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

Curriculum Committee Agenda

Wednesday, December 5, 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 (Robert) Armstrong	Eric Hwang (A.S. Rep)	Estela Narrie	Irena Zugic
Garen Baghdasarian	Maral Hyeler	Dana Nasser	A.S. Representative
Sheila Cordova	Sasha King	Lee Pritchard	

Interested Parties:

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

Ex-Officio Members:
Nathaniel Donahue

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

I. Call to Order and Approval of Agenda
II. Public Comments *(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

(Courses: Non-Substantial Changes)
2. CIS 35D QuickBooks Desktop
3. COSM 11B Hair Styling 1
4. COSM 11D Permanent Wave 1
5. COSM 11E Curly Hair Techniques 1
6. COSM 16 Nail Care 1
7. COUNS 20 Student Success Seminar
8. FRENCH 1 Elementary French I
9. FRENCH 2 Elementary French II
10. FRENCH 3 Intermediate French I
11. FRENCH 4 Intermediate French II
12. FRENCH 8 Conversational French
13. GERMAN 1 Elementary German I
14. GERMAN 2 Elementary German II
15. GERMAN 3 Intermediate German I
16. GERMAN 4 Intermediate German II

17. GERMAN 8 Conversational German
18. GERMAN 31A Practical German
19. HEBREW 3 Intermediate Hebrew 1
20. HEBREW 4 Intermediate Hebrew 2
21. HEBREW 8 Conversational Hebrew
22. ITAL 1 Elementary Italian I
23. ITAL 2 Elementary Italian II
24. ITAL 3 Intermediate Italian I
25. ITAL 4 Intermediate Italian 2
26. ITAL 8 Conversational Italian
27. JAPAN 2 Elementary Japanese Ii
28. JAPAN 3 Intermediate Japanese I
29. PORTGS 1 Elementary Portuguese 1
30. SPAN 1 Elementary Spanish I
31. SPAN 20 Latin American Civilization
32. TURK 1 Elementary Turkish 1

VII. Action Items

(Courses: New)

(Courses: Distance Education)

(Courses: Global Citizenship)

(Courses: Substantial Changes)

(Programs: New)

(Programs: Revisions)

o. Changes to degrees and certificates as a result of courses considered on this agenda
   - Add PHYSCS 20 to General Science AS Degree (Group B)
   - Add PORTGS 2 to Liberal Arts – Arts and Humanities AA Degree (Area B, Group 1), and Latin American Studies Department Certificate (Required Language Courses)

   - Conversion of Networking Department Certificate to Certificate of Achievement (no change in units or courses)

- Change of degree name (from Nursing ADN), program description, Program Learning Outcomes, and significant changes to program layout and courses

VIII. New Business

IX. Old Business
- 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

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, November 21, 2018, 3:00 p.m.
Loft Conference Room – Drescher Hall 300-E

Members Present:

Brenda Antrim, *Chair*	Garen Baghdasarian	William Konya	Lee Pritchard
Jennifer Merlic, *Vice Chair*	Guido Davis Del Piccolo	Jae Lee	Toni Trives
Eve Adler	Gary Huff	Jing Liu	Irena Zugic
Wynn Armstrong	Eric (Yongha) Hwang (A.S. Rep)	Dana Nasser	

Members Absent:

Sheila Cordova	Maral Hyeler	Estela Narrie	Audra Wells
Christina Gabler	Sasha King	Lydia Strong	

Others Present:

Victoria Charles	Rachel Demski	John Huls	Brian Rodas
James Cheesman	Gillian Grebler	Mitra Moassessi	Jeremiah Selvey

I. Call to Order and Approval of Agenda

The meeting was called to order at 3:06 pm. Motion to approve the agenda with revision to table HEALTH 81 (at the request of the department) and PORTGS 2 (for further review in Curricunet) and associated action items
Motion made by: Eve Adler; **Seconded by:** William Konya
The motion was passed unanimously
Eric Hwang and Toni Trives were not present for the vote

II. Public Comments

None

III. Announcements

None

IV. Approval of Minutes

Motion to approve the minutes of the November 7 meeting with revision to name specific members for No and Abstention votes on ENGL 1D (2 "No" votes of Christina Gabler and Estela Narrie; 3 "Abstentions" of Guido Davis Del Piccolo, Audra Wells, and Jing Liu); and Cloud Computing (1 "Abstention" of Guido Davis Del Piccolo)
Motion made by: Eve Adler; **Seconded by:** Lee Pritchard
Y: 10; N: 0; A: 2 (Garen Baghdasarian, Gary Huff)
Eric Hwang and Toni Trives were not present for the vote

V. Chair's Report

- All courses and program revisions from the last Curriculum meeting passed at Senate.
- Update on ASCCC 2018 Fall Plenary vote for which Curriculum Committee gave input:
  - All resolutions were approved:
  - 8.01 F18 Using Multiple Measures in addition to High School Grade Point Average for Student Assessment and Placement Practices (SMC Curriculum Committee recommended approving)

- 9.01 F18 Degree and Certificate Awards in Response to the New Funding Formula (SMC Curriculum Committee recommended approving)
- 9.02 F18 Equalize Noncredit Curriculum Processes to Align with Local Approval of Credit Curriculum Processes (SMC Curriculum Committee recommended approving)
- 9.03 F18 Local Adoption of the California Virtual Campus – Online Education Initiative Course Design Rubric (SMC Curriculum Committee could not come to a consensus on this resolution)
- 9.04 F18 Flexibility in Local Curriculum Submission Deadlines as Related to the Implementation of AB 705 (Irwin, 2017) (SMC Curriculum Committee recommended approving)
- 15.02 F18 Approval and Backdating of CSU Area C2 and IGETC Area 3B Submissions of Advanced ESL Coursework for Fall 2018 (SMC Curriculum Committee could not come to a consensus on this resolution)
- https://asccc.org/sites/default/files/Resolutions%20Packet%20F18%20Adopted%20FINAL.pdf

VI. Information Items

1. Redesign of the Student Experience
   Last mapping day will be December 7. Completed two days of AACC coaching; still awaiting the student focus group report. William spoke on phases: about 30 Phase 1 program maps are done; currently drafting a rubric for the guidelines. Irena attended a webinar where several colleges gave input on their process, and SMC appears to be ahead of schedule (there is an initial Pathways deadline of 2022). Phase 2 will deal with specific GEs, to be determined what that will look like. We'll need professional development support for faculty teaching intro courses across all disciplines.

(Courses: Non-Substantial Changes)

2. ESL 10W Multiple Skills Preparation: Reading and Writing
3. ESL 11A Basic English 1
4. ESL 11B Basic English 2
5. ESL 14A Pronunciation And Spelling: Vowel And Consonant Sounds
6. ESL 14B Pronunciation: Rhythm And Intonation
7. ESL 15 Conversation And Culture In The US
8. ESL 16A The Noun System And Articles
9. ESL 16B Verb Tenses: Forms and Use
10. ESL 16C Sentence Structure and Punctuation
11. ESL 17 Intermediate Reading Skills
12. ESL 20A Advanced Grammar Workshop
13. ESL 20B Advanced Grammar and Editing
14. ESL 23 Academic Reading and Study Skills
15. KIN PE 15A Cycling
16. KIN PE 51A Beginning Surfing
17. KIN PE 51B Intermediate Surfing
18. NURSNG 60 Multicultural Health And Healing Practices

VII. Action Items

(Courses: New)

a. BUS 85 Project Management Global Trade and Logistics
   Motion to approve BUS 85 with revision to catalog description; fix program applicability: Business AS, Business: Logistics and Supply Management Department Certificate, and Logistics/Supply Chain Management AS/Certificate of Achievement; add "At least two" to 30% - Written Assignments for Methods of Evaluation; and remove "Business Education" from Minimum Qualifications as it is a subcategory under "Business"
   Motion made by: Toni Trives; **Seconded by:** Irena Zugic

The motion was passed unanimously

b. ~~HEALTH 81 Fundamental Skills for Health Care Professionals~~

c. MATH 26C Co-Requisite for Functions and Modeling for Business and Social Science (Corequisite: MATH 26)
Motion to approve MATH 26C with change of title to "Concurrent Support for Functions and Modeling for Business and Social Science" to match MATH 2C, MATH 54C titles
Motion made by: Garen Baghdasarian; **Seconded by:** Jing Liu
The motion was passed unanimously

Motion to approve MATH 26C corequisite of MATH 26
Motion made by: Toni Trives; **Seconded by:** Garen Baghdasarian
The motion was passed unanimously

d. MUSIC 38 A World of Music
Motion to table MUSIC 38 approval and associated action items following committee discussion; course to be sent back to the department for further discussion
Motion made by: Eric Hwang; **Seconded by:** Dana Nasser
The motion was passed unanimously

e. ~~PORTGS 2 Elementary Portuguese 2 (Skills Advisory: PORTGS 1)~~

(Courses: Substantial Changes)

f. INTARC 50 Building Systems and Codes (Added: Skills Advisory INTARC 31; Changed: Course Name, Catalog Description, Texts, Course Objectives, Methods of Presentation, Course Content, Methods of Evaluation, Sample Assignments, SLOs)
Motion to approve changes to INTARC 50 with no additional revisions
Motion made by: William Konya; **Seconded by:** Gary Huff
The motion was passed unanimously

Motion to approve INTARC 50 prerequisite INTARC 31
Motion made by: Irena Zugic; **Seconded by:** Dana Nasser
The motion was passed unanimously
Garen Baghdasarian was not present for the vote

(Courses: Distance Education)

g. BUS 85 Project Management Global Trade and Logistics
Motion to approve BUS 85 distance education component with no revisions
Motion made by: Toni Trives; **Seconded by:** Irena Zugic
The motion was passed unanimously

h. JAPAN 9 Japan: Culture and Civilization
Motion to approve JAPAN 9 distance education component with no revisions
Motion made by: Gary Huff; **Seconded by:** William Konya
The motion was passed unanimously

(Courses: Global Citizenship)

i. JAPAN 9 Japan: Culture and Civilization
Motion to approve JAPAN 9 Global Citizenship component with no revisions
Motion made by: Jenny Merlic; **Seconded by:** Irena Zugic
The motion was passed unanimously

j. ~~MUSIC 38 A World of Music~~

k. ~~PORTGS 2 Elementary Portuguese 2~~

(Programs: New)

l. Sustainability Assistant Noncredit Certificate of Completion
Motion to approve Sustainability Assistant Noncredit Certificate of Completion with revision of catalog description to remove PLOs and suggestion to add wording to: "It is recommended that students have "fluency in English or" an intermediate or higher skill level in ESL." with approval by Dione Carter
Motion made by: Irena Zugic; **Seconded by:** Jing Liu
The motion was passed unanimously

m. Sustainability in Organics Aide Noncredit Certificate of Completion
Motion to approve Sustainability in Organics Aide Noncredit Certificate of Completion with revision of catalog description to remove PLOs and suggestion to add wording additional wording to: "It is recommended that students have "fluency in English or" an intermediate or higher skill level in ESL." with approval by Dione Carter
Motion made by: Garen Baghdasarian; **Seconded by:** Eric Hwang
The motion was passed unanimously

n. Sustainability Services Technician Noncredit Certificate of Completion
Motion to approve Sustainability Services Technician Noncredit Certificate of Completion with revision of catalog description to remove PLOs and suggestion to add wording additional wording to: "It is recommended that students have "fluency in English or" an intermediate or higher skill level in ESL." with approval by Dione Carter
Motion made by: William Konya; **Seconded by:** Jae Lee
The motion was passed unanimously

(Programs: Revisions)

o. Changes to degrees and certificates as a result of courses considered on this agenda
- ~~Add PORTGS 2 to Liberal Arts – Arts and Humanities AA Degree (Area B: Group 1) and Latin American Studies Department Certificate (Required Language Courses)~~
- ~~Add MUSIC 38 to Music AA Degree and Liberal Arts – Arts and Humanities AA Degree (Area A: Group 6)~~
- Add BUS 85 to Business AS Degree (Global Trade and Logistics), Business: Logistics and Supply Management Department Certificate, and Logistics/Supply Chain Management AS/Certificate of Achievement
  Motion to approve BUS 85 addition to degrees and certificates listed above
  Motion made by: Eric Hwang; **Seconded by:** Dana Nasser
  The motion was passed unanimously

VIII. New Business
None

IX. Old Business
- Gary Huff: crosswalk between the OEI rubric for best teaching practices in online courses with the distance education application field
- Discussion of approach to courses that do not appear to directly support transfer or further employment
  Old Business tabled due to time constraints

X. Adjournment
The meeting was adjourned at: 4:56 pm

Santa Monica College
Course: NEW or Reinstatement
Expanded Course Outline for MATH 21C - Concurrent Support for Finite Mathematics

Course Cover	
Discipline	MATH-MATHEMATICS
Course Number	21C
Full Course Title	Concurrent Support for Finite Mathematics
Catalog Course Description	This course provides a review of the core prerequisite skills, competencies, and concepts needed for students who are concurrently enrolled in Finite Mathematics. Topics include theory, procedures, and practices from pre-algebra, beginning algebra, and intermediate algebra. Particular attention is paid to solving and graphing linear equations and inequalities, problem-solving and modeling strategies, translating and interpreting language for the purpose of formulating mathematical phrases and statements, simplifying arithmetic and algebraic expressions, and learning to use the appropriate technology (typically scientific calculators) needed in Math 21. Pass/No Pass only.
Rationale	Math 21C will provide timely support and reinforcement (in a variety of modes) for students enrolled in MATH 21 by addressing background topics and mathematical fundamentals that are pertinent to Math 21 and are known to commonly cause difficulties for students.
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: 1.00
Weekly Lecture Hours	Min: 1.00 (Sem: 18)
Weekly Laboratory Hours	Min: 0
Weekly Arranged Hours	Min: 0
Total Semester Instructional Hours	18.00
Total Outside-of-Class Hours	36.00
Load Factor	1.00
Repeatability	May be repeated 0 time(s)
Grading Methods	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 21

Course Objectives
Upon satisfactory completion of the course, students will be able to:
1. Perform basic arithmetic operations on fractions, mixed numbers, and decimals.
2. Convert between percentages, fractions, and decimals.

3. Simplify numerical and algebraic expressions using order of operations.	
4. For application problems, apply a step-by-step process of identifying the unknowns, identifying the relevant quantities, setting up a mathematical model, and solving.	
5. Solve linear and exponential equations for a particular unknown.	
6. Solve systems of linear equations in two and three variables, and determine whether the system is consistent or inconsistent.	
7. For a system of linear inequalities in two variables, express the solution set graphically.	
8. Sketch the graph of a linear equation in two variables.	
9. Understand the meaning and usage of slope and intercept.	
10. Use appropriate technology to assist in making multi-step calculations involving a variety of functions.	
11. Consistently apply effective learning strategies for success in college.	
12. Apply different types of strategies for addressing a variety of application problems.	
Course Content	
30%	Linear Equations, Systems of Linear Equations and Inequalities in Two Variables 1. Find the slope and the intercepts for a given line. 2. Given sufficient information, produce the equation of a line. 3. Solve and graph linear equations in one and two variables. 4. Graph a linear inequality in two variables. 5. Solve two-by-two and three-by-three systems of linear equations.
25%	Simplify and Evaluate Expressions 1. Perform arithmetic operations on fractions and decimals. 2. Evaluate expressions with rational exponents. 3. Apply order of operations to simplify expressions.
10%	Miscellaneous 1. Convert between percentages, decimals, and fractions. 2. Understand the terminology of inequalities such as at most, less than, more than, etc. 3. Use a scientific calculator to facilitate computations involving radicals, powers, permutations and combinations, exponential functions, etc.
23%	Strategies and Methodologies for Application Problems. 1. Identify questions and instructions clearly and precisely. 2. Identify the unknown(s) in the problem and assign variables. 3. Identify the given data in the problem pertaining to each variable. 4. Express other relevant quantities in terms of the above variables. 5. Set up (systems of) equations or inequalities and find or identify their solution(s).
7%	General principles and practices for approaching a mathematical problem: 1. Understand how to get started. 2. Understand how to organize the process. 3. Understand how to obtain solution(s). 4. Understand how to provide and present the correct response.
5%	Learning Strategies 1. Impact of behavior: Assess the impact of one's behavior on one's learning including, but not limited to class attendance, timely completion of material, pre-test preparation, and post-test reflection. 2. Active learning: Learning through self-assessment, peer assessment and critical reflection to improve one's understanding and presentation. 3. Communication, interpersonal and teamwork skills: Work productively with peers on assignments to learn with and from each other.
Total: 100%	
Methods of Presentation	

Methods	Other
Other Methods	1. Activities, in-class workshops, and assignments developed by Santa Monica College mathematics faculty. 2. Instructor-led demonstrations and discussions. 3. Projects and/or guided-discovery. 4. Computer-based instruction, experiments, games, or other in-class activities designed to promote student participation.

Methods of Evaluation	
Methods	• 100% - Other A student needs a minimum grade of C in Math 21 to receive a passing grade in Math 21C. • 100% - Total
Additional Assessment Information (Optional)	Math 21C is co-requisite with Math 21; 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. Howard L Rolf. *Finite Mathematics*, 8th ed. Cengage, 2014, ISBN: 978-1-133-94577-2.
Other	1. Classroom activities developed by Santa Monica College math faculty.

Assignments
Sample Assignment
See attachment.

Student Learning Outcomes
1. Demonstrate the ability to translate written and verbal descriptions into mathematical statements relevant to the given scenario.
2. Identify different problem types and apply appropriate tools and algorithms to provide solutions.
3. Demonstrate critical thinking skills and apply valid logic in their writing.
4. Develop student 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.

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

Corequisite Checklist and Worksheet

Math 21C
Corequisite: Math 21
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 21 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.

Sample assignment for Math 21C

1a. Find the slope of the line going through the following points: $(2, 4), (-3, -7)$

b. Find the equation of the line going through: $(2, 4), (-3, -7)$

c. Graph the line found in part b.

d. Find the intercepts of the following linear equation:

$$3x + 9y = 12$$

e. Use the intercepts to graph the following equation:

$$3x + 9y = 12$$

2. A vehicle was purchased in 2004. The value of the vehicle in 2007 was $12,000. In 2010 the value of the vehicle was $8,500.

a. Let t be defined as the years since 2004. Define a linear function $V(t)$ that models the value of the vehicle as a function of the year since 2004.

b. Find the value of the vehicle in 2018.

c. In what year will the vehicle be worth zero dollars?

1a. Graph the following inequality :

$$2x + 5y \leq 10$$

b. Graph the following inequality:

$$3y \geq 12 - 9x$$

c. For the graph in part b, graph the point (2,0) and determine whether or not that point is a part of the solution to $3y \geq 12 - 9x$.

d. For the graph in part b, graph the point $(1, -3)$ and determine whether or not that point is a part of the solution to $3y \geq 12 - 9x$.

2. a. Graph the following system of inequalities:

$$2x - 3y > 6$$
$$3x + 4y \leq 12$$

b. Without actually graphing, try to predict what would happen if we include the following two inequalities. Justify your prediction.

$y \geq 0$
$x \geq 0$

c. Graph the following system of inequalities

$$2x - 3y > 6$$
$$3x + 4y \leq 12$$
$$y \geq 0$$
$$x \geq 0$$

d. Was your prediction from part b correct? If not, go back and redo your justification of predictions and explain why your logic was flawed. If you were correct analyze whether or not you still think your justification was valid.

Santa Monica College
Course: NEW or Reinstatement
Expanded Course Outline for PHYSCS 20 - Preparation for Calculus-Based Physics

Course Cover	
Discipline	PHYSCS-PHYSICS
Course Number	20
Full Course Title	Preparation for Calculus-Based Physics
Catalog Course Description	This course serves as a preparation for calculus-based physics. It serves as an introduction to classical mechanics, including concepts and principles pertinent to the mechanics of solids. It also prepares students for handling data and analysis at the level required in Physics 8 and 21.
Rationale	Many students taking Physics 8 or Physics 21 struggle with the basic ideas of physics and have inadequate mathematical preparation to succeed in those courses. Many drop or fail only to retake it again with the same outcome. This class strives to provide students with the necessary background needed to succeed in a calculus-based physics course. This class is a 12-week course offered during the second part of the term or Winter/Summer to help both incoming students and those who are failing Physics 8 or 21.
Proposed Start	Year: 2020 Semester: Winter
Proposed for Distance Ed	No
Proposed for Global Citizenship	No

Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 2.00
Weekly Lecture Hours	Min: 1.00 (Sem: 18)
Weekly Laboratory Hours	Min: 3.00 (Sem: 54)
Weekly Arranged Hours	Min: 0
Total Semester Instructional Hours	72.00
Total Outside-of-Class Hours	36.00
Load Factor	1.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP

Transfer/General Ed
Transferability
Transfers to UC (pending review) Transfers to CSU

Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	**AS Degree** -General Science

Pre/Corequisites & Advisories
Skills Advisory MATH 2

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

1. Employ the fundamental physical principles of elementary mechanics on both a conceptual and mathematical level to interpret and solve problems in kinematics and dynamics (in one and 2-dimensions), energy, work and momentum .	
2. Explain physical phenomena qualitatively both by written and verbal means.	
3. Quantitatively analyze a problem in mechanics by utilizing mathematical methods that include algebra, trigonometry, and elementary calculus.	
4. Apply basic laboratory techniques to demonstrate and investigate physical principles and phenomena by performing experiments, collecting data, analyzing results, estimating errors and drawing conclusions.	
Course Content	
10%	Study skills
25%	Mathematical Methods (Dimensional analysis, proportions, graphs, vectors, solving problems, basic trigonometry, basic calculus)
15%	Laboratory skills, uncertainty(basic error analysis)
20%	Motion along a line, motion is a plane (projectile motion)
10%	Dynamics: forces and Newton's laws
10%	Impulse and momentum
10%	Work and Energy
Total: 100%	
Lab Content	
10%	Measurement and Uncertainty
15%	Graphing one-dimensional motion
15%	Projectile motion
15%	Force vectors and equilibrium
15%	Forces and Newton's laws
15%	Conservation of linear momentum
15%	Conservation of Energy
Total: 100%	
Methods of Presentation	
Methods	Experiments Group Work Lab Lecture and Discussion Online instructor-provided resources
Other Methods	Active Learning techniques involving "clicker" questions, and "think, pair, share" methods. Audiovisual supplements such as videos and computer simulations.
Methods of Evaluation	
Methods	• 45% - Exams/Tests 2 -3 exams • 25% - Final exam Cumulative final • 5% - Homework weekly homework problems • 15% - Lab Reports weekly laboratory experiments • 10% - Quizzes 5-7 quizzes • 100% - Total

Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Young and Freedman. *University Physics with modern physics*, 14 ed. New York: Pearson, 2016, ISBN: 9780133975888.	
2. Knight. *Physics for Scientists and Engineers, a strategic approach*, 4 ed. New York: Pearson, 2016, ISBN: 978-0134092508.	
3. OpenStax University Physics. *University Physics Volume 1*, 11.29 ed. ? OpenStax University Physics, 2018, ISBN: d50f6e32-0fda-46ef-a.	
Assignments	
Sample Assignment	
Momentum sample questions: 1. In a game of billiards, the cue ball moves horizontally with an initial velocity v_{1i} towards a ball that is at rest. If the angle to the corner pocket is 35°, at what angle will the cue ball be deflected? 2. A block of mass m_1=1.6 kg moves to the right with a horizontal velocity of 4m/s and strikes a block-spring system of mass 2.10 kg moving horizontally to the left at 2.5 m/s. The spring has a spring constant of 600 N/m. a. After the collision, at the instant when m_1 is moving to the right with a speed of 3.0 m/s, what is the speed of m_2? b. Determine the distance the spring is compressed at that instant.	
Student Learning Outcomes	
1. Demonstrate the ability to follow a logical process based on well-established physics principles (i.e. Newton's laws) to interpret introductory physics problems and apply appropriate mathematical techniques, including calculus, to construct a solution.	
2. Apply the basics of the scientific method to conducting laboratory experiments and writing lab reports, by stating a clear and testable hypothesis, taking careful measurements, assembling data, estimating uncertainties, and drawing appropriate conclusions based on gathered data and on sound scientific principles.	
Minimum Qualification	
Minimum Qualifications:	Physics/Astronomy (Masters Required)
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes
Additional Comments/Information	
The supportive materials for this course are the same as those for Physics 21.	

ADVISORY Checklist and Worksheet

Physics 20

Proposed Advisory: Math 2

SECTION 1 - CONTENT REVIEW:

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

Note on number 8: As Physics 20 seeks to prepare students for Calculus – Based Physics, the trigonometric ratios of sides of triangles will be reviewed briefly to refresh students' minds.

Advisory Worksheet

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: **Math 2**

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

A)	Trigonometric functions: properties
B)	Trigonometric functions: graphs
C)	Trigonometric functions: Applications
D)	Solve polynomial, rational, exponential, logarithmic, and trigonometric equations.
E)	Analyze and graph a given function
F)	

EXIT SKILLS (objectives) FROM: **Physics 20**

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

1.	Apply knowledge of trigonometry and solving equations to find components of vectors, and perform simple operations of addition, subtraction, scalar product and cross product of vectors.
2.	Apply knowledge of equations to solve problems in: linear Kinematics
3.	Apply knowledge of equations to solve problems in 2-D motion
4.	Apply knowledge of equations to solve problems in Dynamics
5.	Apply knowledge of equations to solve problems in conservation of momentum problems
6.	Apply knowledge of equations to solve problems in conservation of energy problems
7.	Apply knowledge of graphing a given function to all of the above

		ENTRANCE SKILLS FOR: **Math 2**							
EXIT SKILLS From: **Physics 20**		A	B	C	D	E	F	G	H
	1	x	x	x	x	x			
	2				x	x			
	3	x		x	x	x			
	4	x		x	x	x			
	5	x		x	x	x			
	6				x	x			
	7								
	8								

If the advisory proposed is a **NON-COURSE ADVISORY** (i.e., ability to do x), please explain the reasoning/rationale for this advisory, as well as, the non-course opportunities available for students to acquire the recommended skills:

modified 12/02/2016

Southern California colleges and physics prerequisites for first Engineering Physics class
Forouzan Faridian and Kyle Strohmaier

	College/University	Physics 21 equivalent course #	Physics prerequisite class	Hours per week
1	Mission College	4A	Math 3A	72 hrs lecture, 54 hrs lab
2	Pierce College	Phys 101	Math 261	3 hrs Lec, 6 hrs. Lab
3	El Camino College	1A	HS Physics or Phys 2, math	4hrs lecture, 2 hrs lab
4	West LA College	Phys 37	Math 261	4 hrs. Lec. 3 hrs. Lab
5	Pasadena City College	01	Math	72 hrs Lecture, 72 hours lab
6	Glendale Community College	Physics 101	Phys 105 and Math 104	4 hrs Lec 3 hrs Lab
7	LA CC	101	Phys 11 and Math	3 hours lecture 6 hours lab
8	UCLA	1A (with 4 AL lab	Suggested HS Phys,	4 hrs lecture, 1 hr demo; 3 hrs lab
9	UC San Diego	2A	Math 2A	
10	UC Irvine	Phys 7C	Phys 2A or Physics Placement Test	2.5 hrs Lec 1 hr Disc, 3 hrs. Lab
11	UC Riverside	40 A	Math	3 l, 1 d, 3 L
12	UC Berkeley	Phys 3A	HS Physics/ Math 1A	3 hrs Lec., 2 hrs Disc, 2 hrs Lab
13	UC Santa Barbara	20	Math, HS physics recommended Students may take PHYS 1 for two units after receiving a grade of C- or lower in PHYS 20.	
14	Cal State LA	Phys 2100	Math 2110	3 hrs. Lec, 2 hrs.

				Tutorial 3 hrs. Lab
15	Cal State Dominguez Hills	130	Math	4 lecture, 3 lab
16	Cal State Long Beach	Phys 151	Math 122	3 hrs. Lec 3 hrs. Lab
17	Cal State Northridge	225	Math	3lect,3lab
18	Cal Poly Pomona	Phys 131	Math 141	3 hrs. Lec, 3 hrs. Lab
19	Cal Poly San Luis Obispo	131	Math, HS physics recommended	3hrs lect, 3 hrs lab
20	USC	Phys 151	Math	4 hrs. Lec, 1.5 hrs. Quiz, 3 hrs. Lab

Grade distribution data for Physics 21 and 8 (2007-2016)

Physcs 21 Table 1: Grade Distribution Summary (20070-20161)

Physcs 21		% A	% B	% C	% D	% F	% W	Total # of Students	% Suc-cess	% Reten-tion	GPA
Spring Semesters	with W	22	23	15	6	7	26	1195	60	74	2.6
	without W	30	31	21	9	10		880			
Fall Semesters	with W	21	22	16	6	10	27	1160	58	74	2.5
	without W	28	29	21	8	13		862			
Spring & Fall Semesters	with W	22	22	15	6	8	26	2355	59	74	2.6
	without W	29	30	21	8	11		1742			
Winter Sessions	with W	28	24	21	4	6	18	307	72	82	2.8
	without W	34	28	26	4	7		247			
Summer Sessions	with W	28	30	18	4	5	16	402	76	84	2.9
	without W	33	36	21	4	6		337			
Winter & Summer Sessions	with W	28	27	20	4	5	17	709	74	83	2.8
	without W	34	32	24	4	6		584			
ALL	with W	25	24	18	5	7	22	3064	66	78	2.7
	without W	32	31	22	6	9		2326			

Physics 21:

- 22% of 3064 total students withdrew = 674 students
- 6% of students (not including the W's) D grade = 139 students
- 9% of students (not including the W's) F grade = 209 students
- **Total potential students (10 yrs): = 1022 students**

Physcs 8 Table 1: Grade Distribution Summary (20070-20161)

Physcs 8		% A	% B	% C	% D	% F	% W	Total # of Students	% Suc-cess	% Reten-tion	GPA
Spring Semesters	with W	22	19	17	5	6	31	505	58	70	2.7
	without W	32	27	25	7	8		353			
Fall Semesters	with W	21	19	17	6	7	31	481	56	70	2.6
	without W	30	27	25	9	9		334			
Spring & Fall Semesters	with W	22	19	17	6	6	31	986	57	70	2.6
	without W	31	27	25	8	9		687			
Winter Sessions	with W	35	23	19	1	6	16	90	77	84	2.9
	without W	41	27	23	1	7		75			
Summer Sessions	with W	28	25	21	4	3	19	234	74	81	2.9
	without W	30	34	23	7	6		200			
Winter & Summer Sessions	with W	28	27	19	4	5	16	329	74	84	2.8
	without W	34	32	23	5	6		275			
ALL	with W	25	22	18	5	6	25	1315	65	75	2.7
	without W	32	29	24	7	8		962			

Physics 8:

- 25% of 1315 total students withdrew = 329 students
- 8% of students (not including the W's) D grade = 77 students
- 7% of students (not including the W's) F grade = 67 students
- **Total potential students (10 yrs): = 473 students**

Survey of past Physics 21 students performed through STEM office

69 students participated in the survey.
Results:

- 27.5% took Physics 21 twice
- 38% would have taken a pre-physics 21 class if offered
- Math level was not necessarily the major obstacle: over half the students surveyed had achieved an A in Math 7 or 8.

Major challenges faced in Physics 21:

- Physics problems difficult to understand 59.4%
- Heavy schedule 31%
- Difficulty with terminology/language 33%
- First physics class ever 25%
- Math concepts were new to me 20%

Overview of other colleges

- The pre-requisites of physics 21-equivalent for 20 local colleges and universities were obtained
- Only 5 required a previous physics course (either HS Physics or an Algebra based college course) – El Camino, Glendale, LACC, UC Irvine, UC Berkeley
- Only 3 recommended a previous High School physics course (Cal Poly SLO, UC Santa Barbara, UCLA)
- One university offered a preparatory course: Ohio State
- One Community college had created a similar program, "Physics Jam" : San Mateo Community College

Santa Monica College
Course: NEW or Reinstatement
Expanded Course Outline for PORTGS 2 - Elementary Portuguese 2

Course Cover	
Discipline	PORTGS-PORTUGUESE
Course Number	2
Full Course Title	Elementary Portuguese 2
Catalog Course Description	This course is a continuation of Portuguese 1. Using the communicative approach, this course stresses basic vocabulary and fundamental sentence structure in the past and future indicative tenses and the subjunctive mood. The course develops basic aural and reading comprehension. This course provides a thorough introduction to the diverse cultures, customs and traditions and to historical and current events of the Portuguese-speaking world. The course is taught in Portuguese except in cases of linguistic difficulty as determined by the professor. Language laboratory is required.
Rationale	Brazil is projected to be the 4th largest economy in the world by 2030 (Bloomberg Business April 10, 2015). Brazil is the largest country in Latin America, and anyone interested in pursuing Latin American Studies or working in Brazil or doing business there or with Brazilians, should learn Portuguese. Portuguese is the native language of over 200 million people in the world. Over eight countries in Europe, Latin America, Africa and Asia have Portuguese as their official language: Brazil, Mozambique, Angola, Portugal, Guinea Bissau, Equatorial Guinea, East Timor (Southeast Asia), Macau (China), Cape Verde, and São Tomé and Príncipe (Africa). In addition, Portuguese is spoken in the state of Goa (India) and the state of Daman and Diu (India.) Lusophone culture is extremely diverse. There are approximately 9,000 Brazilians alone living in Los Angeles (City-Data.com, 2012). There are many other Portuguese-speakers from other countries who reside in Los Angeles. The Department of Modern Languages and Cultures has received many requests from the community, SMC students and staff that we offer Portuguese language and culture classes at SMC. Portuguese is offered at all of the main UC campuses and is a requirement for Latin American Studies majors in the UC and CSU systems. The National Security Education Program (NSEP) also designates Portuguese on its list of critical languages.
Proposed Start	Year: 2019 Semester: Fall
Proposed for Distance Ed	No
Proposed for Global Citizenship	Yes
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 5.00
Weekly Lecture Hours	Min: 5.00 (Sem: 90)
Weekly Laboratory Hours	Min:
Weekly Arranged Hours	Min: 1.00 (Sem: 18)
Total Semester Instructional Hours	108.00
Total Outside-of-Class Hours	180.00
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 3: Arts and Humanities 3B: Humanities • IGETC Area 6: Language other than English 6A: Languages other than English (UC Requirement Only)
CSU GE Area:	(pending review) • CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages C2 - Humanities
SMC GE Area:	• GENERAL EDUCATION PATTERN (SMC GE) Area III: Humanities Area V: Global Citizenship

Comparable Transfer Courses:

- **California Community College**
  Cypress College
  Elementary Portuguese 102C PORT 102C

- **California Community College**
  Pasadena City College
  Portuguese 2 PORT 002

- **UC**
  UC Los Angeles
  Portuguese 2 PORT 002

Program Applicability

Designation	Credit - Degree Applicable
Proposed For	**AA Degree** -Liberal Arts- Arts and Humanities **Department Certificate** -Latin American Studies

Pre/Corequisites & Advisories

Skills Advisory
PORTGS 1
The advisory is equivalent to two years of high school Portuguese.

Course Objectives

Upon satisfactory completion of the course, students will be able to:
1. Exhibit effective interpretive communication in Portuguese at the novice/elementary level by understanding, interpreting, and analyzing what is heard, read, or viewed on a variety of topics.
2. Display effective presentational communication in Portuguese at the novice/elementary level by presenting information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
3. Demonstrate effective interpersonal communication in Portuguese at the novice/elementary level by interacting and negotiating meaning in spoken or written conversations to share information, reactions, feelings, and opinions.
4. Interact with cultural competence and understanding by relating cultural practices to perspectives and using Portuguese at the novice/elementary level to investigate, explain, and reflect on the relationship between the practices and perspectives of the Lusophone cultures studied.
5. Relate cultural products of the Lusophone world to perspectives by using Portuguese at the novice/elementary level to investigate, explain, and reflect on the relationship between the products and perspectives of the Lusophone cultures studied.

6. Connect with other disciplines and acquire information and diverse perspectives in order to use Portuguese at the novice/elementary level in academic and career-related situations by building, reinforcing, and expanding their knowledge of other disciplines while using Portuguese to develop critical thinking and to solve problems creatively.	
7. Develop insight into the nature of language and culture in order to interact with competence in Portuguese.	
8. Make language comparisons by using Portuguese to investigate, explain, and reflect on the nature of language through comparisons of Portuguese and their native language.	
9. Make cultural comparisons by using Portuguese to investigate, explain, and reflect on the concept of culture through comparisons of the Lusophone cultures studied and their own.	
10. Communicate and interact with cultural competence at the novice/elementary level in order to participate in Lusophone communities at home and around the world.	
11. Use Portuguese at the elementary level both within and beyond the classroom to interact and collaborate in their community and the globalized world.	
Arranged Hours Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Pronounce vowels and consonants with proficiency.	
2. Ask and answer questions about familiar topics in the target language.	
3. Describe and narrate events in the preterit, imperfect and future tense. Express emotions, hypotheses and make recommendations in the past subjunctive, present subjunctive and future subjunctive tense.	
Course Content	
50%	Grammar at the elementary level. The course focuses on the following grammar structures and notions in relation with the cultural elements mentioned below: preterit and imperfect; present tense subjunctive; present tense subjunctive; por and para; relative pronouns; interrogative pronouns and commands; past subjunctive; future tense; future subjunctive tense; reciprocal verbs and pronouns; past participle; passive voice; present perfect; past perfect; impersonal and personal infinitive; if-clause sentences; diminutives and augmentatives.
25%	Speaking and Comprehension activities: readings in textbook, oral questions, conversation in pairs, small groups and teacher-student exchanges, listening to the instructor, listening to selected media outlets from those mentioned in cultural content description below.
25%	Written practice: compositions, written practice of grammatical structures and correction of exercises previously assigned, and quizzes. For all content: Cultural topics pertaining to the Portuguese-speaking world are integrated into the grammatical and vocabulary activities that are identified in the course. In particular, cultural distinctions existing between Portugal, Brazil, and several African countries are made. In addition, comparisons between diverse Lusophone cultures and US and other countries' cultures are made with respect to the topics covered in this course. These topics are covered via readings, listening comprehension activities, lectures, and grammatical and vocabulary exercises. These topics include, but are not limited to: · Traditional clothing and colors worn · educational systems and environments · activities and pastimes · holidays · family and society · racial, ethnic and religious diversity · social class

	· housing · neighborhoods · cities and rural areas · concepts of time and punctuality · gender roles · cuisine · professional life · cartoons and comic strips · newspapers and magazines · web sites and blogs, and social media · high art and popular culture · gestures and body language · acceptable pronunciation according to country and region
Total: 100%	
Arranged Hours Instructional Activities	
Methods	Lab
Methods of Presentation	
Methods	Group Work Lecture and Discussion
Methods of Evaluation	
Methods	• 10% - Class Participation Daily oral participation and class preparation • 20% - Exams/Tests 1 Midterm Exam • 25% - Final exam The final exam is cumulative and assesses all of the areas of each SLO. In addition, the final will include questions about information presented in the students? oral presentations • 15% - In Class Writing 4-6 compositions: Total includes 1st draft and revision • 15% - Oral Presentation 2 oral presentation: 1 group and 1 individual 7.5% each. Individual presentations are about culture, history, politics, educational system, art, music or other pertinent aspect of a Portuguese-speaking country. • 15% - Quizzes 4-7 written quizzes • 100% - Total
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	MLA
Other	1. MyPortugueseLab Publisher: Pearson Education Inc. MyPortugueseLab is an online homework/workbook, tutorial, and assessment system. Students logon and complete their homework, view an online version of the textbook, and take assessments.
Assignments	
Sample Assignment	

#1 Para navegar--Em pequenos grupos, façam planos para uma viagem a Moçambique. Decidam a) orçamento; b) meios de transporte e o itinerário para chegar a Maputo; c) alojamento em Maputo; d) três lugares para visitar além da capital. (Ponto de encontro textbook, p.119-120)
#1 In small groups, make plans for a trip to Mozambique. Decide a) on budget; b) method of transportation and an itinerary for arriving in Maputo; c) where you will stay in Maputo; d) 2 places that you will visit outside of the capital.

#2 A seca no Nordeste do Brasil. Você vai ouvir um breve relato sobre as secas que periodicamente afetam o Nordeste do Brasil. Leia as afirmações abaixo antes de ouvir o relato e tome notas. Finalmente, determine se cada uma das afirmações é verdadeira ou falsa. V F
1.A seca no Nordeste brasileiro épelo aquecimento global.
2.A primeira seca registrada na história foi de 1559
3.Cerca de quinhentas mil pessoasmorreram na seca de 1877
4.A mídia brasileira ignora os flagelos da seca.
5.A problemática da seca é constantemente retrato na arte brasileira.
6.Os açudes são lagos artificiais.
(Ponto de encontro textbook, p 483)
#2 Northeastern Brazilian droughts- You will hear a brief report about the droughts that periodically affect Northeastern Brazil. Read the sentences below before you listen to the report and take notes. Finally, decide whether the sentences are true or false. T F
1. The Northeastern drought is caused by global warming
2. The first recorded drought was in 1559.
3. Close to 500,000 people died in the drought of 1877
4. The Brazilian media ignores the impact of the droughts.
5. Droughts are a commonly depicted theme in Brazilian art. .
6. Dams ("Açudes") are artificial lakes
(Ponto de enctro textbook, p 483)

#3 Assinale as respostas corretas, de acordo com o texto em Horizontes (parte livro Ponto de Encontro).
1.A mais antiga comunidade de língua portuguesa nos Estados Unidos é a comunidade
a. brasileira
b. portuguesa
c. angolana
d. moçambicana
2.Cabrilho chegou a
a. Massachusetts
b. Califórnia
c. Nova Iorque
d. Miami
3. Grande número de portugueses chegaram aos Estados Unidos no século
a. XXI
b. XIX
c. XVIII
d. XVII
4.Hoje, muitos luso-americanos estão concentrados no estado
a. da Flórida
b. de Illinois
c. do Texas
d. de Massachusetts
5.Os caboverdianos se estabeleceram principalmente
a. na Flórida e em Nova Jersey
b. em Massachusetts e Rhode Island
c. em Massachusetts e Nova Iorque

d. em Rhode Island e Nova Jersey
6.De acordo com o censo demográfico americano do ano 2000, há nos Estados Unidos
a. noventa mil caboverdianos
b. mais de oitenta mil caboverdianos
c. cerca de cem mil brasileiros
d. mais de cento e oitenta mil brasleiros
7.Estima-se que nos Estados Unidos há
a. mais de um milhão de brasileiros
b. dois milhões de brasileiros
c. menos de um milhão de brasileiros
d. mais de dois milhões brasileiros
8.Os brasileiros estão concentrados principalmente
a. na Flórida e em Rhode Island
b. na Flórida e na Carolina do Sul
c. na Flórida, em Massachusetts e em Nova Jérsei
d. na Flórida e na Califórnia
(Ponto de Encontro MyPortugueselab Student Activity Manual, 15-20)
#3 Circle the correct response, according to the text in Horizontes (located in the back of each chapter of your Ponto de Encontro textbook).
1. The oldest Portuguese-speaking community in the United States is
a. Brazilian
b. Portuguese
c. Angolan
d. Mozambican
2. Cabrilho arrived in
a. Massachusetts
b. California
c. New York
d. Miami
3.A large number of Portguese immigrants arrived to the United States in the _____ century.
a. XXI
b. XIX
c. XVIII
d. XVII
4. Today, many Lusophone Americans are concentrated in
a. Florida
b. lllinois
c. Texas
d. Massachusetts
5.Cape Verdeans are established mainly in
a. Florida and New Jersey
b. Massachusetts and Rhode Island
c. Massachusetts and New York
d. Rhode Island and New Jersey
6.According to American census demographics, in the year 2000, there are _____ in the United States
a. 90,000 Cape Verdeans
b. more than 80,000 Cape Verdeans
c. close to 100,000 Brazilians
d. more than 180,000 Brazilians
7. It is estimated in the United States that there are
a. more than a million Brazilians

b. two million Brazilians
c.less than a million Brazilians
d.more than two million Brazilians
8. Brazilians are concentrated mainly in
a. Florida and Rhode Island
b. Florida and South Carolina
c. Florida, Massachusetts, and e New Jersey
d. in Florida and Califórnia
(Ponto de Encontro myPortugueselab, Student Activity Manual, 15-20)

#4
Para navegar—Explore os sites dos jornais macaenses publicados em português. Tome nota de três áreas diferentes (por exemplo, economia, política e cultura) e apresente os resultados na aula.
#4
Explore the websites of newspaper publications from Macau in Portuguese. Focus on three different sections (for example, Economy, Politics, and Culture) and present your findings to the class.

Student Learning Outcomes
1. Discuss and demonstrate reasonable comprehension of the everyday topics in Portuguese and the related cultural distinctions between the US and Lusophone countries.
2. Illustrate the ability to write in Portuguese with a variety of regular, irregular, stem- changing and reflexive verbs.
3. Exhibit cultural awareness by doing the following: a) demonstrating proper use of formal and informal address when given a specific social situation.
4. Exhibit cultural awareness by demonstrating his/her knowledge of the geography of the Lusophone world (countries, capitals and location of each Portuguese-speaking country.
5. Exhibit cultural awareness by demonstrating his/her knowledge of culture and traditions in Portuguese-speaking countries and their similarities and differences from those of the US and other countries.

Minimum Qualification	
Minimum Qualifications:	Foreign Languages (Masters Required)

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

ADVISORY Checklist and Worksheet

Portuguese 2

Proposed Advisory: Portuguese 1

SECTION 1 - CONTENT REVIEW:

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

Advisory Worksheet

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: **Portuguese 2**

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

A)	Exhibit effective interpretive communication in Portuguese at the novice/elementary level by understanding, interpreting, and analyzing what is heard, read, or viewed on a variety of topics.
B)	Display effective presentational communication in Portuguese at the novice/elementary level by presenting information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
C)	Demonstrate effective interpersonal communication in Portuguese at the novice/elementary level by interacting and negotiating meaning in spoken or written conversations to share information, reactions, feelings, and opinions
D)	Interact with cultural competence and understanding by relating cultural practices to perspectives and using Portuguese at the novice/elementary level to investigate, explain, and reflect on the relationship between the practices and perspectives of the Lusophone cultures studied.
E)	. Relate cultural products of the Lusophone world to perspectives by using Portuguese at the novice/elementary level to investigate, explain, and reflect on the relationship between the products and perspectives of the Lusophone cultures studied.
F)	Connect with other disciplines and acquire information and diverse perspectives in order to use Portuguese at the novice/elementary level in academic and career-related situations by building, reinforcing, and expanding their knowledge of other disciplines while using Portuguese to develop critical thinking and to solve problems creatively.
G)	Develop insight into the nature of language and culture in order to interact with competence in Portuguese.
H)	Make language comparisons by using Portuguese to investigate, explain, and reflect on the nature of language through comparisons of Portuguese and their native language. Make cultural comparisons by using Portuguese to investigate, explain, and reflect on the concept of culture through comparisons of the Lusophone cultures studied and their own. Communicate and interact with cultural competence at the novice/elementary level in order to participate in Lusophone communities at home and around the world. Use Portuguese at the novice/elementary level both within and beyond the classroom to interact and collaborate in their community and the globalized world.

EXIT SKILLS (objectives) FROM: **Portuguese 1**

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

1.	Exhibit effective interpretive communication in Portuguese at the novice/elementary level by understanding, interpreting, and analyzing what is heard, read, or viewed on a variety of topics.
2.	Display effective presentational communication in Portuguese at the novice/elementary level by presenting information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
3.	Demonstrate effective interpersonal communication in Portuguese at the novice/elementary level by interacting and negotiating meaning in spoken or written conversations to share information, reactions, feelings, and opinions
4.	Interact with cultural competence and understanding by relating cultural practices to perspectives and using Portuguese at the novice/elementary level to investigate, explain, and reflect on the relationship between the practices and perspectives of the Lusophone cultures studied.
5.	. Relate cultural products of the Lusophone world to perspectives by using Portuguese at the novice/elementary level to investigate, explain, and reflect on the relationship between the products and perspectives of the Lusophone cultures studied.
6.	Connect with other disciplines and acquire information and diverse perspectives in order to use Portuguese at the novice/elementary level in academic and career-related situations by building, reinforcing, and expanding their knowledge of other disciplines while using Portuguese to develop critical thinking and to solve problems creatively.
7.	Develop insight into the nature of language and culture in order to interact with competence in Portuguese.
8.	Make language comparisons by using Portuguese to investigate, explain, and reflect on the nature of language through comparisons of Portuguese and their native language. Make cultural comparisons by using Portuguese to investigate, explain, and reflect on the concept of culture through comparisons of the Lusophone cultures studied and their own. Communicate and interact with cultural competence at the novice/elementary level in order to participate in Lusophone communities at home and around the world. Use Portuguese at the novice/elementary level both within and beyond the classroom to interact and collaborate in their community and the globalized world.

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

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

PORTGS 2

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

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

Step 2: Course Outline of Record

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

Step 3: Student Learning Outcome

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

SLO

3: Exhibit cultural awareness by doing the following: a) demonstrating proper use of formal and informal address when given a specific social situation

4: Exhibit cultural awareness by demonstrating his/her knowledge of the geography of the Lusophone world (countries, capitals and location of each Portuguese-speaking country

5: Exihibit cultural awareness by demonstrating his/her knowledge of culture and traditions in Portuguese-speaking countries and their similarities and differences from those of the US and other countries

Step 4: Narrative

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

Narrative:

This course prepares students to interact with Portuguese-speaking people from various Lusophone countries. The course introduces the students to the cultural, economic and social issues that impact these countries. The course explains the ethnic, racial and religious diversity of the Lusophone world and the varied cultural contributions of its inhabitants. For example, while studying Brazil, the students read about contemporary culture and learn about its connection to colonial institutions: slavery and colonization, and their relevance to contemporary Brazil. The students also read about and discuss the life styles and cultures of the indigenous peoples, the African slaves and their descendants, the cultural contributions of the Italian, Japanese, German, Arab and other immigrants. They read about and discuss the socioeconomic hierarchy of Brazilian society and its manifestations throughout Brazilian culture. They learn about the socio-political distinctions within Brazil and between the Lusophone countries. This course examines the economic disparities between different regions and ethnic groups. The course introduces the various arts of Lusophone countries. This course introduces family and society and the differences between modern and traditional families in diverse Lusophone countries. The course also addresses the environmental or ecological diversity of various Lusophone countries.

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

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

Santa Monica College
Course: DE for non-DE course
Expanded Course Outline for PHOTO 1 - Introduction To Photography

Course Cover	
Discipline	PHOTO-PHOTOGRAPHY
Course Number	1
Full Course Title	Introduction To Photography
Catalog Course Description	This non-laboratory course is an introduction to photography including camera techniques and creative considerations. Using the HDSLR camera format and natural light, students shoot digitally for specific assignments emphasizing exposure, depth-of-field, motion, composition, and image quality.
Rationale	In order to reach a broader audience and compete with photography schools around the world, we're interested in offering online versions of several of our courses.
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: 0
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	54.00
Total Outside-of-Class Hours	108.00
Load Factor	1.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP

Transfer/General Ed	
Transferability	Transfers to UC Transfers to CSU

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

Course Objectives
Upon satisfactory completion of the course, students will be able to:
Operate the Digital Single Lens Reflex camera (DSLR) and its menus.
Effectively utilize the three primary exposure modes ? manual, aperture priority, shutter priority.
Select and use different lenses with consideration for practical and aesthetic functionality of each focal length of lens.
Match white balance settings in camera to specific light sources.
Expose correctly using in-camera light meters and Basic Daylight Exposure principles.
Understand and apply the guidelines of compositional theory while photographing a variety of subjects.

Discuss and critique strengths and weaknesses in photographic images.

Course Content

25%	Camera controls: Basic camera features, Exposure, Aperture, Shutter, ISO, Focusing controls, Lenses
20%	Traditional compositional elements including Color, Line, Texture, Shape, Quality and Direction of Light
55%	Students will learn and demonstrate skillful control over image quality through lens selection, perspective, metering techniques, creative use of depth of field and focus, shutter speeds, photographing in various available light situations, and visual story telling.

Total: 100%

Methods of Presentation

Methods	Critique Field Trips Group Work Lecture and Discussion Observation and Demonstration Online instructor-provided resources Projects
Other Methods	Students will always be encouraged to attend all departmental special lectures, openings and presentations.

Methods of Evaluation

Methods	• 10% - Final Performance Final production project • 10% - Final exam • 10% - Other Participation • 70% - Projects Assignments and Presentations • 100% - Total
Additional Assessment Information (Optional)	Grades will be based on final outcome of photographic assignments, tests, in-class group participation and presentations.

Appropriate Textbooks

Textbooks such as the following are appropriate:

Formatting Style	APA
Textbooks	1. London. *Photography*, 10 ed. Pearson, 2011, ISBN: 0-558-55408-3.

Assignments

Sample Assignment

Sample Project 1
Objective
For this assignment, we will be looking at motion in photography and how the camera works at capturing slivers of time.

Instructions
The subject of these photographs should largely be motion. A viewer should look at the images and immediately know that they are about motion. You will illustrate motion by panning your camera and using a variety of shutter speeds to achieve different effects. Each image should be of a unique subject matter. You will be turning in a total of 10 images as follows:

2- Peak action

These images should be about the decisive moment. Anticipate the peak action of your subject matter, and work to capture that moment in a unique and interesting way. *Hint: fast shutter speeds*
A03_yourlastname_initial_Peak_001.jpg

2- Peak action w/ shallow depth of field

Like the first two pictures, these two frames should be about peak action. However, these images MUST utilize a shallow depth of field in combination with freezing action. *Hint: use the widest aperture and longest focal length your lens is capable of.*
Filename: A03_yourlastname_initial_Shallow_001.jpg

2- Subject blur

These images should have the subject blurred while the background is sharp and free of motion. Refer to the Ernst Haas photographs viewed in class.
Hint: slow shutter speeds
Filename: A03_yourlastname_initial_blur_001.jpg

2- Panning

These two images should utilize the panning technique discussed in lecture. Find or create a subject that is moving from side to side. If your subject's movement is something that is repeatable, shoot a range of shutter speeds in order to achieve different results. Remember to move your camera with the subject, and take plenty of frames. A lot of images are inevitably wasted when using the panning technique.
Hint: Look for a background that will render interestingly when panned, and experiment with mid-range shutter speeds.
Filename: A03_yourlastname_initial_pan_001.jpg

2- Photographer's choice

Turn in two more photos that utilize the technique of your choice. Remember that the subject of the photographs must be motion.
Filename: A03_yourlastname_initial_choice_001.jpg

Requirements

- Large/Fine Jpeg
- Color or B&W (choice must be made in camera)
- No post production work (cropping, retouching, converting, etc.)
- **DUE April 2, Beginning of Class**

Sample Project 2 Composition

Instructions

Buy a carton of eggs at your favorite grocery store. You will be using these eggs to explore composition. You may hard boil the eggs if you wish, but it's not required. You may paint them, draw on them, break them, throw them, roll them, etc. — as long as you're creative!

ISO – your choice between 100-800

Use leading lines, the rule of thirds, framing, foreground/subject/background layering, motion, shallow depth of field, high angles, low angles, and your imagination to photograph the eggs. Look for and photograph a variety of locations, lighting and concepts/situations. Do not shoot everything around your kitchen with the same background.

You can photograph multiple eggs at once, or one at a time. Use available light ONLY (no flash). Use proper WB setting, or else loose points for off color imagery.

Shoot a lot of images, and edit them down to your ten favorites to turn in.

Turn in:

- 10 of your best images, at least 3 have to vertical format.
- Jpeg format
- Unaltered images (no cropping, or other adjustments)

Naming Convention: **FOLDER**: A04_lastname-initial **FILES**: A04_lastname-initial_001.jpg
Student Learning Outcomes
1. Demonstrate proficiency in basic camera controls, including the f-stop and shutter speed system
2. Demonstrate comprehension of exposure basics, metering, ISO speeds and their relationship to image quality
3. Exhibit understanding of lens and camera characteristics in relationship to DOF, motion and visual perspective
4. Show Understanding of color relationships and recognize the characteristics and qualities of natural light
5. Illustrate understanding of basic elements of composition and how to utilize them in storytelling

Minimum Qualification	
Minimum Qualifications:	Photographic Technology/ Commercial Photography

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

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

Guidelines and Questions for Curriculum Approval of a Distance Education Course **Student Interactions**	
Student-Instructor Interaction	Student and instructor will interact a minimum of once per week using a combination of email, responses to discussion threads and image submission through an online image submission site, with additional correspondence as needed.

Student-Student Interaction	Students will have weekly shooting assignments with online interactions for critiques and critical thinking exercises. Required online critiques will take place weekly in an online discussion format (ie threaded discussions) with all students participating.
Student-Content Interaction	Students will interact weekly with prepared online content/instruction. Lessons will be delivered via video lectures, quizzes, critiques, and online discussions.

Online class activities that promote class interaction and engagement	**Brief Description**	**Percentage of Online Course Hours**
Discussion Boards	Instructor will present photography examples that are historically relevant to the evolution of the medium. Students will be required to discuss the images while relating each of them to photography being created in today's professional world.	10%
Online Lecture	Instructor will create demonstration videos that illustrate the basic technical aspects of controlling DSLR cameras.	30%
Project Presentation	Students will be assigned approximately 10 shooting projects per semester. Each project will be uploaded to Canvas for peer review.	30%
Exams	A series of short quizzes will ensure students are keeping up with material being presented in course.	20%
Peer Feedback	Approximately 10 shooting projects will be assigned throughout the semester, with the requirement that each student uploads their work to Canvas for peer critique. Students will be required to interact with each other online while constructively criticizing each other's work.	10%

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

Weekly lectures will be delivered via video demonstration. Corresponding shooting assignments will be given each week, insuring that students' skills are progressing at a regular pace. Feedback is customized for each student and also given through thoughtful videos prepared by the instructor.

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.)

Course management software will be used for online lectures, discussions, critiques, and assignment submissions.

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.)

https://www.lynda.com/

Technical online support for students at helpdesk@smconline.org or by phone 877-740-2213

Online Financial Aid http://www.smc.edu/EnrollmentDevelopment/FinAid/Orientation/Pages/default.aspx

Online Academic Counseling http://www.smc.edu/ACG/DistanceEducation/Pages/Counselors-for-Online-Courses.aspx

Online Library Resources http://www.smc.edu/AcademicAffairs/Library/Pages/Library-Online-Catalog.aspx

Additional Selected Resources http://www.smc.edu/AcademicAffairs/Library/Pages/Selected-Resources-on-the-SMC-Website.aspx

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 appropriately captioned.

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

Assignment tied to course objective:
Understand and apply the guidelines of compositional theory while photographing a variety of subjects.

Assignment Objective:
Sketching an egg is a classic fine art exercise for those working in chalk, charcoal, or pencil. It?s a effective way to study the creation of form and the way light and shadow work together to establish depth, dimension, and mood. In this assignment you learn how to see and use light to create depth, dimension and form and how light is the essence of all photographs.

Instructions:
Buy a carton of eggs at your favorite grocery store. You will be using these eggs to explore composition. You may hard boil the eggs if you wish, but it?s not required. You may paint them, draw on them, break them, throw them, roll them, etc. ? as long as you?re creative! Use leading lines, the rule of thirds, framing, foreground/subject/background layering, motion, shallow depth of field, high angles, low angles, and your imagination to photograph the eggs. You can photograph multiple eggs at once, or one at a time. Use available light ONLY (no flash). Shoot a lot of images, and edit them down to your five favorites to turn in.

Turn in:
? 5 of your best images
? Jpeg format
? Unaltered images (no cropping, or other adjustments please)

Critique: Utilizing online discussion via the course management software, each student is required to make a minimum of one thoughtful and relevant comment on each of his/her classmates' assignments.

Assessment Best Practices

20%-**Quizzes** - Weekly quizzes covering current lecture material.
10%-**Final Exam** - Final exam will cover all relevant material discussed over the course of the semester.
70%-**Weekly Assignments** - Students will be given weekly shooting/critiquing assignments that are reflective of the topic discussed that week in lecture.

Santa Monica College
Course: DE for non-DE course
Expanded Course Outline for PHOTO 5 - Digital Asset Management, Modification, & Output

Course Cover	
Discipline	PHOTO-PHOTOGRAPHY
Course Number	5
Full Course Title	Digital Asset Management, Modification, & Output
Catalog Course Description	An introduction to digital camera exposure methods in various lighting conditions, image processing, basic color theory, color management, and various digital output techniques for both color and black & white imagery. Students are required to use outside commercial lab services and must furnish an approved digital camera with removable lenses (DSLR) which is capable of capturing in the Camera Raw format. A knowledge of basic computer functions is essential.
Rationale	To make the course accessible to more students by utilizing the time flexibility of a DE course. To capture students in remote locations, or a more broad audience overall. To accommodate students on wait lists or unable to enroll in the class due to limited on-ground sections. To allow another option to keep students 'on track' through our program as this course is required for Photo 30, 31, 32, 33, 39, 42 and 43.
Proposed Start	Year: 2011 Semester: Summer
Proposed for Distance Ed	Yes
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Weekly Laboratory Hours	Min: 0
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	54.00
Total Outside-of-Class Hours	108.00
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	**AA Degree** -Photography **Department Certificate** -Photography
Pre/Corequisites & Advisories	
Skills Advisory PHOTO 1	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Demonstrate skills in using image management software for cataloging, archiving, key wording, image processing and printing to color and black & white media and various screen types.	

2. Demonstrate skills in metering and properly exposing a digital file for optimal output.	
3. Demonstrate knowledge in computer and camera requirements for high level image production.	
4. Demonstrate basic skill, knowledge and importance of calibration of digital cameras, printers and computer monitors.	
5. Demonstrate ability to see and accurately correct for density, contrast, color, saturation and for neutral black & white in a color and black & white print.	
6. Demonstrate the ability to choose an appropriate substrate or output for any given image.	
Course Content	
15%	Use of image asset management software for image asset management and cataloging.
10%	ACR Calibration testing for DSLR cameras.
7.5%	Use of image asset management software for RAW image processing.
7.5%	Use of image asset management software for controlling print output.
15%	Understanding the structure of the digital image.
15%	Photographing, processing and printing for various subject matter and lighting conditions.
7.5%	Printing for true color values.
10%	Understanding commercial application for variety of outputs and image delivery
7.5%	Printing for neutral black & white images. Toning in a black & white image.
5%	Attendance
Total: 100%	
Methods of Presentation	
Other Methods	Course material will be presented in lecture, by Power Point, by in class demonstrations with the digital camera and printer. Students will also be required to produce images and prints to demonstrate an understanding of professional workflow and commercial output procedures. Online resources will be utilized to supplement textbook, lectures, and photographic projects. In class critiques will enhance class discussions of each project?s goal in digital photography, printing, output technology, and current client delivery trends
Methods of Evaluation	
Methods	• 0% - Total
Additional Assessment Information (Optional)	Students will produce several photographic shooting projects that require them to use the image asset management software and to properly process the RAW image file. This processed image will then be printed. All projects will be critiqued in class and will be graded by the instructor for accuracy to each project's requirements.
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Galer, Mark. *Digital Photography, Essential Skills*, 4th ed. Focal Press, 2008, ISBN: 9780240521121.	
2. Kelby, Scott. *Adobe Photoshop Lightroom Classic CC Book for Digital Photographers (voices that matter)* , ed. Pearson, 2018, ISBN: 0134545133.	
Assignments	
Sample Assignment	
Project 2: Print Samples The goal of this assignment is to encourage students to compare and contrast the many different print technologies they have access to by utilizing local professional printers, on-line print labs, one-hour type vendors, and a home photo-quality printer. Students develop and output one file and print the image using	

six different printers. Once they receive their prints, they study the results and write a critical analysis of each output.
Project 3: Custom calibration
Each digital camera comes from the factory with loose tolerance for exposure accuracy. This project is designed for each student to test their own camera equipment using a disciplined calibration technique in order to discover the true accuracy of their meter and sensor. They photograph an industry standard color reference chart under controlled conditions. Using image management software, they analyze the information contained in each photograph which reveals the exposure bias of their personal equipment. This new information allows them to adjust their exposure and processing techniques resulting in top quality images with increased shadow detail and better tonal gradations.

Student Learning Outcomes
1. Demonstrate skills in using image management software for exporting, cataloging and image processing.
2. Demonstrate skills in metering and properly exposing a digital file.
3. Demonstrate basic skills in calibration of digital cameras, printers and computer monitors.
4. Demonstrate ability to recognize and accurately produce high quality color corrected inkjet images.

Minimum Qualification	
Minimum Qualifications:	No Minimum Qualifications For this Course

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

Distance Ed Distance Education Application	
Delivery Methods	Fully Online Other (explain)
If other is selected, describe here	There is a printing component to this class. Students are required to print photographs from various vendors, stores, online services, home printers, etc. It will be expected that students deliver their prints via mail or hand deliver these prints to the instructor at Santa Monica College.
Distance Education Quality	
Quality Assurance	Course objectives have not changed Course content has not changed Method of instruction meets the same standard of course quality Outside assignments meet the same standard of course quality Serves comparable number of students per section as a traditional course in the same department Required texts meet the same standard of course quality
Additional Considerations	Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2. Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures. Adequate technology resources exist to support this course/section Library resources are accessible to students Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments Adequately fulfills ?effective contact between faculty member and student? required by Title 5.

	Will not affect existing or potential articulation with other colleges Special needs (i.e., texts, materials, etc.) are reasonable Complies with current access guidelines for students with disabilities
Guidelines and Questions for Curriculum Approval of a Distance Education Course Student Interactions	
Student-Instructor Interaction	Students will interact with course content posted weekly by the instructor similar to on ground course meetings. Instructor will always be accessibly via email for individual questions. However, through SMC course management software/online teaching software used at SMC, most demonstrations will be videos in which students can comment with the instructor responding. Appropriate comments and questions will be posted publicly for other students to view and interact. Instructor will monitor student led discussions, respond, correct, make advisements as necessary, and engage in group critique discussions at the completion of each assignment.
Student-Student Interaction	Students will watch weekly demonstration videos and ask questions/post comments based on the entire video, or at a specific time stamp in each video. As other students see those comments, they can discuss among one another. For class assignments, students can post questions to a public forum. This will allow students to assist one another as well as guidance from the instructor. For example, asking the class "How do I make sure metadata is attached to every photograph upon import to Lightroom". Other students can answer the question and instructor will weigh in as necessary. Once assignments are turned in, a group critique of each assignment will be completed where students will be expected to participate as part of their participation grade. They will be expected to comment on both technical and aesthetic concerns.
Student-Content Interaction	Instructor will record voice over video of step by step Lightroom software instruction. Software like iShowU performs these recordings flawlessly and videos can be posted to SMC course management software platform. Students will be expected to watch the weekly training video. Each video will be a stepping stone to the next. Each set of videos will directly relate to the expectations of the current assignment. Tests will be implemented through SMC Course management software. Assignments will be submitted through course software unless file sizes are too large. If technical size issues arise, DropBox or WeTransfer are two methods to deliver large files for free over email/internet.

Online class activities that promote class interaction and engagement	**Brief Description**	**Percentage of Online Course Hours**
Discussion Boards	Students can post questions, tips and comments and assist one another through class discussion. Instructor will monitor discussion and advise as necessary.	10%
Online Lecture	Instructor will lecture through an audio and screen capture like iShowU. Instructor will be able to explain the tools and techniques while students watch instructor navigate through the software. Students can pause and rewind the videos as necessary.	75%
Project Presentation	Upon completion of each assignment, students will have the ability to present their work, and describe what tools and settings were used within Lightroom to arrive towards a final image.	10%

Peer Feedback	Students are expected to evaluate the work of others both technically and aesthetically.	5%

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

Instructor will lecture through an audio and screen capture software and post the videos to SMC course management software each weekly lecture. Instructor will be able to explain the tools and techniques while students watch instructor navigate through the software. Students can pause and rewind the videos as necessary.
The required textbook has chapters which will be required reading to support the content demonstrated in the lecture.
Assignments for critique will be posted for the entire class to evaluate and comment on via discussion forum. Instructor will have final say on grade.

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

Instructor will need to be trained or proficient using SMC's course management software for most communication, discussion, delivery of lectures, questions, assignment submissions, and PDF instructions delivery (hand-outs).
Instructor will need screen capture software to record audio and video of Lightroom process/procedures.

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.)

Online Lightroom support materials through Youtube videos, Lynda.com, and companies like Craftsy.com, Phlearn, CreativeLive, Adobe, and other links of appropriate videos or lessons that support content covered in class.

SMC Photo Department resources and info:
http://smc.edu/AcademicPrograms/Photography/Pages/default.aspx

Counseling:
http://smc.edu/StudentServices/Counseling/Pages/default.aspx

Bookstore:
https://bookstore.smc.edu/

SMC Library:
http://smc.edu/AcademicAffairs/Library/Pages/default.aspx

SMC Disability resources:
http://smc.edu/StudentServices/DisabilityResources/Pages/default.aspx

SMC Financial Aid:
http://smc.edu/EnrollmentDevelopment/FinAid/Pages/default.aspx

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.

Prior to going 'live', all lecture videos will first go to DSPS for captioning to comply with disabled student regulations.
All other content and feedback will be delivered though email, online discussions, forums, via course management software.

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.).

Assignment meets Course Objective #1:
1. Demonstrate skills in using image management software for cataloging, archiving, key wording, image processing and printing to color and black & white media and various screen types.

Exporting of a Catalog -

Student Instructions -
You will be submitting a catalog of 20 images. They must be new images shot for this class. For this first assignment, you?ll be documenting a friend or a member of your family. Your goal is to photographically illustrate who they are, and what they do while capturing elements of their personality.

Make sure you shoot under interesting lighting conditions with visually interesting framing. The subjects should be well defined by the light with excellent depth and form. Tell a story.

Shoot in RAW and plan on submitting DNG (RAW files). Shoot with appropriate White Balance selected.

Instructions:
Pick one family member or friend to photograph over the course of one day. Using your favorite lens or lenses, and NO FLASH, document the ordinary or extraordinary activities they do everyday. Educate your viewers as to who this person is. A successful documentary series makes your audience care about the subject matter without being personally involved.
Think of the series as a story, with a beginning, middle, and end.

Pictures you?ll want to make include:
? Environmental portrait(s)
? Detail shots (close ups)
? Scene setter
? Interactions
? Important moments

Remember to:
? Avoid using flash
? Shoot in color only, no B&W for this assignment
? Focus carefully, and use a tripod if necessary
? Try to exclusively use available light
? Avoid shooting at night and blurry shutter speeds.

Create accurate exposure for each image. You will only be able to adjust the EXPOSURE slider in Lightroom.
Required:
? Imported with Standard AND Smart Previews
? 5 keywords.
? Ranking (star, color, or flag ? all three tools should be used on some, or all of the images in the catalog)
? Files renamed appropriately: a01_lastname-firstname_documentary_sequence.dng
? Complete copyright and metadata info entered
? Caption for each select image
? Metadata saved to file

? 20 images Exported as Catalog
? Catalog named A01_lastname_firstname_catalog

Export your catalog into a folder.
Compress that folder into a .zip file.
Upload your ZIP file to Canvas under the appropriate assignment submission feature.

Assessment Best Practices

10%-**Final Exam - Written/Questions** - Right or wrong test results similar to a scan-tron.
10%-**Final Exam Practical** - Analysis of practical exam through file dissection and workmanship performed using Lightroom within a certain time frame.
10%-**Participation in online class discussions and critiques.** - The amount of each student's interaction with course content will be measured. Additionally, if they actively and appropriately participate in class discussion, and critiques.
70%-**Assignment Evaluation -** - Student's performance on methods of technically processing, cataloging, meta-tagging, printing, and digitally exporting photographs both technically and aesthetically.

Santa Monica College
Course: DE for non-DE course
Expanded Course Outline for PHOTO 60 - Business Practices In Photography

Course Cover	
Discipline	PHOTO-PHOTOGRAPHY
Course Number	60
Full Course Title	Business Practices In Photography
Catalog Course Description	This lecture course examines the necessary steps that a photographer must take to start a commercial photography business. Relevant local, state and federal regulatory and taxing agencies and application forms, professional support services, general ledger accounts setup pertinent to photography, photographic business insurance needs, and employer obligations are discussed. Students will learn how to create a simple business plan applicable to photographic ventures. The course also examines issues of sound financial practices specific to profitability in commercial photography, paying particular attention to matters of copyright and image licensing, calculating cost of doing business, strategies for pricing image usage, and negotiating job fees.
Rationale	This course is required to complete the SMC photo program. This DE course will be accessible to more students by utilizing the time flexibility of a DE course. To capture students in remote locations, or a more broad audience overall.
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: 0
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	54.00
Total Outside-of-Class Hours	108.00
Load Factor	1.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	Transfers to CSU
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	**AA Degree** -Photography **Department Certificate** -Photography
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Contact relevant local, state and Federal agencies and complete applications for business license, Federal Employer ID number, and state seller?s permit	
2. Write a simple business plan	

3. Set up and keep a simple general ledger, with consideration for specific accounts related to work in photography
4. Apply for general liability insurance, equipment floater insurance, errors-and-omissions insurance, and riders for particular assignment purposes
5. Set up business banking accounts and credit card accounts, and establish credit with local vendors
6. Calculate and set aside sales taxes and comply with regulations of the State Board of Equalization
7. Register images with the US Copyright Office
8. Calculate basic cost of doing business (CODB)
9. Articulate a logical and consistent personal pricing strategy based on CODB and image usage
10. Demonstrate successful negotiation techniques in order to enter into win-win negotiations for profitable freelance assignments and create clear and accurate estimates and invoices for assignment and stock photography based on negotiation outcomes

Course Content	
12.5%	The Business Plan
12.5%	Office/studio setup and local ordinance compliance
6.25%	Liabilities and insurance in photography
6.25%	Obligations as an employer
6.25%	Professional support services in photography
12.5%	Copyright, principles, importance, and registration of images
6.25%	Calculating a personal CODB and base fee for photography
12.5%	Pricing according to image usage
12.5%	Negotiating assignment and stock photography fees
6.25%	Creating estimates and invoices
6.25%	Wrap-up and final exam
Total: 100%	

Methods of Presentation	
Methods	Online instructor-provided resources Projects
Other Methods	PowerPoint presentations, assigned readings and internet research, supervised role playing.

Methods of Evaluation	
Methods	• 0% - Total
Additional Assessment Information (Optional)	15% Participation 10% Business Plan, assessed by: review of written plan 15% Completed statutory applications,assessed by: review of completed application documents 10% Completed CODB/base fee for photography report, assessed by: review of spreadsheet 10% Completed copyright registration, assessed by: proof of registration of student photos 20% Usage/fee calculations & mock negotiations/photographer-client role playing, assessed by: instructor oversight of negotiations 10% Sample Estimates, assessed by: review of sample job estimates 10% Exams

Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA

Textbooks
1. .. *ASMP Professional Business Practices in Photography*, 7th ed. Allworth Press, 2008, ISBN: 781581154979.
2. Michal Heron and David MacTavish. *Pricing Photography*, 3rd ed. Allworth Press, 2002, ISBN: 1581152078.
3. Lou Lesko. *Advertising Photography: A Straightforward Guide to a Complex Industry*, ed. Cengage Learning, 2007, ISBN: 9781598634068.

Assignments

Sample Assignment
Business startup: Students will find and complete pertinent Federal, State and local applications for employer identification, business license, DBA and sales tax permit. Copyright registration: Students will obtain and complete application forms for copyrighting photographs with the U. S, Copyright Office (both paper and digital submission forms for images in physical and digital form), determine optimal ways to prepare for submission images in both physical and digital form, and make the actual submission to the Copyright Office. Calculating Cost of Doing Business: Students will prepare a spreadsheet to determine their cost of doing business and the basic fees they must charge to maintain profitability in photographic assignments and/or stock image licensing sales. The starting point for this calculation will be an evaluation of personal living expenses that will establish a personal salary; on top of this will be other salaries, employee benefits, taxes, facilities expenses, professional services, promotion expenses, new equipment and equipment maintenance, insurance costs, etc. Students will be required to calculate and justify an estimate of the number of working days per year or per month that can be billed.

Student Learning Outcomes

1. Demonstrate knowledge to start and maintain a legal and profitable business that includes: knowledge of estimating and bidding, including taxation, usage and copyright laws.
2. Demonstrate knowledge of brand identity, business trends, use of social media marketing.
3. Demonstrate professional business practices in electronic, written and verbal communications.
4. Create a business and strategic marketing plan for 2, 5 and 10 years.
5. Create a targeted client list and professional invoicing and business templates.

Minimum Qualification

Minimum Qualifications:	No Minimum Qualifications For this Course

Library

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

Distance Ed

Distance Education Application

Delivery Methods	Fully Online

Distance Education Quality

Quality Assurance	Course objectives have not changed Course content has not changed Method of instruction meets the same standard of course quality Outside assignments meet the same standard of course quality Serves comparable number of students per section as a traditional course in the same department Required texts meet the same standard of course quality

Guidelines and Questions for Curriculum Approval of a Distance Education Course

Student Interactions	
Student-Instructor Interaction	Student and instructor will interact a minimum of once a week using a combination of email, responses to discussion threads and project submissions.
Student-Student Interaction	Students will have weekly projects with weekly online discussion among students and peer critique of the critical thinking exercises. Weekly online discussions are required for all students.
Student-Content Interaction	Students will interact weekly with prepared online content/instruction. Lessons will be delivered via video, PowerPoint or equivalent software, quizzes and discussion.

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Chat Rooms	Weekly online discussions on the current topics are required for all students.	20%
Threaded Discussions	Weekly online discussion among students and peer critique of the critical thinking exercises.	40%

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.)

Weekly lectures will be delivered via video, PowerPoint or equivalent software, and discussion. Feedback is optimized for each student and will be delivered through detailed written assessments for each student. Progress reports will be given regularly to assess students' progress

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.)

Course management software will be used for online lectures, discussions, critiques and assignment submission. Instructors will be required to complete online teaching training prior to assignment of online course(s).

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.)

Technical online support for students at helpdesk@smconline.org or by phone 877-740-2213

Online Financial Aid http://www.smc.edu/EnrollmentDevelopment/FinAid/Orientation/Pages/default.aspx

Online Academic Counseling http://www.smc.edu/ACG/DistanceEducation/Pages/Counselors-for-Online-Courses.aspx

Online Library Resources http://www.smc.edu/AcademicAffairs/Library/Pages/Library-Online-Catalog.aspx

Additional Selected Resources http://www.smc.edu/AcademicAffairs/Library/Pages/Selected-Resources-on-the-SMC-Website.aspx

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 presentation material and videos will be properly captioned and annotated.

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.).

Addresses Course Objective #3:

3. Set up and keep a simple general ledger, with consideration for specific accounts related to work in photography

PHOTO 60 ASSIGNMENT Cold Call

You will be making 'Cold Calls' to practice your marketing and promotion technique when pursuing work.

PART 1
Cold Call a Non-profit/Charity of your choice and volunteer your photography services. Research the company website and determine the work you can shoot for them.
Example: all the portraits of the employees are all different and could benefit from a consistent look, one that you can provide.
Or, the company produces events and you can provide the photography for the events.

You may not us Animal Shelters.
No companies you have already shot with.
You must get a 'soft' commitment from the company. One where they plan to use you in the future

Write out a detailed report of the process including the conversations back and forth between you and the company contact.
The write up must include company name, contact name, contact title. Email address, physical address, phone number and website.

PART 2
Apply for 2 photo assisting jobs.

No companies you have already worked with.
You must get a 'soft' commitment for an interview or follow up with them.

Write out a detailed report of the process including the conversations back and forth between you and the company contact or any correspondence that took place.
The write up must include company name, contact name, contact title. Email address, physical address, phone number and website.

You will present the report in class - be prepared for a 5-10-minute presentation.

Review your notes from the 'cold calling' lecture and the 'marketing' lecture.

Assessment Best Practices

30%-**Business startup preparation** - Through weekly assignments, students will receive individualized feedback relating to each individual's career goals. Assignments reflect genres of professional photography relevant to each individual student.
30%-**Copyright and Intellectual Property Understanding** - Weekly lectures and assignments reflect contemporary issues in intellectual property and copyright management. Assignments will reflect practical tasks a commercial photographer must address in order to protect their assets and income.
30%-**Pricing and Negotiation** - Students will create realistic bids for potential clients based on working world commercial assignments. Exercises will include methods for negotiating, production considerations, and delivering professional quality imagery.
10%-**Final Exam and Quizzes** - Final exam will reflect all content covered in lectures, readings, and assignments.

Santa Monica College

Course Outline For

ACCOUNTING 19A, IRS Volunteer Income Tax Assistance (VITA) Program - Tax Preparer

Course Title: IRS Volunteer Income Tax Assistance (VITA) Program - Tax Preparer Units: 1.00
Total Instructional Hours (usually 18 per unit): 54
Total Outside-of-Class Hours: 0
Hours per week (full semester equivalent) in Lecture: In-Class Lab: Arranged: 3.00

Date Submitted:	May 2018
Date Updated:	November 2018
Transferability:	Transfers to CSU
IGETC Area:	
CSU GE Area:	
SMC GE Area:	Does NOT satisfy any area of SMC GE:

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

I. Catalog Description

This course will allow students to prepare individual income tax returns to low-income individuals through the IRS VITA Program. Students will learn to use tax software to accurately prepare and file federal and state individual income tax returns within the scope of the VITA Program. Students will learn how to develop a system of quality control for tax returns and develop communication skills through interviews of taxpayers and explanations of tax return results.

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. IRS 6744 VITA/TCE Volunteer Assistor's Test
2. IRS Publication 17
3. IRS 4012 VITA/TCE Volunteer Resource Guide

III. Course Objectives

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

1. Collect, identify, examine, sort and classify tax documents to file individual income tax returns.
2. Apply basic tax law and determine filing requirements.
3. Identify tax law resources to communicate and answer technical questions.
4. Determine tax deductions and credits for individuals.
5. Apply a system of quality control over the individual's tax return.
6. Practice communication skills by interviewing taxpayers and explaining tax return results.
7. Determine the taxpayers qualification for VITA services.

IIIb. Arranged Hours Objectives:

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

1. Interview taxpayers to prepare tax returns.
2. Use the tax resources properly to assess the applicability of the tax law to the taxpayer.
3. Manage the privacy of taxpayers over the sensitivity of information being shared by the taxpayer.
4. Communicate the tax law to taxpayers such as income, deductions and credits.
5. Explain the results of the taxpayer's tax return.

6. Prepare individual income tax returns, including schedules.
7. Demonstrate an understanding of the policies and regulations pertaining to the IRS VITA program.

IV. Methods of Presentation:

Field Experience , Lab , Observation and Demonstration

IVb. Arranged Hours Instructional Activities:

Other (Specify) , Field Experience , Lab
Other Methods: Applying course content to lab work.

V. Course Content

% of course	Topic
80%	Preparation of Individual Income Tax Returns
7%	Interviewing taxpayers
7%	Collecting, identifying, examining, sorting and classifying tax documents.
5%	Reviewing individual income tax returns with taxpayers
1%	Assembling individual tax returns
100%	Total

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

Percentage	Evaluation Method
20 %	Exams/Tests - 1. Complete the "Volunteer Standards of Conduct" Training and Test - 10% 2. Complete the "Intake/Interview and Quality Review" Training and Test - 10%
80 %	Other - 1. Participate in interviewing and form preparation during required hours and shifts - 40% 2. Complete the minimum number of tax returns - 40%
100 %	Total

VII. Sample Assignments:

The assignments are composed of preparing individual tax returns to low income individuals and conducting the following tasks:
1. Qualifying taxpayers for VITA service.
2. Interviewing taxpayers
3. Collecting, identifying, examining, sorting and classifying tax documents.
4. Preparing individual tax returns.

VIII. Student Learning Outcomes

1. Interpret basic federal and California tax law as prescribed by the IRS VITA Program.
2. Demonstrate an understanding of the ethics and quality controls pertaining to taxpayers private and sensitive information.
3. Prepare a basic Form 1040 and 540 for low-income individuals that qualify for the IRS VITA program.
4. Use tax software to prepare individual tax returns.

Santa Monica College
Course Outline For
COMPUTER SCIENCE 42, Digital Logic

Course Title: Digital Logic Units: 3.00
Total Instructional Hours (usually 18 per unit): 54
Total Outside-of-Class Hours: 108
Hours per week (full semester equivalent) in Lecture: 3.00 In-Class Lab: 0 Arranged:

Date Submitted:	May 2011
Date Updated:	September 2018
Transferability:	Transfers to UC Transfers to CSU
IGETC Area:	Does NOT satisfy any area of IGETC:
CSU GE Area:	Does NOT satisfy any area of CSU GE:
SMC GE Area:	• GENERAL EDUCATION PATTERN (SMC GE) o Area IV-B: Language and Rationality (Group B)
Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	None
Pre/Corequisite(s):	None
Corequisite(s):	None
Skills Advisory(s):	MATH 20

I. Catalog Description

This course provides an introduction to fundamental operations and components that make computers possible. Topics include: number systems; Boolean algebra and logic gates (AND, OR, NOT, XOR, and NAND); simplification of Boolean functions; combination logic; sequential logic; design of the adder, subtractor, ROM, decoder, and multiplexer; register transfer logic; and processor logic, control logic, and microcomputer system design.

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. Logic and Computer Design Fundamentals, 5th, M. Morris Mano, Charles R. Kime, Tom Martin, Prentice Hall © 2015, ISBN: 9780133760637

III. Course Objectives

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

1. Explain the essentials of Boolean expression
2. Simplify and design a combinational circuit.
3. Design a full and half adder
4. Know how register transfer logic, how Arithmetic Logic Unit works
5. Know about processor logic and control unit and microcomputer system.

IV. Methods of Presentation:

Projects , Other (Specify) , Lecture and Discussion , Online instructor-provided resources
Other Methods: Discussions and problem solving, Design circuit for a given problem, Logical analysis of problems. Code analysis. PowerPoint demonstrations may be used to supplement lectures. Examples of problems and programming solutions will be provided with feedback when appropriate. Class discussions may be used to assess, clarify, and enhance student understanding. Lectures and discussions will focus on solving related problems from original statement to solution. Threaded Discussions.

V. Course Content

% of course	Topic
5%	Overview of a Computer System
15%	Number system, Coding concepts; ASCII, BCD, and UNICODE
15%	Combinational Logic Circuits, Boolean Algebra, map simplification and Logic Gates, AND, OR, and NAND
15%	Design Topics, Analysis Procedure, Decoder, Multiplexer, binary adder, binary subtractor
10%	Sequential Circuits, Flip-flop, Sequential circuit analysis, Design procedure.
10%	Registers and Counters, Shift Register and controls
10%	Memory and Programmable Logic Device, Read & write Operation. VLSI and LSI
10%	The control Unit, Microprogramming control, simple computer architecture.
10%	Instruction sets, operand addressing, Instructions set architecture
100%	Total

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

Percentage	Evaluation Method
40 %	Exams/Tests - Test 1 20% Test 2 20%
5 %	Class Participation
30 %	Homework - Assignments (10)
25 %	Final exam
100 %	Total

Additional Assessment Information:
Final Letter Grade
Total Percentage
A = 90% -100%
B = 80% - 89%
C = 70% - 79%
D = 60% - 69%
F = 0% - 59%

VII. Sample Assignments:

Assignment 1:
Simplify the following Boolean functions, by means of a four-variable map:
a) F(X, Y, Z, W)= åm(0, 2, 8, 10) d(X, Y, Z, W)= åm(1,3,4,5)
b) F(X, Y, Z, W)= åm(0, 1, 2, 5, 8, 9, 10) d(X, Y, Z, W)= åm(3,11)

Assignment 2:

A Universal Serial Bus (USB) communication link requires a circuit that Produces the sequence 00000001. You are to design a synchronous sequential circuit that starts producing this sequence for input E=1. Once the sequence starts, it completes. If E=1, during the last output in the sequence, the sequence repeats. Otherwise, if E=0, the output remains constant at 1.

A. Draw the Moore state diagram for the circuit.
B. Find the state table and make a state assignment.
C. Design the circuit using D flip-flop and logic gates.

VIII. Student Learning Outcomes

1. Design combinational circuits and sequential circuits which are foundational to the design of Computer Architecture.
2. Build an Arithmetic Logic Unit, a full adder, shift register and utilize register transfer in their projects.

Santa Monica College

Course Outline For

INTERIOR ARCHITECTURAL DESIGN 38, 3D Digital Drafting I

Course Title: 3D Digital Drafting I Units: 3.00
Total Instructional Hours (usually 18 per unit): 108
Total Outside-of-Class Hours: 54
Hours per week (full semester equivalent) in Lecture: 1.50 In-Class Lab: 4.50 Arranged:

Date Submitted: May 2011
Date Updated: May 2017
Transferability: Transfers to CSU
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): INTARC 35
INTARC 29

I. Catalog Description

This lecture and lab course teaches advanced skills in 2D and 3D digital drafting for Interior Architectural Design applications with an emphasis on BIM technology.

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. Autodesk Revit 2017 for Architecture: No Experience Required, 1st , Wing, Eric, Sybex © 2016, ISBN: 1119243300

III. Course Objectives

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

1. Demonstrate basic understanding of the core concepts of the software.
2. Able to set up a Project and use the work environment.
3. Create Floor Plans, Sections, Elevations, 3D views, and Family Components.
4. Create a basic rendering and walk-through of a space or building.
5. Apply textures and materials to model.
6. Print and present a completed project to scale and on time.
7. Understand the collaborative design process with other disciplines.
8. Discuss current and future trends in the industry software.

IV. Methods of Presentation:

Lecture and Discussion , Observation and Demonstration , Projects , Critique , Group Work

V. Course Content

% of course	Topic
5%	Course Overview – software environment
5%	Project Start Up

20%	Modeling Basics, Modeling Components and System Components
5%	Linking or Importing files from other programs
10%	Complex Geometry such as creating Families
10%	Extracting information from the model (schedules or quantities)
10%	Adding Materials and Textures
10%	Lighting
10%	Rendering
10%	Set up, save, export and print Camera Views
5%	Annotations
100%	Total

Vb. Lab Content:

% of course	Topic
20%	Practice using commands - both building and editing.
10%	Link and import files from other applications.
20%	Create complex geometry such as families and conceptual models.
10%	Practice extracting information for take offs or schedules.
10%	Explore adding materials and textures.
15%	Explore lighting and rendering.
15%	Create camera views, export files, and prints.
100%	Total

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

Percentage	Evaluation Method
90 %	Projects - 20% Project 1 ? 2D drawings 10% Project 2 ? Isometric 30% Project 3 ? 3D model 30% Project 4 ? Rendered Views
10 %	Other - Exercises
100 %	Total

VII. Sample Assignments:

1. 3D model in a BIM application: choose a building as a project. Include information for a floor plan (with furniture and finishes), reflected ceiling plan and elevation that is properly set up with dimensions. The model will be set up with views for plans and elevations and will be scalable. Drawings will be plotted to a PDF format and submitted to the instructor for evaluation.

2. Rendered Views – set up camera views of a rendered 3D model. Submit a minimum of 3 perspective views of a furnished interior room or a landscaped exterior view, using the exported images for presentation. Design and present individual and original digital presentation boards. Finished sheets will be plotted to a PDF format. Present projects to the class and submit to the instructor for evaluation.

VIII. Student Learning Outcomes

1. Exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.
2. Utilize digital technology to complete a series of 3D digital models using materials, shading, lighting, and perspective views.

ADVISORY Checklist and Worksheet

INT ARC 38

Proposed Advisory: INT ARC 29

SECTION 1 - CONTENT REVIEW:

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

Advisory Worksheet

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: **INT ARC 38**

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

A)	Able to utilize basic 2D computer applications used in the interior architectural industry.
B)	Able to utilize or integrate files between programs.
C)	Able to identify and utilize appropriate applications or programs for specific design projects.

EXIT SKILLS (objectives) FROM **INT ARC 29**

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

1.	Utilize a variety of standard computer applications used in the interior architectural industry.
2.	Efficiently work with computer applications and integrate or utilize files between programs.
3.	Identify and utilize the appropriate applications for specific design projects.
4.	Identify future trends and software in the Interior and Architectural Design Industry.

	RECOMMENDED ENTRANCE SKILLS FOR INT ARC 38								
EXIT SKILLS FOR INT ARC 29		A	B	C	D	E	F	G	H
	1	X							
	2		X						
	3			X					
	4			X					
	5								
	6								
	7								
	8								

Engineering
Associate in Science (AS)

The Associate in Science in Engineering provides students with a fundamental knowledge of engineering and familiarizes them with modern engineering design tools and skills. In addition, students will be prepared for engineering internship opportunities or entry-level industrial jobs, through developing skills in areas such as as computer drafting, solid modeling, circuit build and design, and problem solving. Upon completion of this program, students will also have a strong academic foundation in the field and be prepared for upper division baccalaureate study.

Program Learning Outcomes:
Upon completion of the program, students will demonstrate basic knowledge of engineering principles of design and analysis, and exhibit effective communication skills and ethical behavior as shown through their written work, teamwork, and lab work.

Area of Emphasis (32 units)

Mathematics Courses (10 units):
Take all math courses listed below.
MATH 7, Calculus 1 (5)
and
MATH 8, Calculus 2 (5)

Physics Courses (10 units):
Take two of the three courses listed below.
PHYSCS 21, Mechanics With Lab (5)
PHYSCS 22, Electricity And Magnetism with Lab (5)
PHYSCS 23, Fluids, Waves, Thermodynamics, Optics with Lab (5)

Computer Science Courses (3 units):
Take one of the two courses listed below.
CS 30, MATLAB Programming (3)
CS 50, C Programming (3)

Engineering Courses

Take the required engineering course, and three elective engineering courses. At least one of the elective courses must include a laboratory component.

Required Engineering Courses (2 units):
ENGR 1, Introduction to Engineering (2)

Elective Engineering Courses (At least 7 units, one course MUST have a laboratory component):
ENGR 11, Engineering Graphics and Design (3)
ENGR 12, Statics (3)
ENGR 16, Dynamics (3)
ENGR 21, Circuit Analysis (3)
ENGR 22, Circuit Analysis Lab (1)

Introduction to Engineering
Certificate of Achievement

The Engineering Certificate program exposes students to the broad field of engineering and modern engineering design tools and skills. In addition, students will be prepared for engineering internship opportunities, through developing skills in areas such as as solid modeling, engineering build and design, and problem solving.

Program Learning Outcomes:
Upon completion of the program, students will demonstrate basic knowledge of engineering principles of design and analysis, and exhibit effective communication skills and ethical behavior as shown through their written work, teamwork, and lab work.

Area of Emphasis (13 units)

Mathematics Courses (5 units):
Take the math course listed below.
MATH 7, Calculus 1 (5)

Physics Courses (5 units):
Take the physics course listed below.
PHYSCS 21, Mechanics With Lab (5)

Engineering Courses
Take the required engineering course, and one of the elective engineering courses.

Required Engineering Courses (2 units):
ENGR 1, Introduction to Engineering (2)

Elective Engineering Courses (1 unit):
ENGR 11, Engineering Graphics and Design (3)
ENGR 12, Statics (3)
ENGR 16, Dynamics (3)
ENGR 21, Circuit Analysis (3)
ENGR 22, Circuit Analysis Lab (1)

Scenic Design and Construction
Department Certificate

This Certificate provides rigorous academic instruction and practical training for students to attain skills and knowledge in Scenic Design and Construction

Program Learning Outcomes:
Upon completion of the program, students will demonstrate knowledge and basic skills in the area of set building, construction and painting techniques.

Area of Emphasis (9 units)

Required Courses
TH ART 20, Stagecraft (3)
TH ART 21, Scenic Painting Techniques (3)
TH ART 18A, Technical Theatre Production Workshop (1)
TH ART 32, Scenic Design (2)

ADDITIONAL INFORMATION:

This is a stackable certificate. Additional coursework can lead to a Certificate of Achievement or an AS in Technical Theatre.

Stage Lighting, Sound and Projection Department Certificate

The Stage Lighting, Sound and Projection Certificate provides academic instruction, hands-on practical training and experiential learning in the specific areas of Lighting, Sound and Projection for Theatre and Live Events. Students will work with advanced technology and materials in the use of Intelligent Lighting Systems, Sound and Projection equipment.

Program Learning Outcomes:
Upon completion of this Certificate, the student will: 1. Demonstrate analytical and technical skills in the areas of Stage Lighting, Sound and Projection for theatrical or Live Events. 2. Evaluate and appreciate a production by recognizing its inherent components including research, collaboration and the technical skills involved.

Area of Emphasis (9 units)

Stage Lighting, Sound, and Projection

These core courses will introduce students to the areas of Theatrical and Live Event Sound, Lighting and Projection techniques.
TH ART 22, Stage Lighting (3)
TH ART 23, Projection and Lighting Design (3)
TH ART 25, Introduction to Theatrical Sound (3)

ADDITIONAL INFORMATION:

This is a stackable certificate that can be used as a stepping stone towards obtaining a Certificate of Achievement and/ or an Associate of Science degree in Technical Theatre.

NETWORKING
Certificate of Achievement

The IT world is integrated by networks. Success in IT disciplines like database, website, or e-commerce development demands a supporting grasp of the network environment. Major technologies are the networks themselves, their fit within the operating platforms they connect to, specific network applications, and measures to achieve networks security. Network engineers and other qualified IT specialists must understand the various protocols, programs' interfaces, how networks are presented and managed on Unix and Windows platforms, specific server programs and their clients, and what the inherent risks are.

Program Learning Outcomes:
Design and implement computer and information networks, such as local area networks (LAN), wide area networks (WAN), intranets, extranets, and other data communications networks. Perform network modeling, analysis, and planning. May also design network and computer security measures. May research and recommend network and data communications hardware and software.

Area of Emphasis (17 units)

Required Courses: (17 units)
CS 9A, *(same as CIS 9A),* Technology Project Management I (3)
CS 41, Linux Network Administration (3)
CS 43, Windows Network Administration (3)
CS 70, Network Fundamentals And Architecture (3)
CS 75, Network Protocols And Analysis (2)
CS 78, Secure Server Installation Administration (3)

Registered Nursing
Associate in Science (AS)
Effective Fall 2018

This program empowers and prepares caring nurses who recognize the inherent worth of each individual and group to promote health, healing and hope. The program is approved by the California Board of Registered Nursing and accredited by the Accreditation Commission of Education in Nursing. Upon completion of the program, graduates receive an Associate in Science degree and are eligible to take the National Council Licensure Examination (NCLEX) to become a Registered Nurse. Students who complete this program are also prepared for transfer to most BSN programs. Please see assist.org for details.

Program Learning Outcomes:
Nursing program students will be able to work within a variety of settings and provide care for patients of diverse groups in a multicultural community. Upon completion of the program, students will be able to:
1. Delegate tasks based on the legal scopes of practice.
2. Collaborate with members of the health team to provide a caring and compassionate environment.
3. Advocate for patients and families in ways that promote self-determination.
4. Exhibit evidence-based clinical reasoning and judgment that integrates nursing science and technology in the provision of safe quality care.

Area of Emphasis (71 units)

Once the prerequisites below are completed you may then meet with the Health Sciences counselors to apply to the program.

PREREQUISITES TO THE PROGRAM: (16 units)
ENGL 1, Reading and Composition 1 (3)
ANATMY 1, Human Anatomy (4)
PHYS 3, Human Physiology (4)
MCRBIO 1, Fundamentals Of Microbiology (5)

It is recommended that the courses below be taken prior to enrollment in Nursing courses or during intersessions after beginning the Nursing curriculum.

REQUIRED GENERAL EDUCATION COURSES (15 Units)
SOCIOL 1, Introduction To Sociology (3)
PSYCH 19, Lifespan Human Development (3)

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

Students must complete two additional General Education courses to earn the Associate in Science degree in Nursing. These courses must fulfill SMC GE areas Social Science Group A and Rationality. It is recommended that students select History 10 or 14 to fulfill both the Social Science Group A requirement as well as the SMC Global Citizenship degree requirement. Fulfillment of the Rationality requirement can be met via Math 18, 20, 32, 50, or higher.

FIRST SEMESTER:
NURSNG 1, Fundamentals of Nursing Concepts 1 (2)
NURSNG 1L, Fundamentals of Nursing Concepts 1 Lab (2.5)
NURSNG 36, Calculations In Drugs And Solutions (1)
NURSNG 2, Fundamentals of Nursing Concepts 2 (2.5)
NURSNG 2L, Fundamentals of Nursing Concepts 2 Lab (2.5)

SECOND SEMESTER:
NURSNG 3, Adult Health Nursing Concepts 1 (2.5)
NURSNG 3L, Adult Health Nursing Concepts 1 Lab (2.5)
NURSNG 17, Pharmacological Aspects Of Nursing (3)
NURSNG 4, Mental Health Nursing Concepts (1.5)
NURSNG 4L, Mental Health Concepts Lab (1.5)

THIRD SEMESTER:
NURSNG 5, Adult Health Nursing Concepts 2 (2.5)
NURSNG 5L, Adult Health Nursing Concepts 2 Lab (2.5)
NURSNG 6, Maternal Newborn Nursing Concepts (1.5)

NURSNG 6L, Maternal Newborn Nursing Concepts Lab (1)
NURSNG 7, Pediatric Nursing Concepts (1.5)
NURSNG 7L, Pediatric Nursing Concepts Lab (1)

FOURTH SEMESTER:
NURSNG 8, Adult Health Nursing Concepts 3 (2.5)
NURSNG 8L, Adult Health Nursing Concepts 3 Lab (2.5)
NURSNG 9, Nursing Leadership Concepts (1.5)
NURSNG 9L, Nursing Leadership Concepts Lab (2)

NURSING - ADN CURRICULUM
Associate in Science (AS)

Effective Summer 2013

The Associate in Arts degree in Nursing involves satisfactory completion of at least 71 semester units with a C average or higher in the Nursing area of emphasis (articulated below), fulfillment of the Global Citizenship requirement, and fulfillment of all Santa Monica College general education requirements, CSU GE or IGETC. *Students must complete the area of emphasis (major) requirements in effect at the time enrollment begins or the requirements in effect at graduation as long as continuous enrollment is maintained. *Continuous enrollment is defined as enrollment in each Fall and Spring semester until graduation. At least 50% of the area of emphasis (major) units must be completed at Santa Monica College. Each course in the area of emphasis (major) must be completed with a grade of C or higher.

Program Learning Outcomes:

Students who complete the Nursing program will use theoretical concepts of leadership and management to administer and design plans of care which integrate knowledge and skills pertinent to the role of manager of care of a group of patients and members of the health care team. Graduates will also utilize delegation, priority setting skills, and knowledge of legal-ethical issues, and health care delivery systems to design and coordinate a plan of nursing care for a group of patients.

Area of Emphasis (74 units)

Prerequisites Courses: (16 units)

ENGL 1, Reading and Composition 1 (3)
ANATMY 1, Human Anatomy (4)
PHYS 3, Human Physiology (4)
MCRBIO 1, Fundamentals Of Microbiology (5)

Once above prerequisites are completed you may then meet with the nursing counselors to apply to the program. There is a 3 semester wait period from the date of application.

Nursing theory classes have a corresponding Clinical (laboratory) component that must be taken concurrently.

LEVEL 1/FIRST SEMESTER (8 units)

Admission to the Nursing Program:

NURSNG 10, Nursing Skills (2)
NURSNG 10L, Nursing Skills Laboratory (2)
NURSNG 15, Nursing Fundamentals (2)
NURSNG 15L, Nursing Fundamentals Laboratory (2)

LEVEL 2/ SECOND SEMESTER (9 units)

NURSNG 20, Introduction To Medical-Surgical Nursing (2)
NURSNG 20L, Introduction To Medical-Surgical Nursing Laboratory (2)
NURSNG 25, Psychiatric - Mental Health Nursing 1 (1.5)
NURSNG 25L, Psychiatric Mental Health Nursing Laboratory 1 (1.5) **
NURSNG 28, Community-Based Nursing Practice (1) **
NURSNG 16, Physical Assessment (1) **

LEVEL 3/THIRD SEMESTER (10 units)

NURSNG 30, Intermediate Medical-Surgical Nursing (2.5)
NURSNG 30L, Intermediate Medical-Surgical Nursing Laboratory 2 (2.5)
NURSNG 35, Advanced Medical-Surgical Nursing 2 (2.5)
NURSNG 35L, Advanced Medical-Surgical Nursing Laboratory 2 (2.5)

LEVEL 4/FOURTH SEMESTER (9 units)

NURSNG 40, Nursing Of Children 1 (1.5)
NURSNG 40L, Nursing Of Children Lab 1 (1.5)
NURSNG 45, Women's Health Care 1 (1.5)
NURSNG 45L, Women's Health Care Lab 1 (1.5)
NURSNG 50, Professional Role Transition (1)
NURSNG 50L, Professional Role Transition Lab (2)

Additional ADN Graduation Requirements* (19 units)

Each course must be completed with a grade of C or higher, except for Social Science Group A, Global Citizenship/Humanities and Math, which must be completed with a grade of D or higher.
NURSNG 17, Pharmacological Aspects Of Nursing (3)
NURSNG 36, Calculations In Drugs And Solutions (1) *

COM ST 35, Interpersonal Communication (3) *
or
COM ST 11, Elements Of Public Speaking (3) ^
PSYCH 19, Lifespan Human Development (3) *
SOCIOL 1, Introduction To Sociology (3)
or
SOCIOL 1s, Introduction To Sociology - Service Learning (3)
Global Citizenship/Humanities; select one course from the following:

AHIS 6, Latin American Art History 2 (3)
AHIS 11, Art Appreciation Introduction To Global Visual Culture (3)
AHIS 72, American Art History (3)
DANCE 2, Dance In American Culture (3)
ENGL 9, Literature Of California (3)
ENGL 10, Ethnic Literature Of The US (3)
ENGL 49, Asian Mythology (3)
FILM 7, American Cinema Crossing Cultures (3)
MUSIC 33, Jazz in American Culture (3)
MUSIC 36, History of Rock Music (3)
MUSIC 37, Music in American Culture (3)
COM ST 14, Oral Interpretation: Performing Literature Across Cultures (3)
LING 1, Introduction to Linguistics (3)
PHILOS 20, *(same as ENVRN 20),* Environmental Ethics (3)
PORTGS 1, Elementary Portuguese 1 (5)
Social Science-Group A
(3)
HIST 10, Ethnicity And American Culture (3)
HIST 11, United States History through Reconstruction (3)
HIST 12, The United States History Since Reconstruction (3)
HIST 15, *(same as ECON 15),* Economic History of the United States (3)
POL SC 1, National And California Government (3)

**continuous enrollment is defined as enrollment in each Fall and Spring semester until graduation.*

Choose one option from the following three:

Option 1:
MATH 2, Precalculus (5)
MATH 7, Calculus 1 (5)
MATH 8, Calculus 2 (5)
MATH 10, Discrete Structures (3)
MATH 11, Multivariable Calculus (5)
MATH 13, Linear Algebra (3)
MATH 15, Ordinary Differential Equations (3)
MATH 18, Intermediate Algebra for Statistics and Finite Mathematics (3)
MATH 20, Intermediate Algebra (5)
MATH 21, Finite Mathematics (3)
MATH 26, Functions and Modeling for Business and Social Science (3)
MATH 28, Calculus 1 for Business and Social Science (5)
MATH 29, Calculus 2 for Business and Social Science (3)
MATH 32, Plane Geometry (3)
MATH 41, Mathematics for Elementary School Teachers (3)
MATH 54, Elementary Statistics (4)

Option 2:
Students who enrolled at Santa Monica College Fall 2007 or later or who have not maintained continuous enrollment* must: Pass Math Proficiency Test** and take one of the courses listed below or complete the Santa Monica College math assessment and place into Math 18, 20, 32 or higher and take one of the courses listed below:
ACCTG 1, Introduction to Financial Accounting (5)
ACCTG 2, Corporate Financial and Managerial Accounting (5)
Computer Science
PHILOS 7, Logic And Critical Thinking (3)
PHILOS 9, Symbolic Logic (3)
SOCIOL 4, Sociological Analysis (3)
COM ST 21, Argumentation (3)

Option 3:

Students who enrolled at Santa Monica College prior to Fall 2007 and who have maintained continuous enrollment* must: Pass Math Proficiency Test** and take one of the courses listed below or complete the Santa Monica College math assessment and place into Math 18, 20, 32 or higher and take one of the courses listed below:
ACCTG 1, Introduction to Financial Accounting (5)
ACCTG 2, Corporate Financial and Managerial Accounting (5)
ACCTG 21, Business Bookkeeping (3)
BUS 32, Business Communications (3)
Computer Information Systems/Computer Science
ENGL 2, Critical Analysis And Intermediate Composition (3)
ENGL 23, Intermediate Reading And Vocabulary (3)
ENGL 48, Speed Reading And College Vocabulary (3)
ESL 23, Academic Reading and Study Skills (3)
JOURN 1, The News (3)
PHILOS 7, Logic And Critical Thinking (3)
PHILOS 9, Symbolic Logic (3)
PSYCH 5, The Psychology Of Communication (3)
SOCIOL 4, Sociological Analysis (3)
COM ST 11, Elements Of Public Speaking (3)
COM ST 12, Persuasion (3)
COM ST 21, Argumentation (3)
COM ST 35, Interpersonal Communication (3)

LVN TO ADN, CAREER LADDER CURRICULUM OPTION - (FOR LVN?s ONLY)
Each course must be completed with a grade of C or higher.

Pre-Preparation:
English Assessment Test
Math Assessment Test
High School Chemistry
or
CHEM 10, Introductory General Chemistry (5)

Prerequisites (18 units)
ENGL 1, Reading and Composition 1 (3)
ANATMY 1, Human Anatomy (4)
PHILOS 3, Early Philosophers (3)
MCRBIO 1, Fundamentals Of Microbiology (5)
NURSNG 19, Orientation To Advanced Placement - Adn Program (2)

Additional ADN Graduation Requirements* (19 units)**

Each course must be completed with a grade of C or higher, except for Social Science Group A, Global Citizenship/Humanities and Math, which must be completed with a grade of D or higher.
COM ST 35, Interpersonal Communication (3) *
PSYCH 19, Lifespan Human Development (3) *
SOCIOL 1, Introduction To Sociology (3)
Global Citizenship/Humanities; select one course from the following:

ART 79
AHIS 11, Art Appreciation Introduction To Global Visual Culture (3)
AHIS 72, American Art History (3)
Cinema 7
DANCE 2, Dance In American Culture (3)
ENGL 9, Literature Of California (3)
ENGL 10, Ethnic Literature Of The US (3)
FILM 7, American Cinema Crossing Cultures (3)
MUSIC 33, Jazz in American Culture (3)
MUSIC 36, History of Rock Music (3)
MUSIC 37, Music in American Culture (3)
COM ST 14, Oral Interpretation: Performing Literature Across Cultures (3)
MATH 20, Intermediate Algebra (5)
or
Proficiency Test
Social Science-Group A
(3)
NURSNG 17, Pharmacological Aspects Of Nursing (3)

****Courses may be taken prior to semester listed and some courses must be completed prior to entry into Level 3 and all courses part of the nursing curriculum plan (*) must be taken before Level 4/Fourth Semester.*

Nursing theory classes have a corresponding Clinical (laboratory) component that must be taken concurrently.

LEVEL 3:
Each course must be completed with a grade of C or higher.

Required Nursing Courses (10 units)
NURSNG 25, Psychiatric - Mental Health Nursing 1 (1.5)
NURSNG 25L, Psychiatric Mental Health Nursing Laboratory 1 (1.5) **
NURSNG 28, Community-Based Nursing Practice (1) **
NURSNG 16, Physical Assessment (1) **
NURSNG 35, Advanced Medical-Surgical Nursing 2 (2.5)
NURSNG 35L, Advanced Medical-Surgical Nursing Laboratory 2 (2.5)

LEVEL 4:
Each course must be completed with a grade of C or higher.

Required Nursing Courses (9 units)
NURSNG 40, Nursing Of Children 1 (1.5)
NURSNG 40L, Nursing Of Children Lab 1 (1.5)
NURSNG 45, Women's Health Care 1 (1.5)
NURSNG 45L, Women's Health Care Lab 1 (1.5)
NURSNG 50, Professional Role Transition (1)
NURSNG 50L, Professional Role Transition Lab (2)

Note: For students who have not taken Math to meet the Santa Monica College general Associate in Arts degree requirements, the Math Proficiency Test must be taken prior to receiving the degree. Students may complete this exam any time within one year of their anticipated graduation date. Note that the exam may only be taken once.

CURRICULUM 30 UNIT OPTION - NO ASSOCIATE OF ARTS DEGREE; OPTION OPEN TO LVNS ONLY
It is possible for an LVN to become eligible to take the RN license exam without having earned the Associate in Arts degree.

Requirements Are:
Meeting admission requirements for the Nursing program;
Minimum physical qualifications; completion of all required courses listed below; and
Licensure in California as a vocational nurse in good standing with the Board of Vocational Nursing and Psychiatric Technician and at least one year of direct nursing experience within the past two years, preferably in an acute care setting.

Persons interested in this curriculum option are advised that:
1. There are out of California licensure limitations;

2. There may be employment limitations; and
3. No degree is granted.

Pre-Preparation:
High School Chemistry
or
CHEM 10, Introductory General Chemistry (5)

Prerequisite Courses with a grade of C or higher: (11 units)
PHYS 3, Human Physiology (4)
MCRBIO 1, Fundamentals Of Microbiology (5)
NURSNG 19, Orientation To Advanced Placement - Adn Program (2)

Nursing theory classes have a corresponding Clinical (laboratory) component that must be taken concurrently.

LEVEL 3:

Required Nursing Courses (10 units)
NURSNG 25, Psychiatric - Mental Health Nursing 1 (1.5)
NURSNG 25L, Psychiatric Mental Health Nursing Laboratory 1 (1.5) **

NURSNG 28, Community-Based Nursing Practice (1) **
NURSNG 16, Physical Assessment (1) **
NURSNG 35, Advanced Medical-Surgical Nursing 2 (2.5)
NURSNG 35L, Advanced Medical-Surgical Nursing Laboratory 2 (2.5)

LEVEL 4:
Each course must be completed with a grade of C or higher.

Required Nursing Courses (9 units)
NURSNG 40, Nursing Of Children 1 (1.5)
NURSNG 40L, Nursing Of Children Lab 1 (1.5)
NURSNG 45, Women's Health Care 1 (1.5)
NURSNG 45L, Women's Health Care Lab 1 (1.5)
NURSNG 50, Professional Role Transition (1)
NURSNG 50L, Professional Role Transition Lab (2)

GLOBAL CITIZENSHIP REQUIREMENT
Students who entered Santa Monica College prior to Fall 1998 are exempt from this requirement only if continuous enrollment has been maintained (Continuous enrollment is defined as enrolling in each Fall and Spring semester until graduation).

ASSOCIATE IN ARTS DEGREE FOR RN WITH NO COLLEGE CREDIT
A Registered Nurse, who has trained in a hospital where no college credit is granted for such training and who holds a current California Registered Nurse License, may receive 30 units of credit in Nursing toward an Associate in Arts degree at Santa Monica College. A Petition for Graduation can be made when at least 30 units, including all graduation requirements, have been completed or are in the process of being completed.

**Nursing 28, Nursing 16 and Nursing 25L must be taken concurrently with Nursing 25

^COM ST 11 (if completed Summer 2013 or later)