SANTA MONICA COLLEGE
ACADEMIC
SENATE
1900 Pico Boulevard
Santa Monica, CA 90405
310.434.4611

Curriculum Committee Agenda

Wednesday, November 7, 2018, 3:00 p.m.
Loft Conference Room – Drescher Hall 300-E

Members:

Brenda Antrim, *Chair*	Guido Davis Del Piccolo	William Konya	Lydia Strong
Jennifer Merlic, *Vice Chair*	Christina Gabler	Jae Lee	Toni Trives
Eve Adler	Gary Huff	Jing Liu	Audra Wells
Wynn Armstrong (fall)	Yongha Hwang (A.S. Rep)	Estela Narrie	Joshua Withers (spring)
Garen Baghdasarian	Maral Hyeler	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 *(Two minutes is allotted to any member of the public who wishes to address the Committee.)*
III. Announcements
IV. Approval of Minutes 4
V. Chair's Report

VI. Information Items

1. Redesign of the Student Experience

2. Global Citizenship Application Update
   Wording of "and/or" was added to the end of the fifth area under "Gender/Sexuality Studies" on the Global Citizenship application.

   Note: If you are entering a new course with Global Citizenship, or modifying a course to meet Global Citizenship requirements, please do not use the "Global Citizenship Application" section of the course form on the right sidebar in Curricunet, as it does not contain all of the needed fields for a Global Citizenship proposal. Instead, use the form linked on the left sidebar, under "Links", titled "Global Citizenship", and upload the completed document under "Attached Files".

(Courses: Non-Substantial Changes)
3. BUS 60 Design Thinking for the Entrepreneur
   (originally BUS 68; renumbered to 60 due to conflict with prior course in ISIS)
4. COSM 10A Related Science 1A
5. COSM 11A Hair Cutting 1

6. COSM 11B Hair Styling 1
7. COSM 11C Hair Coloring 1
8. COSM 18 Skin Care 1
9. COSM 20 Related Science 2
10. COSM 21A Hair Cutting 2
11. COSM 21B Hair Styling 2
12. COSM 21C Hair Coloring 2
13. COSM 21D Permanent Waving 2
14. COSM 21E Curly Hair Techniques 2
15. COSM 26 Nail Care 2
16. COSM 28B Skin Care 2B
17. COSM 30 Related Science 3
18. COSM 31A Hair Cutting 3
19. COSM 31B Hair Styling 3
20. COSM 31C Hair Coloring 3
21. COSM 31E Curly Hair Techniques 3
22. COSM 36 Nail Care 3
23. COSM 38 Skin Care 3
24. COSM 38B Mechanical Exfoliation
25. COSM 38C Chemical Exfoliation
26. COSM 40 Related Science 4
27. COSM 41B Hair Styling 4
28. COSM 42 Men's Hair Styling
29. COSM 46 Nail Care 4
30. COSM 48 Skin Care 4
31. COSM 48B Advanced Make-Up
32. COSM 50A Related Science 5
33. COSM 50B Practical Preparation For State Board Exam
34. COSM 50C Written Preparation For State Board Exam
35. COSM 50E Written Preparation For Esthetician State Board Exam
36. COSM 50N Written Preparation For Nail Care State Board Exam
37. COSM 64 Salon Management
38. COSM 88A Independent Studies In Cosmetology
39. COSM 95A Salon Experience
40. COSM 95B Salon Experience
41. COSM 95C Salon Experience
42. COSM 95D Salon Experience

VII. Action Items

(Courses: New)

(Courses: Substantial Changes)

(Programs: New)

(Programs: Revisions)

g. Changes to degrees and certificates as a result of courses considered on this agenda
   - Add PHOTO 34 to: Photography AS Degree/Certificate of Achievement

h. Conversion of Cloud Computing Department Certificate to AS Degree/Certificate of Achievement 39

i. Respiratory Therapy AS Degree 40
   - Move of RES TH 1 from program prerequisite to first year
   - Addition of RES TH 2, PHYSCS 14, and first year
   - Move of RES TH 29 from second year to first year

VIII. New Business
- Financial Aid and the Student-Centered Funding Formula
- Gary Huff: crosswalk between the OEI rubric for best teaching practices in online courses with the distance education 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.

SANTA MONICA COLLEGE ACADEMIC SENATE
1900 Pico Boulevard
Santa Monica, CA 90405
310.434.4611

Curriculum Committee Minutes

Wednesday, October 17, 2018, 3:00 p.m.
Loft Conference Room – Drescher Hall 300-E

Members:

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

Members Absent:
Gary Huff Hesham Jarmakani (A.S. Rep)

(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 3:18 pm. Motion to pull the Program Revision of the AA-T in Communication Studies from the agenda and return it to the department as the new proposed classes do not meet AAM, and replace the Distance Education discussion with a discussion of plenary resolutions.
Motion made by: Dana Nasser; **Seconded by:** Sasha King
The motion was passed unanimously

II. Public Comments
None

III. Announcements
Audra Wells had a response to AS Representative Hesham Jarmakani's comment whether AA degrees are discouraged by private four-year colleges (i.e. Columbia). Audra checked and found that this is not true.

IV. Approval of Minutes
Motion to approve the minutes for the October 3 meeting with no revisions.
Motion made by: William Konya; **Seconded by:** Dana Nasser
The motion was passed unanimously

V. Chair's Report
All courses passed Senate last meeting.

Plenary is upcoming, November 1-3: While I will not be able to attend, I will report back to the committee on panels of interest to curriculum. Topics include Student Centered Funding Formula, the California Online Community College, Degrees, Certificates, and Curricular Processes with the New Funding Formula, CTE and Guided Pathways, Noncredit Distance Education, Math and Quantitative Reasoning Task Force Recommendations and AB705 Follow-up, Minimum Qualifications, Placing Courses within Disciplines, and CTE and C-ID (https://www.asccc.org/events/2018-11-01-150000-2018-11-03-210000/2018-fall-plenary-session). The ASCCC presenters usually put slides up so when they do I will create an overall

review presentation for the committee. Resolutions of interest to the Curriculum Committee are attached (see pages 4-6).

VI. Information Items

1. Redesign of the Student Experience
   Guido asked for feedback on the mapping day; Meta Majors presented to chairs Friday, October 5; feedback should be sent by November 2 .

(Courses: Non-Substantial Changes)

2. FASHN 18, Computer Aided Fashion Design and Merchandising

VII. Action Items

(Courses: New)

a. AD JUS 8 Juvenile Procedures
   Motion to approve AD JUS 8 with minor revision to wording in "Sample Assignments"
   Motion made by: Audra Wells; **Seconded by:** Toni Trives
   The motion was passed unanimously

(Courses: Distance Ed)

b. AD JUS 8 Juvenile Procedures
   Motion to approve the Distance Education component of AD JUS 8 with no revisions
   Motion made by: Audra Wells; **Seconded by:** Toni Trives
   The motion was passed unanimously

c. BUS 52 International Marketing
   Motion to approve the Distance Education component of BUS 52 with no revisions
   Motion made by: Dana Nasser; **Seconded by:** William Konya
   The motion was passed unanimously

(Courses: Global Citizenship)

d. COM ST 36 Gender and Communication
   Motion to approve the Global Citizenship component of COM ST 36, making the Global Citizenship retroactive to the inception of the course and no other revisions
   Motion made by: Garen Baghdasarian; **Seconded by:** Estela Narrie
   The motion was passed unanimously

(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"
     Motion to add AD JUS 8 to Administration of Justice AS-T "List A" with C-ID AJ 220.
     Motion made by: Guido Davis del Piccolo; **Seconded by:** Irena Zugic
     Y: 17; N: 0; A: 1 (Maral Hyeler)

~~b.~~ ~~Communication Studies AA-T Degree~~
   - ~~Add COM ST 20, MEDIA 2, 3, 4, 10; Remove HIST 1, 2 electives from "List C"~~
     Program revision for Communication Studies AA-T was removed (see motion for "Call to Order and Approval of Agenda")

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
  The committee began initial discussion on how to integrate the principles of the Guided Pathways framework in the work of the committee.

- Discussion of plenary resolutions
  See attached (page 4-6)

IX. Old Business
None

X. Adjournment
The meeting was adjourned at 5:02 pm

ASCCC Fall 2018 Plenary Resolutions of interest to Curriculum Committee (excerpted from https://asccc.org/sites/default/files/Resolutions%20Packet%20F18%20Area%20Meetings.docx)

***8.01 F18 Using Multiple Measures in addition to High School Grade Point Average for Student Assessment and Placement Practices**

Whereas, The Default Placement Rules in the AB 705 Implementation Memo, July 10, 2018[1] are based primarily on high school grade point average, and AB 705 (Irwin, 2017) and Title 5 §55502(i)[2] require colleges to use multiple measures for student assessment and placement; and

Whereas, AB 705 (Irwin, 2017) and subsequent Title 5 Regulations revisions will require changes within areas that fall under academic and professional matters, and such changes should be made in collegial consultation with local academic senates; and

Whereas, Title 5 §53200 requires the local governing board and its designee(s) to consult collegially with the local academic senate on all academic and professional matters, in particular curriculum, including establishing prerequisites, degree and certificate requirements, and standards or policies regarding student preparation and success;

Resolved, That the Academic Senate for California Community Colleges urge that local academic senates work with their discipline and counseling faculty when determining multiple measures and consider that those multiple measures consist of more than high school grade point average for student assessment and placement.

Contact: Executive Committee

***9.01 F18 Degree and Certificate Awards in Response to the New Funding Formula**

Whereas, The Student Centered Funding Formula that was enacted by the Governor's 2018-19 Budget Trailer Bill on June 27, 2018[3] provides monetary incentives for college districts to award the Associate Degree for Transfer over a local associate degree, and when possible multiple degrees or certificates to a single student;

Whereas, The Student Centered Funding Formula may disadvantage smaller colleges that offer fewer local degrees or Associate Degrees for Transfer than larger colleges, as well as colleges that lack robust degree audit programs, as it will be more difficult to auto-award degrees and certificates;

Whereas, For students transferring to the University of California, a private institution or an out of state institution, a local associate degree may provide better preparation than an Associate Degree for Transfer; and

Whereas, An increase in the number of degrees or certificates a student is awarded should indicate additional qualifications attained by the student that are above and beyond the qualifications a student would earn from a single degree or certificate;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and other stakeholders to support colleges to best meet the educational goals of students in both awarding associate degrees and, when appropriate, guiding students through transfer preparation when the University of California or California State University do not require an associate degree;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and other stakeholders to provide guidance to colleges for awarding multiple degrees or certificates to a single student; and

[1] https://asccc.org/sites/default/files/AA%2018-40%20AB%20705%20Implementation%20Memorandum__0_0.pdf

[2] https://govt.westlaw.com/calregs/Document/I5D3FD35027D811E3A241A8038D8BCC68?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)

[3] http://dof.ca.gov/Budget/Trailer_Bill_Language/documents/CommunityCollegeStudent-FocusedApportionmentsFormula_001.pdf

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and other stakeholders to advise local academic senates and curriculum committees about the effects on financial aid when auto-awarding degrees and certificates.

Contact: Stephanie Curry, Reedley College, Curriculum Committee

***9.02 F18 Equalize Noncredit and Credit Curriculum Processes**

Whereas, The Curriculum Streamlining Processes,[4] announced in October 2016, to allow colleges to approve and offer curriculum more rapidly now permits colleges to self-certify curriculum for all credit courses, modified credit programs with the exception of Associate Degrees for Transfer, and new credit programs with a goal of local program with the exception of new career technical education (CTE) credit programs and apprenticeship;

Whereas, With the passage of AB 705 (Irwin, 2017) and the California Guided Pathways Award Program, colleges must be nimble and responsive to an increase in demand for noncredit course offerings; and

Whereas, The question, "Can a college require a noncredit support course?" that had a response of, "Yes, …" in the *FAQ on AB 705*[5] from the California Community Colleges Chancellor's Office and the Academic Senate for California Community Colleges will lead to an increase in demand for noncredit course offerings;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and other stakeholders to equalize noncredit and credit curriculum processes.

Contact: Stephanie Curry, Reedley College, Curriculum Committee

9.03 F18 Local Adoption of the California Virtual Campus – Online Education Initiative Course Design Rubric

Whereas, Online courses reviewed with the California Virtual Campus – Online Education Initiative (CVC-OEI) Course Design Rubric and offered through the CVC-OEI Course Exchange have a success rate 4.9 percentage points above the statewide average;[6]

Whereas, California Code of Regulations Title 5 §55206 maintains districts' local authority to determine if courses will "be provided through distance education";[7]

Whereas, Resolution 9.01 S15 encourages "local senates to establish rubrics for online course standards"; and

Whereas, The CVC-OEI has indicated in its 5-Year Roadmap that local peer online course review is planned as an activity intended to increase course and degree completion;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates, through their curriculum committees and online education committees, to adopt the CVC-OEI Course Design Rubric for local use and explore the development of local peer online course review.

Contact: Julie Oliver, Cosumnes River College, Online Education Committee

***9.04 F18 Flexibility in Local Curriculum Submission Deadlines**

Whereas, Guidelines for AB 705 (Irwin, 2017) implementation were disseminated to the California community colleges July, 10, 2018,[8] and changes to Title 5 Regulations for compliance with AB 705 (Irwin, 2018) are expected no earlier than January 2019;

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[4] http://www.ccccurriculum.net/wp-content/uploads/2017/05/WhitePaperFinal_April2017.pdf

[5] https://asccc.org/sites/default/files/AB705_FAQ_030218_FINAL_2.pdf

[6] http://ccconlineed.org/about-the-oei/governance/consortium-expansion/

[7] https://govt.westlaw.com/calregs/Document/ID00A2170D48411DEBC02831C6D6C108E?transitionType=Default&contextData=(sc.Default)

[8] https://asccc.org/sites/default/files/AA%2018-40%20AB%20705%20Implementation%20Memorandum__0_0.pdf

Whereas, Professional development opportunities regarding AB 705 (Irwin, 2017) are planned throughout fall 2018;

Whereas, Colleges must fully implement AB 705 (Irwin, 2017) by fall 2019, and many colleges have curriculum submission deadlines in September 2018 for courses to be offered in fall 2019, and more time may be needed in order for faculty to design innovative curriculum options in response to AB 705 (Irwin, 2017) and to meet the needs of diverse student populations; and

Whereas, The University of California and the California State University recently announced that they have extended the deadline for courses specifically related to the implementation of AB 705 (Irwin, 2017) in the areas of mathematics/quantitative reasoning and English composition/written communication for the University of California Transfer Course Agreement (UCTCA) until November 15, 2018, and for the Intersegmental General Education Transfer Curriculum (IGETC) and CSU General Education Breadth to March 1, 2019;

Resolved, That the Academic Senate for California Community Colleges encourage local curriculum committees to be flexible with curriculum submission deadlines; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to work with their administrations and governing boards to be flexible with catalog and scheduling deadlines.

Contact: Executive Committee

15.0 INTERSEGMENTAL ISSUES

*15.01 F18 Support for University of California Associate Degrees for Transfer in Physics and Chemistry

Whereas, The Academic Senate for California Community Colleges has demonstrated through previous positions (Resolutions 4.01 F17, 15.01 F17) the commitment to supporting the academic goals of students who seek a baccalaureate degree by transferring to universities;

Whereas, There have been long standing issues associated with Associate Degrees for Transfer (AD-T) to the California State University system for both chemistry and physics transfer students, including adequate course preparation for junior-level status; and

Whereas, A joint collaboration between the Academic Senate for Community Colleges and the University of California Academic Senate (UCAS) has resulted in proposed University of California (UC) AD-Ts in both chemistry and physics that are aligned with the expectations of undergraduate preparation in those degrees[9] and include guaranteed admission to the UC system with all UC campuses committed to participate;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and the University of California Academic Senate (UCAS) to offer by fall 2019 these UC Associate Degrees for Transfer in Physics and Chemistry.

Contact: Rebecca Eikey, Executive Committee

[9] https://asccc.org/sites/default/files/UC%20Pathways_Physcis_Template%20-%20edited%209-4-18.pdf
https://asccc.org/sites/default/files/UC%20Pathways_Chemistry_Template_edited9.4.18.pdf

Santa Monica College
Course: SUBSTANTIAL Change
Expanded Course Outline for ENGL 1D - Reading and Composition 1

Course Cover	
Discipline	ENGL-ENGLISH
Course Number	1D
Full Course Title	Reading and Composition 1
Catalog Course Description	This introductory course in rhetoric emphasizes clear, effective written communication and preparation of the research paper using texts that showcase issues of diversity and systems of difference. Students will learn of at least 2 different groups of people and begin to understand, through multiple perspectives and contexts, how political and social structures impact these groups. Examples of topics that may be discussed in class include the environment, violence, education, and the media.
Rationale	This is a version of English 1 that includes requirements needed to satisfy the UCLA Diversity Requirement for all undergraduates.
Proposed Start	Year: 2020 Semester: Fall
Proposed for Distance Ed	No
Proposed for Global Citizenship	No

Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Weekly Laboratory Hours	Min:
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	54.00
Total Outside-of-Class Hours	108.00
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:

(pending review)
- IGETC Area 1: English Communication
  - 1A: English Composition

CSU GE Area:

(pending review)
- CSU GE Area A: Communication in the English Language and Critical Thinking
  - A2 - Written Communication

SMC GE Area:

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

Program Applicability	
Designation	Credit - Degree Applicable

Pre/Corequisites & Advisories
Prerequisite ESL 19B or Group A Placement
Course Objectives
Upon satisfactory completion of the course, students will be able to:
1. Critically read about issues of race, class, culture, and gender within academic and popular texts.
2. Appreciate various contexts and points of views and critically analyze both current and historical events and their impact on different groups.
3. Recognize systems of difference (e.g. institutional, structural, post-structural, etc.).
4. Conceptualize issues of diversity and equity in today?s world.
5. Identify the thesis, major supporting points (both stated and implied), and the logical argument of an essay they have read.
6. Analyze intent, style, logic, tone, and rhetorical devices in source materials.
7. Synthesize information from multiple sources in order to generate a clear and coherent thesis from their reading.
8. Employ the conventions of written English to produce essays that are free from major errors in syntax, grammar, punctuation, diction, and spelling.
9. Write essays that employ a variety of rhetorical modes appropriate to the audience and the purpose of the essay.
10. Revise essays for clarity of ideas, logic, and grammatical correctness, recognizing that writing is a process that requires multiple drafts.
11. Write a well-developed, analytical essay that is thesis-driven, using evidence to support and develop the thesis.
12. Develop strategies of organization (including effective introductions and conclusions, topic sentences, and transitions) for guiding readers through an analysis.
13. Formulate a focused research topic, gather appropriate information effectively from both traditional and electronic sources, and evaluate that information.
14. Provide documentation of research and references, correctly using internal citations and a Works Cited page, employing MLA guidelines.
15. Demonstrate note-taking strategies, including summarizing, paraphrasing, organizing, and synthesizing information.
16. Integrate quotations and source material effectively into their essays.

Course Content	
20%	Fundamentals of Academic Reading and Critical Thinking Students will read a series of texts over the semester which will include concepts and language of diversity, equality, and equity, and through class discussions, group collaboration, and in-class writings they will focus on: • Identifying the thesis • Summarizing and paraphrasing • Distinguishing fact from opinion • Making inferences • Evaluating the logic of the writer
50%	Fundamentals of Academic Writing Students will write 4-6 essays, employing a variety of rhetorical strategies, such as analysis, argumentation, comparison and contrast, cause and effect. One of the essays will be on a full-length work, either fiction or non-fiction based on current or historical systemic or institutional differences. With each essay, they will focus on the following activities and skills: • Developing a strong thesis statement • Organizing an outline • Developing complete paragraphs • Writing timed essays • Writing effective introductions and conclusions • Employing topic sentences and transitions

30%	Fundamentals of Academic Research and Writing a Research Essay All students will write a research essay that is 8-10 pages in length. They will focus on multiple perspectives and systems of difference and their outcomes by following these activities and skills: • Choosing a topic and narrowing the focus • Using the library and electronic databases • Evaluating sources • Synthesizing and integrating research material • Developing strategies for note taking • Documenting sources and creating a Works Cited page • Participating in peer review • Revising and editing • Offering class presentations
Total: 100%	

Methods of Presentation

Other Methods	Most classes consist of lectures and discussion on topics of diversity, systems of differences, and context using multiple perspectives. With this content, students then use the texts to examine aspects of writing including principles of composition, argumentation strategies, research methods, and approaches in craft. Texts range from short and long essays, newspapers and journal articles, full-length fiction or non-fiction works. Teacher will also organize and facilitate small-group activities for prewriting, peer review of essays, and content-specific discussion or research.

Methods of Evaluation

Methods	• 10% - Portfolios • 30% - Research Projects A Research Project including research using scholarly sources in order to write an academic essay of 8-10 pages. • 60% - Written assignments Three to five academic essays ranging from 4-7 pages each. • 100% - Total
Additional Assessment Information (Optional)	The portfolio includes written work of no less than 10 pages.

Appropriate Textbooks

Textbooks such as the following are appropriate:

Formatting Style	MLA

Textbooks

1. Spring, Joel. . *Deculturalization and the Struggle for Equality: A Brief History of the Education of Dominated Cultures in the United States*, 8th ed. Routledge, 2016, ISBN: 1138119407.

2. Ahmed, Sara . *On Being Included: Racism and Diversity in Institutional Life*, ed. Duke University Press, 2012, ISBN: 0822352362.

3. Hacker, Diana and Nancy Sommers. . *Rules for Writers with 2016 MLA Update*, 8th ed. New York: Bedford St. Martins, 2016, ISBN: 1319083498.

4. Adams, Maurianne and Blumenfeld, Warren J.. *Readings for Diversity and Social Justice*, 3rd ed. Routledge, 2013, ISBN: 0415892945.

Other

1. Butler, Judith. Gender Trouble: Feminism and the Subversion of Identity. New York: Routledge, 2006.
2. Coates, Ta-Nehisi. Between the World and Me. New York: Spiegel & Grau, 2015.
3. Erdrich, Louise. Love Medicine. New York: Harper Perennial, (revised edition) 2016.
4. Rankine, Claudia. Citizen: An American Lyric. Minneapolis: Graywolf Press, 2014.

Assignments

Sample Assignment

1.	Elizabeth Wong's "The Struggle to be an All-American Girl" and Amy Tan's "Two Kinds" each dramatize some of the unique struggles and challenges that immigrant families face as they attempt to achieve membership in their American community without sacrificing their original ethnic identity. Both stories reflect a number of tensions between these different cultural identities. In a well-developed essay of

four to five pages, using specific, concrete examples, discuss (1) the kinds of challenges and conflicts that immigrants experience as they seek the American Dream; (2) how these challenges and conflicts are complicated by the complex relations between parents and children; and (3) how the characters are able to resolve (or not) the conflict between their identities as Americans and their original ethnic identity.

2.

This assignment will focus on critical reading, assessing arguments, and doing preliminary research.

If we agree with what an author is saying, then we tend to think that his or her argument is strong. This isn't always the case. You or I can disagree with a stance but still appreciate the author's argument. In order to separate the issue from the argument, we have to locate the criteria of a good argument and articulate them for ourselves. In this assignment I want you to think about each author's argument, how it is built, the logic it uses, the issues it takes up, and the way evidence is presented. Add to the list the author's ability to anticipate counter arguments, as well as how the author addresses his or her specific audience and you can start defining a good argument yourself.

This assignment will focus on how privilege and class shaped the life of O.J. Simpson through the 80's and 90's here in Los Angeles, as seen in *OJ: Made in America*. We will discuss the sharp economic and cultural differences between distinct parts of the city, especially the differences between South Central and Brentwood, where OJ Simpson and his wife Nicole Brown Simpson lived with their two children. In 1992, South Central was aflame in response to the Rodney King beating verdict. Across town, OJ Simpson partied with LAPD officers, and his hero image was virtually untouched even after numerous incidents of spousal abuse and harassment. Why was OJ's life and how he moved in the world so different from the lives of people in South Central? What factors led to this? Were they structural? Random? Through this exploration of class privilege, we will begin to recognize the complexities of race and economic inequality in Los Angeles.

Readings

Reading for Diversity and Social Justice (Adams)

- "Class in America – 2006" (Mantsios)
- "Race, Wealth, and Equality" (Oliver et al.)
- "Deep Thoughts About Class Privilege" (Pittelman)
- "At the Elite Colleges" (Schmidt)
- "What's Debt Got To Do with It" (Williams)

DVD

O.J.: Made in America, Part 1 (2016)

Optional

"The Dangerous Consequences of Growing Inequality" (Collins et al.)

Topic

For this assignment we will read specific essays – argumentative and personal – about the many ways class and race effect American life: socially, culturally, and psychologically. Many of you probably have experienced these ways, but often they are less noticeable to the public, such as new tax policies, the classification of disabilities, and intellectual capital. The U.S. system of democracy and the political system of capitalism may produce results that may be contradictory and unexpected. By understanding how wealth works in America, we can start to trace the history of privilege and how even today we are still reproducing the same systems of inequality and inequity that persist within groups of people based on gender and race.

How do these concepts of class privilege relate to OJ Simpson? Or do they at all? These are questions I'd like you to consider when writing this essay. Was the exclusivity of his life in

	West LA enabled due to his race and class, or was it achieved despite of his race and class? Or possibly were their other types of privilege that afforded him his social, cultural, and psychology experiences? As we've read, class privilege cannot be turned off and on despite our best efforts (221). So what does his life during the 80's and 90's say about class privilege? **Prompt** After carefully considering the assigned readings and *O.J. Simpson: Made in America, Part 1* in its entirety, please respond to the prompt below in a thesis-driven, argumentative essay of 4-5 pages. Please incorporate the aspects of argumentation we've discussed in class as well as aspects of fallacies and fairness when critiquing others' arguments. I'd like you incorporate concepts we've discussed in response to the readings in order to fully explain and argue your stance on the prompt. Be sure to use in-text references for the readings from the book and documentary and to make a proper Works Cited page. Because this essay is based on your own ideas, <u>do not do outside research</u>. The assigned readings and DVD provide ample support. **Which type of class privilege* plays the most significant role in OJ Simpson's life at this point in the documentary?** *You may choose a privilege from the Pittelman reading or one you discover on your own. Please include a counterargument in your essay.
3.	The goal for this assignment is to acquaint you with the different approaches of the writing process while practicing specific steps and sequences of it. In particular, we will focus on three important skills: invention techniques, arrangement, and thesis development. By going through this process, we will see that technique and critical thinking go hand-in-hand for successful essay writing. Incorporating critical thinking – objective analysis and evaluation of differing and seemingly oppositional viewpoints in order to formulate your own arguments about the issues – is vital in creating a cogent and compelling piece of writing. Additionally, we will begin to discuss structural injustice and the ways certain structures permit and perpetuate social problems and oppression. For example, when person is on the verge of homelessness, it is often the result of many other circumstances – a landlord's personal decision, a low-wage job, the lack of a college education or vocational training, etc. – that may have led him or her to be vulnerable to this position. We will also learn about this country's unique perspective on race and gender. By reading different points of view about the perception of racism in America, we can begin to further examine the complexities of today's issues. All of these issues play an important role in the subject matter we will talk about this semester: The 1995 O.J. Simpson murder trial in Los Angeles. **Readings** *Reading for Diversity and Social Justice* (Adams et al.) • "Waking Up White" (Arminio) • "Racism: Introduction" (Castaneda and Zuniga) • "The Cycle of Socialization" (Harro) • "Defining Racism: Can We Talk?" (Tatum) • "The Emperor's New Clothes" (Williams) • "Five Faces of Oppression" (Young) • "Structure as the Subject of Justice" (Young) "The explosive 1968 Olympics" (Zirin) **DVD** *O.J.: Made in America, Part 1* (Edelman) 00:00 – 01:02 **Optional readings** *Reading for Diversity and Social Justice* (Adams et al.) • "Theoretical Foundations" (Bell)

- "Conceptual Foundations" (Hardiman et al.)

Topic

More than 20 years ago, the criminal case of The People of the State of California v. Orenthal James Simpson transfixed most of America, especially those in southern California. In this trial, O.J. Simpson was charged with murdering his ex-wife, Nicole Brown Simpson, and her friend, Ron Goldman, outside of her Brentwood dwelling while their two young children slept inside. By all accounts, it was a gruesome double murder in which the killer surprised the unarmed victims and manually used a knife to kill them. The televised trial lasted nearly a year, concluding in October 1995, and Simpson was found not guilty on both counts. The trial and the aftermath of the trial brought many issues to the forefront of the American consciousness, especially those related to race, gender, and media.

One reason this trial garnered so much attention was the fact that Simpson had been an incredibly successful and well-liked football player. He was awarded the Heisman Trophy in 1968 as a college player at USC and went on to the NFL to play for the Buffalo Bills and 49ers. After his football career, he became a popular television sportscaster, actor, and spokesperson for numerous endorsement deals.

Simpson was not new to living in the public eye. In fact, in 1968 The Olympic Project for Human Rights was created to protest the racial segregation in the U.S. and other countries as well as racism in sports. The organization asked Simpson to join their advocacy in boycotting the Summer Olympics in Mexico City, and Simpson turned them down, saying that he wanted to be judged on the merit of his abilities, not the color of his skin (Edelman).

Prompt

After carefully considering the assigned readings and first part of *O.J. Simpson: Made in America*, please respond to the prompt below in a thesis-driven, argumentative essay of 4-5 pages. Incorporate concepts we've discussed in response to the readings in order to fully explain and argue your stance on the prompt. Be sure to use in-text references for the readings from the book and documentary and to make a proper Works Cited page. Because this essay is based on your own ideas, do not do outside research. The assigned readings and DVD provide more than enough support.

What do you think of O.J. Simpson's response to the Olympic Project for Human Rights? Explain.

Remember, I am interested in your ideas and arguments. Please do not write a book report.

Student Learning Outcomes
1. The student will demonstrate the ability to read, comprehend, and analyze college-level writing and respond with thesis-driven analytic essays, scored according to a rubric for appropriate and adequate development and clarity of language and critical thinking.
2. After defining a topic and using any combination of library, web-based, and/or field research, the student will write a research paper that appropriately uses carefully evaluated and well-documented research material to support a clearly articulated thesis.

Minimum Qualification	
Minimum Qualifications:	English (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 MATH 2C - Concurrent Support for Precalculus

Course Cover	
Discipline	MATH-MATHEMATICS
Course Number	2C
Full Course Title	Concurrent Support for Precalculus
Catalog Course Description	A review of the core prerequisite skills, competencies, and concepts needed in precalculus. Intended for students who are concurrently enrolled in Math 2, Precalculus. Topics include concepts from elementary algebra, geometry, and intermediate algebra that are needed to understand the basics of college-level precalculus. Emphasis is placed on real and complex numbers; fundamental operations on algebraic expressions and functions; algebraic factoring and simplification; introduction to functions, equations and graphs; circles and parabolas; properties of geometric figures, similarity, and special right triangles. Pass/No Pass only.
Rationale	This course will provide opportunities for students to build a stronger foundation for success in their math 2 corequisite course by obtaining skills through a variety of instructional strategies.
Proposed Start	Year: 2019 Semester: Summer
Proposed for Distance Ed	No
Proposed for Global Citizenship	No

Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 2.00
Weekly Lecture Hours	Min: 2.00 (Sem: 36)
Weekly Laboratory Hours	Min: 1.00 (Sem: 18)
Weekly Arranged Hours	Min: 0
Total Semester Instructional Hours	54.00
Total Outside-of-Class Hours	72.00
Load Factor	1.00
Repeatability	May be repeated 0 time(s)
Grading Methods	P/NP Only

Transfer/General Ed	
Transferability	Does NOT transfer to CSU or UC

Program Applicability	
Designation	Credit - Degree Applicable

Pre/Corequisites & Advisories

Corequisite
MATH 2

Course Objectives

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

1. Simplify, evaluate, factor or manipulate a numerical or algebraic expression.
2. Solve linear, quadratic, radical, rational and absolute value equations, and systems of linear equations (in two or three variables) and represent their solutions using set notation.

3. Solve linear, quadratic, rational, absolute value, and compound inequalities. Graph the solution set and express it in set notation and interval notation.	
4. Perform operations on complex numbers and apply them to solve quadratic equations with negative discriminants.	
5. Use coordinate plane geometry to describe the location of a point in the plane.	
6. Use the distance formula to find the distance between two points in the plane. Use the midpoint formula to find the coordinates of the midpoint of the line segment joining two distinct points.	
7. Define and represent a relation verbally, numerically, symbolically and graphically, if possible; find the domain and range of the relation and determine whether it is a function.	
8. Evaluate a relation or function at a specific point and determine whether an ordered pair is on its graph.	
9. Write the equation of a line in slope-intercept form (if applicable) given two distinct points or slope and a point.	
10. Given a linear, quadratic, radical, or absolute value function, find its intercepts and graph it.	
11. Identify and write the equation of a circle in standard form, find its center and radius, and graph it.	
12. Determine whether a function is one to one and, if so, find its inverse. Sketch the graph of the inverse function and find its domain and range.	
13. Identify and use the rules of exponents to simplify expressions involving exponents.	
14. Evaluate elementary exponential and elementary logarithmic expressions.	
15. Solve elementary exponential equations.	
16. Use the definition of logarithms to solve elementary logarithmic equations.	
17. Recognize basic geometric Euclidean shapes. Find the perimeter and area of two-dimensional figures and the volume of three-dimensional figures.	
18. Recognize special right triangles and apply their properties in problem solving. Use properties of similar triangles in applications.	
19. Use algebraic expressions, equations and inequalities to model real world application problems.	
20. Consistently apply effective learning strategies for success in college, such as: Submitting assignments on time, work productively with peers on group assignments, seek help from their peers, teacher, and other resources when necessary, set up and maintain their math notebook.	
Arranged Hours Objectives	
Upon satisfactory completion of the course, students will be able to:	
Course Content	
16%	Algebraic factoring and simplification
28%	Function concepts
16%	Graphing concepts
10%	Geometric concepts
20%	Equation and inequality solving strategies
5%	System solving strategies
5%	Learning Skills 1. Study skills: organization and time management, test preparation and test-taking skills. 2. Self-assessment: using performance criteria to judge and improve one's own work, analyzing and correcting errors on one's test. Use of resources: strategies for identifying utilizing, and evaluating the effectiveness of resources in improving one's own learning, e.g. peer study groups, computer resources, lab resources, tutoring resources.
Total: 100%	
Lab Content	

100%	Collaborative learning activties.
Total: 100%	

Methods of Presentation	
Methods	Group Work Lecture and Discussion Observation and Demonstration
Other Methods	1. Individualized computer-aided instruction. 2. Collaborative learning: group work or peer review student work. 3. Instructor-led demonstrations and discussion or guided discovery. 4. Active learning: use of manipulatives, interactive computer-based instruction, or in-class activities requiring student participation. 5. Class activities and assignments.

Methods of Evaluation	
Methods	• 100% - Other • 100% - Total
Additional Assessment Information (Optional)	A student needs a minimum grade of C in Math 2 to receive a passing grade for Math 2C

Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	1. Bittinger, Ellenbogen, and Johnson. *Intermediate Algebra*, 10th ed. Pearson, 2018, ISBN: 10:0-13-450737-1.
Other	1. Classroom activities developed by Santa Monica College math faculty.

Assignments
Sample Assignment
See Attachment

Student Learning Outcomes
1. Students will develop success skills and academic behaviors including use of class notes and required text, regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code and other codes of conduct.
2. Students will apply the laws of exponents, factoring techniques, and properties of real numbers to a given algebraic expression to rewrite it in its simplest form.
3. Students will solve a given linear, quadratic, absolute value, simple rational or simple radical equation and express the solution(s) in set notation.
4. Given the graph of a relation, students will determine whether it is a function, find its domain and range, and any intercepts.

Minimum Qualification	
Minimum Qualifications:	Mathematics (Masters Required)

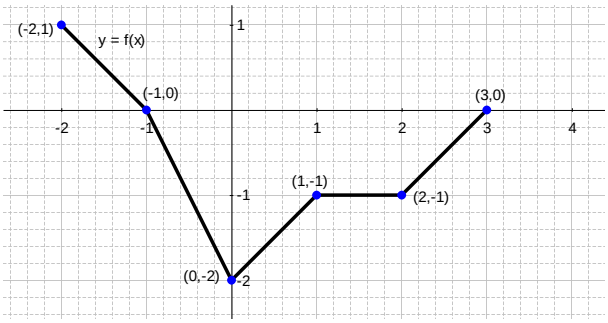
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes

Sample Intermediate Algebra Assignment

1. Graph the function.

$$g(x) = 2x^2 - 20x - 7$$

2. Use the graph of the function to answer each of the following.



   a. Evaluate $f(2)$.

   b. Find the Domain and Range of f.

   c. Find all intercepts of the graph of f.

   d. For what values of *x* is $f(x) < 0$?

3. Solve the absolute value equation. Express your solution in a set notation.

$$|2x - 5| - 4 = 9$$

Sample Geometry Assignment

1. Sandy creates an open box by cutting congruent squares from the four corners of a square piece of cardboard with sides measuring 24 inches. If the side of the square piece measures 6 inches, what is the volume of the box formed?

Sample Affective Domain Assignment

1. **Directions:** Read the article ***You Can Grow Your Intelligence*** and then use the following prompts to write a response to the article. Write your responses on a separate sheet of paper. Please remember that neatness and completeness count! If your instructor cannot read your paper, it will be difficult to give you credit for your good hard work. If you would prefer to type your responses, please do so.

   Article Link: https://www.mindsetworks.com/websitemedia/youcangrowyourintelligence.pdf

   I. What evidence is provided in the article to convince students that they can grow their brains and become smarter? Do you find the evidence convincing? Why or why not?

	II.	Suppose your friend says, “I can’t do math. I am just not a math person.” Use the ideas in this article to respond to your friend.

Corequisite Checklist and Worksheet

Math 2C
Corequisite: Math 2 ; Precalculus

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

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

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

Corequisite course will provide opportunities for students to build a stronger foundation for success in Math 2 by obtaining the required skills needed to understand the basics of college level precalculus. This course will provide a review of the core prerequisite skills, competencies, and concepts needed in precalculus.

Santa Monica College
Course: NEW or Reinstatement
Expanded Course Outline for MATH 54C - Elementary Statistics Co-requisite

Course Cover	
Discipline	MATH-MATHEMATICS
Course Number	54C
Full Course Title	Elementary Statistics Co-requisite
Catalog Course Description	A review of the core prerequisite skills, competencies, and concepts needed in statistics. Intended for students who are concurrently enrolled in MATH 54, Elementary Statistics, at Santa Monica College. Topics include: concepts from arithmetic, pre-algebra, elementary and intermediate algebra that are needed to understand the basics of college-level statistics. Concepts are taught through the context of descriptive data analysis. Pass/No Pass only.
Rationale	This course will provide opportunities for students to build a stronger foundation for success in their MATH 54 co-requisite math course by obtaining skills though a variety of instructional strategies.
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: 2.00 (Sem: 36)
Weekly Laboratory Hours	Min: 0
Weekly Arranged Hours	Min: 0
Total Semester Instructional Hours	36.00
Total Outside-of-Class Hours	72.00
Load Factor	1.00
Repeatability	May be repeated 0 time(s)
Grading Methods	P/NP Only

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

Pre/Corequisites & Advisories
Corequisite MATH 54

Course Objectives
Upon satisfactory completion of the course, students will be able to:
1. Graph fractions, decimals, and signed numbers on a number line.
2. Recognize, generate, and fluently use equivalent forms of fractions, decimals, and percentages.
3. Evaluate, apply, and simplify arithmetic and algebraic expressions using order of operations.
4. Evaluate and simplify expressions containing exponents, square roots, and scientific notation.
5. Use correct vocabulary and notation when translating mathematical phrases from English.

6. Calculate and analyze the slope, y-intercept, and equation of a line in two variables, as well as construct a graph of a linear equation.	
7. Solve linear equations and inequalities; interpret the solutions in context.	
8. Solve contextualized proportion and percent problems, including their interpretations.	
9. Extract information from graphs and tables.	
10. Consistently apply effective learning strategies for success in college. Students will demonstrate that they can apply effective learning strategies if they: a.attend class regularly; b.turn in assignments on time; c.work productively with peers on group assignments; d.seek help from their peers, teacher, and other resources when necessary; e.set up and maintain their math notebook.	
Course Content	
8%	Number and Operation Sense 1. Graph and compare real numbers on the number line with appropriate scaling. 2. Use appropriate mathematical and statistical rounding rule. 3. Representing numbers, intervals, and inequalities on the number line.
16%	Computational Skills Evaluate and simplify arithmetic expressions, including scientific notation. 1. Convert between fractions, decimals, and percents. 2. Solve basic proportion and percent problems.
6%	Graphs and Tables Read and interpret information from graphs and tables.
20%	Formulas and algebraic expressions 1. Evaluate and simplify formulas using real numbers and expressions using order of operations (including summation notation, factorials, and so on). 2. Solve and use formulas in applied problems. 3. Translate English phrases into mathematical expressions.
20%	Linear equations and inequalities in one variable 1. Solve general linear equations and inequalities with application problems. 2. Solve problems involving ratios and proportions with application problems. 3. Interpret contextualized solutions of the above types of problems.
20%	Linear equations in two variables and inequalities Graphs of linear equations and inequalities. 1. Slopes of linear equations, average rate of change. 2. Finding the equation of a line. 3. For linear models interpret slope and intercept, make predictions and calculate the vertical deviation of a point from the line.
10%	Learning Skillls 1. Study skills: organization and time management, test preparation and test-taking skills. 2. Self-assessment: using performance criteria to judge and improve one's own work, analyzing and correcting errors on one's test. 3. Use of resources: strategies identifying utilizing, and evaluating the effectiveness of resources in improving one's own learning, e.g. peer study groups, computer resources, lab resources, tutoring resources.
Total: 100%	
Methods of Presentation	
Methods	Group Work Lecture and Discussion Projects
Other Methods	1) Collaborative learning: group work or peer review student work. 2) Modeling: instructor led-demonstrations and discussion or guided-discovery.

	3) Active learning: use of manipulatives, interactive computer-based instruction, or in-class activities requiring student participation. 4) Class activities and assignments developed by Santa Monica College math faculty.

Methods of Evaluation	
Methods	• 100% - Other A student needs a minimum grade of C in math 54 to receive a passing grade in math 54 C. • 100% - Total
Additional Assessment Information (Optional)	Math 54 C is a co-requisite with Math 54, withdrawing from one of the courses will necessitate withdrawal from the other course as well.

Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Jay Lehmann. *A Pathway To Introductory Statistics*, 1st ed. Pearson, 2016, ISBN: 978-0-13-410717-2.	
2. The Consortium for Foundation Mathematics. *as Mathematics in Action: An Introduction to Algebraic, Graphical, and Numerical Problem Solving*, 4 ed. Pearson, 2011, ISBN: 978-0321985880.	
3. Jay Lehmann. *Functions & Authentic Applications*, 4 ed. Pearson, 2010, ISBN: 032162095X.	
Other	
1. Classroom activities developed by Santa Monica College math faculty.	

Assignments
Sample Assignment
See Attachment

Student Learning Outcomes
1. Students will develop success skills and academic behaviors including use of class notes and required text, regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code and other codes of conduct.
2. Apply numerical and algebraic reasoning and computational skills to support statistical analysis.
3. Construct, evaluate, and analyze mathematical models and graphs to represent relationships in quantitative data.

Minimum Qualification	
Minimum Qualifications:	Mathematics (Masters Required)

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

Attached Files
sample assignment Coreq form

I. Sample Assignments:

1. Plot the set of points $\left\{-3.5, \frac{3}{2}, -\frac{2}{3}, 3\right\}$ on the number line.

2. Suppose that this year you will earn $36,000, this is an increase of 4.5% over last year. Rounded to the nearest dollar, what did you earn last year? Indicate your answer in a complete sentence.

3. Houston taxi's charge $2.55 plus $2.20 for each mile traveled.
   a. Find an equation of a linear model to describe this situation. Be sure to define your variables.
   b. What is the slope of the linear model, interpret this in a sentence.
   c. What would be the fare for a trip of 3.5 miles? State your solution in a complete sentence.
   d. If a person paid $37.75 for a fare, how far did they ride? State your solution in a complete sentence.

4. Simplify the following expression: $6(2x – 3y) – 4(9x + 5y)$

Corequisite Checklist and Worksheet

MATH 54C
Corequisite: MATH 54, Elementary Statistics
Other prerequisites, corequisites, and advisories also required for this course: (Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)

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

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

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

Corequisite course will provide opportunities for students to build a stronger foundation for success in Math 54 by obtaining the required skills needed to understand the basics of college level statistics. This course will provide a review of the core prerequisite skills, competencies, and concepts needed in statistics.

Santa Monica College
Course: NEW or Reinstatement
Expanded Course Outline for PHOTO 34 - Capture to Composite

Course Cover	
Discipline	PHOTO-PHOTOGRAPHY
Course Number	34
Full Course Title	Capture to Composite
Catalog Course Description	This Photoshop and studio photography course that trains students on the commercial-level techniques that combine multiple images into one image suitable for commercial publication. Students will apply various lighting techniques within the photography studio and learn to combine those images, working toward final images comparable to commercial advertising level output for both print and web.
Rationale	The current photography related job market has an extremely high demand for photographic retouchers and digital artists. Most commercial photographers have an understanding of the retouching process and photograph assets for a successful composite image created within in the computer. Entry level digital artist can charge about $25/per hour and a more accomplished senior digital artist can charge up to $250 an hour. Full time staff and freelance positions are both equally as common. Examples of employment opportunities include work directly with photographers, for photo studios, movie studios, retouching specialty shops, pre-press companies that create billboards, advertising agencies, design firms, in house catalog photography, and more. As a Photographer with these skills, you can make sure you are photographing the proper pieces for a digital artist to work on. As a photoshop artist, you would know how to assemble images from photographers. Or, proficient students will have the ability to be hired as a photographer, and a digital artist, being able to bill for two different services for the same job. Job offers usually require a portfolio and a potential employer will likely ask applicants to take a retouching test on site and show before-after images of prior work. This course will prepare students for these career requirements though development of suitable images for their portfolio, as well as familiarization with currently utilized retouching tests. ?These skills also apply to photographers who want to take their own images to a professional level without having to hire a digital artist.
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: 4.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Weekly Laboratory Hours	Min: 3.00 (Sem: 54)
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	108.00
Total Outside-of-Class Hours	108.00
Load Factor	
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	Transfers to CSU

Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	**AS Degree** -Photography **Certificate of Achievement** -Photography

Pre/Corequisites & Advisories
Prerequisite PHOTO 30 and PHOTO 39

Course Objectives
Upon satisfactory completion of the course, students will be able to:
1. Employ his/her knowledge of pre-planning a successful image concept to be photographed in the photo studios and assembled within the computer.
2. Photograph images in the studio or outdoors (or both) utilizing proper lighting, lens, and angle considerations.
3. Use advanced skill level masking and compositing within the computer to create flawless imagery as seen with the advertising industry.
4. Demonstrate an understanding of the expectations and limitations of both CMYK and digital output.

Course Content	
10%	Discuss what makes a retouched photograph professional in it's quality from both input to output
10%	Develop a concepts for imagery where it would be nearly impossible to capture in a single frame
10%	Have a visiting artist, or arranged field trip to a professional retouching studio.
20%	Product/portrait level commercial retouching techniques
20%	Product/portrait level masking and compositing of multiple images within the computer
20%	Operate studio lighting equipment, cameras, and modifiers to achieve the best possible images for composite purposes
10%	Develop a retouching/studio portfolio where a clear before/after images are significant
Total: 100%	

Lab Content	
25%	Understanding and planning of the proposed projects including all safety precautions using studio equipment
25%	Experimentation with traditional and contemporary lighting equipment and modifiers
25%	Understanding properties of light, reflections, shadows and highlights, and how to properly place those elements on a person or object to make it 'sell'
25%	Ability to shoot camera tethered to computer to perform trial composite images together while on set to be sure proper assets are captured.
Total: 100%	

Methods of Presentation	
Methods	Critique Experiments Group Work Lab Lecture and Discussion Observation and Demonstration Online instructor-provided resources

	Projects Visiting Lecturers
Other Methods	Supervised outcome-specific tutorial exercises

Methods of Evaluation

Methods	• 10% - Class Participation • 20% - Class Work • 20% - Final Project • 10% - Portfolios • 40% - Projects multiple projects leading to building a portfolio • 100% - Total

Appropriate Textbooks

Textbooks such as the following are appropriate:

Formatting Style	APA

Textbooks

1. Bret Malley. *Adobe Master Class: Advanced Compositing in the Adobe Photoshop CC: Bringing the Impossible to Reality*, ed. Adobe Press, 2017, ISBN: 978-0134780108.

2. Scott Kelby. *Professional Portrait Retouching Techniques for Photographers* , ed. New Riders, 2011, ISBN: 9780321725547.

3. martin Evening. *Adobe Photoshop CC for Photographers, 2018 edition*, ed. Routledge, 2018, ISBN: 978-1138086760.

Assignments

Sample Assignment

Sample Assignment #1
Objective – Create an advertising or catalog level final image of a family products (For Example, soft drinks in various flavors, various watches, various cell phones). A minimum of 5 objects must be used.
Instructions -
All images must be captured at the highest resolution your camera offers, in RAW format.
Construct a tabletop arrangement of objects related to one another into an approved layout by the instructor.
Once the layout is approved, create a master photograph for alignment and arrangement purposes only. This image will serve as your base layer within Photoshop.
If arranged where all objects are on the same surface, not stacked, make sure you mark behind each object it's exact position.
DO NOT MOVE THE CAMERA OR CHANGE LENSES, ZOOM OR FOCUS.
Photograph each object individually and perfectly using as many photographs necessary per each object (remember, we need to 'sell' these objects. place your highlights away from important logos, text, or features of the objects). Don't forget to shoot a nice shadow too!
After you photographed each object individually, make sure you photograph an empty background plate.
Layer and mask your project together in Photoshop using the layer stack recipe discussed in class.
Turn in:
All RAW files used in the photography process.
One Letter sized final print on premium luster paper.
A 96ppi JPEG sized to 2500 pixels on the longest side in sRGB
Your final layered file sized down to 2500 pixels on the longest side, in AdobeRGB
Sample Assignment #2
Objective – Photograph a person, or group of people within the studio to be dropped into a new outside environment. Person should relate to the background in terms of wardrobe, and style of the shots to be combined.

Instructions -
All images must be captured at the highest resolution your camera offers, in RAW format.
Know your background first. Photograph a series of background locations that will suit your model(s). Take note of lens focal length and camera angles. Be sure to incorporate 'negative space' to put your subject(s) into.
Photograph a person in the studio. Make sure you have separation between your person, and your background for isolation purposes within Photoshop. Consider what kind of light(s) and modifiers to use within the studio (Flat light, hard light, etc). Pay attention to the direction of light too! Consider the lens and angle you used for your background images when photographing your person.
Combine your assets together within Photoshop utilizing the masking functions learned within class pertaining to hair.
Be sure to do any retouching on the person's skin or wardrobe as necessary.
Turn in:
All RAW files used in the photography process.
One Letter sized final print on premium luster paper.
A 96ppi JPEG sized to 2500 pixels on the longest side in sRGB.
Flattened tiff file at full resolution in Adobe RGB.
Your final layered file sized down to 2500 pixels on the longest side, in AdobeRGB.

Student Learning Outcomes
1. Demonstrate advanced skill in compositing multiple images.
2. Perform intermediate level industry standard retouching for both product and skin.
3. Create an organized layered file that demonstrates the ability for the image to be revised and deconstructed by other retouchers.
4. Prepare images for print, web and press output.
5. Demonstrate studio photography techniques utilizing multiple lighting sources and modifiers

Minimum Qualification	
Minimum Qualifications:	Photography (Masters Required)

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

Attached Files

Prerequisite 1
Prerepuisite 2

Prerequisite / Corequisite Checklist and Worksheet

Photo 34

Prerequisite: Photo 30 ; Techniques of Lighting: Introduction

Other prerequisites, corequisites, and advisories also required for this course:
Photo 39 ; Introduction to Photoshop

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

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

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

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 4: Program prerequisites

x **Prerequisite must be required for at least one of the courses in the program. Explain: Prior to Photo 34, students will need Photo 30 to achieve proper knowledge of how to operate lighting equipment, safe studio practices, ability to measure light, basic understanding of light modifier and how to modify and reflect light.**

Type 5: Health and Safety

x **Students who lack the prerequisite might endanger themselves, other students or staff. Explain: Studio lighting equipment poses many electrical and physical hazards. Students in Photo 30 learn to properly use equipment to not cause electrical safety hazards, and how to properly mount studio equipment for physical safety from objects falling onto others.**

Prerequisites using Content Review

In order to properly justify/substantiate any prerequisite, we need to first determine what skills are <u>necessary</u> 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 **Photo 34**

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

A)	Demonstrate skill in the control of studio and location lighting techniques utilizing continuous light, strobe and mixed lighting situations.
B)	Demonstrate the necessary skills to work accurately, efficiently and safely in a studio or location environment.
C)	Demonstrate skills in metering and properly exposing a digital image with the use of artificial and natural lighting.
D)	Demonstrate ability to create form, 3-dimensionality, and texture, background separation and mood through proper creation of lighting patterns and ratios.

EXIT SKILLS (objectives) FOR **Photo 30**

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

1.	Demonstrate skill in the control of studio and location lighting techniques utilizing continuous light, strobe and mixed lighting situations.
2.	Demonstrate the necessary skills to work accurately, efficiently and safely in a studio or location environment.
3.	Demonstrate skills in metering and properly exposing a digital image with the use of artificial and natural lighting.
4.	Demonstrate ability to create form, 3-dimensionality, and texture, background separation and mood through proper creation of lighting patterns and ratios.

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

Prerequisite / Corequisite Checklist and Worksheet

Photo 34

Prerequisite: Photo 39 ; Introduction to Photoshop
Other prerequisites, corequisites, and advisories also required for this course: Photo 30 ; Techniques of Lighting

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

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

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

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 4: Program prerequisites

X **Prerequisite must be required for at least one of the courses in the program. Explain: Prior to Photo 34, students must know how to operate a computer, and specifically use Adobe Photoshop, and know how to use the equipment within our digital lab. This class will focus on the advanced techniques of Photoshop. Therefore, prior to entering Photo 34, students will need to be proficient on the concept of Layers, Masking, Selections, Retouching Tools, color correction methods, and printing. In other words, this is a skill based course and without the foundational skills prior to entering the course, the student will not succeed and slow down the pace of the class.**

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 **Photo 34**
(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Apply basic Photoshop techniques using various tools, layers, curves and selections with digital images.
B)	Apply retouching skills and color correction knowledge consistent with industry standards.
C)	Demonstrate skill in compositing multiple images.

EXIT SKILLS (objectives) FOR **Photo 39**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Apply basic Photoshop techniques using various tools, layers, curves and selections with digital images.
2.	Apply retouching skills and color correction knowledge consistent with industry standards.
3.	Demonstrate skill in compositing multiple images.

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

Santa Monica College

Course Outline For
LIBRARY STUDIES 1, Library Research Methods

Course Title: Library Research Methods				Units: 1.00
Total Instructional Hours (usually 18 per unit):	18			
Total Outside-of-Class Hours:	36			
Hours per week (full semester equivalent) in Lecture:	1.00	In-Class Lab: 0	Arranged:	

Date Submitted:	May 2011
Date Updated:	October 2018
Transferability:	Transfers to CSU Transfers to UC
IGETC Area:	
CSU GE Area:	
SMC GE Area:	

Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	None
Pre/Corequisite(s):	None
Corequisite(s):	None
Skills Advisory(s):	None

I. Catalog Description

This course is designed to introduce students to library research and resources available in academic libraries. Through effective use of resources in a variety of formats, students learn to access information to meet their research needs. Topics include: finding, evaluating and citing sources. Recommended for all students.

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. Library 1 Workbook, OER edition, SMC Library Faculty, SMC © 2018
2. MLA Handbook for Writers of Research Papers, 8th, Modern Language Association, MLA © 2016

III. Course Objectives

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

1. Differentiate between and use appropriate resources (books, articles, interviews, etc) to successfully research topics.
2. Evaluate and choose appropriate information sources for different projects.

3. Demonstrate appropriate proficiency in using information technologies for research.

IV. Methods of Presentation:

Lecture and Discussion , Online instructor-provided resources

V. Course Content

% of course	**Topic**
15%	The Research Process/Academic Integrity/Plagiarism
10%	Books/Library Classification Systems/Evaluation
10%	Reference Sources
20%	Academic and Popular Periodicals
20%	Specialized and Discipline-specific Resources
20%	Online Resource Evaluation
5%	Citation Styles
100%	Total

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

Percentage	Evaluation Method
30 %	Exams/Tests - 3-5 exams
30 %	Homework - 5-8 assignments
20 %	Final exam
20 %	Final Project
100 %	Total

VII. Sample Assignments:

1. Using the books you found related to your research topic in Assignments 3 and 4, write two (2) bibliographic citations in MLA style.

2. Find a scholarly article from a discipline-specific database to support your research topic and fill out the worksheet for that database.

VIII. Student Learning Outcomes

1. Retrieve a full-text scholarly article from an aggregator database using appropriate limiters.
2. Use electronic and print resources to find appropriate materials, and create a bibliography in MLA format.

Cybersecurity
Department Certificate

This certificate will prepare students for an entry-level position in the field of information security. They will gain an understanding of the technological needs, threats, and weaknesses in cybersecurity. Through this certificate, students will learn the tools needed to manage computer systems as well as gain insight into the legal, and social aspects of the cyber universe.

Program Learning Outcomes:
Upon completion of the program, students will be able to analyze potential cyber threats to an organization network, and recommend and apply the proper tools to defend against those attacks.

Area of Emphasis (12 units)

Students must complete all the following:

Required Core
CS 70, Network Fundamentals And Architecture (3)
CS 73A, Fundamentals of Computer Security (3)
CS 73B, Computer Forensics Fundamentals (3)
CS 73C, Cybersecurity and Ethical Hacking (3)

Cloud Computing
Associate in Science (AS) / Certificate of Achievement

This certificate provides students with the industry skills to understand, build and maintain applications for the cloud. These skills include the technical principles of the hardware and software requirements to run systems in the cloud including storage, database management, and software systems, while maintaining secure access.

Program Learning Outcomes:
Upon completion of the program, students will demonstrate a high level of competency in the different operational levels of cloud computing, such as storage, software as a service, while applying security standards to their operation.

Area of Emphasis (30 units)

Required Courses: (27 units)
CS 79A, Introduction to Cloud Computing (3)
CS 79B, Database Essentials in Amazon Web Services (3)
CS 79C, Compute Engines in Amazon Web Services (3)
CS 79D, Security in Amazon Web Services (3)
CS 79E, Best Practices in Amazon Web Services (3)
CS 41, Linux Network Administration (3)
CS 70, Network Fundamentals And Architecture (3)
CS 81, Javascript Programming (3)
CS 87A, Python Programming (3)

Select one of the following: (1-3 units)
CS 80, Internet Programming (3)
CS 83R, Server-Side Ruby Web Programming (3)
CS 85, PHP Programming (3)
CS 90A, Internship In Computer Science (1)

RESPIRATORY THERAPY
Associate in Science (AS)
Effective Fall 2017

The program is a partnership between Santa Monica College and East Los Angeles College (ELAC). Graduates earn an Associate degree in Respiratory Therapy program that allows the graduate to take the Therapist Multiple-Choice Examination (TMC) and by achieving a high cut score on the TMC become eligible for the Clinical Simulation Exam (CSE); passing both exams awards the graduate the Registered Respiratory Therapist (RRT) credential. **The RRT credential is required for licensure in the state of the California.**

Program Learning Outcomes:
Students who complete the Respiratory Therapy program will accurately initiate, conduct, and modify prescribed therapeutic procedures using clinical data. Graduates will participate in developing and evaluating respiratory care plans and monitor and record patient's response to the care, both in the clinical settings and emergency situations.

Area of Emphasis (76 - 82 units)

Program Prerequisites: (29-31 units)

Physiology and Microbiology must be completed within the last 7 years at time of entry into the Respiratory Therapy program.
ANATMY 1, Human Anatomy (4)
PHYS 3, Human Physiology (4)

CHEM 10, Introductory General Chemistry (5)
or
CHEM 19, Fundamentals of General, Organic, and Biological Chemistry (5)

MCRBIO 1, Fundamentals Of Microbiology (5)

COM ST 11, Elements Of Public Speaking (3)
or
COM ST 35, Interpersonal Communication (3)
or
COM ST 37, Intercultural Communication (3)

ENGL 1, Reading and Composition 1 (3)

MATH 18, Intermediate Algebra for Statistics and Finite Mathematics (3)
or
MATH 20, Intermediate Algebra (5)

FIRST YEAR: (18 units)
Once students are admitted to the program, an Education Plan is developed that must be followed.

Fall Semester: (11 units)
RES TH 1, Introduction To Respiratory Therapy (2)
RES TH 2, Respiratory Therapy Fundamentals (4)
RES TH 60, Respiratory Physiology (4)
PHYSCS 12, Introductory Physics Non-Lab (3)
or
PHYSCS 14, Introductory Physics With Laboratory (4)
or

Spring Semester: (7 units)

RES TH 30, Adult Critical Care Monitoring And Diagnostics (3)
RES TH 70, Respiratory Pathophysiology (4)
RES TH 29, Neonatal And Pediatric Respiratory Therapy (4)

SECOND YEAR: (30 units)

All Respiratory Therapy coursework from this point on is offered on the ELAC campus, except for RES TH 29, which is also offered at SMC. These courses are transferred back to SMC upon program completion and applied toward the SMC Associate Degree requirements.

Summer Session: (4 units)
RESP TH 15, Introduction to Clinical Experience
(4)

Fall Semester: (11 units)
RESP TH 3, Applications of Respiratory Therapy and Clinical Experience I
(5)
RESP TH 4, Applications of Respiratory Therapy and Clinical Experience II
(5)
RESP TH 27, Respiratory Clinical Problem-Solving I
(1)

Winter Session: (4 units)

Spring Semester: (11 units)
RESP TH 5, Applications of Respiratory Therapy and Clinical Experience III
(5)
RESP TH 11, Applications of Respiratory Therapy and Clinical Experience IV
(5)
RESP TH 28, Respiratory Clinical Problem-Solving II
(1)

All program courses must be completed with a "C" grade or better to meet the CA Respiratory Care Board Licensure requirements. Students must obtain an Associate Degree from Santa Monica College upon completion of the program requirements in order to meet minimum CA licensure requirements.