Modern Dance 6
9. DANCE 45 Contemporary Modern Dance 5 (SLO Update)
10. MATH 7 Calculus 1

## VII. Action Items

*(Courses: New)*

- a. BUS 68 Design Thinking for the Entrepreneur  
Motion to approve BUS 68 with revision to capitalize “Design Thinking” throughout; minor wording change to Course Objective; proposed start date moved to Fall 2019  
**Motion made by:** Eve Adler; **Seconded by:** Dana Nasser  
The motion passed unanimously

- b. ENGL 62 Crime Fiction in a Global Context (Prerequisite: ENGL 1)  
Motion to approve ENGL 62 with revision to proposed start to Fall 2020 (due to UC transferability approval)  
**Motion made by:** William Konya; **Seconded by:** Eve Adler  
**Y:** 19; **N:** 0; **A:** 1 (Guido Davis Del Piccolo)

Motion to approve prerequisite of ENGL 1  
**Motion made by:** Estela Narrie; **Seconded by:** Jing Liu  
The motion passed unanimously

*(Courses: Distance Ed)*

- c. BUS 68 Design Thinking for the Entrepreneur  
Motion to approve BUS 68 for Distance Education with revision of Assessment Best Practices to make “Media presentation” 10%  
**Motion made by:** Dana Nasser; **Seconded by:** Audra Wells  
The motion passed unanimously
- d. ENGL 62 Crime Fiction in a Global Context  
Motion to approve ENGL 62 for Distance Education with no changes  
**Motion made by:** Toni Trives; **Seconded by:** Audra Wells  
The motion passed unanimously

*(Courses: Global Citizenship)*

- e. ENGL 62 Crime Fiction in a Global Context  
Motion to approve ENGL 62 for Global Citizenship with no changes  
**Motion made by:** Toni Trives; **Seconded by:** Maral Hyeler  
The motion passed unanimously

*(Programs: Revisions)*

- a. Changes to degrees and certificates as a result of courses considered on this agenda
- Add BUS 68 as an elective to: Business/General Business AS degree; Entrepreneurship Certificate of Achievement; Marketing Certificate of Achievement; Business: Entrepreneurship Department Certificate; Business: Marketing Department Certificate
  - Add ENGL 62 as an elective to: Liberal Arts: Arts and Humanities AA degree  
Motion to approve all changes to degrees/certificates as listed above  
**Motion made by:** Estela Narrie; **Seconded by:** Dana Nasser  
The motion passed unanimously

VIII. **New Business**  
None

IX. **Old Business**  
None

X. **Adjournment**  
The meeting was adjourned at 5:00 pm

# Santa Monica College

## Course: NEW or Reinstatement

### Expanded Course Outline for CS 79E - Best Practices in Amazon Web Services

Course Cover	
Discipline	CS-COMPUTER SCIENCE
Course Number	79E
Full Course Title	Best Practices in Amazon Web Services
Catalog Course Description	In this advanced course, students will learn how to use the AWS Well-Architected framework that has been developed as a guideline to cloud architects to implement the most secure, high-performing, resilient and efficient infrastructure possible for their applications. Using case studies and class projects, students will apply the five pillars of operational excellence, security, reliability, performance efficiency and cost optimization on AWS architected infrastructures.
Rationale	This course is the fifth course in a series of courses on Amazon Web Services. It is a natural progression to the 79 series and follows the same pattern of training that the AWS Educate site offers for training.
Proposed Start	Year: 2019 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: 0
Total Semester Instructional Hours	54.00
Total Outside-of-Class Hours	108.00
Load Factor	1.00
Load Factor Rationale	This course has similar effort and time requirements to teach as all other CS courses.
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	Transfers to CSU
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	<b>Department Certificate</b> -Cloud Computing
Pre/Corequisites & Advisories	
<b>Skills Advisory</b> CS 79C and <hr/> <b>Skills Advisory</b> CS 79D	

## Course Objectives

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

1. Describe the AWS Well-Architected Framework
2. Describe design principles and apply the best practices of Operational Excellence in AWS
3. Describe design principles and apply the best practices of Security in AWS
4. Describe design principles and apply the best practices of Reliability in AWS
5. Describe design principles and apply the best practices of Performance Efficiency in AWS
6. Describe design principles and apply the best practices of Cost Optimization in AWS

## Course Content

12%	Introduction to AWS Best Practices
12%	The AWS Well-Architected Framework
12%	Pillar # 1 : Operational Excellence – Examples, Case Studies
12%	Pillar # 2 : Security – Examples, Case Studies
12%	Pillar # 3 : Reliability – Examples, Case Studies
12%	Pillar # 4 : Performance Efficiency – Examples, Case Studies
12%	Pillar # 5 : Cost Optimization – Examples, Case Studies
16%	Architectural Reviews Using The Well-Architected Framework

Total: 100%

## Methods of Presentation

Methods	Lecture and Discussion Observation and Demonstration Online instructor-provided resources Projects
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## Methods of Evaluation

Methods	<ul style="list-style-type: none"><li>• 10% - Class Participation</li><li>• 20% - Exams/Tests</li><li>• 20% - Final Project</li><li>• 30% - Homework</li><li>• 20% - Quizzes</li><li>• 100% - Total</li></ul>
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## Appropriate Textbooks

Textbooks such as the following are appropriate:

Formatting Style	APA
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### Textbooks

1. Amazon Web Services. *Amazon Well-Architected Framework*, 1 ed. Amazon Web Services, 2017

### Manuals

1. Amazon Web Services. *AWS Security Audit Guidelines*, Amazon Web Services, 01-01-2018

## Assignments

### Sample Assignment

#### **Sample Assignment #1 – Research Paper**

Page Requirement: 3 – 5 pages MLA Formatting

Read the Amazon Web Service whitepaper on the AWS Well Architected Framework. Provide a details summary of each of the five pillars of the AWS Well Architected Framework, which include Operational Excellence, Security, Reliability, Performance Efficiency, and Cost Optimization. For each of the five pillars explain how a AWS service can be configured to meet that pillar's design considers.

#### **Sample Assignment #2 - AWS Lab**

This week lab will focus on the AWS Well Architected Framework Performance Efficiency and Cost Optimization Pillar. This lab assignment will demonstrate how to take a simple pre-launch marketing site written in PHP and deploy it to the cloud using AWS Elastic Beanstalk using a MySQL AWS RDS database and Elastic Load Balancing to implement service scaling to demand.

### Assignment Topics Covered

- Creating an Elastic Beanstalk application with a single-instance environment with a backend AWS RDS Service
- Modifying the configuration settings for an Elastic Beanstalk environment so that the application can scale-in/scale-out

### **Step 1: Open the Elastic Beanstalk Management Console**

First of the Lab is to create an Elastic Beanstalk Application. 3. In the AWS Management Console on the Services menu, click Elastic Beanstalk. At the top-right of the screen, click Create New Application.

If you see the message: Try the new design:

Click Opt in now.

At the top-left of the screen, click the Elastic Beanstalk icon.

You will now be using the new Elastic Beanstalk management console UI and you will be at the main menu of Elastic Beanstalk.

### **Step 2: Create a New Elastic Beanstalk Application**

At the Welcome to AWS Elastic Beanstalk page, in the top-right corner of the screen, click Create New Application. At the Create New Application window, configure the following:

Application Name: DeployApp

Description: My Application

Click Create

Now create a new environment. For the Elastic Beanstalk description enter My Application

The Base configuration section, configure the following:

Preconfigured platform: PHP

Application code: @ Upload your code

Click Upload of the Sample Code provided.

At the bottom of the screen, click Configure more options.

Click the Change platform configuration, then configure:

Select 64 bit Amazon Linux 2017.09 v2.x.x

In the Instances box, click Modify, then configure:

Instance type: t2.micro

In the Capacity box, click Modify.

Instance Type: t2.micro

Verify that the Environment type is set to Single instance.

You will later change this to "Load balancing, autoscaling" to allow Elastic Beanstalk to scale the resources on-demand.

In the Security box, click Modify, then configure:

Service role: aws-elastic-beanstalk-service-role

EC2 key pair: Create Key Pair

IAM instance profile:

Click Save

Setup MySQL Database box, click Modify, then configure:

Engine: mysql

Instance class: db.t2.micro

Storage: 5 GB

Username: sampleRoot



Password: Password123

Click Save

The above values will be used to connect the application to the database.

### Step 3: Access Your Application

Wait for the health of the environment to change to Ok. Your application dashboard will be displayed.

At the top of the page, click the application URL to view the live web application

### Step 4: Modify the Elastic Beanstalk Environment to Scale In/Out

In this task, you will modify your Elastic Beanstalk environment from a single instance environment to a load balanced environment. By only providing the computing resources necessary to meet the at the moment demand, overall cost to be reduced meeting the key concept of the Cost Optimization Pillar. As well as provided performance efficiency by not over allocating AWS resources.

In the Elastic Beanstalk Management Console, in the left navigation pane, click Configuration.

In the Capacity box, click Modify. Change the Environment type to Load balanced.

Scroll tot bottom of the screen, to Save and Confirm Changes and Click Confirm.

Once Elastic Beanstalk has finished processing the changes, you will have an environment that will scale in/out with the load on the application.

Alternatively, you can view your application by accessing it through your EC2 load balancer. By viewing the DNS entry in EC2 load balancer services.

Lab Complete

## Student Learning Outcomes

1. Students will have the ability to analyze applications against the best practices developed for efficient applications.

2. Students will have an understanding of the tradeoffs involved in designing systems for AWS infrastructure.

## Minimum Qualification

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

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

### Distance Education Application

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

Quality Assurance	Course objectives have not changed Course content has not changed 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
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Additional Considerations	Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2. Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures. Adequate technology resources exist to support this course/section
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	<p>Library resources are accessible to students</p> <p>Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments</p> <p>Adequately fulfills ?effective contact between faculty member and student? required by Title 5.</p> <p>Will not affect existing or potential articulation with other colleges</p> <p>Special needs (i.e., texts, materials, etc.) are reasonable</p> <p>Complies with current access guidelines for students with disabilities</p>
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**Guidelines and Questions for Curriculum Approval of a Distance Education Course**  
**Student Interactions**

Student-Instructor Interaction	There will be lectures, demos and videos demonstrating the content being delivered on a weekly or twice a week basis. Students will submit assignments and faculty will return comments to help improve and fine tune student skills. Participation in online threaded discussions will be required.
Student-Student Interaction	Threaded discussions provide student to student interactions. Students are required to post questions and comments, and to respond to other students' posts.
Student-Content Interaction	Weekly lectures made of demonstrations, videos and written content will be made available. Students must read and practice the demos. Students complete assignments and provide their feedback on those assignments as far as their improved level of understanding of the content covered.

<b>Online class activities that promote class interaction and engagement</b>	<b>Brief Description</b>	<b>Percentage of Online Course Hours</b>
Chat Rooms	Chat rooms allow students and faculty to interact in a live format. Those can be recorded so students who missed it can review it at a later time.	5%
Discussion Boards	Threaded discussions allow for faculty to student and student to student interactions to ask questions, get answers and make comments and observations.	30%

Describe how content will be organized and delivered in the interest of achieving course outcomes/objectives (e.g. what are the methods of instruction being used, technologies used, approximate time schedule, necessary instructional materials.)

Each week students will follow a new Module of course content. The module will contain a dynamic lecture, videos customized for the content being covered, as well as user guides and demos. Each module will contain a threaded discussion to facilitate active participation, along with links to describe assignments and or quizzes. The current course management system used by the college will be used.

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.)

Knowledge of how to use web browsers to upload / download files, create content via various GUI's, as well as Amazon Web Services (AWS) Educate site knowledge is required to run this course.

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.)

No extra links are needed.

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

The built-in features of the current Course Management System will be used to ensure that all content is 508 compliant. Additionally faculty teaching the course will be advised to communicate with the DSPS office at SMC to ensure that course materials are compliant.

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.).

For the first course objective which states:  
Describe the AWS Well-Architected Framework

Students in the online course will be asked questions about this AWS framework. They must post their answer in the discussion and feedback and or further discussion might be needed to enhance or clarify their understanding.

#### Assessment Best Practices

10%-**Class Participation** - Students will be assessed based on their answers posted to questions posed in the Discussion board.

20%-**Final Project** - Students work on a project at the start of the course. They keep adding and updating components to the project to lead to the final completed project at the end of the semester. Each week the instructor provides feedback on the newly added and or edited components.

#### Attached Files

[AWS User Manuals and Userguides](#)

## ADVISORY Checklist and Worksheet

**Course Number: CS 79E**

**Proposed Advisory: CS 79C and CS 79D**

### SECTION 1 - CONTENT REVIEW:

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

## Advisory Worksheet

### ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: **79E**

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

A)	Understand scalable cloud applications
B)	Describe AWS architecture
C)	Use the AWS console

### EXIT SKILLS (objectives) FROM: **79C**

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

1.	Describe important design consideration for scalable cloud applications
2.	Describe the architectural approach used by AWS
3.	Navigate the AWS Management Console

		ENTRANCE SKILLS FOR: <b>CS 79E</b>							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: <b>CS 79C</b>	1	X							
	2		X						
	3			X					
	4								
	5								
	6								
	7								
	8								

## Advisory Worksheet

### ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: **79E**

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

A)	Understand security concerns in AWS applications
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### EXIT SKILLS (objectives) FROM: **79D**

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

1.	Describe security best practices employed with AWS applications
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		ENTRANCE SKILLS FOR: <b>CS 79E</b>							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: <b>CS 79D</b>	1	X							
	2								
	3								
	4								
	5								
	6								
	7								
	8								

**Santa Monica College**  
**Course: DE for non-DE course**  
**Expanded Course Outline for ENVRN 14 - US Environmental History**

<b>Distance Ed</b>	
<b>Distance Education Application</b>	
<b>Delivery Methods</b>	Fully Online
<b>Distance Education Quality</b>	
<b>Quality Assurance</b>	<p>Course objectives have not changed</p> <p>Course content has not changed</p> <p>Method of instruction meets the same standard of course quality</p> <p>Outside assignments meet the same standard of course quality</p> <p>Serves comparable number of students per section as a traditional course in the same department</p> <p>Required texts meet the same standard of course quality</p>
<b>Guidelines and Questions for Curriculum Approval of a Distance Education Course</b>	
<b>Student Interactions</b>	
<b>Student-Instructor Interaction</b>	Instructors are expected to have regular, on-going weekly interaction with students, regarding, for example, explanation of course material, feedback on individual assignments and on class discussions, updates on upcoming assignments, and response to student communications.
<b>Student-Student Interaction</b>	Students are expected to engage with one another multiple times per week, for example, through discussions with original posts and replies.
<b>Student-Content Interaction</b>	Students are expected to engage with weekly content units that include reading assignments and posted documents, PowerPoints that support text with visuals, and written assignments that encourage individual learning and feedback.
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.)	
<p>Weekly units will include reading assignments and lectures, additional multimedia resources as available, and graded assignments, done individually and through threaded discussion.</p> <p>Instructional materials will be similar to those in the on-ground sections, with assigned textbook, documents, and PowerPoint lectures that include visual images illustrating locations, activities, and concepts.</p> <p>Instructional activities specific to each student's physical environment may be assigned as the basis for group study or a collaborative project.</p>	
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.)	
SMC's Canvas training and support provides what instructors need, with additional Canvas hotline support. History instructors new to online teaching are expected to take additional training through @one.	
Describe any student support services one might want or need to integrate into the online classroom for this course (e.g. links to counseling, financial aid, bookstore, library, etc.)	
The course will not need additional student support beyond what's already available.	
Describe how the design of the course will ensure access for students with disabilities including compliance with the regulations of Section 508 of the Rehabilitation Act.	

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

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

Regarding Objective 8, linking past to present, students may be asked in a threaded discussion to reflect on evidence in their own environment that corresponds to an earlier issue that the unit addresses. Through their posts and the requirements for substantive replies, they will engage in group study that builds from their individual experiences to a broader perspective across time and place.

### Assessment Best Practices

60%-**Exams** - Three essay exams that build from weekly questions and discussions. Scaffolded so students benefit from individual grading per rubric and individual feedback. General Comments also posted to clarify common misunderstandings and provide guidance for upcoming exam(s).

40%-**Assessment of ten or more weekly unit reading questions and threaded discussion** - Assignments graded individually using rubric related to instructions and SLOs. Individual written feedback also given; general comments posted in unit, clarifying common misunderstandings and/or expanding on issues raised in threaded discussion.

## EARLY CHILDHOOD Studies Certificate of Achievement

The Early Childhood Education Career program focuses on educational practices that emphasize interpersonal relationships, cultural diversity, child-centered curriculum and the inclusion of children with special needs in all educational opportunities. The curriculum prepares students to teach or administer programs for young children that include: private early childhood programs, public programs such as school district children centers and Head Start Programs, Head Start, Infant and School Age Programs. The Early Childhood Education Career program is geared toward students wishing to prepare for employment in early childhood programs. Emphasis is placed in preparing students for early entry into the workforce. The program provides a sequential path that allows students to obtain the academic requirements for various state permits – Associate Teacher, Assistant Teacher, and Teacher. Students may build on the courses provided by the ECE Career program to later transfer. However, the AS-T in ECE is the recommended option for students desiring to transfer.

### **Program Learning Outcomes:**

Upon completion of the program, students will demonstrate the knowledge, skills and disposition to meet the entry-level professional requirements for teachers in early childhood programs and fulfill requirements to qualify as a Teacher in a center licensed by the California Department of Social Services (Title 22). This Certificate is designed to meet the Child Development course requirements for a California Child Development Associate Teacher Permit.

## Area of Emphasis (30 units)

### **Required Core Courses: (24 units)**

ECE 2, Principles and Practices of Teaching Young Children (3)  
ECE 11, Child, Family and Community (3)  
ECE 21, Observation and Assessment (4)  
ECE 22, Practicum in Early Childhood Education (5)  
ECE 45, Introduction to Children With Special Needs (3)  
ECE 64, Health, Safety, and Nutrition for Young Children (3)  
PSYCH 11, Child Growth And Development (3)

### **Required Curriculum Courses**

select two courses from the following: (6 units)  
ECE 4, Language and Literature for the Young Child (3)  
ECE 5, Math and Science for the Young Child (3)  
ECE 8, Creative Experiences - Art, Music, and Movement (3)  
ECE 17, Introduction to Curriculum (3)



# WORD PROCESSING

## Department Certificate

This program prepares students for both entry-level and advanced word processing positions in a variety of office settings. It also serves as a foundation for specialization in fields such as legal transcription and desktop publishing. The Word Processing Certificate includes courses in rapid and accurate keyboarding, document editing and formatting, advanced word processing techniques, English Skills for the Office and an overview of the Microsoft Office Suite.

### **Program Learning Outcomes:**

Upon completion of this program, when given a hard copy of a document with complex formatting, the student will be able to recreate the document in Microsoft Word and will create mail merge documents and templates.

## Area of Emphasis (12 units)

### **Required Courses: (9 units)**

CIS 4, Business Information Systems with Applications (3)

CIS 37, Microsoft Word (3)

OFTECH 5, English Skills For The Office (3)

### **Select 3 units from the following:**

OFTECH 1, Keyboarding I (3)

OFTECH 1A, Keyboarding 1A (1)

OFTECH 1B, Keyboarding 1B (1)

OFTECH 1C, Keyboarding 1C (1)

OFTECH 9, Keyboarding Improvement (1)

OFTECH 10, Skill Building On The Keyboard (3)

**2018-2019 State Adopted Budget  
New Funding Formula Framework/Factors**

Formula Framework	Calculation of Funding
<p><b>Base Allocation</b></p> <p><b>2018-2019</b> <b>70% of Formula</b></p> <p><b>2019-2020</b> <b>65% of Formula</b></p> <p><b>2020-2021</b> <b>60% of Formula</b></p>	<ol style="list-style-type: none"> <li>District will receive: In 2018-2019 \$3,727 per Credit FTES In 2019-2020 \$3,387 per Credit FTES adjusted for COLA In 2020-2021 \$3,046 per Credit FTES adjusted for COLA in the current and prior year After 2020-2021 rate will be increased by funded COLA <i>*Note: 2017-2018 rate was \$5,151 per Credit FTES</i></li> <li>District will continue to receive a basic allocations for the main campus and approved center (CMD) (Current allocation is \$7,299,269 )</li> <li>Non-Credit and CDCP FTES will continue to be funded using the current model (2018-19: NC = \$3,347; CDCP = \$5,457 )</li> <li>Summer shift (i.e. borrowing) is still an allowable practice</li> <li>Stability and restoration mechanisms remains in place (i.e. FTES declines will not immediately result in a loss of Apportionment)</li> <li>Funded FTES will be calculated using a 3 year average <i>Example: If the District served 20,000 FTES in the prior prior year, 20,500 FTES in the prior year, and has zero growth for the current year then the Base Allocation of FTES would be 20,333</i></li> </ol>
<p><b>Supplemental Allocation</b></p> <p><b>20% of Formula For All Years</b></p>	<ol style="list-style-type: none"> <li>This allocation will be awarded based on points. Each point is equal to \$919 in apportionment funding increased by COLA annually</li> <li>Point Distribution: <ul style="list-style-type: none"> <li>One point (\$919) for each student who is a recipient of a Federal Pell grant (Headcount from prior year)</li> <li>One point (\$919) for each student who receives an exemption from nonresident tuition - AB 540 (Headcount from prior year)</li> <li>One point (\$919) for each student who receives a California Promise Waiver (Headcount from prior year)</li> </ul> </li> </ol>
<p><b>Student Success and Equity Allocation</b></p> <p><b>2018-2019</b> <b>10% of Formula</b></p> <p><b>2019-2020</b> <b>15% of Formula</b></p> <p><b>2020-2021</b> <b>20% of Formula</b></p>	<p><b><u>Student Success Component</u></b></p> <ol style="list-style-type: none"> <li>This allocation will be awarded based on points. Each point is equal to: In 2018-2019 \$440 In 2019-2020 \$660 adjusted for COLA In 2020-2021 \$880 adjusted for COLA in the current and prior year After 2020-2021 rate will be increased by funded COLA</li> <li>1A. Point Distribution: (Based on Prior Year Data ) <ul style="list-style-type: none"> <li>Three points (\$1,320) for each student who is granted an approved associate or baccalaureate degree (excludes ADT)</li> <li>Four points (\$1,760) for each student who is granted an approved associate degree for transfer</li> <li>Two points (\$880) for each student who is granted an approved credit certificate requiring 16 or more units</li> <li>Two points (\$880) for each student who successfully completes</li> </ul> </li> </ol>

transfer-level Math and English courses within the students first academic year of enrollment

- One and one-half points (\$660) for each student who successfully transfers to a four-year university
- One point (\$440) for the number of students successfully complete nine or more career technical education units
- One point (\$440) for each student who obtains a regional living wage within one year of completion

**Equity Component**

2. This allocation will be awarded based on points. Each point is equal to:

In 2018-2019 \$111

In 2019-2020 \$167 adjusted for COLA

In 2020-2021 \$222 adjusted for COLA in the current and prior year

After 2020-2021 rate will be increased by funded COLA

This allocation will be given when a student meets the metrics listed above in section 1A **and** are also recipients of a California College Promise Grant, Pell Grant, or both. This allocation is **supplemental** to the allocations listed in section 1A

- 2A. Point Distribution for **California College Promise Recipients:** *(Based on Prior Year Data )*

- Three points (\$333) for each student who is granted an approved associate or baccalaureate degree *(excludes ADT)*
- Four points (\$444) for each student who is granted an approved associate degree for transfer
- Two points (\$222) for each student who is granted an approved credit certificate requiring 16 or more units
- Two points (\$222) for each student who successfully completes transfer-level Math and English courses within the students first academic year of enrollment
- One and one-half points (\$167) for each student who successfully transfers to a four-year university
- One point (\$111) for the number of students successfully complete nine or more career technical education units
- One point (\$111) for each student who obtains a regional living wage within one year of completion

- 2B. Point Distribution for **Pell Recipients:** *(Based on Prior Year Data )*

- Four and one-half points (\$500) for each student who is granted an approved associate or baccalaureate degree *(excludes ADT)*
- Six points (\$666) for each student who is granted an approved associate degree for transfer
- Three points (\$333) for each student who is granted an approved credit certificate requiring 16 or more units
- Three points (\$333) for each student who successfully completes transfer-level Math and English courses within the students first academic year of enrollment
- Two and one-quarter points (\$250) for each student who successfully transfers to a four-year university
- One and one-half points (\$167) for the number of students successfully complete nine or more career technical education units
- One and one-half points (\$167) for each student who obtains a regional living wage within one year of completion

<b>Hold Harmless</b>	<ol style="list-style-type: none"> <li>1. 2018-2019 funding will be equal to or greater than the 2017-2018 funding plus 2.71% COLA</li> <li>2. In 2019-2020 funding will be calculated under the new formula with the District guaranteed to receive no less than the funding it received in 2017-2018 adjusted for current and prior year COLA.</li> <li>3. In 2020-2021 funding will be calculated under the new formula with the District guaranteed to receive no less than the funding it received in 2017-2018 adjusted for current and prior years COLA.</li> <li>4. In 2021-2022 the District will be funded under the new formula with no hold harmless.</li> </ol>
<b>Other Related Items</b>	<ol style="list-style-type: none"> <li>1. The Board of Trustees must, no later than January 1, 2019, certify that it has adopted goals that are aligned with the Vision for Success, adopted by the Board of Governor's in 2017. The CCCCO is charged in the legislation to provide guidance to the Districts on how to meet this requirement.</li> <li>2. The Legislature will create a Student Success Funding Formula Oversight Committee for the purpose of continuous evaluation of the new funding formula.</li> </ol>

## 1. Narrative

All new and substantially changed Certificate of Achievement proposals must include a narrative that addresses:

1. Program Goals and Objectives – must address a valid transfer, workforce preparation, basic skills, civic education, or lifelong learning purpose. For the purposes of Chancellor’s Office submission and approval, programs may select one of three program goals: transfer, CTE, or local. Transfer is applied only to certificates for CSU GE-Breadth IGETC. CTE is limited to certificates in a vocational TOP Code. Local is used for all other certificates, but may include certificates designed to prepare students for transfer.
2. Catalog Description – includes program requirements, prerequisite skills or enrollment limitations, student learning outcomes, and information relevant to program goal
3. Program Requirements – includes course requirements and sequencing that reflect program goals
4. Master Planning – how it fits in the mission, curriculum, and master planning of the college and higher education in California
5. Enrollment and Completer Projections – projection of number of students to earn certificate annually
6. Place of Program in Curriculum/Similar Programs – how it fits in college’s existing program inventory
7. Similar Programs at Other Colleges in Service Area – justification of need for program in the region

## 2. Career Technical Education Certificates–Additional Documentation

In addition to a narrative, all new and substantially changed CTE programs must include:

- Labor Market Information and Analysis – refer to the section VII for additional information
- Advisory Committee Recommendation – includes advisory committee membership, minutes and summary of recommendations
- Regional Consortia Approval Meeting Minutes – showing program recommendation

Apprenticeship programs do not require advisory committee and regional consortia minutes, but do require labor market information and analysis and an approval letter from the [California Division of Apprenticeship Standards](#) (DAS).

## PROGRAM NAME AND TYPE

### Item 1. Statement of Program Goals and Objectives

COPY PROGRAM LEARNING OUTCOMES (CURRICUNET)

Upon completion of the DEGREE NAME, students will have a strong academic foundation in the field and be prepared for upper division baccalaureate study. Students who have completed the DEGREE NAME will have satisfied the lower division requirements for transfer into MAJOR NAME or similar major for many campuses in the California State University system. This degree complies with the Student Transfer Achievement Reform Act (California Education Code 66746).

### Item 2. Catalog Description

COPY PROGRAM DESCRIPTION (CURRICUNET)

The DEGREE NAME is designed to prepare students for transfer into the CSU system to complete a baccalaureate degree in MAJOR NAME or a similar major. Upon completion of this degree, students will have a strong academic foundation in the field and be prepared for upper division baccalaureate study. Students who have completed the DEGREE NAME will have satisfied the lower division requirements for transfer into MAJOR NAME or similar major for many campuses in the California State University system. This degree complies with the Student Transfer Achievement Reform Act (California Education Code 66746).

Students must complete the following Associate Degree for Transfer requirements:

- (1) Completion of 60 semester units (or 90 quarter units) that are eligible for transfer to the California State University, including both of the following:
  - (A) The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements.
  - (B) A minimum of 18 semester units (or 27 quarter units) in a major or area of emphasis, as determined by the community college district.
- (2) Obtainment of a minimum grade point average of 2.0.
- (3) Obtainment of a grade of C or higher in each course in the Area of Emphasis, or with a P if the course was taken on a Pass/No Pass basis, and the P is equal to a C or higher (Title 5 §55063).

### Item 3. Program Requirements:

#### Area of Emphasis

COPY COURSE DETAILS (CURRICUNET)

<b>Total Units for Area of Emphasis:</b>	<b>18-19</b>
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<b><i>Double-Counted (CSU GE / IGETC)</i></b>	<b><i>18-19 / 15-18</i></b>
<b><i>CSU GE / IGETC Breadth:</i></b>	<b><i>39 / 37</i></b>
<b><i>Electives:</i></b>	<b><i>2-3 / 5-8</i></b>
<b><i>Degree Total</i></b>	<b><i>60</i></b>

**Items 4-21.**

No written response is required for Narrative Items #4–21.

## PROGRAM NAME AND TITLE

### 1. Program Goals and Objectives

Copy Program Description from Curricunet

Copy Program Learning Outcomes from Curricunet

\*CTE ONLY: Copy the brief rationale from the LAOCRC Application (question 2)

### 2. Catalog Description

Copy Program Description from Curricunet

Copy Program Learning Outcomes from Curricunet

### 3. Program Requirements

List course requirements and the sequencing of course completion

\*CTE ONLY: copy the list from the LAOCRC Application (question 5); you will still need to add in the sequencing to the course requirement list. Copy Advisory Minutes approval.

### 4. Master Planning

Write a brief paragraph explaining how this certificate or degree supports the College Mission, Strategic Initiatives, Master Plan for Education, and/or the Chancellor's Vision for Success

### 5. Enrollment and Completer Projections

Provide enrollment/completer projection data for the program

\*CTE ONLY: Copy LMI data from the LAOCRC Application (question 3)

### 6. Place of Program in Curriculum/Similar Program

What related programs are offered by the college? Provide details/explanation of relationships of programs, including stackable certificates. Does the program replace or alter any existing program(s) on the college's inventory? Provide relevant details if this program is related to the termination or scaling down of another program(s).

### 7. Similar Programs at Other Colleges in Service Area

List similar programs in our region (list of colleges in our region is available at:

<http://www.laocrc.org/about/districts>

\*CTE ONLY: Copy this data from the LAOCRC Application (question 4)

### 8. Transfer Preparation Information

Transfer Degrees Only: provide information on transfer preparation



# **Santa Monica College Curriculum Committee Instructions for Development of Credit CTE Degrees or Certificates**

## **Types of CTE Programs**

- Associate of Science  
At least 18 units in an area of emphasis (aka “major”) along with other degree requirements including GE, Global Citizenship, and American History requirements. Must receive SMC Curriculum, Academic Senate, Board of Trustees, and CCCCO (California Community College Chancellor’s Office) approvals; appears on student transcript; financial aid eligible.
- Certificate of Achievement  
12 or more units\*; must receive SMC Curriculum, Academic Senate, and Board of Trustees approval, as well as LAOCRC (Los Angeles Orange County Regional Consortium) and CCCCO (California Community College Chancellor’s Office) approvals; appears on student transcript; financial aid eligible.
- Department Certificate  
Fewer than 12 units\*; must receive SMC Curriculum, Academic Senate, and Board of Trustees approval; not CCCCO approved, not financial aid eligible. Must be supported by either labor market demand data and/or constitute a milestone in a larger career pathway.

*\*Certificates of 8-15.5 units may be offered as either Certificates of Achievement (preferred) or as Department Certificates. When a department feels there is a significant benefit to offering a certificate of 8-15.5 units as a Department Certificate, they should submit their rationale to the Curriculum Committee along with the proposed certificate.*

## **Approval Process for Associate Degrees and Certificates of Achievement**

To streamline the approval process, thereby minimizing the total time required to bring new programs to our students, departments should pursue regional and local approvals simultaneously. The following steps are recommended to ensure the process is as efficient as possible.

- Step 1:
  - Submit a Notice of Intent to create/modify a program to the SMC Office of Workforce Development. This prompts the Office of Workforce Development to request Labor Market Information (LMI) from the regional Center for Excellence or to obtain other Chancellor’s Office-approved LMI for the program. It also prompts submission of a Notice of Intent to the LAOCRC.
  - Hold a meeting of your local and/or regional Industry Advisory Board for the program to discuss the proposed program and obtain minutes that document the

Board's recommendation to pursue the proposal. A template for Advisory Board minutes is available from SMC's Office of Workforce Development.

- Complete the LAOCRC Program Application Form
- Complete the CTE Narrative
  
- Step 2
  - Enter the new program or program revisions in CurricUNET. Attach the following mandatory documents:
    - Completed CTE Narrative
    - Advisory Board Minutes
    - Labor Marketing Information (LMI)
    - LAOCRC Minutes\*\*

*\*\*LAOCRC recommendation for the program is not required; however, the program still must be presented to the LAOCRC and the minutes of that meeting must be uploaded in CurricUNET.*

### **Approval Process for Department Certificates**

- Step 1

To help the Curriculum Committee understand the purpose of the program and its benefit to students, one or both of the following must be true:

  1. The certificate prepares students directly for entry into documented employment opportunities. In this case, submit a Notice of Intent to create/modify a program to the SMC Office of Workforce Development. This prompts the Office of Workforce Development to request Labor Market Information (LMI) from the regional Center for Excellence, or to obtain other Chancellor's Office-approved LMI for the program.
  2. The program serves as a milestone in a larger career pathway. In this case, attach a document outlining the larger curricular pathway and how this certificate fits into that plan.
  
- Step 2

Enter the new program or program revisions in CurricUNET. Attach the following mandatory documents:

  - LMI (if Option 1 above)
  - Pathway Description (if Option 2 above)