



# Curriculum Committee Agenda

Wednesday, October 3, 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	Irena Zugic
Sheila Cordova	Sasha King	Lee Pritchard	A.S. Representative

**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 ..... 3
- V. Chair’s Report
  
- VI. Information Items
  - 1. Redesign of the Student Experience
    - Program Mapping Overview and Training
  
  - (Courses: Non-Substantial Changes)*
  - 2. ART 31, Beginning Painting
  - 3. ART 33, Advanced Painting
  - 4. ART 52A, Ceramics I
  - 5. COUNS 54 Organizing for College Success
  - 6. FASHN 1 Introduction to the Fashion Industry
  - 7. FASHN 9A Fashion Illustration
  - 8. FASHN 9B Advanced Fashion Illustration
  
- VII. Action Items
  - (Courses: New)*
  - a. ACCTG 19A IRS Volunteer Income Tax Assistance (VITA) Program - Tax Preparer  
(Prerequisite: IRS Certification) ..... 7
  - b. ACCTG 23 Payroll Accounting ..... 13

c. BUS 10 Introduction to Intellectual Property .....	18
d. CS 73B Computer Forensics Fundamentals (Skills Advisory: CS 73A) .....	24
e. CS 73C Cybersecurity and Ethical Hacking (Skills Advisory: CS 73A).....	30
f. KIN PE 18 Beginning Fitness Walking.....	37
g. KIN PE 52A Beginning Pickleball .....	39
h. KIN PE 52B Intermediate Pickleball .....	41
i. MEDIA 26 Digital Storytelling in Spanish (Skills Advisory: SPAN 25) .....	43

*(Courses: Substantial Changes)*

j. CS 73A Fundamentals of Computer Security (Renumbering/Renaming: was “CS 73 Computer Security Concepts”; Added Skills Advisory: CS 3, CS 70) .....	48
k. PV 4 Photovoltaic Technical Sales (Added transferability to CSU; Skills Advisory changed to PV 11 from PV 1 due to deactivation of PV 1) .....	53

*(Courses: Distance Ed)*

l. ACCTG 23 Payroll Accounting.....	15
m. BUS 8 Law for the Entrepreneur .....	56
n. BUS 10 Introduction to Intellectual Property.....	20
o. CS 73B Computer Forensics Fundamentals.....	26
p. CS 73C Cybersecurity and Ethical Hacking .....	33

*(Programs: Revisions)*

- a. Changes to degrees and certificates as a result of courses considered on this agenda
  - Add ACCTG 19A to Accounting AS Degree and Small Business Tax Practice
  - Add ACCTG 23 to Accounting AS Degree and Business Bookkeeping Department Certificate
  - Add BUS 10 to Business AS Degree, Entrepreneurship Certificate of Achievement and Business Entrepreneurship Department Certificate
  - Add KIN PE 18, 52A, 52B to Athletic Coaching Associate Degree/Certificate of Achievement
  - Add MEDIA 26

VIII. New Business

- Gary Huff: crosswalk between the OEI rubric for best teaching practices in online courses with the distance ed application fields
- Discussion of approach to courses that do not appear to directly support transfer or further employment

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

**Members Present:**

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

**Members Absent:**

Wynn Armstrong	Jae Lee	Dana Nasser	Lydia Strong
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**Others Present:**

Susan Caggiano	Rachel Demski	Howard Stahl
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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 approve the agenda with no revisions/reordering.

**Motion made by:** Lee Pritchard; **Seconded by:** Garen Baghdasarian

The motion passed unanimously

**II. Public Comments**

None

**III. Announcements**

None

**IV. Approval of Minutes**

A motion wade made to approve the minutes of September 5 with no revisions/changes.

**Motion made by:** William Konya; **Seconded by:** Audra Wells

The motion passed unanimously

**V. Chair’s Report**

- All action items from last meeting were approved by the Academic Senate.
- ASCCC Professional Development website includes a five-course series of courses that provides an overview of various aspects of curriculum development:  
<https://www.asccc.org/pdc-online-courses>
  - Courses include: Curriculum 101: Introduction and Types of Courses; Programs and Awards; The Course Outline of Record (COR); Program and Degree Proposals; Focus on Career Technical Education (CTE) These can be used as individual flex activities.
- Chancellor's information impacting our work and our students at SMC:

- Vision for Success, available full text at <https://vision.foundationccc.org/> Recommend reading through it, as it is the force driving changes we are making, as a system.
- California Community Colleges Guided Pathways site: <https://vision.foundationccc.org/> includes Chancellor's office information on the program, presentations, resources, a FAQ, and other information
- Resources for Undocumented Students:  
<http://www.cccco.edu/ResourcesforUndocumentedStudents.aspx>
- Chancellor's Office Reports:
  - <http://californiacommunitycolleges.cccco.edu/ChancellorsOffice/ReportsandResources.aspx>
  - Recent reports cover Disabled Student Programs and Services (9/18), Strong Workforce Program (7/18), Nursing (6/18), the Associate Degree for Transfer Annual Campaign (6/18) and the Economic and Workforce Development annual report (6/2018). Good resources for faculty questions on those programs.
- Upcoming events and meetings from the Academic Senate for California Community Colleges:
  - The ASCCC Fall 2018 Plenary Session will be held at the Irvine Marriott Hotel in Irvine, CA from November 1-3, 2018. The 2018 Fall Plenary Session theme will be announced soon.
  - The Fall 2018 Area C meeting will be at Compton College from 10 am to 3 pm with breakfast starting at 9 am. An agenda, and other meeting materials will be posted soon.

## VI. Information Items

### 1. Redesign Report

Guido provided a recap of the AACC Pathways 2.0 Institute which dealt with student services, intake, onboarding, and counseling. Visits were made to ASU and Maricopa South Mountain Community College. Save the date for October 12 and October 26 for mapping days (similar to sorting day). Curriculum Representative assignments were announced (see below):

Program	SMC Degree	CC Rep
Sociology	AA-T	Christina
Economics	AA-T	Christina
Political Science	AA-T	Christina
Accounting	AS	Dana
Administration of Justice	AS-T	Dana
Business Administration	AS-T	Dana
Electrical Engineering	Transfer	Emin
Biology	Transfer	Garen
Nutrition and Dietetics	AS-T	Garen
Chemistry	Transfer	Garen
Early Childhood Education	AS-T	Gary
Psychology	AA-T	Gary

Art History	AA-T	Gary
Studio Art	AA-T	Jae
Dance	AA	Jae
Music	AA	Jae
Anthropology	AA-T	Jing
Geography	AA-T	Jing
Recycling and Resource Management	AS/COA	Jing
Cosmetology	AS/COA	Josh
Fashion Merchandising	AS/COA	Josh
Photography	AS/COA	Josh
Communication Studies	AA-T	Lee
English	Transfer	Lee
Theatre Arts	AA-T	Lee
Nursing	ADN	Lydia
Kinesiology	AA-T	Lydia
Athletic Coaching	AS/COA	Lydia
Journalism	AA-T	Redelia
Animation	AS/COA	Sheila
Graphic Design	AS/COA	Sheila
Interior Architectural Design	AS/COA	Sheila
History	AA-T	Toni
Spanish	AA-T	Toni
Linguistics	Transfer	Toni
Computer Business Applications	AS/COA	William
Computer Science	AS	William
Mathematics	AS-T	William

(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)  
Motion to approve CS 79E with minor revisions  
**Motion made by:** Toni Trives; **Seconded by:** Hesham Jarmakani  
The motion passed unanimously

Motion to approve Skills Advisories CS 79C and CS 79D  
**Motion made by:** Toni Trives; **Seconded by:** Estela Narrie  
The motion passed unanimously

(Courses: Distance Ed)

- b. CS 79E Best Practices in Amazon Web Services  
Motion to approve CS 79E for Distance Education with minor revisions

**Motion made by:** Maral Hyeler; **Seconded by:** Estela Narrie  
The motion passed unanimously

- c. ENVRN 14 US Environmental History  
Motion to approve ENVRN 14 for Distance Education with minor revisions  
**Motion made by:** Christina Gabler; **Seconded by:** Jenny Merlic  
The motion passed unanimously

*(Programs: Revisions)*

- a. Early Childhood Studies (name change: was Early Childhood Education – Career)  
Motion to approve Early Childhood Studies name change for AS and Certificate of Achievement with no other revisions/changes  
**Motion made by:** Estela Narrie; **Seconded by:** Maral Hyeler  
The motion passed unanimously
- b. Word Processing Department Certificate (deactivation)  
Motion to deactivate Word Processing Department Certificate due to duplication of course sequence in Clerical/Data Entry Department Certificate  
**Motion made by:** Guido Davis Del Piccolo; **Seconded by:** Irena Zugic  
The motion passed unanimously
- c. Changes to degrees and certificates as a result of courses considered on this agenda
  - Add CS 79E to Cloud Computing Department Certificate  
CS 79E will not be added to the Cloud Computing Department Certificate as the additional units would cause the Department Certificate to become a Certificate of Achievement. This will be revisited when Cloud Computing is submitted to be transitioned to an AS/Certificate of Achievement

**VIII. New Business**

Brief discussion was had on courses that don't facilitate transfer or employability. To be discussed further at the next meeting of the Curriculum Committee.

**IX. Old Business**

- Funding Formula Update  
Jenny Merlic provided a detailed overview of the changes to the funding formula from the state and how apportionment will be calculated going forward
- Department Certificates/Certificates of Achievement  
Brenda Antrim and Jenny Merlic provided an overview of the transition of Department Certificates to Certificates of Achievement (due to the change in minimum units for Certificates of Achievement), as well as highlighted Narrative Instructions and Templates that have now been uploaded to the Curriculum website (under "[Curriculum Resources](#)"), and are listed under "Links" in [Curricunet](#).

**X. Adjournment**

The meeting was adjourned at 4:55pm

# Santa Monica College

## Course: NEW or Reinstatement

### Expanded Course Outline for ACCTG 19A - IRS Volunteer Income Tax Assistance (VITA) Program - Tax Preparer

Course Cover	
Discipline	ACCTG-ACCOUNTING
Course Number	19A
Full Course Title	IRS Volunteer Income Tax Assistance (VITA) Program - Tax Preparer
Catalog Course Description	This course will allow students to prepare individual income tax returns to low-income individuals through the IRS VITA Program. Students will learn to use tax software to accurately prepare and file federal and state individual income tax returns within the scope of the VITA Program. Students will learn how to develop a system of quality control for tax returns and develop communication skills through interviews of taxpayers and explanations of tax return results.
Rationale	After receiving IRS certification, students need opportunities to work with individuals in income tax form preparation. This course provides students the opportunity to participate as preparers, assisting low-income individuals through the IRS VITA Program.
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: 2.00
Weekly Lecture Hours	Min:
Weekly Laboratory Hours	Min:
Weekly Arranged Hours	Min: 2.00 (Sem: 36)
Total Semester Instructional Hours	36.00
Total Outside-of-Class Hours	0
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>AA Degree</b> -AA in Accounting <b>Department Certificate</b> -Small Business Tax Practice
Pre/Corequisites & Advisories	
<b>Prerequisite</b> IRS Certification	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Collect, identify, examine, sort and classify tax documents to file individual income tax returns.	

2. Apply basic tax law and determine filing requirements.
3. Identify tax law resources to communicate and answer technical questions.
4. Determine tax deductions and credits for individuals.
5. Apply a system of quality control over the individuals tax return.
6. Practice communication skills by interviewing taxpayers and explaining tax return results.
7. Determine the taxpayers qualification for VITA services.

### Arranged Hours Objectives

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

1. Interview taxpayers to prepare tax returns.
2. Use the tax resources properly to assess the applicability of the tax law to the taxpayer.
3. Manage the privacy of taxpayers over the sensitivity of information being shared by the taxpayer.
4. Communicate the tax law to taxpayers such as income, deductions and credits.
5. Explain the results of the taxpayer's tax return.
6. Prepare individual income tax returns, including schedules.
7. Understand the policies and regulations pertaining to the IRS VITA program.

### Course Content

80%	Preparation of Individual Income Tax Returns
7%	Interviewing taxpayers
7%	Collecting, identifying, examining, sorting and classifying tax documents.
5%	Reviewing individual income tax returns with taxpayers
1%	Assembling individual tax returns

Total: 100%

### Arranged Hours Instructional Activities

Methods	Field Experience Lab
Other Methods	Applying course content to lab work.

### Methods of Presentation

Methods	Field Experience Lab Observation and Demonstration
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### Methods of Evaluation

Methods	<ul style="list-style-type: none"> <li>• 100% - Lab Reports</li> <li>• 100% - Total</li> </ul>
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### Appropriate Textbooks

Textbooks such as the following are appropriate:

Formatting Style	APA
Other	<ol style="list-style-type: none"> <li>1. IRS Publication 17</li> <li>2. IRS 6744 VITA/TCE Volunteer Assistor's Test</li> <li>3. IRS 4012 VITA/TCE Volunteer Resource Guide</li> </ol>

### Assignments

#### Sample Assignment

The assignments are composed of preparing individual tax returns to low income individuals and conducting the following tasks:

1. Qualifying taxpayers for VITA service.
2. Interviewing taxpayers
3. Collecting, identifying, examining, sorting and classifying tax documents.



4. Preparing individual tax returns.

### Student Learning Outcomes

1. Interpret basic federal and California tax law as prescribed by the IRS VITA Program.

2. Demonstrate an understanding of the ethics and quality controls pertaining to taxpayers private and sensitive information.

3. Prepare a basic Form 1040 and 540 for low-income individuals that qualify for the IRS VITA program.

4. Use tax software to prepare individual tax returns.

### Minimum Qualification

Minimum Qualifications: Accounting (Masters Required)

### Library

List of suggested materials has been given to librarian? No

Library has adequate materials to support course? Yes

### Attached Files

[Prerequisite Form - Acct 19A](#)

## Prerequisite / Corequisite Checklist and Worksheet

<b>Accounting: Acct 19A IRS Volunteer Income Tax Assistance (VITA) Program – Tax Preparer</b>
<b>Prerequisite:</b> IRS Certified
Other prerequisites, corequisites, and advisories also required for this course: (Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)
(If applicable, enter Discipline and Course # here) ; (Enter Course Title here)
(If applicable, enter Discipline and Course # here) ; (Enter Course Title here)

**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.	<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 prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	<b>X</b>	
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.	<b>X</b>	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	<b>X</b>	
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.	<b>X</b>	
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.	<b>X</b>	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	<b>X</b>	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	<b>X</b>	

**SECTION II - ADDITIONAL LEVEL OF SCRUTINY:**

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

Type 1: Standard Prerequisite (required prerequisite at UC or CSU)

\_\_\_ Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.

**List schools here:**

**Complete the Prerequisite Worksheet**

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

**Complete the Prerequisite Worksheet**

Type 3: Course in communication or computational skills as prerequisite for course other than another skills course (e.g., English 1 prerequisite for Anatomy 1)

**Complete the Prerequisite Worksheet**

**Complete Data Analysis**

X  
Type 4: Program prerequisites

**Prerequisite must be required for at least one of the courses in the program.**

**Explain: IRS CERTIFIED**

Type 5: Health and Safety

**Students who lack the prerequisite might endanger themselves, other students or staff. Explain:**

Type 6: Recency and other measures of readiness (miscellaneous)

**Data must be collected according to sound research principles in order to justify such prerequisites.**

**Complete the Prerequisite Worksheet**

## Prerequisites using Content Review

In order to properly justify/substantiate any prerequisite, we need to first determine what skills are necessary for students to be successful (skills without which they will likely not succeed (i.e., pass the course)).

- Keep in mind that “success” in the course means “passing” the course. “Success” does not mean “more likely to get a B or higher”.

Once we’ve identified what are the “entrance skills” necessary for success, we then need to look at the “exit skills” (objectives) of our existing courses to determine which of our courses sufficiently prepares students (based on the entrance skills) to be successful in the course in question.

- It is highly unlikely that there will be a “1-to-1 relationship” between the entrance skills and exits skills.
  - Course A, for example, may have 10 objectives, but perhaps only 5 (or even just 1) are essential for success in Course B. Only the relevant exit skills should be used to justify/substantiate a prerequisite.

### Completing the prerequisite worksheet:

The entrance skills must be worded as SKILLS. “What skills do students need to have BEFORE the course begins in order to be successful?”

For example:

- “Learn how to read college level textbooks” is NOT an entrance skill.
- “Ability to read college level textbooks” IS an entrance skill.

Once the entrance skills are determined, we can then figure out which course(s) are necessary as prerequisites (based on matching up the exit skills (objectives) of that course(s) with the entrance skills of the course in question).

# Prerequisite Worksheet

**ENTRANCE SKILLS FOR (the course in question)**

*(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)*

A)	STUDENT MUST HAVE PASSED THE IRS CERTIFICATION EXAM.
B)	
C)	
D)	
E)	
F)	
G)	
H)	

**EXIT SKILLS (objectives) FOR (the prerequisite course)**

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

1.	STUDENT MUST HAVE PASSED THE IRS CERTIFICATION EXAM TO BECOME IRS CERTIFIED TO PARTICIPATE IN THE VITA PROGRAM AND PREPARE TAX RETURNS.
2.	
3.	
4.	
5.	
6.	
7.	
8.	

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

# Santa Monica College

## Course: NEW or Reinstatement

### Expanded Course Outline for ACCTG 23 - Payroll Accounting

Course Cover	
Discipline	ACCTG-ACCOUNTING
Course Number	23
Full Course Title	Payroll Accounting
Catalog Course Description	Students will learn the fundamental skills and basic principles of business payroll. The focus of the course is primarily in payroll and personnel record keeping, calculation of gross pay using various methods, calculation of Social Security and Medicare taxes, calculation of federal and state income taxes, calculation of federal and state unemployment taxes, journalizing and posting payroll entries, and completing various federal and state forms.
Rationale	This course covers a specific area of accounting to a depth other courses do not, and will be of great use to our accounting students seeking to work for businesses.
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:
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	54.00
Total Outside-of-Class Hours	108.00
Load Factor	
Load Factor Rationale	
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade Only (upper div major)
Transfer/General Ed	
Transferability	Does NOT transfer to CSU or UC
SMC GE Area:	Does NOT satisfy any area of SMC GE
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	<b>AS Degree</b> -Associate of Science in Accounting <b>Department Certificate</b> -Business Bookkeeping
Content Review	
ACCTG 1 - Prerequisite (Content to Objective)	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Explain the legal framework that governs payroll.	
2. Describe the payroll practices, procedures and systems.	

3. Distinguish between exempt and non-exempt employees.
4. Define payroll terms.
5. Calculate gross and net pay calculation and pay methods.
6. Calculate employer payroll taxes.
7. Demonstrate an understanding of payroll summary schedules, payroll registers, and employee earning records.
8. Analyze how the payroll information is entered on the federal payroll tax forms and reports.

### Course Content

10%	Payroll Laws and Regulations
2%	New Employee Records
2%	Time and Work Records
15%	Determine gross and net earning
15%	Determine payroll deductions
10%	Determine Employer Payroll Taxes
10%	Payroll Entries
10%	Payroll Register
5%	Payroll Checks
6%	Employee Earnings Records
10%	Federal and State Tax Forms
5%	Payroll Systems

Total: 100%

### Methods of Presentation

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

Methods	<ul style="list-style-type: none"> <li>• 15% - Class Participation There will be weekly chapter discussions that will emphasize application of topics.</li> <li>• 25% - Exams/Tests This is composed of chapter quizzes and midterm.</li> <li>• 30% - Final exam This is a comprehensive final exam covering all chapters.</li> <li>• 20% - Homework Weekly homework assignments for areas covered in class.</li> <li>• 10% - Projects</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. Bernard J. Bieg & Judith A. Toland. *Payroll Accounting*, 27e ed. Cengage Learning, 2017, ISBN: 1305675126.

### Assignments

Sample Assignment

Sample problem on journalizing payroll entries:

Vulcra, Inc., has a semimonthly payroll of \$67,000 on September 15. The total payroll is taxable under FICA Taxes—HI; \$63,850 is taxable under FICA Taxes—OASDI; and \$10,300 is taxable under FUTA and SUTA. The state contribution rate for the company is 4.1%. The amount withheld for federal income taxes is \$9,911. The amount withheld for state income taxes is \$1,410.

- Journalize the payment of the wages, and record the payroll taxes on September 15.
- Assume that the employees of Vulcra, Inc., must also pay state contributions (disability insurance) of 1% on the taxable payroll of \$62,100 and that the employees' contributions are to be deducted by the employer. Journalize the September 15 payment of wages, assuming that the state contributions of the employees are kept in a separate account.

**Sample problem on calculating gross pay:**

Joseph Cavato is paid \$12.96 per hour. During the past week, he worked 46 hours, and he is a covered employee who must be paid for overtime. Calculate his gross pay using the overtime premium approach.

- Regular pay (46 hours) \$
- Overtime premium pay \$
- Gross pay \$

**Sample problem on how to calculate payroll deduction:**

Damerly Company (a Utah employer) wants to give a holiday bonus check of \$250 to each employee. Since it wants the check amount to be \$250, it will need to gross-up the amount of the bonus.

- Calculate the withholding taxes and the gross amount of the bonus to be made to John Rolen if his cumulative earnings for the year are \$46,910. Besides being subject to social security taxes and federal income tax (supplemental rate), a 5.0% Utah income tax must be withheld on supplemental payments. \$

**Student Learning Outcomes**

1. Demonstrate their knowledge, understanding and application of payroll skills.
2. Demonstrate an understanding of payroll laws and regulations.
3. Demonstrate their knowledge of federal payroll tax returns.
4. Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.

**Minimum Qualification**

Minimum Qualifications: Accounting (Masters Required)

**Library**

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

**Distance Ed**

**Distance Education Application**

Delivery Methods	Online/Classroom Hybrid Fully Online
Need/Justification	

**Distance Education Quality**

Quality Assurance	<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>
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**Guidelines and Questions for Curriculum Approval of a Distance Education Course**  
**Student Interactions**

Student-Instructor Interaction	There are many ways the instructor will interact with students: (1) students will be required to participate in topic related discussions, and the instructor will provide feedback on their response. (2) students are encourage to contact the instructor with any questions. (3) instructor regularly communicates with students via email or announcements on various topics that may induce students response.
Student-Student Interaction	Students are encourage to ask questions to other students on chapter topics via a discussion board designed for student's interaction. In addition, students are required to comment on other student's responses to the topic of the week via the discussion board.
Student-Content Interaction	The required assignments are conducted online, and the assignments provides chapter interaction activities that will aid students to learn the material, including PowerPoint presentations and chapter videos as well as readings.

<b>Online class activities that promote class interaction and engagement</b>	<b>Brief Description</b>	<b>Percentage of Online Course Hours</b>
Discussion Boards	Discussion boards with chapter topic related questions that students are required to participate.	15%
Online Lecture	There are online lectures distributed through PowerPoint and chapter videos covering the material.	30%
Project Presentation	Students are required to make a presentation on case problem related to the material covered in this class which illustrates an overall understanding of the subject matter.	10%
Exams	There are quizzes, tests and final exams covering the material presented in this course.	25%
Peer Feedback	Students are required to comment on other student's responses to the discussion board topic.	15%
Threaded Discussions	A student discussion board is set up and designed for students to ask other student for additional help in understanding the assignment at hand.	5%

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

The course is organized through chapter modules covering payroll areas that would complete the payroll knowledge for payroll professionals (i.e. payroll law and regulations, calculating gross and net pay and recording and reporting payroll).

Each chapter module will contain similar assignments and educational resources for consistency such as homework, discussion, lecture videos and PowerPoint.

The chapter modules will be introduced weekly with a week ending due date to accommodate a variety of schedules. Asking questions to the instructor is encouraged.

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

Instructor should complete a comprehensive learning management system training course and receive the appropriate certification since the class will be fully conducted online. The instructor needs to show



competence in navigating the learning management system to deliver an effective course with assignments, class discussions and timely grading.

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 class will provide links to various school departments such as online tutoring, bookstore, job placement, counseling and disability center.

In addition, the class will provide links to accounting and payroll career resources (i.e. CalCPA, AICPA and American Payroll Association) and links to the publisher to purchase textbook online and receive student support.

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

All the videos will be closed captioned to meet compliance.

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

Learning Objective:

"Calculate gross and net pay calculation and pay methods".

An instructor may utilize a variety of sources to teach this objective, such as PowerPoint, activity based problems and/or videos by connecting to the online management system.

Moreover, there will be an online discussion board with provoking questions or problems covering the learning objective that would allow students to expand their understanding of the learning objective.

#### Assessment Best Practices

20%-**Homework** - The assessment is based on how well the student correctly applies the knowledge of the subject matter through exercises and problem based assignments.

25%-**Tests** - Students will take tests which cover specific topics in payroll accounting. The test consist of multiple choice, problems and short answer questions.

30%-**Final Exam** - The final exam is composed of multiple choice, short answers and problems, and the student is assessed based on how many questions are correctly answered.

10%-**Project** - the project is assessed based on how well and correctly the project is presented to the instructor.

15%-**Discussion** - The assessment is based on how well the student correctly expresses his/her knowledge of the subject matter through written discussion.

# Santa Monica College

## Course: NEW or Reinstatement

### Expanded Course Outline for BUS 10 - Introduction to Intellectual Property

Course Cover	
Discipline	BUS-BUSINESS
Course Number	10
Full Course Title	Introduction to Intellectual Property
Catalog Course Description	This course introduces students to the basics of intellectual property law. The course is designed for the non-law student who wants to gain a general understanding of the different types of intellectual property and the subject matter that each protects. Current case examples will be explored to illustrate the application and relevance of each form to different industries.
Rationale	SMC is the lead college for the "Michelson Intellectual Property Education Initiative". The objective of this initiative is to grow intellectual property education and make it available at the undergraduate level. Knowledge of intellectual property is vital for future entrepreneurs. Additionally, we will only be using open source materials for this class. They include the textbook and more than 35 instructional videos which lecture on the various aspects of intellectual property. Due to the significance of this topic for students across many disciplines, we expect that this one unit course will be in great demand. We are already offering the more robust three unit course which is in high demand by students. This more streamlined version is offered as an alternative for students and professionals who want a less time intensive option.
Proposal Information	
Proposed Start	Year: 2019 Semester: Fall
Proposed for Distance Ed	Yes
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 1.00
Weekly Lecture Hours	Min: 1.00 (Sem: 18)
Weekly Laboratory Hours	Min:
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	18.00
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 CSU
IGETC Area	
CSU GE Area	
SMC GE Area	
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	<b>AS Degree</b> -Business(General Business) <b>Certificate of Achievement</b>

	-Entrepreneurship <b>Department Certificate</b> -Business Entrepreneurship
<b>Course Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Demonstrate an understanding of the different categories of intellectual property.	
2. Identify the requirements that make an invention eligible for patent protection.	
3. List the creative works that are eligible for copyright protection.	
4. Outline the benefits of trademark protection.	
5. Analyze the criteria for establishing trade secret protection and the significance of the secrecy requirement.	
<b>Course Content</b>	
15%	<u>Introductory Concepts</u> <ul style="list-style-type: none"> <li>• What is intellectual property (IP)?</li> <li>• Relationship between IP and the Economy</li> <li>• Categories of IP</li> <li>• Resources for Entrepreneurs</li> </ul>
25%	<u>Patent Basics</u> <ul style="list-style-type: none"> <li>• Introduction to patents</li> <li>• Foundations of patent protection</li> <li>• Eligibility requirements</li> <li>• Overview of patent application process</li> <li>• Enforcing patent rights</li> <li>• Infringement and potential consequences</li> </ul>
20%	<u>Copyright Basics</u> <ul style="list-style-type: none"> <li>• Introduction to copyright protection</li> <li>• Works eligible for copyright protection</li> <li>• Copyright in the courts</li> <li>• Copyright and new technology</li> <li>• Alternatives to copyright</li> </ul>
25%	<u>Trademark Basics</u> <ul style="list-style-type: none"> <li>• Introduction to trademarks</li> <li>• Types of trademarks</li> <li>• Trademark subject matter and eligibility</li> <li>• Benefits of trademark protection</li> <li>• Infringement and potential consequences</li> </ul>
15%	<u>Trade Secret Basics</u> <ul style="list-style-type: none"> <li>• Introduction to trade secrets</li> <li>• Foundations of trade secret protection</li> <li>• Misappropriation and potential remedies</li> </ul>
Total: 100%	
<b>Methods of Presentation</b>	
Methods	Lecture and Discussion Online instructor-provided resources Visiting Lecturers
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 10% - Class Participation</li> <li>• 60% - Exams/Tests 3 exams at 20%</li> </ul>

	<ul style="list-style-type: none"> <li>• 30% - Papers Two homework essays at 15% each.</li> <li>• 100% - Total</li> </ul>
<b>Appropriate Textbooks</b>	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Kline, David. . <i>The Intangible Advantage: Understanding Intellectual Property in the New Economy</i> , ed. The Michelson 20MM Foundation, Inc., 2016, ISBN: 9780997542615.	
<b>Assignments</b>	
Sample Assignment	
Students will complete two short essays this semester. The essays must be a minimum of two pages and a maximum of three pages in length, single spaced. The essays must be typed in 12 pt. Times New Roman.	
<u>Essay #1</u>	
You will research a news article about a case involving an intellectual property dispute. In the paper, please identify the type(s) of IP law implicated and summarize the pertinent facts giving rise to the dispute, the legal concepts at issue and the outcome of the dispute. In addition to providing a review of the case, please explain why this case is important for students and professionals.	
<u>Essay #2</u>	
The United States Patent and Trademark Office (USPTO) website contains valuable information concerning many aspects of patents and trademarks. For example, the website contains information on the patent application process. Please research the USPTO website and write a detailed summary of the informational resources the website provides. Conclude with an analysis of how this information may be utilized by students and professionals.	
<b>Student Learning Outcomes</b>	
1. Given a set of facts, identify which works are eligible for copyright protection.	
2. Presented with a hypothetical fact pattern, align different types of subject matter with the appropriate form of intellectual property protection.	
3. Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and their personal lives.	
<b>Minimum Qualification</b>	
Minimum Qualifications:	Law (Masters Required)
<b>Library</b>	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes
<b>Distance Ed</b>	
<b>Distance Education Application</b>	
Delivery Methods	Online/Classroom Hybrid Fully Online
<b>Distance Education Quality</b>	
Quality Assurance	<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>

Additional Considerations	<p>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.</p> <p>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.</p> <p>Adequate technology resources exist to support this course/section</p> <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	<p>The course will begin with a detailed welcome letter which includes pertinent details regarding the course and how the instructor will be in communication with the students. Each week, the instructor will post regular announcements and reminders regarding the assignments that need to be completed. Additionally, content pages will begin each module and will include key information and suggestions for how to approach content. Weekly discussion boards will be posted and the instructor will provide comments, input and feedback just as is done in a traditional classroom environment. Additionally, constructive feedback will be provided on the homework essays and exams in addition to numerical scores. The instructor will promptly respond to communication from students via email and through the "General Questions" discussion board.</p>
Student-Student Interaction	<p>Students will engage in weekly discussion board groups where they will be required to reply to at least two students in the class. In the first module, for example, students are asked to introduce themselves and reply to at least two other students in the class. From the beginning, a sense of community is established in the virtual classroom.</p> <p>Throughout the class, they will discuss different case studies and intellectual property concepts. They will also be able to participate in the "General Questions" discussion board where they can help each other with questions about the course content just as in an on-ground classroom.</p>
Student-Content Interaction	<p>The class is organized through weekly course modules. A wealth of material is offered for students to learn the intellectual property concepts. The videos and textbook are open source material provided by the Michelson 20MM Foundation. The content includes the following: specific learning objectives for each module, comprehensive video lectures regarding the various intellectual property concepts, weekly discussion boards that help students to evaluate their understanding of the concepts, relevant supplemental course materials such as information offered on the United States Patent and Trademark Office website and current articles to help the students relate the intellectual property concepts to everyday circumstances. The above content is provided on a weekly basis.</p>

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

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

The course is organized according to the major content headings in the syllabus. The first module provides an overview of intellectual property and contains references to relevant resources such as the United States Patent and Trademark Office (USPTO). The remaining modules are organized by categories of intellectual property (patents, trademarks, copyrights and trade secrets).

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

Discussion boards are posted weekly. Exams are spread out and given every 3-4 weeks, depending on the duration of the semester. Homework essays are also spaced out throughout the semester.

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

Instructors should have received training on the learning management system in place. They should also be aware of the technical support that is available for faculty. Knowledge of how to ensure that material is accessible is also vital.

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

Links to the following services should be provided: online tutoring and tutorials for online classes. Students should be informed of the technical support phone number.

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

All of the videos have been closed captioned. Any additional videos or materials posted will be reviewed to ensure compliance is met.

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

"List the creative works eligible for copyright protection".

After reviewing the above learning objective, students will view the lecture video that describes the eligible works. Following the video viewing, students will participate in a discussion where they provide examples of the eligible works and evaluate whether other works should be included in this list. They are also asked about the benefits of copyright protection.

### Assessment Best Practices

60%-**Three exams at 20% each.** - Exams will consist of multiple choice and/or short essay questions. Prior to exams, students are asked to post questions regarding the material on the "General Questions" discussion board. The instructor gives feedback and suggestions for how to succeed on the exam. Feedback is provided on the exams via the comments section in the Grade book.

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

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



# Santa Monica College

## Course: NEW or Reinstatement

### Expanded Course Outline for CS 73B - Computer Forensics Fundamentals

Course Cover	
Discipline	CS-COMPUTER SCIENCE
Course Number	73B
Full Course Title	Computer Forensics Fundamentals
Catalog Course Description	In this course, students will learn the principles and techniques of network forensics investigation and the use of available forensics tools in the list of the International Association of Computer Investigative Specialists (IACIS) certification. This course explores security incidents and intrusions, including identifying and categorizing incidents, responding to incidents, using log analysis, analyzing network traffic, applying various tools, and creating an incident response team. Students will also learn about ethical implications of computer forensics reporting and the laws regarding computer evidence.
Rationale	Cyber security is in high demand regionally and nationwide. Our advisory board members as well as our collaboration with the Workforce Development team and the regional consortium for cybersecurity have all prompted for this new program and course. This course usually follows an intro course in fundamentals of cybersecurity in a typical cybersecurity certification program.
Proposed Start	Year: 2019 Semester: Fall
Proposed for Distance Ed	Yes
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Weekly Laboratory Hours	Min:
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	54.00
Total Outside-of-Class Hours	108.00
Load Factor	1.00
Load Factor Rationale	As with all other CS courses, this course will carry the same effort hence the same load factor.
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	Transfers to CSU
IGETC Area	
CSU GE Area	
SMC GE Area	
Program Applicability	
Designation	Credit - Degree Applicable
Pre/Corequisites & Advisories	



**Skills Advisory**

CS 73A

**Course Objectives**

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

1. Detect and characterize various types of computer and network incidents
2. Demonstrate a practical understanding of the analysis of artifacts left on a compromised system
3. Demonstrate an understanding of how to effectively respond to privileged and major event incidents
4. Demonstrate an understanding of advisories, alerts, and management briefings
5. Demonstrate the ability to communicate incident response findings to technical and non- technical personnel

**Course Content**

11%	What Is Computer Forensics?
11%	Malware Analysis
11%	Working Over A Network
11%	Network Forensics
11%	Intelligence Gathering
11%	Host-Based Intrusion Detection Systems & Honeypots
11%	Identifying Indicators of an Intrusion
11%	Laws related to computer evidence
12%	Ethics in Digital Forensics

Total: 100%

**Methods of Presentation**

Methods	Lab 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 Work</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. Creutzburg, Reiner. *Handbook of Computer Security and Digital forensics - Part II - Digital Forensics*, ed. Wiki Books, 2016
2. Nelson, B, A. Phillips. *Guide to Computer Forensics and Investigation (5/e)*, ed. Cengage Learning, 2016, ISBN: 9781285060033.

**Assignments**

Sample Assignment

1. Create a report to list a validation report (for example, as published by the National Institute of Standards and Technology) that focuses on a digital forensics tool (software or hardware). You must list the proper reference to the report.
2. Evidence gathering techniques on cell phones use the interface to gather information about the address book, recent calls, and so on. This requires the investigator to press buttons on the phone to browse through and gather evidence from the phone book, text messages application, etc. List and explain one advantage and one disadvantage of using this approach. Contrast this approach to imaging the phone's contents and performing more in-depth forensics on the image.

### Student Learning Outcomes

1. Using the proper forensics tool, investigate and list digital evidence on compromised systems and networks.
2. Having diagnosed and isolated current and potential threats, create response reports that address vulnerabilities and recommend the appropriate measures to safeguard against those potential threats.
3. Using their knowledge of the laws governing hacking, list and apply professional and ethical standards of conduct and apply them when conducting a forensic investigation.

### 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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### Additional Comments/Information

The following in addition to the course textbooks are resources for students:  
 System Forensics, Investigation, and Response, Third Edition  
 ISBN-13: 9781284121841

### 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	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. Library resources are accessible to students Will not affect existing or potential articulation with other colleges Special needs (i.e., texts, materials, etc.) are reasonable
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### Guidelines and Questions for Curriculum Approval of a Distance Education Course Student Interactions

Student-Instructor Interaction	Instructor will provide lectures, slides videos and require students to participate in weekly discussions. In addition the instructor will provide feedback in student's homework and other assignments. The students may post questions in the discussion, participate in online web casts, and emails.
Student-Student Interaction	There will be weekly discussion boards that require students to respond to the board's header which can be a question, or a an incident requiring investigation and or remediation. Students will be required to comment on the completeness and or correctness of each other posts. The instructor will comment back, and other students may post further questions and or comments.
Student-Content Interaction	The instructor posts lectures videos and provides feedback on questions and assigned work. This would be at least once a week or more as students post questions.

<b>Online class activities that promote class interaction and engagement</b>	<b>Brief Description</b>	<b>Percentage of Online Course Hours</b>
Discussion Boards	Weekly Discussion board facilitate question/answering as well as providing feedback or commenting on postings. Each week students must address a main discussion topic.	20%
Online Lecture	PowerPoint slides with animation and annotations to explain the topics covered. Videos will be presented for special topics.	25%
Exams	Midterm and Final Exam (2 Exams)	15%
Written assignments	Students submit written programming assignments, and get individual feedback as well as sample solutions and general comments from the whole class.	15%

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

There will be weekly modules with instructional material that will include PowerPoint presentations with animation and annotation. Discussion board messages help further clarify topics, videos for special topics, and weekly assignments. During midterm and final exam, the module will include exams.

Individualized feedback on each assignment, exams or projects will be provided. Also, overall comments for the whole class will help students avoid pitfalls and adopt good cloud practices and techniques.

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

An instructor needs to have the proper training and the experience teaching in an online course delivery system before teaching this course. In addition, the instructor needs to have extensive knowledge in cyber security topics in general and computer forensics in particular to teach this class.

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

Students are referred to counseling, and tutoring services via announcements and the course syllabus - both posted in the online Course Management System. In addition, we encourage students to take an online tutorial for the Course Management System. There is also support available 24/7 for students through the Course Management System help desk.

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

All materials will be 508 compliant: content will be available via reader application. All sound files, if any, will be captioned.

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

Students submit assignments in the dropbox and get individual feedback. Completing the assignments helps students solidify and practice the topics covered. A general comment about each assignment will be posted in the weekly discussion so students cover the 'lessons learned' and avoid pitfalls. Weekly postings in the discussion keep students engaged. Tests keep the students on-course with their studying.

### Assessment Best Practices

20%-**Two midterms will be administered.** - Feedback on where the student can improve and what topics to study more in addition to answer keys are provided.

30%-**Assignments** - Students submit written programming assignments, and get individual feedback as well as sample solutions and general comments from the whole class.

20%-**Quizzes** - Weekly quizzes provided feedback to the students on where they stand.

10%-**Discussion Question and comments** - Each week the students are given a question or scenario in the Discussion board and they must address it uniquely.

20%-**Final Project** - Students start working on their final project early on, and edit it as they get feedback from the instructor.

### Attached Files

[Skills Advisory Worksheets](#)

[CS titles](#)

## ADVISORY Checklist and Worksheet

<b>Course Number: CS 73B</b>
<b>Proposed Advisory: CS 73A</b>

**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: CS 73B**

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

A)	List the basic sources of threats to a network
B)	Understand how security attack affect systems
C)	List basic types of threats and how they affect systems

**EXIT SKILLS (objectives) FROM: CS 73A**

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

1.	Describe the fundamental concepts of information systems and why security is essential in today's IT infrastructure
2.	Identify the goals of information security
3.	Describe common security threats and their ramifications

		ENTRANCE SKILLS FOR: <b>CS 73B</b>							
		A	B	C	D	E	F	G	H
<b>EXIT SKILLS From: CS 73A</b>	1	X							
	2		X						
	3			X					
	4								
	5								
	6								
	7								
	8								

# Santa Monica College

## Course: NEW or Reinstatement

### Expanded Course Outline for CS 73C - Cybersecurity and Ethical Hacking

Course Cover	
Discipline	CS-COMPUTER SCIENCE
Course Number	73C
Full Course Title	Cybersecurity and Ethical Hacking
Catalog Course Description	This course provides an in-depth understanding of how to protect IT infrastructure. The course combines ethical hacking methodologies with the hands-on application of security tools to secure computer and other digital systems. Students are introduced to common countermeasures that effectively reduce and/or mitigate attacks. In addition, the course covers what an ethical hacker is and how important it is to protect data from cyber attacks. Students will review TCP/IP concepts and practice footprinting, scanning, enumeration, exploitation, and social engineering.
Rationale	Cyber security is in high demand regionally and nationwide. Our advisory board members as well as our collaboration with the Workforce Development team and the regional consortium for cybersecurity have all prompted for this new program and course. This course is part of the typical cybersecurity certification programs.
Proposed Start	Year: 2019 Semester: Fall
Proposed for Distance Ed	Yes
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Weekly Laboratory Hours	Min:
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	54.00
Total Outside-of-Class Hours	108.00
Load Factor	
Load Factor Rationale	As with all other CS courses, this course will carry the same effort hence the same load factor.
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	Transfers to CSU
IGETC Area	
CSU GE Area	
SMC GE Area	
Program Applicability	
Designation	Credit - Degree Applicable
Pre/Corequisites & Advisories	
<b>Skills Advisory</b> CS 73A	
Course Objectives	

Upon satisfactory completion of the course, students will be able to:	
1. Utilize various information security tools given different target systems in different environments	
2. Discuss how the tools interrelate with each other in an overall penetration testing process	
3. Implement countermeasures for various types of attacks	
4. Apply a common ethical hacking methodology to carry out a penetration test	
5. Analyze how penetration testing and ethical hacking fit into a comprehensive enterprise information security program	
6. Demonstrate ethical behavior appropriate to security-related technologies	
<b>Course Content</b>	
11%	Introduction to Ethical Hacking and legal concerns
11%	TCP/IP Concepts
11%	Network-based Computer Attacks
11%	Footprinting and Scanning
11%	Social Engineering concerns
11%	Tools for Security Professionals
11%	Operating System Vulnerabilities
11%	Web Server and Wireless Network Vulnerabilities
12%	Protection and Counter Measures
Total: 100%	
<b>Methods of Presentation</b>	
Methods	Lab Lecture and Discussion Observation and Demonstration Online instructor-provided resources Projects
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 10% - Class Work</li> <li>• 20% - Exams/Tests</li> <li>• 20% - Final Project</li> <li>• 30% - Homework</li> <li>• 20% - Quizzes</li> <li>• 100% - Total</li> </ul>
<b>Appropriate Textbooks</b>	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Regalado, D, Shon Harris, Harper Allen, Eagle, Chris, Ness, Jonathan, et al.. <i>Ethical Hacker's Handbook</i> , 4e ed. McGraw Hill, 2015, ISBN: 978-0071832380.	
2. Simpson M, Backmann K and Corely J. <i>Hands-On Ethical Hacking and Network Defense</i> , 2e ed. Course Technology, 2013, ISBN: 978-1435486096.	
3. CyberWatch Center. <i>thical Hacking and System Defense</i> , ed. CyberWatch Center, 2018, ISBN: 9-781-28423-965-2.	
4. braham K White. <i>Hacking: The Underground Guide to Computer Hacking, Including Wireless Networks, Security, Windows, Kali Linux and Penetration Testing.</i> , ed. eBook, 2018	
<b>Assignments</b>	
Sample Assignment	

## Assignment 1: Directory Browsing

Access the Mutillidae interface at <https://hack.me/101163/mutillidae-23101.html> Click on the green Start button to spawn a dedicated sandbox.

Sites use the robots.txt file to deter crawlers from indexing certain pages at the site that may contain sensitive information. To most hackers, the presence of a robots.txt file simply lets them know what files are the most interesting! In this lab, you will change the directory path in your URL to point it to the robots.txt file.

1. Start a new Mutillidae sandbox by logging in and creating a new sandbox (accepting the Terms of Service, or TOS).
2. From the Mutillidae Main Menu, select "OWASP Top 10" -> "A6 – Security Misconfiguration" -> "Directory Browsing" ->

At the Directory Browsing page, browse to the robots.txt file by highlighting the current page in the folder, after hack.me/,

and replacing the highlighted text with robots.txt.

4. Take a screenshot of your results. What pages or folders did you find that might be of interest to you?

## Assignment 2: SQL Injection

Access the Mutillidae interface at <https://hack.me/101163/mutillidae-23101.html> Click on the green Start button to spawn a dedicated sandbox.

1. From the Mutillidae Main Menu, select "OWASP Top 10" -> "A1 – SQL Injection" -> "SQLi – Extract Data" -> "User Info."
2. At the "User Information" page, attempt to view the information for Name admin and password of Password.
  - a. Were you successful?
  - b. What information was returned to you by the web application that might help further your information gathering at this site?
3. Now, simply inject the SQL command (copy and paste it) into the Name field: "' or 1=1 -- " and click on the View Account Details button.
  - a. What information is returned?
  - b. What is the password for the Admin account?
  - c. Can you explain why?
4. Intentionally enter in incorrect SQL syntax into the password field: "' or 1=1 " (without the trailing dashes – you can copy and paste this into the password field).
  - a. What information was returned that might be helpful to you in furthering an attack on this server?

### **Student Learning Outcomes**

1. List real-world hacking techniques to test hypothetical organizations for vulnerabilities
2. Secure infrastructure vulnerabilities from potential outside attacks
3. Use modern security tools while applying ethical standards to test systems, propose security measures and then implement these measures

### **Minimum Qualification**

Minimum Qualifications:	Computer Science (Masters Required)
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<b>Library</b>	
List of suggested materials has been given to librarian?	Yes
Library has adequate materials to support course?	No
Additional Comments/Information	
<p>The first item listed under Textbooks is the intended textbook for the course. The three items that follow are extra resources and are listed below again:</p> <ol style="list-style-type: none"> <li>1. Simpson M, Backmann K and Corely J. Hands-On Ethical Hacking and Network Defense , 2e ed. Course Technology, 2013, ISBN: 978-1435486096.</li> <li>2. CyberWatch Center. thical Hacking and System Defense, ed. CyberWatch Center, 2018, ISBN: 9-781-28423-965-2.</li> <li>3. Ibrahim K White. Hacking: The Underground Guide to Computer Hacking, Including Wireless Networks, Security, Windows, Kali Linux and Penetration Testing., ed. eBook, 2018</li> </ol>	
<b>Distance Ed</b>	
<b>Distance Education Application</b>	
Delivery Methods	Online/Classroom Hybrid Fully Online
<b>Distance Education Quality</b>	
Quality Assurance	<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> <p>Course objectives have not changed</p>
Additional Considerations	<p>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.</p> <p>Library resources are accessible to students</p> <p>Will not affect existing or potential articulation with other colleges</p> <p>Special needs (i.e., texts, materials, etc.) are reasonable</p>
<b>Guidelines and Questions for Curriculum Approval of a Distance Education Course</b>	
<b>Student Interactions</b>	
Student-Instructor Interaction	Instructor will provide lectures, slides videos and require students to participate in weekly discussions. In addition the instructor will provide feedback in student's homework and other assignments. The students may post questions in the discussion, participate in online web casts, and emails.
Student-Student Interaction	There will be weekly discussion boards that require students to respond to the board's header which can be a question, some code snippets, or an attack simulation. Students will be required to comment on the completeness and or correctness of each other

	posts. The instructor will comment back, and other students may post further questions and or comments.
Student-Content Interaction	The instructor posts lectures videos and provides feedback on questions and assigned work. This would be at least once a week or more as students post questions.

<b>Online class activities that promote class interaction and engagement</b>	<b>Brief Description</b>	<b>Percentage of Online Course Hours</b>
Discussion Boards	Weekly Discussion board facilitate question/answering as well as providing feedback or commenting on postings. Each week students must address a main discussion topic.	20%
Online Lecture	Online Lecture - PowerPoint slides with animation and annotations to explain the topics covered. Videos will be presented for special topics.	25%
Exams	Midterm and Final Exam (2 Exams)	15%
Written assignments	Students submit written programming assignments, and get individual feedback as well as sample solutions and general comments from the whole class.	15%

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

There will be weekly modules with instructional material that will include PowerPoint presentations with animation and annotation. Discussion board messages help further clarify topics, videos for special topics, and weekly assignments. During midterm and final exam, the module will include exams.

Individualized feedback on each assignment, exams or projects will be provided. Also, overall comments for the whole class will help students avoid pitfalls and adopt good cloud practices and techniques.

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

An instructor needs to have the proper training and the experience teaching in an online course delivery system before teaching this course. In addition, the instructor needs to have extensive knowledge in cyber security topics in general and computer hacking methodologies in particular to teach this class.

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

Students are referred to counseling, and tutoring services via announcements and the course syllabus - both posted in the online Course Management System. In addition, we encourage students to take an online tutorial for the Course Management System. There is also support available 24/7 for students through the Course Management System help desk.

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

All materials will be 508 compliant: content will be available via reader application. All sound files, if any, will be captioned.

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

Students submit assignments in the dropbox and get individual feedback. Completing the assignments helps students solidify and practice the topics covered. A general comment about each assignment will be posted in the weekly discussion so students cover the 'lessons learned' and avoid pitfalls. Weekly postings in the discussion keep students engaged. Tests keep the students on-course with their studying.

### Assessment Best Practices

20%-**Two Midterms** - Feedback on where the student can improve and what topics to study more in addition to answer keys are provided.

30%-**Assignments** - Students submit written programming assignments, and get individual feedback as well as sample solutions and general comments from the whole class.

20%-**Quizzes** - Weekly quizzes provided feedback to the students on where they stand.

10%-**Graded Discussion Questions and Comments** - Each week the students are given a question or scenario in the Discussion board and they must address it uniquely. The instructors comments back on the answers provided.

20%-**Final Project** - Students start working on their final project early on, and edit it as they get feedback from the instructor.

### Attached Files

[Skills Advisory Worksheets](#)

[CS titles](#)

## ADVISORY Checklist and Worksheet

**Course Number: CS 73C**

**Proposed Advisory: CS 73A**

### 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: CS 73C

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

A)	Network based security attacks
B)	Protection and counter measures

#### EXIT SKILLS (objectives) FROM: CS 73A

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

1.	Describe the fundamental concepts of information systems and why security is essential in today's IT infrastructure
2.	Identify the goals of information security
3.	Describe common security threats and their ramifications

		ENTRANCE SKILLS FOR: CS 73C							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: <b>CS 73A</b>	1	X							
	2		X						
	3		X						
	4								
	5								
	6								
	7								
	8								

# Santa Monica College

## Course: NEW or Reinstatement

### Expanded Course Outline for KIN PE 18 - Beginning Fitness Walking

Course Cover	
Discipline	KIN PE-KINESIOLOGY PHYSICAL EDUCATION
Course Number	18
Full Course Title	Beginning Fitness Walking
Catalog Course Description	This course is designed to develop the mental and physical techniques necessary for fitness walking. Students will learn about gait, balance, motor control, core strength, stretching, endurance training and more.
Rationale	Many students aren't physically ready for a running class. Some have joint issues and aren't able to run but want to improve their level of fitness. This class would allow students the opportunity to improve their body composition, cardiovascular fitness and more.
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) Transfers to CSU
IGETC Area:	Does NOT satisfy any area of IGETC
CSU GE Area:	(pending review) <ul style="list-style-type: none"> <li>• CSU GE Area E: Lifelong Understanding and Self-Development</li> </ul>
SMC GE Area:	Does NOT satisfy any area of SMC GE
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	<b>Associate Degree/Certificate of Achievement</b> -Athletic Coaching
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Participate in a fitness walking routine.	
2. Describe the basic concepts of a correct gait and motor control in a fitness walking exercise program.	
3. Demonstrate a proper gait for fitness walking.	
4. Demonstrate strength and conditioning exercises used for improving fitness walking.	

<b>Course Content</b>	
5%	Warm up exercises
10%	Core exercises for fitness walking strengthening and conditioning
10%	Strengthening exercises for the hips, legs and feet.
5%	Stretching
10%	Principles of Training; Gait; Motor Control
60%	Fitness Walking
Total: 100%	
<b>Methods of Presentation</b>	
Methods	Critique Field Trips Group Work Lecture and Discussion Observation and Demonstration
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 75% - Class Participation In class work</li> <li>• 15% - Exams/Tests Written exam on training concepts and a practical test on gait</li> <li>• 5% - Final Project Written training program</li> <li>• 5% - Group Projects Design a walking course</li> <li>• 100% - Total</li> </ul>
<b>Appropriate Textbooks</b>	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	1. Barough, N.. <i>Walking For Fitness: Make every step count</i> , 2nd ed. Doring Kindersley, 2017, ISBN: ISBN-10: 0241278597.
<b>Assignments</b>	
Sample Assignment	
Design a walking course in your neighborhood. Include stairs/hills as well as different types of terrain. Explain why you chose the route and how it will help you in their training.	
Design your own training program for 6 weeks after the class ends. Implement the principles of training discussed in class. Write out your exercises and distances for each day of training.	
<b>Student Learning Outcomes</b>	
1. Students will demonstrate correct fitness walking techniques.	
2. Students will apply the basic concepts of training to their workouts.	
<b>Minimum Qualification</b>	
Minimum Qualifications:	Physical Education (Masters Required)
<b>Library</b>	
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

### Expanded Course Outline for KIN PE 52A - Beginning Pickleball

Course Cover	
Discipline	KIN PE-KINESIOLOGY PHYSICAL EDUCATION
Course Number	52A
Full Course Title	Beginning Pickleball
Catalog Course Description	Pickleball is a paddle sport (like a racquet sport) that combines the elements of badminton, tennis, and table tennis. Two or four players use solid paddles made of wood or composite material to hit a Wiffle ball over a net. In this course students will learn the rules of play, etiquette and basic fundamental skills including: volleying, serving and basic ground strokes.
Rationale	Pickleball is the fastest growing court game in America. It is extremely popular in Santa Monica. It is a good sport for people of all ages and levels of fitness.
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) Transfers to CSU
IGETC Area:	Does NOT satisfy any area of IGETC:
CSU GE Area:	(pending review) <ul style="list-style-type: none"> <li>• CSU GE Area E: Lifelong Understanding and Self-Development</li> </ul>
SMC GE Area:	Does NOT satisfy any area of SMC GE
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	<b>Associate Degree/Certificate of Achievement</b> -Athletic Coaching
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Describe and demonstrate an understanding of the basic rules of Pickleball.	
2. Demonstrate the fundamental skills to hit forehand and backhand ground strokes.	
3. Demonstrate the skills and ability to play a game from start to finish.	

<b>Course Content</b>	
3%	History of the game of Pickleball and how it has developed.
5%	Basic rules, etiquette and scoring.
15%	Player positioning on the court and footwork
15%	Serving and return of serve.
16%	Forehand ground strokes
16%	Backhand ground strokes
10%	Tournament play
15%	Volleys: forehand and backhand
5%	Dink/short shots
Total: 100%	
<b>Methods of Presentation</b>	
Methods	Group Work Lecture and Discussion Observation and Demonstration
Other Methods	Group Drilling
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 70% - Class Participation Participation in class drills, training and in class scrimmages.</li> <li>• 25% - Exams/Tests Skills tests and rules written exam.</li> <li>• 5% - Other Class tournament</li> <li>• 100% - Total</li> </ul>
<b>Appropriate Textbooks</b>	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	1. Littlewood, Mary. <i>Pickle Ball Fundamentals</i> , ed. Human Kinetics, 2015, ISBN: 1492504130, 97814925.
<b>Assignments</b>	
Sample Assignment	
Write a paper describing what you find most challenging about the sport and how you will work to improve your game.	
Write a short paper on why you think this new sport has developed and become so popular.	
<b>Student Learning Outcomes</b>	
1. Demonstrate correct forehand and backhand ground stroke techniques.	
2. State and apply the rules of the game.	
<b>Minimum Qualification</b>	
Minimum Qualifications:	Physical Education (Masters Required)
<b>Library</b>	
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

### Expanded Course Outline for KIN PE 52B - Intermediate Pickleball

Course Cover	
Discipline	KIN PE-KINESIOLOGY PHYSICAL EDUCATION
Course Number	52B
Full Course Title	Intermediate Pickleball
Catalog Course Description	This course continues with drills for the basic skills of Pickleball and introduces more advanced strokes: lob and overhead smash. Students will also game strategies for singles and doubles play.
Rationale	Pickleball is the fastest growing court games in America. It is extremely popular in Santa Monica. It is a good sport for people of all ages and levels of fitness. This class will allow students to further their skills.
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) Transfers to CSU
IGETC Area:	Does NOT satisfy any area of IGETC
CSU GE Area:	(pending review) CSU GE Area E: Lifelong Understanding and Self-Development
SMC GE Area:	Does NOT satisfy any area of SMC GE
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	<b>Associate Degree/Certificate of Achievement</b> -Athletic Coaching
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Understand basic strategies of singles and doubles play.	
2. Demonstrate the basic skills including: backhand and forehand ground strokes, serving, volleys, lob and overhead smash.	
3. Use correct footwork for the fundamental strokes.	

Course Content	
5%	Warm up principles and exercises.
10%	Footwork for various strokes.
8%	Forehand volleys
8%	Backhand volleys
10%	Serving strategies and techniques
18%	Groundstrokes
15%	Lobs and overhand smashes
10%	Strategies for singles and doubles
6%	Review of rules, etiquette and history.
10%	Singles and doubles tournament play
Total: 100%	
Methods of Presentation	
Methods	Critique Group Work Lecture and Discussion Other
Other Methods	Group drilling
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> <li>• 75% - Class Participation</li> <li>• 15% - Exams/Tests Written and practical skills tests.</li> <li>• 10% - Other In class tournaments</li> <li>• 100% - Total</li> </ul>
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	1. Baker, Joe. <i>At The Line Pickleball: The Winning Doubles Pickleball Strategy</i> , ed. Create Space Publishing, 2017, ISBN: 9781539972853.
Assignments	
Sample Assignment	
Observe a doubles match and write about the strategies employed by each team. Why did one team win the match? What made the difference in the match? How could the losing team have adjusted their play to avoid losing?	
Design and implement a drill for doubles play. Run the drill for some of the students in the class.	
Student Learning Outcomes	
1. Apply basic singles and doubles strategies.	
2. Demonstrate correct lob and overhead smash techniques.	
3. Score and play a competitive game of pickleball.	
Minimum Qualification	
Minimum Qualifications:	Physical Education (Masters Required)
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes

# Santa Monica College

## Course: NEW or Reinstatement

### Expanded Course Outline for MEDIA 26 - Digital Storytelling in Spanish

Course Cover	
Discipline	MEDIA-MEDIA STUDIES
Course Number	26
Full Course Title	Digital Storytelling in Spanish
Catalog Course Description	This survey class, taught in Spanish, will introduce students to the historical and current trends in Spanish-language media and Latino-oriented media in the United States. Students will compare demographic evolutions and their effects on media contexts. Students will practice media production techniques and create media content. As a part of this course, students will have an opportunity to experience work in the communications field through experiential learning placements. NOTE: This course will be crosslisted with SPAN 26.
Rationale	This course completes the certificate sequence for "Communications and Media Studies in Spanish" and serves to prepare the student to work in a variety of capacities within organizations that inform, advise and/or address the Latino population.
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: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Weekly Laboratory Hours	Min: 0
Weekly Arranged Hours	Min: 1.00 (Sem: 18)
Total Semester Instructional Hours	72.00
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
IGETC Area	
CSU GE Area	
SMC GE Area	Does NOT satisfy any area of SMC GE
Program Applicability	
Designation	Credit - Not Degree Applicable
Proposed For	<b>Certificate of Achievement</b> -Certificate in Spanish-language Media Studies (forthcoming)
Pre/Corequisites & Advisories	
<b>Skills Advisory</b> SPAN 25	
Content Review	
SPAN 25 - Skills Advisory (Content to Objective)	

### Course Objectives

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

1. Students will develop a historical understanding of Spanish-language and U.S. Latino-oriented media, including an in-depth study of the diversity of the Latino viewing/listening/consuming public.
2. Students will be exposed to the LatinX context within Spanish-language media and become familiar with cultural norms in print, broadcast and digital media.
3. Students will develop a strong understanding of and foundation for working with social media/online platforms.
4. Students will develop strong verbal and written communication skills in the area of presentation.
5. Students will develop promotional/branding campaigns for a product/organization during the experiential learning component to gain media work experience in a professional setting.

### Arranged Hours Objectives

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

1. Apply a strong understanding of and foundation for working with social media/online platforms.
2. Create culturally competent multimedia campaigns/presentations applying strong communication skills.
3. Develop promotional/branding campaigns for a product/organization having gained media work experience in a professional setting.

### Course Content

10%	Brief overview of Latinos in the United States.
10%	Emergence and development of Spanish-language and LatinX-oriented media in the United States.
15%	Current trends and strategies in Spanish-language and LatinX-oriented print and broadcast media.
15%	Current trends and strategies in Spanish-language and Latin-X-oriented online and social media.
20%	Current trends and strategies in Spanish-language and LatinX-oriented public relations, advertising and marketing.
30%	Multi-media storytelling production.

Total: 100%

### Arranged Hours Instructional Activities

Methods	Field Experience
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#### Methods of Presentation

Methods	Field Experience Group Work Lecture and Discussion Projects Visiting Lecturers
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#### Methods of Evaluation

Methods	<ul style="list-style-type: none"> <li>• 15% - Class Participation</li> <li>• 20% - Exams/Tests</li> <li>• 20% - Group Projects</li> <li>• 15% - Homework</li> <li>• 30% - Other</li> </ul> Experiential learning project for industry partner <ul style="list-style-type: none"> <li>• 100% - Total</li> </ul>
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### Appropriate Textbooks

Textbooks such as the following are appropriate:

Formatting Style	MLA
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Textbooks

1. Bezos López, Javier and Fundéu. *Manual de español urgente*, 1st ed. Madrid: Debate, 2015

2. Cepeda, Maria Elena and Dolores Inés Casillas. <i>The Routledge Companion to Latina/o Media</i> , 1st ed. New York: Routledge, 2016	
3. Dávila, Arlene and Yeidy M. Rivero. <i>Contemporary Latina/o Media: Production, Circulation, Politics.</i> , ed. New York: New York University Press, 2014	
4. Tascón, Mario and Marga Cabrera. <i>Escribir en internet</i> , 2nd ed. Barcelona: Galaxia Gutenberg, 2016	
Other	
Wilkinson, Kenton T. <i>Spanish-language Television in the United States: Fifty Years of Development</i> , 1st ed. New York: Routledge, 2016	
Valdivia, Angharad N. <i>Latino/as in the Media</i> , Massachusetts: Polity Press, 2010	
Assignments	
Sample Assignment	
1. Essay: Written analysis of trends in one sector of Spanish-language or LatinX-oriented media.	
2. Essay: Production project/campaign for one sector of Spanish-language or LatinX-oriented media.	
3. Multimedia Project: for the experiential learning organization.	
Student Learning Outcomes	
1. Students will be able to identify and critically analyze the historical and current trends in US Spanish-language and LatinX-oriented media.	
2. Students will demonstrate an understanding of how to research and target diverse audiences for the Spanish-language and LatinX-oriented media.	
3. Students will demonstrate skill in using multi-media to communicate the client message to the Spanish-language and LatinX public.	
Minimum Qualification	
Minimum Qualifications:	Foreign Languages (Masters Required)
Library	
List of suggested materials has been given to librarian?	Yes
Library has adequate materials to support course?	Yes
Additional Comments/Information	
Additional course materials and resources are available online and can be accessed through the library and other campus resources. Additional resources are available to all.	
Attached Files	
<a href="#">Spanish 26: Additional Materials</a> <a href="#">Advisory Worksheet for MEDIA 26</a>	

## ADVISORY Checklist and Worksheet

Media/Spanish 26
Proposed Advisory: Spanish 25

### 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: Media/Spanish 26

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

A)	Students communicate effectively and appropriately in Spanish in a professional setting that requires research and analysis.
B)	Students are familiar with Spanish-language research resources on LatinX and Hispanic topics.
C)	Students understand the importance of culturally correct Spanish-language communications for the US and international audiences.
D)	Students can analyze on-hand or online resources to gather information in Spanish on business/industry-related topics.
E)	Linguistic and cultural competency to accomplish assigned goals and collaborative work with colleagues on projects that reflect the appropriate cultural context.
F)	Ability to prepare research reports, present analysis and develop appropriate internal and external communications in Spanish.

#### EXIT SKILLS (objectives) FROM: Spanish 25

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

1.	Communicate effectively and appropriately in Spanish in a professional setting from the first contact through to participation in the office/work environment.
2.	Demonstrate understanding by responding appropriately to requests from colleagues for information.
3.	Analyze on-hand or online resources to gather information in Spanish on business/industry-related topics. Sources can be found through globally accessible periodicals and books through the SMC Library and through the LA Public Library as well as other public resources.

4.	Interact with colleagues with linguistic and cultural competency to accomplish assigned goals.
5.	Work collaboratively with colleagues on projects using language that reflects an understanding of and participation in the cultural context of the workplace.
6.	Acquire information through sources in Spanish and interviews with Spanish speakers.
7.	Prepare reports and make presentations in Spanish to colleagues and supervisors.
8.	Research client base and create advertising and press releases in Spanish for products, services and/or events.

		ENTRANCE SKILLS FOR:Media /Spanish 26							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: Spanish 25	1	x		x	x	x	x		
	2	x				x			
	3		x	x	x				
	4	x		x		x			
	5	x		x		x			
	6		x	x	x	x			
	7			x				x	
	8		x	x				x	

# Santa Monica College

## Course Outline For COMPUTER SCIENCE 73A, Fundamentals of Computer Security

Course Title: Fundamentals of Computer Security 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:

Date Submitted: May 2011

Date Updated: September 2018

Transferability: Transfers to CSU

SMC GE Area: 

- GENERAL EDUCATION PATTERN (SMC GE)
  - Area IV-B: Language and Rationality (Group B)

Degree Applicability: Credit - Degree Applicable

Skills Advisory(s): CS 3 and CS 70

### I. Catalog Description

In this introductory course students will learn how to defend and protect critical computer assets from various security threats including computer worms and viruses. This course will describe fundamental techniques and principles for modeling and analyzing security. Students will learn how to express security requirements, translate requirements into policies, implement mechanisms that enforce policy, and ensure that these policies are effective. Current industry best practices for safeguarding computer resources will be discussed. Various case studies will outline the typical way that security failures get exploited by attackers and how these attacks can be discovered, understood, and countered.

### 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. Computer Security Fundamentals, 3rd, William (Chuck) Easttom, II, Pearson © 2016, ISBN: 9780789757463
2. Information Security Fundamentals, CyberWatch Center, CyberWatch Center © 2018, ISBN: 9-781-28423-964-5

### III. Course Objectives

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

1. Describe the fundamental concepts of information systems and why security is essential in today's IT infrastructure.
2. Identify the goals of information security.
3. Describe common security threats and their ramifications.
4. Determine the factors involved in developing a secure information security strategy.
5. Perform risk assessment and management, and create a security model to address vulnerabilities and potential threats.
6. Describe communications, emails, web, remote-access, and wireless security issues.
7. Evaluate various network devices and media and how to best secure them.
8. List and describe the basics of cryptography.
9. Differentiate between physical security, recovery and business continuity.
10. Demonstrate appropriate and ethical behavior and good work habits.

### IV. Methods of Presentation:

Online instructor-provided resources, Projects, Other (Specify) , Lab , Lecture and Discussion

Other Methods: Lecture and discussion of various topics including group projects. Case studies will highlight actual security incidents, how the compromise was detected, what actions were taken in response and the various lessons learned from the attack. Threaded Discussions.

### V. Course Content

<u>% of course</u>	<u>Topic</u>
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10%	Introduction To Computer Security And Its Goals
8%	Changing how people and business communicate
8%	The Drivers of the Information Security Business and Compliance Guidelines
8%	Access control
8%	Risk analysis, management and vulnerabilities assessment and threat control
8%	Application and network attacks
10%	Auditing, testing and monitoring
10%	Cryptography and Information Security Standards
10%	Risk, Response, and Recovery
10%	Auditing And Intrusion Detection
10%	System, User And Program Security
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>
25 %	Exams/Tests - Midterm exams
20 %	Projects
5 %	Class Participation
20 %	Homework
20 %	Final exam
10 %	Final Project
100 %	Total

**Additional Assessment Information:**

Final Letter Grade

Total Percentage

A = 90% -100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = 0% - 59%

**VII. Sample Assignments:**

1. Search the web for recent cyber attacks, and list the attackers method of infiltration, then identify how the targeted network addressed that attack.
2. List 5 major types of attacks. Search the web for examples of when each occurred and what the outcome of that attack was. Did each targeted network apply the proper prevention technique? List what other prevention methods should have been used, or where they failed

## **VIII. Student Learning Outcomes**

1. Analyze and evaluate various computer hardware and software systems against current and potential threats.
2. Create a security strategy and recommendations to reduce risks, and prepare a report on how to address current attacks on an organization.

## ADVISORY Checklist and Worksheet

**Course Number: CS 73A**

**Proposed Advisory: CS 3 and CS 70**

### 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: CS 73A

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

A)	Understand how computers communicate via networks
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### EXIT SKILLS (objectives) FROM: CS 70

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

1.	Explain the essential network components
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		ENTRANCE SKILLS FOR: CS 73A							
		A	B	C	D	E	F	G	H
<b>EXIT SKILLS From: CS 70</b>	1	X							
	2								
	3								
	4								
	5								
	6								
	7								
	8								

## Advisory Worksheet

### ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: **73A**

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

A)	Understand basic computer hardware components and how a computer operates.
B)	Understand the impact of connected world and how that connectedness poses a security vulnerability.

### EXIT SKILLS (objectives) FROM: **CS 3**

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

1.	Define fundamental computer concepts
2.	Recognize the social implications of technological development.

		ENTRANCE SKILLS FOR: <b>CS 73A</b>							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: <b>CS 3</b>	1	X							
	2		X						
	3								
	4								
	5								
	6								
	7								
	8								

# Santa Monica College

## Course Outline For PHOTOVOLTAIC SYSTEMS 4, Photovoltaic Technical Sales

Course Title: Photovoltaic Technical Sales 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:      Arranged:  
 Date Submitted: January 2014  
 Date Updated: November 2016  
 Transferability: Transfers to CSU  
 Degree Applicability: Credit - Degree Applicable  
 Skills Advisory(s): PV 11

### I. Catalog Description

This course is designed for students interested in a career in the photovoltaics (PV) industry. The fundamental principles of selling PV systems will be covered as well as the activities that support sales such as PV system design and engineering. The course will cover marketing, customer relations, technical and cost proposal development, and working with authorities having jurisdiction over the installation and interconnection of PV systems.

### 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. PV Technical Sales: Preparation for the NABCEP Technical Sales Certification, White, Sean, Routledge © 2016, ISBN: 978-0415713344
2. Smart Solar Sales, Andrews, R., Createspace © 2011
3. The Art and Science of Selling PV Systems, Parrish, P.T., SolarGnosis Press © 2014

### III. Course Objectives

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

1. Develop a marketing plan for a photovoltaic system integration company and provide company presentations
2. Use a Customer Relationship Management system and qualify leads
3. Conduct a preliminary site assessment and prepare a Preliminary System Design
4. Assemble the elements of a permit package and interconnection agreement
5. Explain the applicable financial incentives; and describe the difference between cash sale, credit sale, lease, power purchase agreement and feed-in-tariff.
6. Perform energy estimation using on-line tool such as PVWatts, and perform costing analyses and cost proposals using MS Excel application
7. Create an Owner's Manual and set up a Customer Relationship Management system
8. Explain environmental attributes of a PV system
9. Create a sales proposal containing a system description, performance estimation, costing including financial incentives, installation and payment schedule, warranty and legal information.

### IV. Methods of Presentation:

Group Work , Lecture and Discussion , Projects , Visiting Lecturers , Other (Specify)  
 Other Methods: Classroom lectures and discussions will introduce each technical subject. Software tools will be demonstrated with homework problems assigned using the tools. Reading and summarizing technical journal articles will be assigned. Visiting lecturers will present actual case studies.

### V. Course Content

<u>% of course</u>	<u>Topic</u>
10%	Marketing your PV company: (a) sales-oriented website, Search Engine Optimization using key solar concepts and internet marketing (b) Social Media (c) references and portfolio of completed PV projects

20%	Customer Relationship Management. Organization, automation and synchronization of the business process including (a) leads, (b) specialization partners (e.g. electricians and roofers), (c) solar and electrical equipment distributors, and utility companies, (c) tracking sales process, orders and payments, (d) post-sales follow-up
15%	Customer qualification, preliminary technical proposal and price estimate
10%	Site Survey: assessment of roof, attic, and service panel
15%	System Design: (a) annotated Single Line Diagram (electrical schematic) (b) PV array layout (c) electrical calculations (d) wind loading and structural calculations (e) location of other major equipment
10%	Permit Package and Interconnection Agreement: (a) PV design (b) elevation views and Fire Department regulations (c) manufacturer's data sheets and installation instructions
10%	Sales Contract: (a) system price and applicable financial incentives, schedule of payments (b) system description (c) energy production estimate (d) energy bill savings (e) warranties (f) terms and conditions, liens and handling of disputes
10%	Owner's Manual: (a) system description and performance certification (b) maintenance and operation instructions (c) seller/installer contact information
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>
25 %	Exams/Tests - Midterm
15 %	Quizzes
30 %	Projects
30 %	Final exam
100 %	Total

**VII. Sample Assignments:**

1. Using a Customer Relationship Management tool, create a database with ten (10) customer entries including two (2) specialization partners, two (2) electrical utility companies.
2. Create a site survey for one residential PV system.
3. Design a PV system and calculate purchase price including financial incentives.

**VIII. Student Learning Outcomes**

1. Develop and deliver compelling marketing presentations on the features and benefits of photovoltaic systems.
2. Develop a comprehensive Sales Proposal including a system description, environmental factors, and cost elements for the purchase of a PV system
3. Develop a Sales Contract incorporating appropriate technical and financial information, installation schedule, payment schedule, and other terms and conditions.

## ADVISORY Checklist and Worksheet

**PV4**

**Proposed Advisory: PV11**

### 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: **PV4**

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

A)	Be able to estimate the solar resource at a given location using any of various means
B)	Be able to estimate the electrical energy requirements of a home from bill data.
C)	Be able to size an acceptable solar array for a residential or small commercial structure.
D)	Be able to produce a simple cost-benefit analysis to describe the investment value of a solar investment.

### EXIT SKILLS (objectives) FROM: **PV11**

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

1.	Be able to estimate the solar resource using site surveying and planning, effect of shading, measurements.
2.	Be able to estimate the electrical energy requirements of a home from bill data.
3.	Be able to size the needed solar array to meet the residential home's needs.
4.	Be able to produce a cost-benefit analysis (simple payback) for a given proposed solar PV system.

		ENTRANCE SKILLS FOR: <b>PV4</b>							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: <b>PV11</b>	1	X							
	2		X						
	3			X					
	4				X				
	5								
	6								
	7								
	8								

# Santa Monica College

## Course: DE for non-DE course

### Expanded Course Outline for BUS 8 - Law for the Entrepreneur

Distance Ed	
Distance Education Application	
Delivery Methods	Online/Classroom Hybrid Fully Online
Distance Education Quality	
Quality Assurance	<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>
Additional Considerations	<p>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.</p> <p>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.</p> <p>Adequate technology resources exist to support this course/section</p> <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>
Guidelines and Questions for Curriculum Approval of a Distance Education Course	
Student Interactions	
Student-Instructor Interaction	<p>This course will begin with a detailed "welcome letter" with information about the course and how the instructor will be in frequent communication with the students. The instructor will post regular and frequent announcements regarding assignments along with frequent reminders. Content pages will begin each module and will include summaries of key information and suggestions for how to approach content. Weekly discussion boards will be posted and the instructor will provide comments, input and feedback as is done in a traditional classroom. Additionally, constructive feedback will be provided on the homework essays and exams in addition to numerical scores. The instructor will promptly respond to communication from students via email and through the "General Questions" discussion board.</p>
Student-Student Interaction	<p>Students will engage in weekly discussion board groups where they will be required to reply to at least two students in the class. From the beginning, a sense of community is established in the virtual classroom.</p> <p>Throughout the class, students will discuss different case studies and legal concepts among themselves which are applicable to entrepreneurs. Additionally, they will be able to</p>



	<p>participate in the "General Questions" discussion board where they can help each other with questions about the course content just as in a traditional classroom.</p> <p>Discussion boards concerning current cases in the news will also be posted where students can discuss the impact of these cases with each other.</p>
Student-Content Interaction	<p>This class is organized through weekly course modules. A wealth of material is offered for students to learn the legal concepts applicable to entrepreneurs. The course utilizes an open source textbook for Law for the Entrepreneur. Additionally, videos and an open source textbook specific to the intellectual property content is provided by the Michelson 20MM Foundation.</p> <p>The content includes the following: specific learning objectives for each module, video lectures and/or lecture notes for each of the concepts, PowerPoint slides, discussion boards that allow students to evaluate their understanding of the material and relevant supplemental course materials. The above content is provided on a weekly basis.</p>

Online class activities that promote class interaction and engagement	Brief Description	Percent of Online Course Hours
Discussion Boards	Weekly discussion boards will be posted to promote student-instructor interaction and student-student interaction on a variety of legal issues impacting entrepreneurs.	30%
Study and/or Review Sessions	Prior to an exam, students will be prompted to post any general questions that they may have about the material that will be tested on the exam. We will then have a study session via the review discussion board. Hypothetical situations can be posed to help students understand the application of legal rules and principles.	10%
Online Lecture	Students will read lecture notes or watch a video lecture on some pertinent legal issue confronting today's entrepreneur such as the different options available to resolving disputes. Students will be asked to take notes and be prepared to participate in a discussion board concerning this area. Additionally, students are encouraged to post any questions they have about the topic on the "General Questions" discussion board so that the instructor can address them.	35%
Written assignments	Students will write two essays in the course. Prior to the assignment due dates, students will have the opportunity to pose questions regarding the assignments via the "General Questions" discussion board. Additionally, the instructor will provide feedback to students on an individual basis via email to help them understand the assignment and to select a topic.	10%
Peer Feedback	In preparation for the essay on a current intellectual property issue impacting businesses today, students will have the opportunity to share their topic ideas with their peers via a discussion board. They can also discuss ideas for finding valuable research regarding legal practicalities such as how to incorporate a business which is the subject for another project. After performing research on their topic, students will post their findings on a discussion board where students can provide feedback.	15%

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

This course is organized through modules that focus on the different issues which an entrepreneur must confront in starting and operating a business. Example categories include the following: sources of law, forms of alternative dispute resolution, torts, contracts, non-compete clauses, risk management considerations, among others.

To provide consistency and ensure that quality of instruction is provided, the following format is provided for each module: learning objectives, lecture video and/or notes, PowerPoint summary slides, discussion board assignments, links to relevant articles, websites such as the United States Patent and Trademark office and current cases. Since this course is designed to be a practical course for aspiring entrepreneurs, each module, where appropriate, will contain sample forms such as a partnership agreement or sample non-compete clause.

Discussion boards are provided on a weekly basis. The exams are spread out and administered every four weeks. Homework essays are also spaced out throughout the semester.

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

Instructors should have received training on the learning management system in place. They should also be aware of the technical support that is available to faculty. Knowledge of how to ensure that material is accessible is also vital.

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

Links to the following links should be provided: online tutoring, the bookstore, and tutorials for online classes.

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

All of the videos have been closed captioned. Any additional videos or materials posted will be reviewed to ensure that compliance is met.

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

Learning objective: "Distinguish between employees and independent contractors and explain the legal consequences associated with hiring each."

After reviewing the above learning objective, students will watch a video which focuses on the issue of whether to qualify drivers for ride hailing companies as independent contractors or employees. They will then participate in a threaded discussion where they are asked to weigh in on this question and demonstrate an understanding of the criteria for qualifying an individual as an independent contractor or as an employee. They are asked to explain why it is important to be able to critically evaluate the difference.

### Assessment Best Practices

**40%-Two exams at 20% each.** - Students will take two exams. The tests will consist of multiple choice and essay questions. Feedback will be provided in addition to the numerical scores.

**15%-Discussion Boards** - After reading the textbook or watching a lecture video, students will answer questions regarding the material. They are graded based upon their responsiveness to the questions and they also must reply to other students' posts. A rubric is provided for each discussion board and feedback is provided.

**25%-Final Exam** - The final exam will consist of multiple choice and essay questions. A final review discussion board will be posted prior to the exam. Feedback will be given on the final exam.

**20%-Homework Essays** - Students will be provided with at least two writing assignments where they will analyze a legal issue pertinent to entrepreneurs. A rubric will be provided for each assignment. Detailed feedback will be provided via the grade book.