



Curriculum Committee Agenda

Wednesday, October 17, 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
 - (Courses: Non-Substantial Changes)*
 - 2. FASHN 18, Computer Aided Fashion Design and Merchandising

- VII. Action Items
 - (Courses: New)*
 - a. AD JUS 8 Juvenile Procedures 7
 - (Courses: Distance Ed)*
 - b. AD JUS 8 Juvenile Procedures..... 10
 - c. BUS 52 International Marketing 13
 - (Courses: Global Citizenship)*
 - d. COM ST 36 Gender and Communication 16
 - (Programs: Revisions)*

- a. Changes to degrees and certificates as a result of courses considered on this agenda
 - Add AD JUS 8 to Administration of Justice AS-T “List A”
- b. Communication Studies AA-T Degree 18
 - Add COM ST 20, MEDIA 2, 3, 4, 10; Remove HIST 1, 2 electives from “List C”

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

Members Present:

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

Members Absent:

Jennifer Merlic, *Vice Chair* Hesham Jarmakani (A.S. Rep)

Others Present:

Susan Caggiano	Kaz Metzler	Howard Stahl
Rachel Demski	Cesar Rubio	Sal Veas
Candelyn Candelaria		

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

I. Call to Order and Approval of Agenda

The meeting was called to order at 3:03 pm. A motion was made to approve the agenda with a correction to “Programs: Revisions” to remove the final bullet point for “MEDIA 26” as the program for that course will be presented at a future meeting, and to the Substantial Changes of Skills Advisory of CS 73A to be: Addition of CS 70, Removal of CS 1 (CS 3 was already part of the skills advisory of CS 73)

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

The motion passed unanimously.

II. Public Comments

None

III. Announcements

Sheila Cordova announced the IndieCade Festival happening October 12-13 at Santa Monica College (the CMD campus) and passed out flyers. For more information, visit: <https://www.indiecade.com/>

IV. Approval of Minutes

A motion was made to approve the minutes of the September 19 with one correction to a spelling error under Item IV. Approval of Minutes “A motion was made”

Motion made by: William Konya; **Seconded by:** Eve Adler

Y: 17; N: 0; A: 2 (Jae Lee and Dana Nasser)

V. Chair’s Report

All action items from last meeting were approved by the Academic Senate.

VI. Information Items

1. Redesign of the Student Experience
 - Program Mapping Overview and Training
Guido Davis Del Piccolo provided updated information for the upcoming mapping day events. Curriculum Representatives should come with research completed on whether Program Learning Outcomes (PLOs) match the Student Learning Outcomes (SLOs) of required core and restricted elective courses for those programs.

(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)
Motion to approve ACCTG 19A with change to unit to 1.0 to match weekly arranged hours; revision to proposed for degree to "AS Degree in Accounting"; clarify Methods of Evaluation to be "Other: Tax Returns"; grading method to be only "P/NP"; and minor revisions throughout
Motion made by: Estela Narrie; **Seconded by:** Jing Liu
The motion passed unanimously

Motion to approve Prerequisite for ACCTG 19A with no changes
Motion made by: Dana Nasser; **Seconded by:** Jing Liu
The motion passed unanimously
- b. ACCTG 23 Payroll Accounting
Motion to approve ACCTG 23 as a new course and with the Distance Ed component together with addition of "P/NP" to grading method; transferability to CSU; removal of ACCTG 1 content review; and minor revisions throughout
Motion made by: Irena Zugic; **Seconded by:** Audra Wells
The motion passed unanimously
- c. BUS 10 Introduction to Intellectual Property
Motion to approve BUS 10 as a new course and with the Distance Ed component together with minor revisions to the new course
Motion made by: Gary Huff; **Seconded by:** Toni Trives
The motion passed unanimously
- d. CS 73B Computer Forensics Fundamentals (Skills Advisory: CS 73A)
Motion to approve CS 73B as a new course and with the Distance Ed component together with no changes to either the course or Distance Ed
Motion made by: Irena Zugic; **Seconded by:** Estela Narrie
The motion passed unanimously
- e. CS 73C Cybersecurity and Ethical Hacking (Skills Advisory: CS 73A)
Motion to approve CS 73C as a new course and with the Distance Ed component together with no changes to either the course or Distance Ed

Motion made by: William Konya; **Seconded by:** Garen Baghdasarian

The motion passed unanimously

Motion to approve Skills Advisories of CS 73A for both CS 73B and CS 73C as a block with no revisions to either

Motion made by: William Konya; **Seconded by:** Irena Zugic

The motion passed unanimously

f. KIN PE 18 Beginning Fitness Walking

g. KIN PE 52A Beginning Pickleball

h. KIN PE 52B Intermediate Pickleball

Motion to approve KIN PE 18, KIN PE 52A, and KIN PE 52B as a block with moves in all three courses of lecture hours to laboratory hours, move of start date to Spring 2020 due to UC transferability and CSU GE audit and minor revisions throughout

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

The motion passed unanimously

i. MEDIA 26 Digital Storytelling in Spanish (Skills Advisory: SPAN 25)

Motion to approve MEDIA 26 with removal of weekly arranged hours, modification of program applicability to be "Degree Applicable"; and minor revisions throughout

Motion made by: Sheila Cordova; **Seconded by:** Audra Wells

The motion passed unanimously

Motion to approve Skills Advisory of SPAN 25 for MEDIA 26 with no revisions

Motion made by: Irena Zugic; **Seconded by:** Estela Narrie

The motion passed unanimously

(Courses: Substantial Changes)

j. CS 73A Fundamentals of Computer Security (Renumbering/Renaming: was "CS 73 Computer Security Concepts"; Added Skills Advisory: CS 70; Removal of Skills Advisory: CS 1)

Motion to approve all revisions to CS 73A with no additional changes

Motion made by: Estela Narrie; **Seconded by:** Irena Zugic

The motion passed unanimously

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)

Motion to approve all revisions to PV 4 with no additional changes

Motion made by: Garen Baghdasarian; **Seconded by:** Irena Zugic

The motion passed unanimously

(Courses: Distance Ed)

l. ACCTG 23 Payroll Accounting

ACCTG 23 Distance Ed was passed with the new course (see VI. b.)

m. BUS 8 Law for the Entrepreneur

Motion to approve Distance Ed component for BUS 8 with no revisions

Motion made by: Irena Zugic; **Seconded by:** Toni Trives

The motion passed unanimously

n. BUS 10 Introduction to Intellectual Property

BUS 10 Distance Ed was passed with the new course (see VI. c.)

o. CS 73B Computer Forensics Fundamentals

CS 73B Distance Ed was passed with the new course (see VI. d.)

- p. CS 73C Cybersecurity and Ethical Hacking
CS 73C Distance Ed was passed with the new course (see VI. e.)

(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 Department Certificate
 - 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

Motion to approve all additions as a result of the courses on this agenda as a block

Motion made by: Lee Pritchard; **Seconded by:** Dana Nasser

The motion passed unanimously

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

Due to time constraints, motion to approve tabling all new business discussions for the Curriculum meeting on October 17

Motion made by: Irena Zugic; **Seconded by:** Gary Huff

Motion passed unanimously

IX. Old Business

None

X. Adjournment

The meeting was adjourned at 4:59 pm

Santa Monica College
Course: NEW or Reinstatement
Expanded Course Outline for AD JUS 8 - Juvenile Procedures

Course Cover	
Discipline	AD JUS-ADMINISTRATION OF JUSTICE
Course Number	8
Full Course Title	Juvenile Procedures
Catalog Course Description	This course provides an overview of the development and organization of the juvenile justice system in the United States. The course explores topics such as the history of this system, the measurement of juvenile delinquency, California laws relating to delinquency and dependency, constitutional protections afforded through case decisions, juvenile court proceedings and related subject areas.
Rationale	Our AS-T in the Administration of Justice has been approved. We are creating more class options for students in this major. Juvenile Procedures is a course on the Transfer Model Curriculum and the C-ID for this course was consulted in drafting this course outline.
Proposed Start	Year: 2019 Semester: Fall
Proposed for Distance Ed	Yes
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Weekly Laboratory Hours	Min:
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	54.00
Total Outside-of-Class Hours	108.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	Transfers to CSU
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	AS-T Degree -Administration of Justice
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Describe the organization of the juvenile justice system.	
2. Distinguish between status offenses, delinquency and dependency.	
3. Outline the development of the juvenile justice system and the historical treatment of juveniles.	
4. Analyze the various theories of juvenile delinquency.	
5. Demonstrate an understanding of how to measure the magnitude of juvenile delinquency using the Uniform Crime Reports and victimization surveys.	
6. Explain California laws relating to juvenile delinquency and dependency and apply them to hypothetical factual scenarios.	

7. Identify the landmark U.S. Supreme Court decisions that extend constitutional protections to juveniles.
8. Demonstrate an understanding of the differences between the adult and juvenile justice systems.
9. Critically analyze juvenile court dispositions
10. Identify different types of juvenile correctional facilities.
11. Demonstrate an understanding of the potential changes that may occur to the juvenile justice system in the future.

Course Content

7%	<u>Introduction to the Juvenile Justice System</u> <ul style="list-style-type: none"> • Origins of the system • Terminology • Distinguish key terms: status offenses, dependency & delinquency • Court jurisdiction
10%	<u>History of the Juvenile Justice System</u> <ul style="list-style-type: none"> • Historical treatment of juveniles • History of the system • The different models of justice: traditional, due process and the punitive model of juvenile justice
10%	<u>Theories of Juvenile Delinquency</u> <ul style="list-style-type: none"> • Classical and positivist schools of thought • Choice theory • Deterrence theory • Biological theories • Psychological theories • Social theories
10%	<u>Measuring Juvenile Delinquency</u> <ul style="list-style-type: none"> • Challenges with Measurements • Uniform Crime Reports • Victimization surveys • Trends in juvenile crime and statistics
30%	<u>Juvenile Law and Procedure</u> <ul style="list-style-type: none"> • The development of juvenile law • California Laws relating to juvenile delinquency and dependency • Constitutional protections afforded to juveniles • Survey of the Landmark U.S. Supreme Court cases • Special issues in juvenile law such as waiver of rights, right to counsel, detention, juvenile records
15%	<u>Juvenile Court Proceedings</u> <ul style="list-style-type: none"> • Categories of delinquency • Juvenile court personnel • Adjudications • Disposition reports and hearings
10%	<u>Juvenile Court Procedures v. Adult Court Procedures</u> <ul style="list-style-type: none"> • Overview of key adult court procedures • Compare and contrast juvenile and adult court procedures
5%	<u>Juvenile Corrections</u> <ul style="list-style-type: none"> • Overview of community-based corrections for juveniles • Juvenile probation • Institutional corrections
3%	<u>The Juvenile Justice System: Looking Forward</u>

	<ul style="list-style-type: none"> • Current directions of juvenile justice • Predicted changes to the juvenile justice system
Total: 100%	
Methods of Presentation	
Methods	Lecture and Discussion Online instructor-provided resources
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 10% - Class Participation • 60% - Exams/Tests 3 exams at 20% each. • 30% - Written assignments 2 Writing assignments at 15% each. • 100% - Total
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Bartollas, Clemens. <i>Juvenile Justice in America</i> , 8 ed. Pearson, 2017, ISBN: 9780134163758.	
2. Peoples, E.,E. . <i>Juvenile Procedures in California</i> , 7 ed. Meadow Crest Publishing, 2017, ISBN: 9780983504955.	
3. Taylor, R.,W. <i>Juvenile Justice Policies, Programs, and Practices</i> , 4 ed. New York: McGraw Hill Education, 2015, ISBN: 9780078026560.	
Assignments	
Sample Assignment	
<p>Sample Assignment #1: Please research a problem area in the juvenile justice system. You will then write an essay, examining the particular problem, the causes and potential solutions. The list of potential topics include the measurement of juvenile crime, the causes of juvenile delinquency and juvenile prevention measures.</p> <p>Sample Assignment #2: Please research a U.S. Supreme Court decision which involves a constitutional protection afforded to juveniles. You will then prepare an analysis of the key facts, issue(s), decision and reasoning for the case outcome.</p>	
Student Learning Outcomes	
1. Demonstrate an understanding of the California laws relating to delinquency that are applicable fact patterns.	
2. Outline the differences between adult court procedures and juvenile court procedures.	
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 in their personal lives.	
Minimum Qualification	
Minimum Qualifications:	Law (Masters Required)
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes
Distance Ed	
Distance Education Application	
Delivery Methods	Fully Online Online/Classroom Hybrid

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. Additionally, content pages will begin each module and will include summaries of key information and suggestions for how to approach content. Weekly discussion boards will be posted and the instructor will provide feedback as is done in a traditional classroom environment. Constructive feedback will also 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 juvenile justice issues. 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>This class is organized through weekly course modules. A wealth of material is offered for students to learn the course concepts. The content includes the following: specific learning objectives for each module, lecture notes regarding the various juvenile procedures, relevant videos, applicable case decision references, weekly discussion boards that help students to check their understanding of the concepts, relevant</p>

supplemental course materials such as case studies to help the students relate the concepts to everyday life. The above content is provided on a weekly basis. Finally, students will take three exams and complete two written assignments.

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Study and/or Review Sessions	Prior to an exam, students will be prompted to post any questions they have about the test material. We will then have a study session via the review discussion board. Hypothetical fact patterns can be posed to help students understand the legal application of certain laws.	10%
Online Lecture	Students will review lecture notes and/or videos to learn the course concepts. For example, students will read lecture notes and view a video on juvenile court proceedings. They will be asked to take notes on the video and to 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%
Discussion	Weekly discussion boards will be posted to promote student-instructor interaction and student-to-student interaction on a variety of issues concerning the juvenile justice system.	30%
Written assignments	Students will write at least two essay assignments in the class. Prior to their due dates, we will have discussions via the "General Questions" discussion board regarding the assignment. The instructor will also help answer questions individually via email.	10%
Peer Feedback	In preparation for the students' research paper, students will have the opportunity to share their topic ideas with their peers via a discussion board where they can gain valuable feedback. They will also be able to discuss ideas for finding valuable research regarding the particular juvenile justice issue. Students will also be asked to find articles involving current issues in the juvenile justice system and share it with their peers.	15%

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

This course is organized through modules that focus on topic areas in the juvenile justice system. Each chapter area will be represented by a module. For example, the first module will be entitled: Chapter 1: Overview of the American Juvenile Justice System.

To provide consistency and ensure that quality of instruction is provided, the following format is provided for each module: learning objectives, lecture notes and/or video, PowerPoint summary slides, discussion board assignment, links to relevant articles and to web sites such as the United States Supreme Court website.

Discussion boards are posted on a weekly basis. The exams are spread out and given every three to 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 completed a comprehensive course which covers the current learning management system in place. They should also be aware of the technical support that is available for both faculty and students. Knowledge of how to make sure the material is accessible is also critical for online instructors.

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

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

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

All videos will be closed captioned. Each time new material is added, it will be reviewed to ensure it is compliant.

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

Learning objective: "Critically analyze juvenile court dispositions"

After reviewing the learning objective, students are asked to watch a video which covers juvenile court procedures. Following the video viewing, students participate in a threaded discussion where they provide a summary of the procedures, specifically disposition hearings, and how they may be contrasted with adult (sentencing) hearings.

Assessment Best Practices

60%-**Three Exams at 20% each.** - Exams will consist of multiple-choice and/or short essay questions. Prior to the 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 also provided on the exam results via the comments section in the grade book.

10%-**Discussion Boards** - After reading a chapter in the textbook or watching a video, 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 and detailed feedback is given in the grade book.

30%-**Written Assignments** - Prior to the assignment due dates, the instructor will provide detailed instructions and grading rubrics. Students will have the opportunity to post questions on the "General Questions" discussion board where all students can participate. Detailed feedback will be provided in the grade book for each student.

Santa Monica College

Course: DE for non-DE course

Expanded Course Outline for BUS 52 - International Marketing

Distance Ed Distance Education Application	
Delivery Methods	Fully Online Online/Classroom Hybrid
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>The course will begin with a detailed "welcome letter" with information about the course and how the instructor will be in frequent communication with the students. The instructor will post regular and frequent announcements regarding assignments along with frequent reminders. Additionally, content pages will begin each module and will include summaries of key information and suggestions for how to approach content. Discussion boards will be posted and the instructor will provide comments, input and feedback like in a regular on-ground course. Additionally, constructive feedback will be provided on the homework assignments and exams. The instructor will promptly respond to communication from students via email and through the "your questions" discussion board.</p>
Student-Student Interaction	<p>Students will engage in discussion boards where they will be required to reply to other students in the class. The first week of classes 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 international marketing</p>

	concepts. Additionally, they will be able to participate in the "your questions" discussion board where they can help each other with questions as well as hear other general questions about the course content just as in an on-ground classroom.
Student-Content Interaction	The class is organized by modules each module includes weekly topics. A variety of materials are offered for students to learn about international marketing concepts. Videos, podcasts, case studies. Each topic includes: specific learning objectives for each topic, discussion boards that help students to check their understanding of the concepts. Finally, students will take 4 exams and 2 written assignments.

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	Students will participate in at least 5 critical thinking discussions, "my questions" discussion board, sharing international marketing ideas discussion board. These discussions will help to promote student-teacher interaction and student-to student interaction on a variety of relevant international marketing issues.	35%
Online Lecture	Students will watch a video or listen to a podcast. They will be asked to take notes and be prepared to participate in individual or group discussions.	30%
Written assignments	Students will develop an international marketing plan for a product or service, using a global marketing strategy. Students will work on a variety of case studies. The content of these cases are real international marketing scenarios. By analyzing these scenarios, students can learn how to handle similar situations.	35%

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

The course is organized through modules. Each module focuses on different topics. The first module provides the scope and challenge of international marketing.

Each module provides learning objectives, an introduction to the topic, a summary of the whole module, videos, links to relevant articles, websites such as Hubspot, international marketing statistics.

Discussion boards are provided every two to three weeks. Exams are spread out and administered every two to four weeks. Case studies are due week 4 and 8. Class is taught at a reasonable pace.

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

Instructors should have completed a comprehensive course and received the appropriate certification of the current learning management system or LMS in place. Additionally, instructors should be aware of the technical support that is available. Knowledge of how to make sure the material is accessible is also critical for online instructors.

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

Links to the following services should be provided: Santa Monica College library, online tutoring, the bookstore, and tutorials for online classes.

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

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

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

Learning Objective: Analyze the differences in negotiating with marketing partners from different countries and their marketing strategies.

Students are asked to watch a video lecture about negotiation skills between marketing partners.

Students will provide an analysis of these strategies.

Students will be presented with a scenario where they can adapt an international marketing strategy. They will apply these skills and make compromises when necessary.

Assessment Best Practices

35%-**Discussion Board Assignments** - Students will share ideas in critical thinking discussions about different international marketing topics. They are graded based upon their responsiveness to the question and support provided.

30%-**Exams/Tests** - Exams will consist of multiple choice and essay questions. Feedback will be given on exams in addition to numerical scores.

35%-**Written Assignments** - Students are provided with at least two case studies where they will solve real international marketing situations. Students will also develop an international marketing plan. A rubric is provided.

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

Gender & Communication (Com St 36)

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

<table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Genders and Sexualities Category</td> <td style="width: 50%;"></td> </tr> </table>	Genders and Sexualities Category		Course content focuses primarily on at least one of the following five areas: (Check all that apply)	
	Genders and Sexualities Category			
	<input checked="" type="checkbox"/>	(1) How the constructions of genders and sexualities—as well as identities—are formed, reformed, defined, redefined and experienced by a variety of communities, cultures, and societies.		
	<input checked="" type="checkbox"/>	(2) Application of theoretical perspectives based in gender relations to understand social phenomena.		
	<input checked="" type="checkbox"/>	(3) An examination of the experiences of diverse gender and sexual identities and expressions.		
	<input checked="" type="checkbox"/>	(4) An exploration of how collective identity and experiences have been shaped—and will continue to be shaped—by individuals and groups of diverse gender and sexual identities and expressions.		
<input checked="" type="checkbox"/>	(5) The intersectionality of genders and sexualities with race, ethnicity, class, religion, and nationality.			

Step 2: Course Outline of Record

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

The course outline of record was updated Spring 2017 when Com St 36 was approved to be a DE course.

Step 3: Student Learning Outcome

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

The Com St 36 SLO's are as follows:

- (1) Identify/describe theories related to gender and communication.
- (2) Compare and contrast gender communication styles.
- (3) Analyze gender as a social construction.

The underlined words/phrases demonstrate the reflection of the SLOs in the areas of the genders & sexualities category:

SLO #1 – identify/describe theories related to gender and communication – relates back to area #2: Application of theoretical perspectives based in gender relations to understand social phenomena.

SLO #2 – compare and contrast gender communication styles – relates back to area #3: An examination of the experiences of diverse gender and sexual identities and expressions.

SLO #3 – analyze gender as a social construction – relates back to area #1: How the constructions of genders and sexualities—as well as identities—are formed, reformed, defined, redefined and experienced by a variety of communities, cultures, and societies.

Step 4: Narrative

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

Narrative:

Com St 36 explores gender from a communication perspective and sheds light on the social construction of the binary society in which we live. Students learn about the ways culture shapes our understanding of sex, gender and sexual orientation. The practices that make up cultural customs are normalized through communication. Given the dynamic nature of communication, genders and sexualities are “formed, reformed, defined, redefined” over time. (area #1: constructions of genders and sexualities)

While enrolled in Com St 36, students are exposed to theories of gender, which include biological, interpersonal, psychological, cultural and critical theories. Students learn that no theory on its own “tells the whole story,” as gender is explained through the combination of different theoretical lenses. One of the class assignments asks students to reflect on their own gender development and select two theories that best explain their understanding of gender based on their upbringing and current gender identity/expression. (area #2: application of theoretical perspectives)

During the course of the semester, students learn to distinguish between sex and gender and learn about intersex individuals by reading a case study about an intersex baby in the 60s. Max Beck’s story serves as a frame to detect the ways medical professionals and parents are attending to the birth of intersex babies today. Moreover, students deepen their understanding of trans issues – already prominent in contemporary society. Their understanding between the difference of gender expression and gender identity is deepened and introduces the complexity of sexual orientation when a trans individual decides to transition (socially or medically). Students also learn about the relevance of pronouns as it relates to genderqueer people. (area #3: experiences of diverse gender and sexual identities and expressions.)

Com St 36 is designed to explore gender in different contexts of life, which include: family, power & violence, education, friendships, romantic relationships, work place and media. Through readings, assignments and discussions, students learn the ways each of these realms are “gendered.” How have gender roles been shaped and perpetuated in each of these daily realms? For non-cisgender individuals, how have these realms excluded them? (area #4: the shaping of collective identity and experiences)

The course content also goes over the three waves of feminism in the United States. The first two frame the current one and demonstrate its more inclusive nature. What once began as a fight against the plight of Euro-American ciswomen has extended to include cismen and members of the LGBTQIA+ from diverse backgrounds. Students learn about the intersectionality characterizing the current wave of feminism and what it means to be a feminist today. (area #5: intersectionality of gender and sexualities)

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

	Yes	No	Abstain	Not voting
Department or Area Vote (Com Studies Area)	5	0	0	0