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

Curriculum Committee Agenda

Wednesday, March 4, 2020, 3:00 p.m.
Loft Conference Room – Drescher Hall 300-E

Members:

Dana Nasser, *Chair*	Sheila Cordova	Nick Mata	Brandon Reilly
Jason Beardsley, *Vice Chair*	Guido Davis Del Piccolo	Emin Menachekanian	Lydia Strong
Brenda Antrim	Gary Huff	Jennifer Merlic	Toni Trives
Garen Baghdasarian	Sasha King	Jacqueline Monge	Audra Wells
Fariba Bolandhemat	Jae Lee	Estela Narrie	Michael John Siemer (A.S.)
Dione Carter	Jamar London	Lee Pritchard	Safa Saleem (A.S.)

Interested Parties:

Clare Battista	Rachel Demski	Stacy Neal	Esau Tovar
Maria Bonin	Vicki Drake	Patricia Ramos	Tammara Whitaker
Patricia Burson	Kiersten Elliott	Estela Ruezga	A.S. President
Susan Caggiano	Maral Hyeler	Scott Silverman	

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 3
V. Chair's Report

VI. Information Items

1. Redesign of the Student Experience and training re: maps and program review

(Non-Substantial Changes)
2. MUSIC 29 A World of Music

VII. Action Items

(Courses: New)
a. ARC 30 Studio 3: Architecture (Advisory: ARC 21; Prerequisite: ARC 20) 7
b. ARC 32 Construction Materials and Methods (Advisory: ARC 11) 20
c. ARC 40 Studio 4: Architecture (Advisory: ARC 31; Prerequisite: ARC 30) 30
d. ARC 70 Portfolio (Advisory: ARC 20 or ARC 31) 43
e. DANCE 24B Intermediate Flamenco Dance (Advisory: DANCE 24) 53
f. GEOL 7 Climate Change 62
g. GEOL 32 Introduction to Physical Oceanography with Lab 67

(Courses: Substantial Changes)
h. ARC 10 Studio 1 (formerly INTARC 34B) 73

VIII. New Business
- CLEP Credit

IX. Old Business

X. Adjournment

Please notify Dana Nasser (x4841) or Jason Beardsley (x8054) if you are unable to attend this meeting.

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Curriculum Committee Minutes

Wednesday, December 4, 2019, 3:00 p.m.
Loft Conference Room – Drescher Hall 300-E

Members Present:

Dana Nasser, *Chair*	Sheila Cordova	Nick Mata	Lee Pritchard
Jason Beardsley, *Vice Chair*	Guido Davis Del Piccolo	Emin Menachekanian	Brandon Reilly
Garen Baghdasarian	Sasha King	Jennifer Merlic	Toni Trives
Fariba Bolandhemat	Jae Lee	Jacqueline Monge	Audra Wells
Dione Carter	Jamar London	Estela Narrie	Kania Williams (A.S.)

Members Absent:

Brenda Antrim	Gary Huff	Lydia Strong	Michael John Siemer (A.S.)

Others Present:

Rachel Demski	Elisa Meyer	Michael Rocchio	Sal Veas
Liz Koenig	Walter Meyer	Steven Sedky	

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

I. Call to Order and Approval of Agenda

The meeting was called to order at 3:03 pm. Motion to approve the agenda with no revisions
Motion made by: Garen Baghdasarian; **Seconded by:** Audra Wells
The motion passed unanimously.
(Jae Lee, Emin Menachekanian, Jacqueline Monge not present for vote)

II. Public Comments

None

III. Announcements

Special thanks to Dana Nasser, Chair, from the committee

IV. Approval of Minutes

Motion to approve the minutes of the November 20 meeting with no revisions.
Motion made by: Jason Beardsley; **Seconded by:** Sasha King
The motion passed unanimously.
(Jae Lee, Emin Menachekanian, Jacqueline Monge not present for vote)

V. Chair's Report

The chair discussed the need to review the course proposals for the following:

- Course objectives have action verbs. Please refer to Bloom's Taxonomy
- The sample assignments are written in second person. Need to address to students rather than write in the third person
- The course content needs to add up to 100%
- Please check for typos
- Appropriate attachments to the programs; if it is a CE program, need: LMI, Advisory Board minutes, CE narrative, and LAOCRC application
- If it is a non-CE, still will need a narrative. Example: CSIS Microsoft Azure Department Certificate
- In order to have a program approved, all of the courses must be approved.

- The Chancellor's Office audit is happening early next year – the current plan is to have all technical correction changes brought as a block to the first meeting in Spring
  - Technical corrections to be presented/passed as a consent agenda, with the option for Committee members to pull any items for further discussion
  - Any changes made to courses as part of the audit that are beyond simple technical corrections (ex: changing units) will still need to go through the regular Curriculum process and be brought as individual action items

VI. Information Items

1. Redesign of the Student Experience
   No update

(Courses: Non-Substantial Changes)

2. BUS 47 Understanding Money for Lifelong Success

VII. Action Items

(Courses: New)

a. BUS 7 Introduction to Sustainability in Business
   Motion to approve BUS 7 with minor revisions
   Motion made by: Estela Narrie ; **Seconded by:** Audra Wells
   The motion passed unanimously.

b. BUS 56 Understanding the Business of Entertainment
   Motion to approve BUS 56 with minor revisions
   Motion made by: Kania Williams; **Seconded by:** Dione Carter
   The motion passed unanimously.

c. BUS 59 Design for Delight for the Entrepreneur
   Motion to approve BUS 59 with minor revisions
   Motion made by: Sasha King; **Seconded by:** Estela Narrie
   The motion passed unanimously.

d. ESL NC 994 ESL for College and Career Pathways-Introduction
   Motion to approve ESL NC 994 with minor revisions
   Motion made by: Dione Carter; **Seconded by:** Audra Wells
   The motion passed unanimously.

   Motion to approve additional changes to ESL NC 994 course content after passing
   Motion made by: Dione Carter; **Seconded by:** Estela Narrie
   The motion passed unanimously.

e. ESL NC 995 ESL for College and Career Pathways-Effective Communication
   Motion to approve ESL NC 995 with minor revisions
   Motion made by: Jason Beardsley; **Seconded by:** Jennifer Merlic
   The motion passed unanimously.

(Courses: Substantial Changes)

f. AHIS 22 Architectural History and Theory - 1850 to Present (Updated: SLOs, Course Content, Course Objectives, and Assignments)
   Motion to approve changes to AHIS 22 with no additional revisions
   Motion made by: Dione Carter; **Seconded by:** Kania Williams
   The motion passed unanimously.

g. ESL NC 911 Beginning Listening and Speaking (Updated: Course Name, Catalog Description, SLOs, Course Objectives, Course Content, Methods of Presentation, Methods of Evaluation, Textbooks, and Sample Assignments)
Motion to approve all ESL NC substantial changes as a block with no additional revisions (ESL NC 911, ESL NC 913, ESL NC 915, ESL NC 961, ESL NC, 963, ESL NC 965, ESL NC 971, ESL NC 973, ESL NC 975)
Motion made by: Guido Davis Del Piccolo; **Seconded by:** Dione Carter
The motion passed unanimously.

h. ESL NC 913 Intermediate Listening and Speaking (Updated: Course Name, Catalog Description, SLOs, Course Objectives, Course Content, Methods of Presentation, Methods of Evaluation, Textbooks, and Sample Assignments)
Passed as a block: VII. Action Item, g. ESL NC 911

i. ESL NC 915 Advanced Listening and Speaking (Updated: Course Name, Catalog Description, SLOs, Course Objectives, Course Content, Methods of Presentation, Methods of Evaluation, Textbooks, and Sample Assignments)
Passed as a block: VII. Action Item, g. ESL NC 911

j. ESL NC 961 Beginning Reading And Writing (Updated: Catalog Description, SLOs, Course Objectives, Course Content, Methods of Presentation, Methods of Evaluation, Textbooks, and Sample Assignments)
Passed as a block: VII. Action Item, g. ESL NC 911

k. ESL NC 963 Intermediate Reading And Writing (Updated: Catalog Description, SLOs, Course Objectives, Course Content, Methods of Presentation, Methods of Evaluation, Textbooks, and Sample Assignments)
Passed as a block: VII. Action Item, g. ESL NC 911

l. ESL NC 965 Advanced Reading and Writing (Updated: Catalog Description, SLOs, Course Objectives, Course Content, Methods of Presentation, Methods of Evaluation, Textbooks, and Sample Assignments)
Passed as a block: VII. Action Item, g. ESL NC 911

m. ESL NC 971 Beginning ESL Vocabulary (Updated: Course Name, Catalog Description, SLOs, Course Objectives, Course Content, Methods of Presentation, Methods of Evaluation, Textbooks, and Sample Assignments)
Passed as a block: VII. Action Item, g. ESL NC 911

n. ESL NC 973 Intermediate ESL Vocabulary (Updated: Course Name, Catalog Description, SLOs, Course Objectives, Course Content, Methods of Presentation, Methods of Evaluation, Textbooks, and Sample Assignments)
Passed as a block VII. Action Item, g. ESL NC 911

o. ESL NC 975 Advanced ESL Vocabulary (Updated: Course Name, Catalog Description, SLOs, Course Objectives, Course Content, Methods of Presentation, Methods of Evaluation, Textbooks, and Sample Assignments)
Passed as a block: VII. Action Item, g. ESL NC 911

(Courses: Distance Education)

p. AHIS 22 Architectural History and Theory - 1850 to Present
Motion to approve distance education component for AHIS 22 with no revisions
Motion made by: Sheila Cordova; **Seconded by:** Jae Lee
The motion passed unanimously.

q. BUS 7 Introduction to Sustainability in Business

Motion to approve distance education component for BUS 7 with no revisions
Motion made by: Jason Beardsley; **Seconded by:** Sasha King
The motion passed unanimously.

r. BUS 59 Design Delight for the Entrepreneur
Motion to approve distance education component for BUS 59 with no revisions
Motion made by: Jamar London; **Seconded by:** Audra Wells
The motion passed unanimously.

s. ENGL 20 Reading and Writing 2
Motion to approve distance education component for ENGL 20 with no revisions
Motion made by: Estela Narrie; **Seconded by:** Lee Pritchard
The motion passed unanimously.

t. ENGL 23 Intermediate Reading and Vocabulary
Motion to approve distance education component for ENGL 23 with no revisions
Motion made by: Dione Carter; **Seconded by:** Kania Williams
The motion passed unanimously.

u. ENGL 28 Intensive College Writing Skills
Motion to approve distance education component for ENGL 28 with minor revisions
Motion made by: Jamar London; **Seconded by:** Sasha King
The motion passed unanimously.

v. MEDIA 4 Introduction to Game Studies
Motion to approve distance education component for MEDIA 4 with no revisions
Motion made by: Jason Beardsley; **Seconded by:** Jacqueline Monge
The motion passed unanimously.

(Courses: Global Citizenship)

w. AHIS 22 Architectural History and Theory - 1850 to Present
Motion to approve Global Citizenship for AHIS 22 with no revisions
Motion made by: Sheila Cordova; **Seconded by:** Jason Beardsley
Y: 18; N: 0; A: 1 (Guido Davis Del Piccolo)

(Programs: Revisions)

x. Changes to degrees and certificates as a result of courses considered on this agenda
- BUS 7: add to Business AS (General Business); Entrepreneurship Certificate of Achievement (Electives); Environmental Studies AA/Certificate of Achievement (Group B)
- BUS 56: add to Business AS (General Business); Entrepreneurship Certificate of Achievement (Electives)
- BUS 59: add to BUS AS (General Business), Entrepreneurship Certificate of Achievement (Electives), Marketing Certificate of Achievement (Electives), Sales and Promotion AS/Certificate of Achievement (Electives)

Motion made by: Kania Williams; **Seconded by:** Jason Beardsley
The motion passed unanimously.

VIII. New Business
None

IX. Old Business
None

X. Adjournment
The meeting was adjourned at 4:47 pm.

Santa Monica College

Course Outline for
ARCHITECTURE 30, Studio 3: Architecture

Course Title: Studio 3: Architecture		Units: 3.00
Total Instructional Hours (usually 18 per unit):	108.00	
Hours per week (full semester equivalent) in Lecture:	2.00	
In-Class Lab:	4.00	
Arranged:		
Outside-of-Class Hours	72.00	

Date Submitted:	September 2019
Date Updated:	
C-ID:	
Transferability:	Transfers to CSU
IGETC Area:	NONE
CSU GE Area:	NONE
SMC GE Area:	NONE

Degree Applicability:	D - Credit - Degree Applicable
Prerequisite(s):	ARC 20
Pre/Corequisite(s):	None
Corequisite(s):	None
Skills Advisory(s):	ARC 21
Proposed Start Semester	Fall 2020
Grading	Letter Grade or P/NP
Repeatability	No
Library	Library has adequate materials to support course
Minimum Qualifications	Architecture - Any Degree and Professional Experience
Rationale	This course is intended for Architecture Students. The new Architecture Program has required aspects for career and transfer, Studio courses are a required component. Studio courses are designed as a series of increasingly more complex studies in the process of designing buildings. This course is designed with the intent to teach professional process with content to aid in transfer in the context of architecture such as site and structure.
TOP/SAM	0201.00 - Architecture and Architectural Technology* / C – Clearly Occupational
Program Impact	Proposed for inclusion in a forthcoming degree or certificate: Architecture

I. Catalog Description

An architectural studio course which focuses on an understanding of how environment and building systems informs architectural concepts. This course explores questions of concept, sustainability, culture, and social responsibility within the context of buildings which are responsive to the environment and people utilizing them. Students will also give visual and oral presentations which are used in the development of a course portfolio.

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. The Architect's Studio Companion: Rules of Thumb for Preliminary Design, 6, Edward Allen and Joseph Iano, Wiley © 2017, ISBN: 978-1119092414;

III. Course Objectives

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

1. Develop a comprehensive design concept based on site analysis which responds to environmental factors.
2. Demonstrate an understanding of how humans interact with the built environment and design spaces to encourage specific activities or atmospheres.
3. Apply knowledge of simple sustainable buildings systems including structural, enclosure, lighting, and ventilation.
4. Balance fundamental building design considerations such as program, space, enclosure, and circulation to achieve a creative and functionally sound design.
5. Able to present a project while demonstrating an understanding of concept, logic, communication, building considerations, and interactions or functions of the space.

IV. Methods of Presentation:

Field Experience, Lecture and Discussion, Lab, Observation and Demonstration, Critique, Projects, Field Trips, Group Work

V. Course Content

% of Course	Topic
15.00%	Develop a design concept based on the analysis of the site and client
10.00%	Human experience and interaction to form, site conditions, and spaces
10.00%	Acquire an understanding of client needs and wants
20.00%	Fundamental understanding of site conditions and design responses
20.00%	Designing the building envelope
15.00%	Understanding of appropriate basic Building Systems for a project: structural, lighting, and ventilation
10.00%	Develop a comprehensive concept statement and a professional visual, written, and verbal presentation.

100.00%	Total

Vb. Lab Content:

% of course	Topic
30.00%	Class and small group discussions to further the design study for each project. Based on readings and lectures for project topics.
20.00%	Desk Crits: meeting with instructor or small group for feedback on design and concept ideas.
30.00%	Research and Analysis: of client and the investigation and recording of site conditions.
20.00%	Professional Presentation: presenting a fundamentally logical, cohesive design with pertinent visual, written, and oral arguments.
100.00%	Total

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

Percentage	Evaluation Method
25 %	Class Work - Individual or group work including Research and Analysis
75 %	Projects - Projects: 1 at 20%, 1 at 20%, 1 at 25%, and 1 at 30%
100 %	Total

VII. Sample Assignments:

Design a new Building through Redesign:
You will be asked to redesign and rethink about a specific commercial experience such as banking. What does a bank do for us? What do we want a bank space to provide? Is it necessary and how would we imagine a new banking experience? You will pull apart traditional thinking about banking through discussion, observation, and interview with a variety of demographics, precedent banks, and articles on trends in banking. You will analyze and rethink the banking experience then design spaces to support the activity and experience desired in the new space. Projects are presented to industry panel including designers and bank managers (or equal). Presentation shall include all drawings needed to fully understand the idea, a strong concept that is thoughtfully integrated with the design, and a professional oral presentation.

Standard Design?:
You will be given a reading on a philosophical theory in architecture then asked to take a position on that theory. Small groups will discuss the article and each student's perspective. This theory stance will be used to design an office building that reflects the client, site, and theory response. You will visit the site and note conditions for building

construction. Mass and forms will be looked at in conjunction with concept of building and client type. Focus will be on building construction, master planning, design development, and concept integrity. The presentation shall contain drawings to fully describe the project and have a well thought out concept statement which is reflected in the final design. Design shall be consistent with client needs, site constraints, concept development, and theoretical approach. Projects are presented to the class. Grades are based on research, analysis, concept, design, structure, and a professional visual and oral presentation.

VIII. Student Learning Outcomes

1. Students will exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.
2. Research, analyze, develop, and design architectural projects with an understanding of architectural theories, client needs and wants, and building construction and systems.
3. Present projects in a thoughtful, professional manner showing a logical progression through the space, an appropriate concept, and an investigation of site, enclosure, and human experience.

ADVISORY Checklist and Worksheet: Architecture – ARC 30 – Studio 3 Architecture

Proposed Advisory: ARC 21 – Design Communication 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**	

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: **ARC 30**

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

A)	Identify and draft orthographic drawings including plan, section, and elevation.
B)	Utilize computer software programs for architectural drafting.
C)	Understand scale as it applies to drafting and plotting.
D)	Export drawings to an industry wide standard such as PDF (Portable Document Format) and to other software applications.

EXIT SKILLS (objectives) FROM: **ARC 21**

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

1.	Identify and draft orthographic drawings including plan, section, and elevation.
2.	Utilize computer software programs for architectural drafting.
3.	Understand scale as it applies to drafting and plotting.
4.	Export drawings to an industry wide standard such as PDF (Portable Document Format) and to other software applications.

	ENTRANCE SKILLS FOR: **ARC 30**								
EXIT SKILLS From: **ARC 21**		A	B	C	D	E	F	G	H
	1	X							
	2		X						
	3			X					
	4				X				
	5								
	6								
	7								
	8								

Prerequisite/Corequisite Checklist and Worksheet: Architecture – ARC 30 – Studio 3 Architecture

Prerequisite: ARC 20 ; Studio 2

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

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

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

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

X Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, …)
Complete the Prerequisite Worksheet

ENTRANCE SKILLS FOR **ARC 30**

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

A)	Demonstrate the ability t think critically about design issues through written and graphic program analysis.
B)	Research, analyze, and apply lessons learned from architectural case studies for a given design problem.
C)	Perform basic site research and understand how site factors can influence design responses.
D)	Develop a comprehensive design concept that gives meaning to and informs all design decisions.
E)	Able to give presentation for projects which demonstrate an understanding of concept, logic, and communication.

EXIT SKILLS (objectives) FOR **ARC 20**

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

1.	Demonstrate the ability t think critically about design issues through written and graphic program analysis.
2.	Research, analyze, and apply lessons learned from architectural case studies for a given design problem.
3.	Perform basic site research and understand how site factors can influence design responses.
4.	Develop a comprehensive design concept that gives meaning to and informs all design decisions.
5.	Able to give presentation for projects which demonstrate an understanding of concept, logic, and communication.

		ENTRANCE SKILLS FOR (ARC 30)							
EXIT SKILLS FOR (ARC 20)		A	B	C	D	E	F	G	H
	1	X							
	2		X						
	3			X					
	4				X				
	5					X			
	6								
	7								
	8								

ARC 30 Distance Education Application

First semester course to be offered: Fall 2020

Guidelines and Questions for Curriculum Approval of a Distance Education Course

Contact/Interaction Guidelines and Best Practices:

To meet ACCJC's Guidelines for Distance Education, SMC's Best Practices Guidelines, and Title 5 regulation (55211), which mandates "regular and effective" contact with the students, courses must include the following interactions:

a. Instructor-student Interaction There should be ***multiple, frequent, and on-going*** communication exchanges between the instructor and ***each*** student via course communication and collaboration features such as discussion threads, blogs or chats, comments on student work, and/or individual e-mail. The instructor should ***regularly*** initiate communication with the students, and promptly respond to communication initiated by the students to ensure effective participation and clarity of material and assignments. The instructor also provides instructions and support as needed for course navigation and information assistance, clarification about content, assignments, projects, quizzes, and exams. On an on-going basis, the instructor also provides performance feedback, comments, recommendations, and suggestions. The instructor informs the students of the expected frequency and times of any type of interaction with the students throughout the course.

b. Student-student Interaction: Students are expected to interact with each other throughout the course and communicate regarding the course material and homework experiences. Typically, students use asynchronous discussion forums and email for communication and collaboration activities.

c. Student-content Interaction: Students interact with the material provided by the instructor. Additionally, to ensure a student-centered e-learning environment, a variety of assignments and activities should be provided. Assignments and activities should be designed for each content module or unit so that students may assess their comprehension of the course material before they complete a graded assignment. These activities are designed to ensure individualized learning, providing immediate and specific instructional feedback while addressing different learning styles. Course material must be easily accessible by all students. Instructional goals require that students frequently (several times per week) interact with online course materials.

1a. Interactions: Describe the nature and expected frequency of instructor-student interactions**:**
The course will begin with a detailed welcome letter which includes pertinent details regarding the course and how the instructor will be in contact with the students. Each week the instructor will post announcements, reminders, or notes regarding assignments. Additionally, content pages will begin each module and will include key information and suggestions for how to approach content. Regular discussion boards will be posted and the instructor will provide comments, input, and feedback just as in a traditional classroom setting. Additionally, constructive feedback will be provided on the homework in a time-frame adequate for students to adjust for the next assignment. The instructor will promptly respond to communication from students via email, the "General Questions" discussion board, and any other communication media used.

1b. Interactions: Describe the nature and expected frequency of student-student interactions**:** Students will engage in weekly discussion board groups where they will be required to reply to at least two students in the class. In the first module, for example, students are asked to introduce themselves and reply to at least two other students in class. From the beginning, a sense of belonging and community is established in the online classroom. Throughout the course of the semester, students can help each other out by posting replies and engage in a discussion in the "General Questions" discussion board. Students will post and discuss projects and research in the discussion boards. Presentations will be recorded and posted on the discussion boards with feedback from students and instructor for developmental feedback and final presentation feedback. The presentations will be within a specific time limit and are given parameters for what should be seen in the video. Instructor will use the online course system to record and transcribe for posting. Students will be required to give qualitative responses to a minimum of 4 other students (when a student already has 4 responses the student will look for another project to comment on, so every student gets feedback). This is for the presentation and collaborative portion of class.

1c. Interactions: Describe the nature and expected frequency of student-content interactions**:** The classroom is organized into weekly course modules. Each weekly module consists of: learning objectives for each module, lectures (handouts which are ADA compliant or transcribed recordings), weekly discussion boards which reinforce the weekly concepts, and a reminder on what is due or what progress should be made during the week on the student work or projects.

1d. Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Online Lecture	Lecture Topics will be done in either (or both) written files which are compliant for accessibility or video presentations which are captioned or a combination of both.	30.00%
Discussion Boards	This is a critical component and will comprise discussions on topics and student projects. Discussion boards will be where projects are posted for feedback, a board for general questions for class communication, and instructor feedback.	20.00%
Study and/or Review Sessions	Group research and discussion shall be required for some of the projects. The class shall be divided into small groups and they shall collaborate in the online class through a tool such as Groups, or Google Drive, or Teams. The small groups shall add notes and ideas into the small group forum and then develop a write up and visual presentation to post for the class. Each memeber of the group will be given a specific part, such as conceptual write up, research notes, sketches, models. The group shall post their research and visual presentation with the inclusion of what each person was in charge of. Students will be	20.00%

	mostly graded on their individual contribution but also for the collaborative effort.	
Project Presentation	Students are required to present all projects for grading. This will be done with video presentations which are provided to the class for review, questions, and feedback. Students will be required to provide qualitative feedback or questions and the presenter is required to respond as part of the presentation grade.	20.00%
Videos	Demonstrations of specific skills for class. Videos shall be captioned.	10.00%

Instruction Best Practices:
The course includes Information, Learning, and Communication/Collaboration features that coincide with student learning outcomes specified in the course outline. The course is divided into modules or units that coincide directly with those concepts and objectives described on the course outline. A typical instructional module includes (1) textbook assignment / multimedia references; (2) study guides; (3) instructional activities and practices; (4) discussion forum(s); (5) graded assignment(s); (6) other course-specific components as necessary. The material is presented through the available technologies. Assignment activities allow students to assess their performance and progress in each module at their own pace within the general deadlines provided. Class activities provide immediate feedback to ensure progressive involvement and successful completion of each module in the course.
2. Instruction: 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, demonstrate and give inspirational images or videos for students to use for project development. Rubrics are used to clarify instructor requirements for assignments. The online course system is sufficient in providing for these. Content is organized according to major content headings in the syllabus. Each module clearly states what the objectives are, and the assignments are consistent with the topic for that week. Due dates are given at the beginning of class to allow time for scheduling time to complete project. Assignments are given spaced through the semester to allow ample time to complete. Materials needed for all projects are given at the beginning of the semester, so student have ample time to purchase what is needed and to be transparent on the cost. Low cost alternative solutions are given or considered.
Assessment Best Practices:
Assessments of various forms are conducted regularly, preferably on a weekly basis. The instructor updates grades in a timely manner. Assessments designed for this course utilize methodologies appropriate for online modality. The bulk of the grade for the course is based on students' ongoing assignments: essays, tests, discussions, group and individual projects. As per current Curriculum guidelines, no singular assessment should be worth more than 30% of the course grade.
3. Assignments / Assessments: Describe how assignments and assessments are used so that instructor-student contact is maintained and students are given regular, meaningful feedback. Describe interactions that encourage students' participation. Describe assessments that are verifiable, equivalent to on-ground, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed.

% of grade	Activity	Assessment Method
25.00%	Discussion Boards	Weekly discussions will be posted. Students are required to post and reply to a specified number of student posts. Posts are due by one date and responses are due a few days later. Instructors are to grade and post this category each week.
60.00%	Projects	Students shall submit project boards digitally - these include drawings, photos of models, and written concept and analysis. The submission is digital and ready for inclusion in a digital portfolio at the end of class.
15.00%	Presentations	Using a rubric to establish project parameters, students present projects by the due date. Instructor and class feedback is done within a week. Students grades shall be posted within a week of presentations. Some presentations are visual only and some are both visual and oral.

Technology:
Once the online course is approved by Curriculum and the teaching assignment has been approved by Academic Affairs, technical and instructional support is provided by the Faculty/Staff Technology Resources Lab in the Media Center, Room MC 114. It is available to all faculty who teach a Distance Education course for research & development support as well as equipment use. Administrative consultation and support is provided by the Distance Education Program (yarrish_julie@smc.edu or ext.3762). Course design support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138) and platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education pedagogy resources. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.
4. Technology: Describe the technical qualifications an instructor would need and the support that might be necessary for this course to be delivered at a distance (e.g. the college's existing technology, CCCConfer certification, other specialized instructor training, support personnel, materials and resources, technical support, etc.)
Instructor should receive training or be familiar with the college's learning management system. This includes all the required technology for online delivery such as building the course and communication tools such as discussion boards. They should also be aware of the technical support available for faculty and the knowledge to ensure the material and course content is accessible.
Student Support:
All students have access to eCollege's online course demonstration through the Course Demo button on the eCollege home page and, after enrollment, to the online student tutorial accessible on the student's home page. Other resources available to students include: Online application and registration; Online financial aid; Online counseling; Online library services (ebooks, electronic resources, and electronic journalscatalog); Online bookstore; Online and phone Help Desk support. Additionally, technical support for online students is available through the helpdesk by phone 1-877-740-2213 and via email (helpdesk@smconline.org).

5. Student Support: Describe any student support services one might want or need to integrate into the online classroom for this course (e.g. links to counseling, financial aid, bookstore, library, etc.)
Links to the following should be provided: online tutoring, tutorials for online classes, and technical support.
Accessibility:
All instructors assigned to teach and/or update online components of a course must comply with current legal standards for creating online environments, content, and activities that are accessible to all students including students with disabilities (CCCCO Distance Education Guidelines, CA Code 11135, and Section 508 of the Rehabilitation Act). Please consult the Access Tips Unit in FAC 101 for more information including whom to consult at SMC. The accessibility of publisher content should be verified before texts are adopted. Although SMC lacks the resources to evaluate the accessibility of all outside websites linked from our distance education pages, we are, nonetheless responsible for ensuring that all students have access to all instructional materials. Please endeavor to find accessible resources to minimize the need for last-minute accommodations. Sign-off by DSPS on this application indicates consultation about accessibility guidelines with an SMC compliance specialist.
6. Accessibility: 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 content will be reviewed to ensure compliance is met. Videos shall be close captioned, files and slideshows shall be reviewed for accessibility through the software and through a compliance review.
Online Strategies:
Without the face-to-face contact of the traditional classroom, our lectures, class discussions, collaborative activities, and assignments need to be re-imagined and reformatted for the online environment. Numerous eCollege course design Webinars and course design examples are archived in FAC 101 and support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138). Platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education creation and pedagogy resources from fellow faculty. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.
7. Online Strategies: 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.).
Course Objective: Develop a comprehensive design concept based on site analysis which responds to environmental factors. Lesson: Students are asked to redesign and rethink about a specific commercial experience such as banking. Students will pull apart traditional thinking about banking through discussion, observation, and interview with a variety of demographics, precedent banks, and articles on trends in banking. Discussions take place in the discussion boards, interviews will be with people local to the student who are within the demographic being targeted for the design. Articles are posted as accessible documents for discussion. Students will analyze and rethink the banking experience then design spaces to support the activity and experience desired in the new space. Drawings, concepts and other visuals are developed by the

student at home with industry software - choices include AutoCAD and Revit which are available for free to students. Projects are presented to industry panel including designers and bank managers (or equal). Presentation shall include all drawings needed to fully understand the idea, a strong concept that is thoughtfully integrated with the design, and a professional oral presentation. The presentations will be video taped live through the course conferencing session, the presentation will have transcripts, this will be posted for review within the class and to specific industry professionals for their comment and feedback. The feedback will be videotaped or otherwise recorded and given to the student in the graded section of class.

Helpful Reminder:

Pre-Course obligations or Best Practices:

The distance learning modality is successful since it appeals to those students who otherwise cannot attend regular on-campus classes and therefore attracts many students who are not exposed to campus culture or protocols. Students may find out about and enroll in an online class through a variety of ways: the course is listed on the college's online schedule of classes, on the eCollege schedule of classes, and in the printed SMC Schedule of Classes; the eCollege listing includes the instructor's e-mail address for direct communication with the instructor and students are likely to contact the instructor prior to the course commencement for information about the course. Additionally, the eCollege listing maintains a course information page which each instructor is obligated to update each semester or intersession as soon as the schedules are posted. Course technical and time management requirements are described for the students in the orientation materials, but it is helpful for each instructor to supplement that information on the individual course information page as well as provide resources, tools, and strategies to help students understand and meet these requirements.

Santa Monica College

Course Outline for
ARCHITECTURE 32, Construction Materials and Methods

Course Title: Construction Materials and Methods		Units: 3.00
Total Instructional Hours (usually 18 per unit):	54.00	
Hours per week (full semester equivalent) in Lecture:	3.00	
In-Class Lab:		
Arranged:		
Outside-of-Class Hours	108.00	

Date Submitted:	September 2019
Date Updated:	
C-ID:	
Transferability:	Transfers to CSU
IGETC Area:	NONE
CSU GE Area:	NONE
SMC GE Area:	NONE

Degree Applicability:	D - Credit - Degree Applicable
Prerequisite(s):	None
Pre/Corequisite(s):	None
Corequisite(s):	None
Skills Advisory(s):	ARC 11
Proposed Start Semester	Fall 2020
Grading	Letter Grade or P/NP
Repeatability	No
Library	Library has adequate materials to support course
Minimum Qualifications	Architecture - Any Degree and Professional Experience
Rationale	This course is intended for Architecture Students. The new Architecture Program has required aspects for career and transfer, Building Construction is a required component. This course is designed with the intent to teach construction and professional process to aid in transfer or job placement in the field of architecture and environmental design.
TOP/SAM	0201.00 - Architecture and Architectural Technology* / C - Clearly Occupational
Program Impact	Proposed for inclusion in a forthcoming degree or certificate: Architecture

I. Catalog Description

A comprehensive look at how a building is put together, the systems it contains, and the methods of construction for different building types and construction materials in context with code requirements and sustainability.

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. Fundamentals of Building Construction, 7, Edward Allen and Joseph Iano, Wiley © 2019, ISBN: 978-1119446194;

III. Course Objectives

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

1. Demonstrate an understanding of materials and their properties for common and advanced building methods.
2. Explain design applications of materials and their relationship with structural forms.
3. Identify Construction Types, Occupancies, and the codes applicable to a building
4. Demonstrate an understanding of the assembly of construction materials and how building materials are manufactured.

IV. Methods of Presentation:

Lecture and Discussion, Field Trips

V. Course Content

% of Course	Topic
10.00%	Building Construction: roles and responsibilities
10.00%	Foundations
15.00%	Wood Construction: including sustainability, heavy timber construction, light frame construction, and wall finishes
10.00%	Masonry: including brick, stone, and concrete masonry
15.00%	Steel Construction including steel frame and light gauge steel frame
15.00%	Concrete construction including site-cast and precast framing systems
15.00%	Building enclosure: roofing, glass or glazing, windows and doors, and cladding
10.00%	Interior walls, partitions, and finishes (wall, ceiling, floor)
100.00%	Total

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

Percentage	Evaluation Method
15 %	Final exam
60 %	Projects - A minimum of three site visits which students document through drawings that analyze construction materials and methods.
25 %	Quizzes - Regular quizzes reinforcing an understanding of course content
100 %	Total

VII. Sample Assignments:

Site Visit Analysis:

Visit a building on the SMC campus (from a lit provided by the instructor). Take note of the materials and construction type used. Research methods for cladding attachments and draw a construction detail describing the method. Detail shall be at 1"=1'-0" minimum and include dimensions and text describing all materials used.

Notebook:

Keep a notebook or journal of all site visits, lectures, and research. Lectures and site visits shall recorded with hand sketches and notes. Each week students will be asked to draw details in the notebook covering that weeks topic. Drawings should show an understanding of the materials and how the construction performs.

VIII. Student Learning Outcomes

1. Students will exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.
2. Student will be able to identify construction materials and how they will behave functionally and under stress.
3. Students will be able to identify and decide which construction methods and materials are best suited to a building and occupancy based on code requirements.

ADVISORY Checklist and Worksheet: Architecture – ARC 32 – Construction Materials and Methods

Proposed Advisory: ARC 11 Design Communication 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**	

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: **ARC 32**

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

A)	Demonstrate illustration skills to visually convey ideas.
B)	Develop perspective sketches and drawings.
C)	Observe, analyze, and develop drawings from sight.
D)	Draw textures and materials using a variety of medias.

EXIT SKILLS (objectives) FROM: **ARC 11**

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

1.	Demonstrate illustration skills to visually convey ideas.
2.	Develop perspective sketches and drawings.
3.	Observe, analyze, and develop drawings from sight.
4.	Draw textures and materials using a variety of medias.

		ENTRANCE SKILLS FOR: **ARC 32**							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: **ARC 11**	1	X							
	2		X						
	3			X					
	4				X				
	5								
	6								
	7								
	8								

ARC 32 Distance Education Application

First semester course to be offered: Fall 2020

Guidelines and Questions for Curriculum Approval of a Distance Education Course

Contact/Interaction Guidelines and Best Practices:

To meet ACCJC's Guidelines for Distance Education, SMC's Best Practices Guidelines, and Title 5 regulation (55211), which mandates "regular and effective" contact with the students, courses must include the following interactions:

a. Instructor-student Interaction There should be ***multiple, frequent, and on-going*** communication exchanges between the instructor and ***each*** student via course communication and collaboration features such as discussion threads, blogs or chats, comments on student work, and/or individual e-mail. The instructor should ***regularly*** initiate communication with the students, and promptly respond to communication initiated by the students to ensure effective participation and clarity of material and assignments. The instructor also provides instructions and support as needed for course navigation and information assistance, clarification about content, assignments, projects, quizzes, and exams. On an on-going basis, the instructor also provides performance feedback, comments, recommendations, and suggestions. The instructor informs the students of the expected frequency and times of any type of interaction with the students throughout the course.

b. Student-student Interaction: Students are expected to interact with each other throughout the course and communicate regarding the course material and homework experiences. Typically, students use asynchronous discussion forums and email for communication and collaboration activities.

c. Student-content Interaction: Students interact with the material provided by the instructor. Additionally, to ensure a student-centered e-learning environment, a variety of assignments and activities should be provided. Assignments and activities should be designed for each content module or unit so that students may assess their comprehension of the course material before they complete a graded assignment. These activities are designed to ensure individualized learning, providing immediate and specific instructional feedback while addressing different learning styles. Course material must be easily accessible by all students. Instructional goals require that students frequently (several times per week) interact with online course materials.

1a. Interactions: Describe the nature and expected frequency of instructor-student interactions**:**
The course will begin with a detailed welcome letter which includes pertinent details regarding the course and how the instructor will be in contact with the students. Each week the instructor will post announcements, reminders, or notes regarding assignments. Additionally, content pages will begin each module and will include key information and suggestions for how to approach content. Regular discussion boards will be posted and the instructor will provide comments, input, and feedback just as in a traditional classroom setting. Additionally, constructive feedback will be provided on the homework in a time-frame adequate for students to adjust for the next assignment. The instructor will promptly respond to communication from students via email, the "General Questions" discussion board, and any other communication media used.

1b. Interactions: Describe the nature and expected frequency of student-student interactions**:** Students will engage in weekly discussion board groups where they will be required to reply to at least two students in the class. In the first module, for example, students are asked to introduce themselves and reply to at least two other students in class. From the beginning, a sense of belonging and community is established in the online classroom. Throughout the course of the semester, students can help each other out by posting replies and engage in a discussion in the "General Questions" discussion board. Students will post and discuss projects and research in the discussion boards. Presentations will be recorded and posted on the discussion boards with feedback from students and instructor for developmental feedback and final presentation feedback. The presentations will be within a specific time limit and are given parameters for what should be seen in the video. Instructor will use the online course system to record and transcribe for posting. Students will be required to give qualitative responses to a minimum of 4 other students (when a student already has 4 responses the student will look for another project to comment on, so every student gets feedback). This is for the presentation and collaborative portion of class.

1c. Interactions: Describe the nature and expected frequency of student-content interactions**:** The classroom is organized into weekly course modules. Each weekly module consists of: learning objectives for each module, lectures (handouts which are ADA compliant or transcribed recordings), weekly discussion boards which reinforce the weekly concepts, and a reminder on what is due or what progress should be made during the week on the student work or projects.

1d. Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Online Lecture	Lecture Topics will be done in either (or both) written files which are compliant for accessibility or video presentations which are captioned or a combination of both.	50.00%
Discussion Boards	This is a critical component and will comprise discussions on construction methods and materials and observations and analysis of site visits. Discussion boards will be weekly participation for assignments. A discussion board will also be created for general questions, this includes class communication and instructor feedback.	30.00%
Exams	Weekly quizzes to verify understanding of topics and a final exam for retention of knowledge.	20.00%

Instruction Best Practices:
The course includes Information, Learning, and Communication/Collaboration features that coincide with student learning outcomes specified in the course outline. The course is divided into modules or units that coincide directly with those concepts and objectives described on the course outline. A typical instructional module includes (1) textbook assignment / multimedia references; (2) study guides; (3) instructional activities and practices; (4) discussion forum(s); (5)

graded assignment(s); (6) other course-specific components as necessary. The material is presented through the available technologies. Assignment activities allow students to assess their performance and progress in each module at their own pace within the general deadlines provided. Class activities provide immediate feedback to ensure progressive involvement and successful completion of each module in the course.

2. Instruction: 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, demonstrate and give inspirational images or videos for students to use for project development. Rubrics are used to clarify instructor requirements for assignments. The online course system is sufficient in providing for these. Content is organized according to major content headings in the syllabus. Each module clearly states what the objectives are, and the assignments are consistent with the topic for that week. Due dates are given at the beginning of class to allow time for scheduling time to complete project. Assignments are given spaced through the semester to allow ample time to complete. Materials needed for all projects are given at the beginning of the semester, so student have ample time to purchase what is needed and to be transparent on the cost. Low cost alternative solutions are given or considered.

Assessment Best Practices:

Assessments of various forms are conducted regularly, preferably on a weekly basis. The instructor updates grades in a timely manner. Assessments designed for this course utilize methodologies appropriate for online modality. The bulk of the grade for the course is based on students' ongoing assignments: essays, tests, discussions, group and individual projects. As per current Curriculum guidelines, no singular assessment should be worth more than 30% of the course grade.

3. Assignments / Assessments: Describe how assignments and assessments are used so that instructor-student contact is maintained and students are given regular, meaningful feedback. Describe interactions that encourage students' participation. Describe assessments that are verifiable, equivalent to on-ground, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed.

% of grade	Activity	Assessment Method
30.00%	Discussions	Students shall post a reply to weekly topics. Each post shall be 200-250 words and contain references such as code sections, construction details, or cite an article which supports the answer. Each student shall respond to two other student posts using 50-100 words. The response is to be quantitative, such as supply a new reference (not given by either student in their posts).
30.00%	Journal	Students shall keep a journal for the class. This journal shall contain sketches, detail drawings, and notes from lectures, class activities, and site visits. The journal shall be digital and turned in periodically for a grade. Students shall be graded on content, such as the weekly topic of poured in lace concrete shall have notes for the characteristics of this material, construction method, building types which use it, section drawing of a poured in place concrete wall, and photos of buildings near them that use this material and method (online images may be used when necessary).

25.00%	Quizzes and Final	Weekly online quizzes which verify knowledge of the weekly topic. And a final exam for cumulative knowledge.
15.00%	Research Paper	Research paper: Describe and detail a new technique in construction. Or research the pros and cons of a sustainable material. Students shall give a brief presentation of their paper to the class. The video shall be turned in, transcribed, and uploaded for student discussion. This shall be one of the weekly topics for the discussion board.

Technology:
Once the online course is approved by Curriculum and the teaching assignment has been approved by Academic Affairs, technical and instructional support is provided by the Faculty/Staff Technology Resources Lab in the Media Center, Room MC 114. It is available to all faculty who teach a Distance Education course for research & development support as well as equipment use. Administrative consultation and support is provided by the Distance Education Program (yarrish_julie@smc.edu or ext.3762). Course design support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138) and platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education pedagogy resources. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.
4. Technology: Describe the technical qualifications an instructor would need and the support that might be necessary for this course to be delivered at a distance (e.g. the college's existing technology, CCCConfer certification, other specialized instructor training, support personnel, materials and resources, technical support, etc.)
Instructor should receive training or be familiar with the college's learning management system. This includes all the required technology for online delivery such as building the course and communication tools such as discussion boards. They should also be aware of the technical support available for faculty and the knowledge to ensure the material and course content is accessible.
Student Support:
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5. Student Support: Describe any student support services one might want or need to integrate into the online classroom for this course (e.g. links to counseling, financial aid, bookstore, library, etc.)
Links to the following should be provided: online tutoring, tutorials for online classes, and technical support.
Accessibility:
All instructors assigned to teach and/or update online components of a course must comply with current legal standards for creating online environments, content, and activities that are accessible to all students including students with disabilities (CCCCO Distance Education

Guidelines, CA Code 11135, and Section 508 of the Rehabilitation Act). Please consult the Access Tips Unit in FAC 101 for more information including whom to consult at SMC. The accessibility of publisher content should be verified before texts are adopted. Although SMC lacks the resources to evaluate the accessibility of all outside websites linked from our distance education pages, we are, nonetheless responsible for ensuring that all students have access to all instructional materials. Please endeavor to find accessible resources to minimize the need for last-minute accommodations. Sign-off by DSPS on this application indicates consultation about accessibility guidelines with an SMC compliance specialist.

6. Accessibility: 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 content will be reviewed to ensure compliance is met. Videos shall be close captioned, files and slideshows shall be reviewed for accessibility through the software and through a compliance review.

Online Strategies:

Without the face-to-face contact of the traditional classroom, our lectures, class discussions, collaborative activities, and assignments need to be re-imagined and reformatted for the online environment. Numerous eCollege course design Webinars and course design examples are archived in FAC 101 and support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138). Platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education creation and pedagogy resources from fellow faculty. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

7. Online Strategies: 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.).

Course Objective: 1. Knowledge of materials and their properties for common and advanced building methods. Assignment: Research and report on a given material for characteristics, building construction techniques, building examples, and include drawing details for a typical application of that material. Paper is submitted online for instructor to review and grade. Student shall give a short presentation of their research online in the discussion board. A 5 minutes maximum video presentation is given by the student. This can be done with a webcam or phone camera and include the student and any visual material they wish to include. The video is submitted online, the instructor shall transcribe the videos (confer zoom in Canvas or equivalent can be used to transcribe), then post the videos in the discussion board for edification and comment by other students.

Helpful Reminder:

Pre-Course obligations or Best Practices:

The distance learning modality is successful since it appeals to those students who otherwise cannot attend regular on-campus classes and therefore attracts many students who are not exposed to campus culture or protocols. Students may find out about and enroll in an online class through a variety of ways: the course is listed on the college's online schedule of classes, on the

eCollege schedule of classes, and in the printed SMC Schedule of Classes; the eCollege listing includes the instructor's e-mail address for direct communication with the instructor and students are likely to contact the instructor prior to the course commencement for information about the course. Additionally, the eCollege listing maintains a course information page which each instructor is obligated to update each semester or intersession as soon as the schedules are posted. Course technical and time management requirements are described for the students in the orientation materials, but it is helpful for each instructor to supplement that information on the individual course information page as well as provide resources, tools, and strategies to help students understand and meet these requirements.

Santa Monica College

Course Outline for
ARCHITECTURE 40, Studio 4: Architecture

Course Title: Studio 4: Architecture		Units: 3.00
Total Instructional Hours (usually 18 per unit):	108.00	
Hours per week (full semester equivalent) in Lecture:	2.00	
In-Class Lab:	4.00	
Arranged:		
Outside-of-Class Hours	72.00	

Date Submitted:	September 2019
Date Updated:	
C-ID:	
Transferability:	Transfers to CSU
IGETC Area:	NONE
CSU GE Area:	NONE
SMC GE Area:	NONE

Degree Applicability:	D - Credit - Degree Applicable
Prerequisite(s):	ARC 30
Pre/Corequisite(s):	None
Corequisite(s):	None
Skills Advisory(s):	ARC 31
Proposed Start Semester	Fall 2020
Grading	Letter Grade or P/NP
Repeatability	No
Library	Library has adequate materials to support course
Min Quals	A Bachelors degree or higher in Architecture or related field and professional experience.
Rationale	This course is intended for Architecture Students. The new Architecture Program has required aspects for career and transfer, Studio courses are a required component. Studio courses are designed as a series of increasingly more complex studies in the process of designing buildings. This course is designed with the intent to teach professional process with content to aid in transfer in the context of architecture such as site and structure.
TOP/SAM	0201.00 - Architecture and Architectural Technology* / C - Clearly Occupational
Program Impact	Proposed for inclusion in a forthcoming degree or certificate: Architecture

I. Catalog Description

An architectural studio course which provides a creative framework to explore the development of commercial and mixed-use buildings within an urban setting. Urban sites are analyzed in terms of community, culture, economics, and sustainability. Projects balance structural, environmental, social, and programmatic strategies. Visual and oral presentations are used in the development of a course portfolio.

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. The Architect's Studio Companion: Rule of Thumb for Preliminary Design, 6, Edward Allen and Joseph Iano, Wiley © 2017, ISBN: 978-1119092414;

III. Course Objectives

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

1. Demonstrate the ability to think critically about social issued which affect architecture in urban areas.
2. Develop designs which are cognizant of the surrounding community, acknowledging and encouraging public engagement.
3. Develop master site and floor plans for large projects which include thoughtful circulation, wayfinding, and response to the site and urban environment.
4. Identify enclosure systems appropriate for sustainable design and the project type.
5. Able to give professional presentations for projects which demonstrate an understanding of concept, logic, communication, design considerations, the environment and site conditions .

IV. Methods of Presentation:

Field Experience, Lecture and Discussion, Lab, Observation and Demonstration, Projects, Critique, Field Trips, Group Work

V. Course Content

% of Course	Topic
10.00%	Urban environments and density – how it affects architecture
15.00%	Research and analysis including community engagement
15.00%	Site and environmental factors: site analysis
15.00%	Site and building circulation: master plan
15.00%	Construction material and structural design
15.00%	Lighting and ventilation systems
15.00%	Code considerations and sustainability
100.00%	Total

Vb. Lab Content:

% of course	Topic
30.00%	Class and small group discussions to further the design study for each project. Based on readings and lectures for project topics.
20.00%	Desk Crits: meeting with instructor or small group for feedback on design and concept ideas.
30.00%	Research and Analysis: of client and the investigation and recording of site conditions.
20.00%	Professional Presentation: presenting a fundamentally logical, cohesive design with pertinent visual, written, and oral arguments.
100.00%	Total

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

Percentage	Evaluation Method
25 %	Class Work - Individual or group work including Research and Analysis
75 %	Projects - 3 Projects: (2) large projects at 30% each and (1) project at 15%
100 %	Total

VII. Sample Assignments:

Dole Building:

A large architectural project such as an office building for Dole Food Company, is given to you for the development and design of a new building. The building is to be built in downtown LA and will house a number of activities such as marketing, sales, director and manager offices, etc. A local building site is chosen and you will visit the site to record environmental conditions, do community research, and note design considerations. The building and site are designed to meet code considerations which include a community component because of its occupancy type and size. The building enclosure and form is designed based on inspiration from the product the company sells. The building shell is to be thoughtful, engaging, and appropriate for the company, community, and site. A master plan is developed with an understanding of the surrounding community, client adjacencies (program), circulation (both horizontal and vertical), and way finding. Drawings, renderings, and models are developed to communicate your design. Presentations are given for feedback, practice, and grading. The project is broken into parts: research report and schematic design; design development of site, skin, and master plan; and presentation – both visual and oral.

Research and Schematic Library:
A shorter project is given at the beginning of class to step through site investigation and thoughtful building construction and form. You will meet with people from the community to discuss wants and needs for the public facility (such as a library). What does a library look like today? What needs does the community have where it is being built? Investigation and research is the first part of the project and then the form, site configuration, and building enclosure are schematically designed and presented.

VIII. Student Learning Outcomes

1. Students will exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.
2. Research, analyze, develop, and design architectural projects with an understanding of the surrounding environment, site, building, client, and building systems.
3. Present projects in a thoughtful, professional manner with a strong concept, a thorough investigation of the site and community, and understanding of building form and enclosure, client needs, and community connection.

ADVISORY Checklist and Worksheet: Architecture – ARC 40 – Studio 4 Architecture

Proposed Advisory: ARC 31 – Design Communication 3

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**	

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: **ARC 40**

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

A)	Able to set up a project and use industry standard software for a project.
B)	Create floor plans, sections, elevations, 3D views of a project.
C)	Create realistic renderings of a built environment.
D)	Print and present drawings from a digital model.

EXIT SKILLS (objectives) FROM: **ARC 31**

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

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.

	ENTRANCE SKILLS FOR: **ARC 40**								
EXIT SKILLS From: **ARC 31**		A	B	C	D	E	F	G	H
	1	X							
	2	X							
	3	X	X						
	4	X		X					
	5	X		X					
	6		X	X	X				
	7								
	8								

Prerequisite / Corequisite Checklist and Worksheet: Architecture – ARC 40 – Studio 4 Architecture

Prerequisite: ARC 30 ; Studio 3 Architecture

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

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

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

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

X Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, …)
Complete the Prerequisite Worksheet

ENTRANCE SKILLS FOR **(the course in question) ARC 40**

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

A)	Develop a comprehensive design concept based on site analysis which responds to environmental factors.
B)	Understand how humans interact with the built environment and design spaces to encourage specific activities or atmospheres.
C)	Apply knowledge of simple sustainable buildings systems including structural, enclosure, lighting, and ventilation.
D)	Balance fundamental building design considerations such as program, space, enclosure, and circulation to achieve a creative and functionally sound design.

EXIT SKILLS (objectives) FOR **(the prerequisite course) ARC 30**

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

1.	Develop a comprehensive design concept based on site analysis which responds to environmental factors.
2.	Understand how humans interact with the built environment and design spaces to encourage specific activities or atmospheres.
3.	Apply knowledge of simple sustainable buildings systems including structural, enclosure, lighting, and ventilation.

4.	Balance fundamental building design considerations such as program, space, enclosure, and circulation to achieve a creative and functionally sound design.

	ENTRANCE SKILLS FOR (ARC 40)								
EXIT SKILLS FOR (ARC 30)		A	B	C	D	E	F	G	H
	1	X							
	2		X						
	3			X					
	4				X				
	5								
	6								
	7								
	8								

ARC 40 Distance Education Application

First semester course to be offered: Fall 2020

Guidelines and Questions for Curriculum Approval of a Distance Education Course

Contact/Interaction Guidelines and Best Practices:

To meet ACCJC's Guidelines for Distance Education, SMC's Best Practices Guidelines, and Title 5 regulation (55211), which mandates "regular and effective" contact with the students, courses must include the following interactions:

a. Instructor-student Interaction There should be ***multiple, frequent, and on-going*** communication exchanges between the instructor and ***each*** student via course communication and collaboration features such as discussion threads, blogs or chats, comments on student work, and/or individual e-mail. The instructor should ***regularly*** initiate communication with the students, and promptly respond to communication initiated by the students to ensure effective participation and clarity of material and assignments. The instructor also provides instructions and support as needed for course navigation and information assistance, clarification about content, assignments, projects, quizzes, and exams. On an on-going basis, the instructor also provides performance feedback, comments, recommendations, and suggestions. The instructor informs the students of the expected frequency and times of any type of interaction with the students throughout the course.

b. Student-student Interaction: Students are expected to interact with each other throughout the course and communicate regarding the course material and homework experiences. Typically, students use asynchronous discussion forums and email for communication and collaboration activities.

c. Student-content Interaction: Students interact with the material provided by the instructor. Additionally, to ensure a student-centered e-learning environment, a variety of assignments and activities should be provided. Assignments and activities should be designed for each content module or unit so that students may assess their comprehension of the course material before they complete a graded assignment. These activities are designed to ensure individualized learning, providing immediate and specific instructional feedback while addressing different learning styles. Course material must be easily accessible by all students. Instructional goals require that students frequently (several times per week) interact with online course materials.

1a. Interactions: Describe the nature and expected frequency of instructor-student interactions**:**
The course will begin with a detailed welcome letter which includes pertinent details regarding the course and how the instructor will be in contact with the students. Each week the instructor will post announcements, reminders, or notes regarding assignments. Additionally, content pages will begin each module and will include key information and suggestions for how to approach content. Regular discussion boards will be posted and the instructor will provide comments, input, and feedback just as in a traditional classroom setting. Additionally, constructive feedback will be provided on the homework in a time-frame adequate for students to adjust for the next assignment. The instructor will promptly respond to communication from students via email, the "General Questions" discussion board, and any other communication media used.

1b. Interactions: Describe the nature and expected frequency of student-student interactions**:** Students will engage in weekly discussion board groups where they will be required to reply to at least two students in the class. In the first module, for example, students are asked to introduce themselves and reply to at least two other students in class. From the beginning, a sense of belonging and community is established in the online classroom. Throughout the course of the semester, students can help each other out by posting replies and engage in a discussion in the "General Questions" discussion board. Students will post and discuss projects and research in the discussion boards. Presentations will be recorded and posted on the discussion boards with feedback from students and instructor for developmental feedback and final presentation feedback. The presentations will be within a specific time limit and are given parameters for what should be seen in the video. Instructor will use the online course system to record and transcribe for posting. Students will be required to give qualitative responses to a minimum of 4 other students (when a student already has 4 responses the student will look for another project to comment on, so every student gets feedback). This is for the presentation and collaborative portion of class.

1c. Interactions: Describe the nature and expected frequency of student-content interactions**:** The classroom is organized into weekly course modules. Each weekly module consists of: learning objectives for each module, lectures (handouts which are ADA compliant or transcribed recordings), weekly discussion boards which reinforce the weekly concepts, and a reminder on what is due or what progress should be made during the week on the student work or projects.

1d. Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Online Lecture	Lecture Topics will be done in either (or both) written files which are compliant for accessibility or video presentations which are captioned or a combination of both.	30.00%
Discussion Boards	This is a critical component and will comprise discussions on topics and student projects. Discussion boards will be where projects are posted for feedback, a board for general questions for class communication, and instructor feedback.	30.00%
Study and/or Review Sessions	Group research and discussion shall be required for some of the projects. The class shall be divided into small groups and they shall collaborate in the online class through a tool such as Groups, or Google Drive, or Teams. The small groups shall add notes and ideas into the small group forum and then develop a write up and visual presentation to post for the class. Each memeber of the group will be given a specific part, such as conceptual write up, research notes, sketches, models. The group shall post their research and visual presentation with the inclusion of what each person was in charge of. Students will be	20.00%

	mostly graded on their individual contribution but also for the collaborative effort.	
Project Presentation	Students are required to present all projects for grading. This will be done with video presentations which are provided to the class for review, questions, and feedback. Students will be required to provide qualitative feedback or questions and the presenter is required to respond as part of the presentation grade.	20.00%

Instruction Best Practices:
The course includes Information, Learning, and Communication/Collaboration features that coincide with student learning outcomes specified in the course outline. The course is divided into modules or units that coincide directly with those concepts and objectives described on the course outline. A typical instructional module includes (1) textbook assignment / multimedia references; (2) study guides; (3) instructional activities and practices; (4) discussion forum(s); (5) graded assignment(s); (6) other course-specific components as necessary. The material is presented through the available technologies. Assignment activities allow students to assess their performance and progress in each module at their own pace within the general deadlines provided. Class activities provide immediate feedback to ensure progressive involvement and successful completion of each module in the course.
2. Instruction: 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, demonstrate and give inspirational images or videos for students to use for project development. Rubrics are used to clarify instructor requirements for assignments. The online course system is sufficient in providing for these. Content is organized according to major content headings in the syllabus. Each module clearly states what the objectives are, and the assignments are consistent with the topic for that week. Due dates are given at the beginning of class to allow time for scheduling time to complete project. Assignments are given spaced through the semester to allow ample time to complete. Materials needed for all projects are given at the beginning of the semester, so student have ample time to purchase what is needed and to be transparent on the cost. Low cost alternative solutions are given or considered.
Assessment Best Practices:
Assessments of various forms are conducted regularly, preferably on a weekly basis. The instructor updates grades in a timely manner. Assessments designed for this course utilize methodologies appropriate for online modality. The bulk of the grade for the course is based on students' ongoing assignments: essays, tests, discussions, group and individual projects. As per current Curriculum guidelines, no singular assessment should be worth more than 30% of the course grade.
3. Assignments / Assessments: Describe how assignments and assessments are used so that instructor-student contact is maintained and students are given regular, meaningful feedback. Describe interactions that encourage students' participation. Describe assessments that are verifiable, equivalent to on-ground, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed.

% of grade	Activity	Assessment Method

30.00%	Discussion Boards	Weekly Discussions will be posted which are pertinent to the ongoing project. Students shall use the boards to discuss project research and weekly topics. Students are required to post and reply to a specified number of student posts. Posts are due by one date and responses are due a few days later. Instructors are to grade and post this category each week.
60.00%	Projects	Students shall submit project boards digitally - these include drawings, photos of models, and written concept and analysis. The submission is digital and ready for inclusion in a digital portfolio at the end of class.
15.00%	Presentations	Using a rubric to establish project parameters, students present projects by the due date. Instructor and class feedback is done within a week. Students grades shall be posted within a week of presentations. Some presentations are visual only and some are both visual and oral.

Technology:
Once the online course is approved by Curriculum and the teaching assignment has been approved by Academic Affairs, technical and instructional support is provided by the Faculty/Staff Technology Resources Lab in the Media Center, Room MC 114. It is available to all faculty who teach a Distance Education course for research & development support as well as equipment use. Administrative consultation and support is provided by the Distance Education Program (yarrish_julie@smc.edu or ext.3762). Course design support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138) and platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education pedagogy resources. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.
4. Technology: Describe the technical qualifications an instructor would need and the support that might be necessary for this course to be delivered at a distance (e.g. the college's existing technology, CCCConfer certification, other specialized instructor training, support personnel, materials and resources, technical support, etc.)
Instructor should receive training or be familiar with the college's learning management system. This includes all the required technology for online delivery such as building the course and communication tools such as discussion boards. They should also be aware of the technical support available for faculty and the knowledge to ensure the material and course content is accessible.
Student Support:
All students have access to eCollege's online course demonstration through the Course Demo button on the eCollege home page and, after enrollment, to the online student tutorial accessible on the student's home page. Other resources available to students include: Online application and registration; Online financial aid; Online counseling; Online library services (ebooks, electronic resources, and electronic journalscatalog); Online bookstore; Online and phone Help Desk support. Additionally, technical support for online students is available through the helpdesk by phone 1-877-740-2213 and via email (helpdesk@smconline.org).
5. Student Support: Describe any student support services one might want or need to integrate into the online classroom for this course (e.g. links to counseling, financial aid, bookstore, library, etc.)

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

Accessibility:

All instructors assigned to teach and/or update online components of a course must comply with current legal standards for creating online environments, content, and activities that are accessible to all students including students with disabilities (CCCCO Distance Education Guidelines, CA Code 11135, and Section 508 of the Rehabilitation Act). Please consult the Access Tips Unit in FAC 101 for more information including whom to consult at SMC. The accessibility of publisher content should be verified before texts are adopted. Although SMC lacks the resources to evaluate the accessibility of all outside websites linked from our distance education pages, we are, nonetheless responsible for ensuring that all students have access to all instructional materials. Please endeavor to find accessible resources to minimize the need for last-minute accommodations. Sign-off by DSPS on this application indicates consultation about accessibility guidelines with an SMC compliance specialist.

6. Accessibility: 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 content will be reviewed to ensure compliance is met. Videos shall be close captioned, files and slideshows shall be reviewed for accessibility through the software and through a compliance review.

Online Strategies:

Without the face-to-face contact of the traditional classroom, our lectures, class discussions, collaborative activities, and assignments need to be re-imagined and reformatted for the online environment. Numerous eCollege course design Webinars and course design examples are archived in FAC 101 and support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138). Platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education creation and pedagogy resources from fellow faculty. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

7. Online Strategies: 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.).

Course Objective: Develop designs which are cognizant of the surrounding community, acknowledging and encouraging public engagement. Lesson: Large Architectural Project Site Research and Analysis: student chooses a building site near them. Parameters on size and optimal conditions are given (suggested locations by instructor also), use of mapping sites such as the assessor's office or google maps can be used for some of this information. Student shall visit the site and note conditions. Document and report for a grade. Client and Building Research and Analysis: Small group work (collaborative tool such as Teams in Office 365 in Canvas). A report on the client and the building analysis shall be written by each student and submitted for a grade. Design: Individual student work including concept statement, site design, building design, and interiors shall be done through drawings, renderings, and models to communicate the student’s design. Presentations are given for feedback, practice, and grading. Presentation are both visual and oral. Discussions can take place in the discussion boards, interviews will be with

people local to the student who are within the demographic being targeted for the design. Articles are posted as accessible documents for discussion. Students analyze the site and program then design a project to support the client, user, and community. Drawings, concepts and other visuals are developed by the student at home with industry software - choices may include AutoCAD and Revit which are available for free to students. Presentation shall include all drawings needed to fully understand the idea, a strong concept that is thoughtfully integrated with the design, and a professional oral presentation. The presentations will be video taped live through the course conferencing session, the presentation will have transcripts, this will be posted for review within the class and to specific industry professionals for their comment and feedback. The feedback will be videotaped or otherwise recorded and given to the student in the graded section of class.

Helpful Reminder:

Pre-Course obligations or Best Practices:

The distance learning modality is successful since it appeals to those students who otherwise cannot attend regular on-campus classes and therefore attracts many students who are not exposed to campus culture or protocols. Students may find out about and enroll in an online class through a variety of ways: the course is listed on the college's online schedule of classes, on the eCollege schedule of classes, and in the printed SMC Schedule of Classes; the eCollege listing includes the instructor's e-mail address for direct communication with the instructor and students are likely to contact the instructor prior to the course commencement for information about the course. Additionally, the eCollege listing maintains a course information page which each instructor is obligated to update each semester or intersession as soon as the schedules are posted. Course technical and time management requirements are described for the students in the orientation materials, but it is helpful for each instructor to supplement that information on the individual course information page as well as provide resources, tools, and strategies to help students understand and meet these requirements.

Santa Monica College

Course Outline for
ARCHITECTURE 70, Portfolio

Course Title: Portfolio		Units: 1.00
Total Instructional Hours (usually 18 per unit):	36.00	
Hours per week (full semester equivalent) in Lecture:	0.50	
In-Class Lab:	1.50	
Arranged:		
Outside-of-Class Hours	18.00	

Date Submitted:	October 2019
Date Updated:	
C-ID:	
Transferability:	Transfers to CSU
IGETC Area:	NONE
CSU GE Area:	NONE
SMC GE Area:	NONE

Degree Applicability:	D - Credit - Degree Applicable
Prerequisite(s):	None
Pre/Corequisite(s):	None
Corequisite(s):	None
Skills Advisory(s):	ARC 20 or ARC 31
Proposed Start Semester	Fall 2020
Grading	Letter Grade or P/NP
Repeatability	No
Library	Library has adequate materials to support course
Minimum Qualifications	Architecture - Any Degree and Professional Experience
Rationale	This course is intended for Architecture and Interior Architecture Students. Students in either field will need a portfolio to transfer to a university, interview for a job, and for continued use in the profession.
TOP/SAM	0201.00 - Architecture and Architectural Technology* / C - Clearly Occupational
Program Impact	Proposed for inclusion in a forthcoming degree or certificate: Architecture

I. Catalog Description

A look at the importance of portfolios in the design field, the different types of portfolios, and how to create visually cohesive project pages. Students design and build a digital portfolio which can be used for transfer to a university, to apply for employment, or to showcase professional work.

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. Constructing the Persuasive Portfolio, 1, Margaret Fletcher, Routledge © 2016, ISBN: 978-1138860971;

III. Course Objectives

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

1. Demonstrate an understanding of the types of portfolios used on the design industry and what should be included.
2. Ability to document and digitize 2D and 3D project components.
3. Design a unifying, cohesive set of different projects into a single portfolio.
4. Create a digital online portfolio for transfer, or job application, or professional work.

IV. Methods of Presentation:

Lecture and Discussion, Lab, Observation and Demonstration, Critique, Projects

V. Course Content

% of Course	Topic
30.00%	Types of Portfolios
30.00%	Collect, document, catalog, and digitize work
30.00%	Organize and visually set up portfolio with images and text through an editing program such as Adobe InDesign or Photoshop.
10.00%	How to upload portfolio to the web - digital portfolios
100.00%	Total

Vb. Lab Content:

% of course	Topic
30.00%	Collecting, documenting and digitizing student work for inclusion in the portfolio.
70.00%	Creating a portfolio of student work.
100.00%	Total

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

Percentage	Evaluation Method

25 %	Class Participation - Students work in small groups or individually to research and discuss what skills should be showcased in a current portfolio. Feedback and discussions on new topics and content are ongoing. Participation in discussions and/or written summaries of discussions shall be used for grading.
75 %	Portfolios - Students will produce a portfolio with a minimum of 5 pages. Each page will be worth 12% = 60%. The entire portfolio shall be worth 15% for its professional quality and inclusion of cover page, table of contents, and a distinct way finding application.
100 %	Total

VII. Sample Assignments:

Deciding on what to include:

Bring in sketches, drawings, renderings, models, etc. which pertain to a project. Small groups will discuss and give feedback on which information to include on the portfolio page to best understand the design. You shall digitally record the information and shall write up a brief description to be included with the digitized images. Class presentation for feedback is done visually since many portfolios are viewed without the designer in front of them. You will make adjustments and use a common thread for the next pages.

The Finished Portfolio:

After all the project portfolio pages are done, you will design a cover for the portfolio, a table of contents an appropriate break down of the projects, and a cover letter which gives pertinent information about the designer. Projects are presented in class both visually and orally.

VIII. Student Learning Outcomes

1. Students will exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.
2. Students will understand types of portfolios and what information to include to showcase their design project.
3. Students shall develop a portfolio for transfer, job search, or professional work.

ADVISORY Checklist and Worksheet: Architecture – ARC 70 – Portfolio

Proposed Advisory: ARC 20 – Studio 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**	

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: **ARC 70**

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

A)	Able to develop a presentation of boards showing a logical cohesion and understanding of the subject matter.
B)	Develop a comprehensive design concept that gives meaning to and informs all design decisions.
C)	Able to give presentations for projects which demonstrate an understanding of concept, logic, and communication.

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

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

1.	Demonstrate the ability to think critically about design issues through written and graphic program analysis.
2.	Develop a comprehensive design concept that gives meaning to and informs all design decisions.
3.	Able to give presentations for projects which demonstrate an understanding of concept, logic, and communication.

		ENTRANCE SKILLS FOR: **ARC 70**							
EXIT SKILLS From: **ARC 20**		A	B	C	D	E	F	G	H
	1	X							
	2		X						
	3			X					
	4								
	5								
	6								
	7								
	8								

ADVISORY Checklist and Worksheet: Architecture – ARC 70 – Portfolio

Proposed Advisory: ARC 31 – Design Communication 3

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**	

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: **ARC 70**

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

A)	Able to create drawings which contain industry standard information.
B)	Able to create renderings of project designs.
C)	Able to print or export files to another application.

EXIT SKILLS (objectives) FROM: **ARC 31**

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

1.	Create floor plans, sections, elevations. 3D views, and components.
2.	Create basic rendering and walk-through of a space of building.
3.	Print or export files to present a completed project to scale and on time.

	ENTRANCE SKILLS FOR: **ARC 70**								
EXIT SKILLS From: **ARC 31**		A	B	C	D	E	F	G	H
	1	X							
	2		X						
	3			X					
	4								
	5								
	6								
	7								
	8								

ARC 70 Distance Education Application

First semester course to be offered: Fall 2020

Guidelines and Questions for Curriculum Approval of a Distance Education Course

Contact/Interaction Guidelines and Best Practices:

To meet ACCJC's Guidelines for Distance Education, SMC's Best Practices Guidelines, and Title 5 regulation (55211), which mandates "regular and effective" contact with the students, courses must include the following interactions:

a. Instructor-student Interaction There should be ***multiple, frequent, and on-going*** communication exchanges between the instructor and ***each*** student via course communication and collaboration features such as discussion threads, blogs or chats, comments on student work, and/or individual e-mail. The instructor should ***regularly*** initiate communication with the students, and promptly respond to communication initiated by the students to ensure effective participation and clarity of material and assignments. The instructor also provides instructions and support as needed for course navigation and information assistance, clarification about content, assignments, projects, quizzes, and exams. On an on-going basis, the instructor also provides performance feedback, comments, recommendations, and suggestions. The instructor informs the students of the expected frequency and times of any type of interaction with the students throughout the course.

b. Student-student Interaction: Students are expected to interact with each other throughout the course and communicate regarding the course material and homework experiences. Typically, students use asynchronous discussion forums and email for communication and collaboration activities.

c. Student-content Interaction: Students interact with the material provided by the instructor. Additionally, to ensure a student-centered e-learning environment, a variety of assignments and activities should be provided. Assignments and activities should be designed for each content module or unit so that students may assess their comprehension of the course material before they complete a graded assignment. These activities are designed to ensure individualized learning, providing immediate and specific instructional feedback while addressing different learning styles. Course material must be easily accessible by all students. Instructional goals require that students frequently (several times per week) interact with online course materials.

1a. Interactions: Describe the nature and expected frequency of instructor-student interactions**:**
The course will begin with a detailed welcome letter which includes pertinent details regarding the course and how the instructor will be in contact with the students. Each week the instructor will post announcements, reminders, or notes regarding assignments. Additionally, content pages will begin each module and will include key information and suggestions for how to approach content. Regular discussion boards will be posted and the instructor will provide comments, input, and feedback just as in a traditional classroom setting. Additionally, constructive feedback will be provided on the homework in a time-frame adequate for students to adjust for the next assignment. The instructor will promptly respond to communication from students via email, the "General Questions" discussion board, and any other communication media used.

1b. Interactions: Describe the nature and expected frequency of student-student interactions**:** Students will engage in weekly discussion board groups where they will be required to reply to at least two students in the class. In the first module, for example, students are asked to introduce themselves and reply to at least two other students in class. From the beginning, a sense of belonging and community is established in the online classroom. Throughout the course of the semester, students can help each other by posting replies and engage in a discussion in the "General Questions" discussion board. Instructors will respond in a timely manner which should be made clear in the course. (Note – if class has a presentation component perhaps…) Students will post and discuss projects and research in the discussion boards. Presentations will be recorded and posted on the discussion boards with feedback from students and instructor for development of project and final presentation comments. The presentations will be within a specific time limit and students are given parameters for what should be seen in the video. Instructor will use the online course system (or equivalent) to record and transcribe for posting. Students will be required to give qualitative responses to a minimum of 3 other students (when a student already has 3 responses the student will look for another project to comment on, so every student gets feedback).

1c. Interactions: Describe the nature and expected frequency of student-content interactions**:** The classroom is organized into weekly course modules. Each weekly module consists of: learning objectives for each module, lectures (handouts which are ADA compliant or transcribed recordings), weekly discussion boards which reinforce the weekly concepts, and a reminder on what is due or what progress should be made during the week on the student work or projects.

1d. Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Online Lecture	Lecture Topics will be done in either (or both) written files which are compliant for accessibility or video presentations which are captioned or a combination of both.	30.00%
Discussion Boards	This is a critical component and will comprise discussions on what to include in the portfolio, types of portfolios, and feedback on other students work. Discussion boards will have weekly participation on assignments. A discussion board will also be created for general questions, this includes class communication and instructor feedback.	40.00%
Project Presentation	Portfolio presentations periodically to instructor and to the class for feedback and discussion.	30.00%

Instruction Best Practices:
The course includes Information, Learning, and Communication/Collaboration features that coincide with student learning outcomes specified in the course outline. The course is divided into modules or units that coincide directly with those concepts and objectives described on the course outline. A typical instructional module includes (1) textbook assignment / multimedia

references; (2) study guides; (3) instructional activities and practices; (4) discussion forum(s); (5) graded assignment(s); (6) other course-specific components as necessary. The material is presented through the available technologies. Assignment activities allow students to assess their performance and progress in each module at their own pace within the general deadlines provided. Class activities provide immediate feedback to ensure progressive involvement and successful completion of each module in the course.

2. Instruction: 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, demonstrate and give inspirational images or videos for students to use for project development. Rubrics are used to clarify instructor requirements for assignments. The online course system is sufficient in providing for these. Content is organized according to major content headings in the syllabus. Each module clearly states what the objectives are, and the assignments are consistent with the topic for that week. Due dates are given at the beginning of class to allow time for scheduling to complete project. Assignments are given spaced through the semester. Materials needed for all projects are given at the beginning of the semester, so student have ample time to purchase what is needed and to be transparent on the cost. Low cost alternative solutions are given or considered.

Assessment Best Practices:

Assessments of various forms are conducted regularly, preferably on a weekly basis. The instructor updates grades in a timely manner. Assessments designed for this course utilize methodologies appropriate for online modality. The bulk of the grade for the course is based on students' ongoing assignments: essays, tests, discussions, group and individual projects. As per current Curriculum guidelines, no singular assessment should be worth more than 30% of the course grade.

3. Assignments / Assessments: Describe how assignments and assessments are used so that instructor-student contact is maintained and students are given regular, meaningful feedback. Describe interactions that encourage students' participation. Describe assessments that are verifiable, equivalent to on-ground, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed.

% of grade	Activity	Assessment Method
60.00%	Building Portfolio pages	Building portfolio pages - student shall create content which is visually cohesive, logically ordered, and professional looking. (5) pages minimum from different projects are to be created. Projects are turned in online.
15.00%	Final Portfolio	The entire portfolio shall be cohesive, logically ordered, and include all the requisite parts. It shall be available online and easy to access and view.
25.00%	Class Participation	Discussion Boards - student shall post and reply to topics and other student work

Technology:

Once the online course is approved by Curriculum and the teaching assignment has been approved by Academic Affairs, technical and instructional support is provided by the Faculty/Staff Technology Resources Lab in the Media Center, Room MC 114. It is available to all faculty who teach a Distance Education course for research & development support as well as equipment use. Administrative consultation and support is provided by the Distance Education

Program (yarrish_julie@smc.edu or ext.3762). Course design support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138) and platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education pedagogy resources. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

Instructor should receive training or be familiar with the college's learning management system. This includes all the required technology for online delivery such as building the course and communication tools such as discussion boards. They should also be aware of the technical support available for faculty and the knowledge to ensure the material and course content is accessible.

Student Support:

All students have access to eCollege's online course demonstration through the Course Demo button on the eCollege home page and, after enrollment, to the online student tutorial accessible on the student's home page. Other resources available to students include: Online application and registration; Online financial aid; Online counseling; Online library services (ebooks, electronic resources, and electronic journalscatalog); Online bookstore; Online and phone Help Desk support. Additionally, technical support for online students is available through the helpdesk by phone 1-877-740-2213 and via email (helpdesk@smconline.org).

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

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

Accessibility:

All instructors assigned to teach and/or update online components of a course must comply with current legal standards for creating online environments, content, and activities that are accessible to all students including students with disabilities (CCCCO Distance Education Guidelines, CA Code 11135, and Section 508 of the Rehabilitation Act). Please consult the Access Tips Unit in FAC 101 for more information including whom to consult at SMC. The accessibility of publisher content should be verified before texts are adopted. Although SMC lacks the resources to evaluate the accessibility of all outside websites linked from our distance education pages, we are, nonetheless responsible for ensuring that all students have access to all instructional materials. Please endeavor to find accessible resources to minimize the need for last-minute accommodations. Sign-off by DSPS on this application indicates consultation about accessibility guidelines with an SMC compliance specialist.

6. Accessibility: 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 content will be reviewed to ensure compliance is met. Videos shall be close captioned, files and slideshows shall be reviewed for accessibility through the software and through a compliance review.

Online Strategies:
Without the face-to-face contact of the traditional classroom, our lectures, class discussions, collaborative activities, and assignments need to be re-imagined and reformatted for the online environment. Numerous eCollege course design Webinars and course design examples are archived in FAC 101 and support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138). Platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education creation and pedagogy resources from fellow faculty. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.
7. Online Strategies: 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.).
Objective: Create a digital online portfolio for transfer, or job application, or professional work.
Assignment: Create portfolio pages Students shall discuss types of media and projects to include. Discussion boards can be used for the class and collaborative software in the online course such as Teams Office 365 or Google Drive can be used for small groups. Students shall assemble and use software such as Adobe InDesign to create pages. Pages are submitted online for grading. A discussion board can be used for final thoughts – this can be done with still images or a video presentation of the student presenting their work. Video presentation requirements shall be described in detail (such as what should show in the frame, how long the video should be, and any other information to be seen). The video can be submitted in class online to the instructor and it will need to be transcribed to be viewed and commented on by other students.

Helpful Reminder:

Pre-Course obligations or Best Practices:

The distance learning modality is successful since it appeals to those students who otherwise cannot attend regular on-campus classes and therefore attracts many students who are not exposed to campus culture or protocols. Students may find out about and enroll in an online class through a variety of ways: the course is listed on the college's online schedule of classes, on the eCollege schedule of classes, and in the printed SMC Schedule of Classes; the eCollege listing includes the instructor's e-mail address for direct communication with the instructor and students are likely to contact the instructor prior to the course commencement for information about the course. Additionally, the eCollege listing maintains a course information page which each instructor is obligated to update each semester or intersession as soon as the schedules are posted. Course technical and time management requirements are described for the students in the orientation materials, but it is helpful for each instructor to supplement that information on the individual course information page as well as provide resources, tools, and strategies to help students understand and meet these requirements.

Santa Monica College

Course Outline for
DANCE 24B, Intermediate Flamenco Dance

Course Title: Intermediate Flamenco Dance		Units: 2.00
Total Instructional Hours (usually 18 per unit):	72.00	
Hours per week (full semester equivalent) in Lecture:	1.00	
In-Class Lab:	3.00	
Arranged:		
Outside-of-Class Hours	36.00	

Date Submitted:	March 2013
Date Updated:	
C-ID:	
Transferability:	Transfers to CSU
IGETC Area:	NONE
CSU GE Area:	NONE
SMC GE Area:	NONE

Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	None
Pre/Corequisite(s):	None
Corequisite(s):	None
Skills Advisory(s):	DANCE 24
Grading	Letter Grade or P/NP
Repeatability	No
Library	Library has adequate materials to support course
Min Quals	Dance (Masters Required)
Rationale	We currently offer a beginning level of Flamenco class. This intermediate level course will allow our students to study the next level of Flamenco dance, along with the substantial historical contexts.
TOP/SAM	1008.00 Dance / E - Non-Occupational
Program Impact	

I. Catalog Description

This course offers an intermediate level of Flamenco dance with emphasis on aesthetic concepts and principles of traditional and contemporary Flamenco dance movement along with an understanding of Flamenco rhythms, accents, and nuances. Course content will include in-depth study of Gypsy dance movement and culture, “cante” (singing), the Andalusian aesthetic, Bulerias, Tangos, Sevillanas, and several other “Palos” (Flamenco genres defined by their melody, rhythm, and point of origin). Correct body alignment and

placement will be stressed with the goal of mastering intermediate level steps, footwork, and rhythmic patterns. Students will critically analyze this global dance form in relation to current and historical contexts.

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. Flamenco Dance Essentials, Wright, M., Melissa Wright © 2012;
2. Flamenco; conflicting histories of the dance , Hayes, M., McFarland & Company Inc. © 2009;
3. A Way of Life, Porhen, D.E, Create Space Independent Publishing Platform © 2014;
4. Flamenco On The Global Stage: Historical, Critical and Theoretical Perspectives, Edited by K. Meira Goldberg, Ninotchka Devorah Bennahum and Michelle Heffner Hayes, Published by McFarland & Co, Inc. Jefferson, N Carolina © 2015;

III. Course Objectives

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

1. Demonstrate knowledge and understanding of traditional and modern Flamenco dance movement and rhythms at an intermediate level.
2. Demonstrate ability to improvise using footwork, arm and hand techniques in Bulerias, Tangos, and various other “Palos” at an intermediate level;
3. Dance all four Sevillanas at an intermediate level
4. Demonstrate an ability to execute various types of turns found in Flamenco including: hip turns, chest turns, Farruquero turns, all forms of the quebrado (broken) turn, heel turns, and chainé turns
5. Demonstrate the appropriate dance skills, strength, and flexibility necessary to perform Flamenco dance at an intermediate level
6. Identify, execute, and improvise in specific "palmas" (or clapping) rhythms with a knowledge of how they relate to the dancing and singing as taught at an intermediate level
7. Identify the difference in Flamenco styles between the Northern and Central regions of Spain and Andalucia
8. Describe and write about Flamenco dance and the body as an aesthetic form at the intermediate level
9. Demonstrate knowledge of Flamenco dance, music and song as it relates to its cultural and performance context at an intermediate level
10. Critically analyze Flamenco dance performances verbally and in writing at an intermediate level
11. Identify how traditional and Gypsy Flamenco dance movements have inspired contemporary Flamenco dance and choreography and apply this knowledge to understanding contemporary social and concert dance
12. Research and discuss the lives of Flamenco dance masters and current contemporary Flamenco artists living in and outside of Spain and their impact on global dance forms

IV. Methods of Presentation:

Other, Other (Specify), Lecture and Discussion, Observation and Demonstration
Other Methods: Videos, maps, slides, charts, audio recordings

V. Course Content

% of Course	Topic
30.00%	Application of traditional and modern Flamenco movements and rhythms at an intermediate level including various types of turns, footwork, and coordination of upper and lower body
30.00%	Application of improvisation techniques involving footwork and upper and lower body as well as improvising over spontaneous changes in rhythm and singing
15.00%	Identify differences in Flamenco styles from various regions through rhythmic and melodic analysis
25.00%	Critically analyze and describe Flamenco dance, rhythm, music, and song in historical and current contexts
100.00%	Total

Vb. Lab Content:

% of course	Topic
100.00%	All content is lab content
100.00%	Total

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

Percentage	Evaluation Method
30 %	Class Participation
20 %	Exams/Tests

20 %	Papers - Research paper
30 %	Written assignments - Dance concert critique papers
100 %	Total

VII. Sample Assignments:

Dance Critique:
Attend a live dance concert. Describe the overall content of the program, and analyze at least three dances of particular interest. The meaning, theme, and/or traditional origin of the dance should be discussed and compared to class content. The movement style, quality, and compositional design should be described. The effectiveness of production elements (lighting, costuming, etc.) in supporting the intention of the work should be analyzed. A reflection of one's personal response to the dance will complete the assignment.

Class discussion:
View a series of Flamenco dance movements and analyze the movements verbally using appropriate terminology

Writing assignment:
Writing assignment; A DVD review of performances of one traditional Flamenco dance company and one contemporary Flamenco dance company. Compare and contrast movement styles and content. Include mission statement of the two companies and include historical information about the companies and the choreographer's explanation of work observed. A reflection of one's personal response to the dances will complete the assignment.

VIII. Student Learning Outcomes

1. Demonstrate intermediate level skills in various elements of Flamenco dance including turns, body, arm, hand, and footwork techniques. Students will recognize and perform traditional and contemporary Flamenco dance movements from Andalucia as well as execute a set of four Sevillanas (as performed in Sevilla) with the appropriate aesthetic.
2. Identify and execute 21 different accent patterns within Bulerias, five different accent patterns within Tangos, and four different accent patterns in Sevillanas. Students will correlate changes in dance steps (choreographed and improvised) to changes in the rhythmic patterns underneath the singing and music
3. Critically analyze Flamenco dance, music, and song in both traditional and contemporary forms at an intermediate level, tracing the historical events and prominent figures that have created and shaped the art form.

Global Citizenship Application

Global Citizenship Category

Global Studies

Course meets all of the following three criteria: (Please Check)

☑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.

☑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.

☑Course content addresses at least two interconnected systems (such as cultural, ecological, economic, political, social and technological systems).

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.

Dance 24 B will examine the history, development, terminology, and technique of flamenco baile (dance), cante (song or rhythm), and toque (musicality) including a historical/comparative analysis of the cultures that have influenced flamenco including Jewish, Muslim, Romani, and Latin American.

Outcomes that pertain to this Global Citizenship Category

Note: To add or remove outcomes that pertain to this Global Citizenship Category, check or uncheck the "This outcome pertains to the Global Citizenship Category" field on the outcome on the Student Learning Outcomes tab.

Critically analyze Flamenco dance, music, and song in both traditional and contemporary forms at an intermediate level, tracing the historical events and prominent figures that have created and shaped the art form.

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.

Dance 24B fulfills the areas checked above as the course examines how Gypsies developed their music, song, and

dance out of Indian, Jewish, Islamic, Christian, Middle Eastern, Afro-Caribbean and European movements, melodies

and rhythms. Students will be able to recognize, execute, and categorize movements and rhythms depending on

their global point of origin and recreate in their own bodies the evolution of Flamenco movements from a pedestrian,

folk origin into the fine art it is today.

Department Vote

Yes: 4

No: 0

Abstain: 0

Not Voting: 0

ADVISORY Checklist and Worksheet

Dance 24B Intermediate Flamenco Dance
Proposed Advisory: Dance 24 Flamenco Dance 1

SECTION 1 - CONTENT REVIEW:

Criterion	N/A	Yes	No
Faculty with appropriate expertise have been involved in the determination of the advisory.		X	
The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.		X	
Selection of this advisory is based on tests, the type and number of examinations, and grading criteria.		X	
Selection of this advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.		X	
The body of knowledge and/or skills which are recommended for success before enrollment have been specified in writing (see below).		X	
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	
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	
The body of knowledge and/or skills taught in the advisor are not an instructional unit of this course.		X	
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: **Dance 24B**
(It is recommended that the student to be able to do or understand the following BEFORE entering the course)

1. Demonstrate and explain the different elements of the Flamenco movement tradition including footwork, hand gestures and arm movements, body posture and style, movement patterns and phrase.
2. Recognize the complex musicality, rhythms and counter rhythms inherent in Flamenco.
3. Recognize and understand the cultural roots of Flamenco Dance, its history and geographic origin
4. Perform the basic elements of movement and comprehend the physical concepts of dance.
5. Demonstrate understanding about the unique Art of Flamenco and the importance of preserving its heritage in our global community.

EXIT SKILLS (objectives) FROM: Dance 24B
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)
Upon completion of this course, the student will be able to:

1. Demonstrate knowledge and understanding of traditional and modern Flamenco dance movement and rhythms at an intermediate level;
2. Demonstrate ability to improvise using footwork, arm and hand techniques in Bulerias, Tangos, and various other “Palos” at an intermediate level;
3. Dance all four Sevillanas at an intermediate level;
4. Demonstrate an ability to execute various types of turns found in Flamenco including: hip turns, chest turns, Farruquero turns, all forms of the quebrado (broken) turn, heel turns, and chainé turns;
5. Demonstrate the appropriate dance skills, strength, and flexibility necessary to perform Flamenco dance at an intermediate level;
6. Identify, execute, and improvise in specific "palmas" (or clapping) rhythms with a knowledge of how they relate to the dancing and singing as taught at an intermediate level;
7. Identify the difference in Flamenco styles between the Northern and Central regions of Spain and Andalucia;
8. Describe and write about Flamenco dance and the body as an aesthetic form at the intermediate level;
9. Demonstrate knowledge of Flamenco dance, music and song as it relates to its cultural and performance context at an intermediate level;
10. Critically analyze Flamenco dance performances verbally and in writing at an intermediate level;
11. Identify how traditional and Gypsy Flamenco dance movements have inspired contemporary Flamenco dance and choreography and apply this knowledge to understanding contemporary social and concert dance;
12. Research and discuss the lives of Flamenco dance masters and current contemporary Flamenco artists living in and outside of Spain and their impact on global dance forms.

	ENTRANCE SKILLS FOR: **Dance 24B**

EXIT SKILLS From: **Dance 24**		A	B	C	D	E	F	G	H
	1	X							
	2						X		
	3							X	
	4					X			
	5								X
	6								
	7								
	8								

Santa Monica College

Course Outline for
GEOLOGY 7, Climate Change

Course Title: Climate Change		Units: 3.00
Total Instructional Hours (usually 18 per unit):	54.00	
Hours per week (full semester equivalent) in Lecture:	3.00	
In-Class Lab:		
Arranged:		
Outside-of-Class Hours	108.00	

Date Submitted:	September 2019
Date Updated:	
C-ID:	
Transferability:	Transfers to CSU Transfers to UC (pending review)
IGETC Area:	• IGETC Area 5: Physical and Biological Sciences (mark all that apply) ○ A: Physical Science (pending review)
CSU GE Area:	• CSU GE Area B: Scientific Inquiry and Quantitative Reasoning (mark all that apply) ○ B1 - Physical Science (pending review)
SMC GE Area:	NONE
Degree Applicability:	D - Credit - Degree Applicable
Prerequisite(s):	None
Pre/Corequisite(s):	None
Corequisite(s):	None
Skills Advisory(s):	None
Grading	Letter Grade or P/NP
Repeatability	No
Library	
Min Quals	Earth Science (Masters Required)
Rationale	The Earth Science department teaches high-demand lecture and lab courses. Of our courses offered, there are none which cover climate change. We offer a climate and weather course in geography however it does not include human contributions to climate change and the impacts to society. At a time when climate is in the news daily and will arguably be the greatest challenge of our students lives, it is incredibly important that we embrace this opportunity to teach the science of climate change.

TOP/SAM	1930.00 - Earth Science / E - Non-Occupational
Program Impact	Geography AA-T, Environmental Studies AA/Certificate of Achievement, General Science AA, Global Studies AA/Certificate of Achievement

I. Catalog Description

This course explores the geologic causes of climate change and explores how climate has varied in the geologic past. The course will investigate how the oceans and atmosphere regulate both climate and weather today. Moreover, it will examine human contributions to current warming, and how policy decisions shape future emission scenarios. The course will also highlight societal impacts of future emission scenarios, as well as how policy shapes climate.

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. Robert L. Wilby, Climate Change in Practice: Topics for Discussion with Group Exercises , Cambridge University Press © 2017;
2. Introduction to Modern Climate Change, Andrew Dessler, Cambridge University Press © 2016;
3. Climate Change: The Science of Global Warming and Our Energy Future, 2nd, Edmond A. Mathez and Jason E. Smerdon , Columbia University Press © 2018;
4. Climate Change: What the Science Tells Us, 2nd, Charles Fletcher, Wiley © 2018;
5. Eugenia Kalnay & Ming Cai. *Impact of urbanization and land-use change on climate*, Nature Volume
6. Palmer, M.A., et al. . *Mountaintop Mining Consequences*, Science Volume
7. Kumar, K.K., et al.. *Unraveling the Mystery of Indian Monsoon Failure During El Niño*, Science Volume
8. Hansen, J., et al. . *Assessing ''Dangerous Climate Change'': Required Reduction of Carbon Emissions to Protect Young People, Future Generations and Nature*, PLOS One Volume
9. Timmerman, A., et al. . *El Niño–Southern Oscillation complexity*, Nature Volume
10. Blogs written, edited, and moderated by Michelle L'Heureux (NOAA Climate Prediction Center), Emily Becker (University of Miami/CIMAS), Nat Johnson (NOAA Geophysical Fluid Dynamics Laboratory), and Tom DiLiberto and Rebecca Lindsey (contractors to NOAA Climate Program Office), with periodic guest contributors.

    https://www.climate.gov/news-features/department/enso-blog

III. Course Objectives

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

1. Demonstrate an understanding of how tectonic-scale geologic changes affect climate.
2. Demonstrate an understanding of how changes in past climate impacted global ecosystems.

3. Demonstrate an understanding of the human contributions to climate change including how policy decisions have shaped our current climate.

IV. Methods of Presentation:

Lecture and Discussion, Group Work

V. Course Content

% of Course	Topic
6.00%	Climate versus weather
8.00%	Geologic controls on climate and orbital scale climate change
8.00%	Climate through geologic time
5.00%	Global extinction events caused by climate change
9.00%	Geologic evidence for past climates
6.00%	Global energy balance
6.00%	Radiation transfer
5.00%	Greenhouse effect
5.00%	Atmospheric composition
5.00%	Atmospheric circulation
10.00%	Global ocean circulation and heat transfer
7.00%	Climate sensitivity and feedbacks
10.00%	Energy sources: fossil fuels and green energy
8.00%	Future climates from policy scenarios
2.00%	International policy success: Montreal Protocol
100.00%	Total

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

Percentage	Evaluation Method
10 %	Class Participation - Participation during class discussions of readings and class exercises.
40 %	Exams/Tests - Two midterms will be administered
20 %	Final exam

30 %	Homework
100 %	Total

VII. Sample Assignments:

Hansen, et al. 2013 paper reading and discussion guide:

As you read the Hansen, et. al 2013 paper (Assessing ‘‘Dangerous Climate Change’’: Required Reduction of Carbon Emissions to Protect Young People, Future Generations and Nature), take notes on the following questions. We will have a class discussion next week and these answers will help guide your response. Questions are also to be uploaded to Canvas before the discussion. 1. Why do the authors argue that temperature change must be limited to 1˚C rather than the previously agreed upon 2˚C? 2. How is climate change impacting species range today? 3. Where is the majority of earth’s excess energy (energy imbalance) being stored? Why is that worrisome? 4. How will climate change affect biodiversity? Why does it matter? 5. How does ending fossil fuel emissions (and when/ how we end them) impact future atmospheric CO2 concentrations? 6. How does Hansen, et al.’s estimates of doubling CO2 compare to the Wolfson estimate (at which 2x CO2 yields 1.5˚C-4˚C temperature rise)? 7. How do future temperature rise scenarios change as we delay cuts in fossil fuel emissions? 8. What are hyperthermals? How have they impacted climate in the past? How might they impact our future climate? 9. Why do the authors pose that geoengineering to take CO2 out of the atmosphere is a ridiculous idea? 10. Why do the authors suggest that the limit of 2˚C temperature change is foolhardy? 11. What are the challenges associated with non- fossil fuel energy? Can we overcome them? How? 12. Why do the authors argue for lower total CO2 emissions (500 Gt CO2 total) vs. others who say ~1,000Gt CO2? 13. What are the three basic strategies proposed here to limit global warming?

ENSO reading guide:

ENSO “Flavor of the Month” Blog Assignment and the Kumar, et. al 2006 paper “Unraveling the Mystery of Indian Monsoon Failure During El Niño” Read the NOAA blog https://www.climate.gov/news-features/blogs/enso/enso-flavor-month Answer the following questions 1. What is the importance of rainfall to Indian culture and history? 2. What is the relationship between the strength of ENSO and the strength of the Indian monsoon? 3. Draw a diagram of normal Walker cell circulation over the Pacific ocean (use lecture notes and your book if needed). 4. Draw a diagram of normal Walker cell circulation over the Pacific ocean during a conventional ENSO (use lecture notes and your book if needed). 5. Looking at the figures in both articles, draw Walker cell circulation over the Pacific during a central Pacific ENSO (Modoki). 6. Using your figure from question 5, how would this type of ENSO (the central warm pool) likely impact India? 7. The Kumar, et al. paper states that the worst droughts in Indian record occurred during El Niño years, yet the presence of El Niño does not mean a drought. Why? 8. Describe how ENSO can have many different “flavors”. 9. If the flavors of ENSO can have such a strong impact on Indian monsoon, how do you think they might influence rainfall in Southern California? 10. Which of these flavors is more likely to lead to higher than normal rainfall in Southern California and why?

VIII. Student Learning Outcomes

1. Students will demonstrate an understanding of the geologic controls on climate change.
2. Students will demonstrate an understanding of how the earth's climate has changed over the course of geologic change and how those changes influenced global cycles and organisms.
3. Students will demonstrate an understanding of how human activities have altered global climate and they will demonstrate an understanding of how policy shapes climate.

Santa Monica College

Course Outline for
GEOLOGY 32, Introduction to Physical Oceanography with Lab

Course Title: Physical Oceanography with Lab		Units: 4.00
Total Instructional Hours (usually 18 per unit):	108.00	
Hours per week (full semester equivalent) in Lecture:	3.00	
In-Class Lab:	3.00	
Arranged:		
Outside-of-Class Hours	108.00	

Date Submitted:	September 2019
Date Updated:	
C-ID:	
Transferability:	Transfers to CSU Transfers to UC (pending review)

IGETC Area:	• IGETC Area 5: Physical and Biological Sciences (mark all that apply)
	  o A: Physical Science (pending review)
	  o C: Physical or Biological Science LABORATORY (pending review)

CSU GE Area:	• CSU GE Area B: Scientific Inquiry and Quantitative Reasoning (mark all that apply)
	  o B1 - Physical Science (pending review)
	  o B3 - Laboratory Sciences (pending review)

SMC GE Area:	NONE
Degree Applicability:	D - Credit - Degree Applicable
Prerequisite(s):	None
Pre/Corequisite(s):	None
Corequisite(s):	None
Skills Advisory(s):	None
Grading	Letter Grade or P/NP
Repeatability	No
Library	Library has adequate materials to support course
Min Quals	Earth Science (Masters Required) Geology, Masters Degree Oceanography, Masters Degree
Rationale	GEOL 31 is the lecture only course for Physical Oceanography and it is very popular with our students (90% or greater fill rate). Student data from

	other geology courses which have a lecture only vs. a lecture and lab course show that students in the lab course are more successful. We surmise this is twofold due to increased time in the classroom along with the lab exercises which reinforce lecture content and give students an opportunity to apply their knowledge. Adding this course (Physical Oceanography with lab) will allow our students to be more successful by giving them the hands-on experiences in the laboratory. It will also diversify the lab course offerings from Earth Science.
TOP/SAM	1914.00 - Geology / E - Non-Occupational
Program Impact	Geography AA-T, Anthropology AA-T, Environmental Science AA/Certificate of Achievement, General Science AA

I. Catalog Description

This course describes the physical and geological aspects of oceanography. Lecture topics include the origin of the oceans, plate tectonics, seafloor topography, waves, beaches, estuaries, lagoons, and lakes. Lab content will reinforce lecture topics giving students an opportunity to apply their knowledge with hands-on experience along with a greater degree of understanding the physical and chemical properties of the oceans and atmosphere.

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. Essentials of Oceanography, 13th , Trujillo , Pearson © 2019, ISBN: 978-0134891521;
2. Ocean Studies, Joseph Moran, AMS Online © 2019;
3. Investigating Oceanography, Sverdrup and Kudela, McGraw Hill © 2016;
4. Webb. Introduction to Oceanography, Rebus Community, Roger Williams University
5. A lab manual, written by the instructor, will be required for the lab content.

III. Course Objectives

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

1. Demonstrate a greater awareness of the oceanic environment as illustrated by identifying the various types of waves, beach erosional and depositional features, and oceanic currents.
2. Describe marine resources and explain public policy impacts on management of the marine environment.
3. Explain accurately oceanographic phenomena such as tsunamis and the worldwide climatic and economic impact of ENSO events.
4. Describe how ocean currents affect the climate of adjacent land masses.
5. Communicate effectively to a general audience a scientific concept related to oceanography.
6. Work effectively within a group to complete a project on a timeline.

IV. Methods of Presentation:

Lecture and Discussion, Lab, Observation and Demonstration, Field Trips, Projects, Experiments, Visiting Lecturers, Group Work, Field Experience

V. Course Content

% of Course	Topic
4.00%	History of Oceanography
10.00%	Origin of the Earth, Oceans, and Plate Tectonics
4.00%	Continental Margin Topography
4.00%	Deep Sea Topography
4.00%	Reefs
6.00%	Continental Margin Sediments and Changes in Sea Level
6.00%	Deep Sea Sediments
8.00%	Oceanographic Equipment
8.00%	Waves
6.00%	Tides
8.00%	Beaches and Coastal Structures
4.00%	Estuaries, Deltas, and Lagoons
4.00%	Chemistry of Seawater
4.00%	Physical Properties of Seawater
4.00%	Coastal Sand Dunes
8.00%	Circulation and Water Masses
4.00%	Sea Ice
4.00%	How ocean and atmosphere circulation impact climate
100.00%	Total

Vb. Lab Content:

% of course	Topic
7.00%	Plate Tectonics
8.00%	Marine Charts/ Navigation
7.00%	Bathymetry

8.00%	El Niño Southern Oscillation (ENSO)
8.00%	Marine Sediments
7.00%	Seawater Chemistry
7.00%	Surface currents
8.00%	Thermohaline circulation
7.00%	Nearshore environments
8.00%	Coastal Processes
7.00%	Primary Productivity and Ecology
8.00%	Marine Pollution
10.00%	Climate Change, seawater pH, and alkalinity
100.00%	Total

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

Percentage	Evaluation Method
30 %	Exams/Tests - Three midterm exams will be administered, each worth 10% of the grade.
20 %	Final exam
10 %	Final Project - Science communication project which will be completed in groups of 2-3 students. Students will pick a course topic and create either a video (PSA, advertisement, commercial, documentary style) approximately 3 minutes long. Written projects should be 1000-2000 words and could include a written article for a science communication journal, a blog post, or a comic.
40 %	Lab Reports
100 %	Total

VII. Sample Assignments:

Coastal Processes Assignment:

NAME_____ Welcome to the Santa Monica Beach! Today we are going to make direct observations of the beach and collect data related to the concepts we discussed in class. PART ONE: BEACH ANATOMY 1. Sketch the coastal region from the cliffs to the shore line and label the features you see below (use the figure below to help you identify the features). Include the markers we see in Santa Monica like PCH. 2. Comparing your sketch to the figure above,

what features are missing on the beach in Santa Monica? Why (or why not)? 3. What type of shoreline is this? (Erosional or depositional) Why? PART TWO: SAND 1. Take a small handful of sand and put it on the circle on your paper- you want a single layer of grains. What are the sizes of grains that you see? 2. What makes up the sand? Identify as many particles as you can. 3. Using a magnet, drag it through the sand. What do you see on the magnet? What color are the minerals and what could they be? 4. Dig a trench about 3 feet long by 2 feet deep- sketch the side of the trench (the pattern you see in the sand). Describe the pattern that you see. PART THREE: Longshore Current 1. What direction does the longshore current move on the west coast? 2. Using an orange (provided by your Professor), throw it into the ocean and observe its path. Sketch the path below- indicate with arrows the way the orange moves onto the beach and back out into the surf. Why is the longshore current moving that direction? 3. As you look to the north and the south of the Santa Monica Pier (waaay up the beach), what do you notice about the width of the beach? How does it change? 4. Walk up to the pier and to the end of it (over the ocean). What man-made structure can you see in the ocean to the right of the pier? How might this structure influence wave energy and the movement of sand? PART FOUR: Waves 1. Working with a partner, count the number of waves that pass a fixed point over the course of one minute. 2. Determine wave period (T) by finding a fixed point and timing how long it takes a wave to move past (crest to crest). 3. What type of waves are you observing- spilling breakers, plunging breakers, or surging breakers?

Marine Sediments:

NAME_____ INTRODUCTION Sediment – particles of organic or inorganic matter that accumulate in a loose, unconsolidated form. Sediment can be classified by particle size, or by source (such as terrigenous, biogenous, or hydrogenous). Most sediments on the ocean floor are a mixture of biogenous and terrigenous particles, with an occasional component of hydrogenous sediments. 1. Examine the igneous rock granite in the three trays. What happens to this rock as it is weathered? What happens to sediment once it reaches the ocean? Let's do a simple experiment to find out. HOW FAST DOES SEDIMENT SETTLE THROUGH THE WATER? Settling Experiment Turn the jar upside down then place it back on the table. Watch and record what happens as outlined below: 1. How long does it take for the gravel to settle? 2. How long does it take for the sand to settle? 3. How long does it take for approximately 2 cm of silt to accumulate? Wait long enough for the silt layer to be easily distinguished (at least two minutes). 4. Calculate the settling velocity for the sand layer. Use the equation rate = distance/time 5. Calculate the settling velocity for the silt layer. 6. Write a one or two - sentence hypothesis about the relationship between grain size and settling rate. Now that we have a sense of how sediment will settle and accumulate in a small tube, let's look at accumulation in the ocean. . . . . CALCULATING RATES OF SEDIMENTATION IN THE OCEAN Location Type of sediment Sedimentation rate How many years to deposit 100 meters of sediment? (How long is 100m? Look at the meter stick!) Off the coast of the northeastern United States Terrigenous 10cm/ 1000yr Further off shore in the North Atlantic Biogenic ooze 5cm/ 1000yr Central Pacific Red Clay 0.1cm/ 1000yr 7. Now that you have witnessed sedimentation in a small settling tube, compare to some real-life examples. Calculate the number of years it takes to deposit 100 meters of sediment for each of the locations in Table 1. Record your answers in Table 1.

(easy!) 8. Examining your answers in Table 1, why do you think sedimentation rates change in this manner?

VIII. Student Learning Outcomes

1. Students will demonstrate an understanding of the Earth's coastal shorelines by developing the skills necessary to identify beach erosional and deposition features, coastal sand dunes, and lagoons. In addition, students will recognize the interaction of waves and tides on a shoreline, and how the chemical and physical properties of seawater cause ocean currents.
2. Students demonstrate an understanding of how the oceans and the ocean basins formed, the topography of the sea floor, and the where sediments found on the seafloor come from.
3. Students will demonstrate an understanding of the importance of communicating science to a broad audience by successfully completing a group project that focuses on this very task.

Santa Monica College

Course Outline for
ARCHITECTURE 10, Studio 1 *(formerly INTARC 34B)*

Course Title: Studio 1		Units: 3.00
Total Instructional Hours (usually 18 per unit):	108.00	
Hours per week (full semester equivalent) in Lecture:	2.00	
In-Class Lab:	4.00	
Arranged:		
Outside-of-Class Hours	72.00	

Date Submitted:	August 2019
Date Updated:	
C-ID:	
Transferability:	Transfers to CSU
IGETC Area:	NONE
CSU GE Area:	NONE
SMC GE Area:	NONE

Degree Applicability:	D - Credit - Degree Applicable
Prerequisite(s):	None
Pre/Corequisite(s):	None
Corequisite(s):	None
Skills Advisory(s):	None
Proposed Start Semester	Fall 2020
Grading	Letter Grade or P/NP
Repeatability	No
Library	Library has adequate materials to support course
Minimum Qualifications	Architecture - Any Degree and Professional Experience
Rationale	This course has changed it name and number to reflect the cross listing between architecture and interior architecture. The course description and objectives have been updated to reflect the integration of architecture students.
TOP/SAM	0201.00 - Architecture and Architectural Technology* / C - Clearly Occupational
Program Impact	Proposed for inclusion in a forthcoming degree or certificate: Architecture AS Degree Architecture Certificate Interior Architecture AS Degree Interior Architecture Certificate

I. Catalog Description

An introduction to studio and design theory through exploration in concepts of space, form, function, materials and creative construction. Emphasis is placed on critical thinking and conceptualization as a basis for designing projects through sketching, model making, and other media.

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. Launching the Imagination, 6th, Mary Stewart, McGraw Hill © 2018, ISBN: 9781260154498;
2. Architecture: Form, Space, & Order, 4th, Francis D.K. Ching, Wiley © 2014, ISBN: 978118745083;

III. Course Objectives

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

1. Ability to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.
2. Demonstrate an understanding of how to research, analyze and apply design fundamentals in the development of conceptual designs.
3. Apply principles of design through exploration of various surfaces, forms, and materials.
4. Demonstrate mastery of basic graphic skills in sketching, model-making, and fabrication techniques.
5. Analyze a comprehensive design concept using graphic skills and written and oral communication.

IV. Methods of Presentation:

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

V. Course Content

% of Course	Topic
30.00%	Material Exploration
10.00%	Design Elements
10.00%	Design Principles
20.00%	Construction Techniques
10.00%	Design Process
10.00%	Concept Development (written and oral)
10.00%	Presentation Skills

100.00%	Total

Vb. Lab Content:

% of course	Topic
30.00%	Material Exploration
30.00%	Construction Techniques
20.00%	Principles, Elements, Design Process
10.00%	Concept Development
10.00%	Presentation Skills
100.00%	Total

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

Percentage	Evaluation Method
25 %	Class Work
75 %	Projects - (4) projects at 10%, 1 at 15% and 1 at 20%
100 %	Total

VII. Sample Assignments:

1:

Using a vegetable or fruit, study and draw from all directions (orthographic views), draw a perspective, then cut the object in the transverse direction (plan view) then the longitudinal direction (traditional section view). “Zoom-in” and take a closer look at order, texture, and other elements and principles inherent in the fruit or vegetable. Draw and abstract that information to use as a concept in the design of a paper model which utilizes construction techniques demonstrated and discussed in class. The project will include sketching techniques, plan, section, elevation (orthographic) drawings, and a beginning look at conceptual ideas.

2:

Design a light fixture using an aquarium lobby for the site. Concept should be derived from the animals or environments found in an aquarium. Various building techniques and materials explored in class can be used to design and develop the fixture. The light will be to scale and shall use actual lights to demonstrate the final design. This project utilizes the design process discussed in class, research (visit site, observe building and exhibits), analyze (sketch animals or environments in the space, abstract elements found while drawing), design (using the animal or environment as inspiration, develop a light fixture that does not replicate the original but understands and abstracts elements found when

analyzing), presentation (visual: develop a well-crafted model after a series of sketch models. oral or written: using a formal and narrative description of the design give a presentation to class).

VIII. Student Learning Outcomes

1. Students will exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.
2. Develop, design, craft, and present a series of 3 dimensional models that study design principles using a variety of materials such as paper, metal, and wood.

ARC 10 Distance Education Application

First semester course to be offered: Fall 2020

Guidelines and Questions for Curriculum Approval of a Distance Education Course

Contact/Interaction Guidelines and Best Practices:

To meet ACCJC's Guidelines for Distance Education, SMC's Best Practices Guidelines, and Title 5 regulation (55211), which mandates "regular and effective" contact with the students, courses must include the following interactions:

a. Instructor-student Interaction There should be ***multiple, frequent, and on-going*** communication exchanges between the instructor and ***each*** student via course communication and collaboration features such as discussion threads, blogs or chats, comments on student work, and/or individual e-mail. The instructor should ***regularly*** initiate communication with the students, and promptly respond to communication initiated by the students to ensure effective participation and clarity of material and assignments. The instructor also provides instructions and support as needed for course navigation and information assistance, clarification about content, assignments, projects, quizzes, and exams. On an on-going basis, the instructor also provides performance feedback, comments, recommendations, and suggestions. The instructor informs the students of the expected frequency and times of any type of interaction with the students throughout the course.

b. Student-student Interaction: Students are expected to interact with each other throughout the course and communicate regarding the course material and homework experiences. Typically, students use asynchronous discussion forums and email for communication and collaboration activities.

c. Student-content Interaction: Students interact with the material provided by the instructor. Additionally, to ensure a student-centered e-learning environment, a variety of assignments and activities should be provided. Assignments and activities should be designed for each content module or unit so that students may assess their comprehension of the course material before they complete a graded assignment. These activities are designed to ensure individualized learning, providing immediate and specific instructional feedback while addressing different learning styles. Course material must be easily accessible by all students. Instructional goals require that students frequently (several times per week) interact with online course materials.

1a. Interactions: Describe the nature and expected frequency of instructor-student interactions**:**
The course will begin with a detailed welcome letter which includes pertinent details regarding the course and how the instructor will be in contact with the students. Each week the instructor will post announcements, reminders, or notes regarding assignments. Additionally, content pages will begin each module and will include key information and suggestions for how to approach content. Regular discussion boards will be posted and the instructor will provide comments, input, and feedback just as in a traditional classroom setting. Additionally, constructive feedback will be provided on the homework in a time-frame adequate for students to adjust for the next assignment. The instructor will promptly respond to communication from students via email, the "General Questions" discussion board, and any other communication media used.

1b. Interactions: Describe the nature and expected frequency of student-student interactions**:** Students will engage in weekly discussion board groups where they will be required to reply to at least two students in the class. In the first module, for example, students are asked to introduce themselves and reply to at least two other students in class. From the beginning, a sense of belonging and community is established in the online classroom. Throughout the course of the semester, students can help each other out by posting replies and engage in a discussion in the "General Questions" discussion board. Students will post and discuss projects and research in the discussion boards. Presentations will be recorded and posted on the discussion boards with feedback from students and instructor for developmental feedback and final presentation feedback. The presentations will be within a specific time limit and are given parameters for what should be seen in the video. Instructor will use the online course system to record and transcribe for posting. Students will be required to give qualitative responses to a minimum of 4 other students (when a student already has 4 responses the student will look for another project to comment on so every student gets feedback). This is for the presentation and collaborative portion of class.

1c. Interactions: Describe the nature and expected frequency of student-content interactions**:** The classroom is organized into weekly course modules. Each weekly module consists of: learning objectives for each module, lectures (handouts which are ADA compliant or transcribed recordings), weekly discussion boards which reinforce the weekly concepts, and a reminder on what is due or what progress should be made during the week on the student work or projects.

1d. Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Online Lecture	Lecture Topics will be done in either (or both) written files which are compliant for accessibility or video presentations which are captioned or a combination of both.	30.00%
Discussion Boards	This is a critical component and will comprise discussions on topics and student projects. Discussion boards will be where projects are posted for feedback, a board for general questions for class communication, and instructor feedback.	15.00%
Project Presentation	Students are required to present all projects for grading. This will be done with video presentations which are provided to the class for review, questions, and feedback. Students will be required to provide qualitative feedback or questions and the presenter is required to respond as part of the presentation grade.	20.00%
Study and/or Review Sessions	Group research and discussion shall be required for some of the projects. The class shall be divided into small groups and they shall collaborate in the online class through a tool such as Groups, or Google Drive, or Teams. The small groups shall add	20.00%

	notes and ideas into the small group forum and then develop a write up and visual presentation to post for the class. Each memeber of the group will be given a specific part, such as conceptual write up, research notes, sketches, models. The group shall post their research and visual presentation with the inclusion of what each person was in charge of. Students will be mostly graded on their individual contribution but also for the collaborative effort.	
Videos	Demonstrations of specific modeling or sketching or other skills for class. Videos shall be captioned.	15.00%

Instruction Best Practices:
The course includes Information, Learning, and Communication/Collaboration features that coincide with student learning outcomes specified in the course outline. The course is divided into modules or units that coincide directly with those concepts and objectives described on the course outline. A typical instructional module includes (1) textbook assignment / multimedia references; (2) study guides; (3) instructional activities and practices; (4) discussion forum(s); (5) graded assignment(s); (6) other course-specific components as necessary. The material is presented through the available technologies. Assignment activities allow students to assess their performance and progress in each module at their own pace within the general deadlines provided. Class activities provide immediate feedback to ensure progressive involvement and successful completion of each module in the course.
2. Instruction: 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, demonstrate and give inspirational images or videos for students to use for project development. Rubrics are used to clarify instructor requirements for assignments. The online course system is sufficient in providing for these. Content is organized according to major content headings in the syllabus. Each module clearly states what the objectives are, and the assignments are consistent with the topic for that week. Students will explore modeling concepts in materials such as wood, metal, clay, and foam core. Material models are spaced evenly through the beginning of the semester to allow ample time to complete. The final projects are given in the last part of the semester with due dated established well ahead of time. Materials needed for all projects are given at the beginning of the semester, so student have ample time to purchase what is needed and to be transparent on the cost. Low cost alternative solutions are given or considered.
Assessment Best Practices:
Assessments of various forms are conducted regularly, preferably on a weekly basis. The instructor updates grades in a timely manner. Assessments designed for this course utilize methodologies appropriate for online modality. The bulk of the grade for the course is based on students' ongoing assignments: essays, tests, discussions, group and individual projects. As per current Curriculum guidelines, no singular assessment should be worth more than 30% of the course grade.
3. Assignments / Assessments: Describe how assignments and assessments are used so that instructor-student contact is maintained and students are given regular, meaningful feedback. Describe interactions that encourage students' participation. Describe assessments that are

verifiable, equivalent to on-ground, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed.

% of grade	Activity	Assessment Method
10.00%	Discussion Boards	Weekly discussions will be posted. Students are required to post and reply to a specified number of student posts. Posts are due by one date and responses are due a few days later. Instructors are to grade and post this category each week.
25.00%	Presentations	Using a rubric to establish project parameters, students present projects by the due date. Instructor and class feedback is done within a week. Students grades shall be posted within a week of presentations.
25.00%	Class Exercises	Students will work together or individually on small skill building exercises such as sketch models or research. These exercises directly relate to the class topics and project. Images and write ups of the work are submitted by each student. Instructor shall review and grade the submissions within a week.
40.00%	Projects	Students shall submit final portfolio pages for each project. The submission is digital and ready for inclusion in a digital portfolio at the end of class.

Technology:
Once the online course is approved by Curriculum and the teaching assignment has been approved by Academic Affairs, technical and instructional support is provided by the Faculty/Staff Technology Resources Lab in the Media Center, Room MC 114. It is available to all faculty who teach a Distance Education course for research & development support as well as equipment use. Administrative consultation and support is provided by the Distance Education Program (yarrish_julie@smc.edu or ext.3762). Course design support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138) and platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education pedagogy resources. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.
4. Technology: Describe the technical qualifications an instructor would need and the support that might be necessary for this course to be delivered at a distance (e.g. the college's existing technology, CCCConfer certification, other specialized instructor training, support personnel, materials and resources, technical support, etc.)
Instructor should receive training or be familiar with the college's learning management system. This includes all the required technology for online delivery such as building the course and communication tools such as discussion boards. They should also be aware of the technical support available for faculty and the knowledge to ensure the material and course content is accessible.
Student Support:
All students have access to eCollege's online course demonstration through the Course Demo button on the eCollege home page and, after enrollment, to the online student tutorial accessible on the student's home page. Other resources available to students include: Online application and registration; Online financial aid; Online counseling; Online library services (ebooks, electronic resources, and electronic journalscatalog); Online bookstore; Online and phone Help Desk

support. Additionally, technical support for online students is available through the helpdesk by phone 1-877-740-2213 and via email (helpdesk@smconline.org).
5. Student Support: Describe any student support services one might want or need to integrate into the online classroom for this course (e.g. links to counseling, financial aid, bookstore, library, etc.)
Links to the following should be provided: online tutoring, tutorials for online classes, and technical support.
Accessibility:
All instructors assigned to teach and/or update online components of a course must comply with current legal standards for creating online environments, content, and activities that are accessible to all students including students with disabilities (CCCCO Distance Education Guidelines, CA Code 11135, and Section 508 of the Rehabilitation Act). Please consult the Access Tips Unit in FAC 101 for more information including whom to consult at SMC. The accessibility of publisher content should be verified before texts are adopted. Although SMC lacks the resources to evaluate the accessibility of all outside websites linked from our distance education pages, we are, nonetheless responsible for ensuring that all students have access to all instructional materials. Please endeavor to find accessible resources to minimize the need for last-minute accommodations. Sign-off by DSPS on this application indicates consultation about accessibility guidelines with an SMC compliance specialist.
6. Accessibility: 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 content will be reviewed to ensure compliance is met. Videos shall be close captioned, files and slideshows shall be reviewed for accessibility through the software and through a compliance review.
Online Strategies:
Without the face-to-face contact of the traditional classroom, our lectures, class discussions, collaborative activities, and assignments need to be re-imagined and reformatted for the online environment. Numerous eCollege course design Webinars and course design examples are archived in FAC 101 and support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138). Platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education creation and pedagogy resources from fellow faculty. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.
7. Online Strategies: 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.).
Course Objective: 1. Ability to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design. Using a vegetable or fruit (produce), study and draw from all directions (orthographic views), draw a perspective, then cut the object in the transverse direction (plan view) then the longitudinal direction (traditional section view). “Zoom-in” and take a closer look at order, texture, and other elements and principles inherent in the produce. Draw and abstract that information to use as a concept in the design of a paper model which utilizes construction techniques demonstrated and discussed

in class. The project will include sketching techniques, plan, section, elevation (orthographic) drawings, and a beginning look at conceptual ideas. In the online environment: In the weekly objectives, read or listen to the lecture on principles and elements of design. Then watch the captioned video demonstration on how to draw and divide the chosen produce. The video shows the correlation of the produce drawings to the orthographic drawings we are learning about. Students will further analyze and conceive a design for a conceptual form from the study of the produce. Students will document (take photos of) the sketch models and the construction of the final model. Students will turn in weekly progress images for "discussion" with the class or the instructor. Discussion with instructor can be through the conferring tool (such as ConferNow) for private one-on-one critiques and class discussions (or pin ups) are done through the discussion boards. The images of work done to date are posted with the student giving the concept statement in the post. Classmates are to respond to a minimum of 4 student projects - and if a student already has 4 comments then they are to chose another student so all students receive feedback. Final presentations will be done similarly except the final presentation will be a video of the student presentation with the student and model shown in the presentation. Close ups to show joinery and detail will be required during the video. The video will be done at a time the students sign up for and the instructor will provide a forum in the online course to record the presentation (such as ConferNow). The video will be posted with transcripts for comment by class and instructor. Students will document the final model with photos and then submit a digital file which includes photos of the building process. Students will submit a final portfolio page which includes the produce sketches and analysis, photos of the produce, photos of the final model, and the basic conceptual write up (a formal and narrative description) on a single page. This part is done in the traditional classroom and will be submitted in assignments of the online course. Instructor will give detailed feedback in either written or video format.

Helpful Reminder:

Pre-Course obligations or Best Practices:

The distance learning modality is successful since it appeals to those students who otherwise cannot attend regular on-campus classes and therefore attracts many students who are not exposed to campus culture or protocols. Students may find out about and enroll in an online class through a variety of ways: the course is listed on the college's online schedule of classes, on the eCollege schedule of classes, and in the printed SMC Schedule of Classes; the eCollege listing includes the instructor's e-mail address for direct communication with the instructor and students are likely to contact the instructor prior to the course commencement for information about the course. Additionally, the eCollege listing maintains a course information page which each instructor is obligated to update each semester or intersession as soon as the schedules are posted. Course technical and time management requirements are described for the students in the orientation materials, but it is helpful for each instructor to supplement that information on the individual course information page as well as provide resources, tools, and strategies to help students understand and meet these requirements.

Santa Monica College

Course Outline for
ARCHITECTURE 11, Design Communication 1 *(formerly INTARC 29, INTARC 28B)*

Course Title: Design Communication 1		Units: 3.00
Total Instructional Hours (usually 18 per unit):	108.00	
Hours per week (full semester equivalent) in Lecture:	2.00	
In-Class Lab:	4.00	
Arranged:		
Outside-of-Class Hours	72.00	

Date Submitted:	August 2019
Date Updated:	
C-ID:	
Transferability:	Transfers to CSU
IGETC Area:	NONE
CSU GE Area:	NONE
SMC GE Area:	NONE

Degree Applicability:	D - Credit - Degree Applicable
Prerequisite(s):	None
Pre/Corequisite(s):	None
Corequisite(s):	None
Skills Advisory(s):	None
Proposed Start Semester	Fall 2020
Grading	Letter Grade or P/NP
Repeatability	No
Library	Library has adequate materials to support course
Minimum Qualifications	Architecture - Any Degree and Professional Experience
Rationale	This course has changed it name and number to reflect the cross listing between architecture and interior architecture. The course description and objectives have been updated and revised to include a broader student population (architecture).
TOP/SAM	0201.00 - Architecture and Architectural Technology* / C - Clearly Occupational
Program Impact	Proposed for inclusion in a forthcoming degree or certificate: Architecture

I. Catalog Description

Three dimensional drawing for interior and architectural designers with an emphasis on simplified systems of linear perspective drawing and the fundamentals of quick sketching.

Studies include an introduction to perspective and rendering of interior installations using size, scale, and shading to show depth and 3D form.

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. Design Drawing, 3, Francis D.K. Ching, Wiley © 2019, ISBN: 9781119508595;
2. Architectural Drawing Course: Tools and Techniques for 2D and 3D Representation, 2, Mo Zell, BES Publishing © 2018, ISBN: 9781438011158;

III. Course Objectives

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

1. Develop illustration skills to visually convey ideas
2. Demonstrate an understanding of the principles of various types of drawing techniques: one-point, two-point, and three-point perspective, axonometric, oblique, and isometric.
3. Develop perspective sketches from a variety of sources such as orthographic drawings, digital images or photography, and the built environment.
4. Observe, analyze, and develop drawings from sight.
5. Demonstrate an understanding of basic light logic.
6. Manipulate surface textures and materials, i.e. reflections, wood grain, glass, metal, plastic, soft and hard surfaces; with the use of different medias, such as markers, colored pencils, pastels, and ink.

IV. Methods of Presentation:

Lecture and Discussion, Lab, Observation and Demonstration, Critique, Projects

V. Course Content

% of Course	Topic
10.00%	Free-hand sketching
5.00%	Paraline Drawings (Axonometric, Isometric, Oblique)
10.00%	Converting Orthographic views to perspectives
20.00%	Drawing perspectives (freehand and mechanical - 1 and 2 point)
10.00%	Develop perspectives using photographs and digital modeling
10.00%	Light Logic (tonal shading)
10.00%	Cast shadows and reflections
10.00%	Surface, textures, and materials
15.00%	Using different media such as markers, pastels, ink, colored pencils, and 3D and photo editing software.

100.00%	Total

Vb. Lab Content:

% of course	Topic
50.00%	Develop drawing skills in: freehand, paraline, orthographic, and perspectives.
25.00%	Adding light, shadow, reflections and textures to drawings.
25.00%	Develop digital skills in 3D modeling for export and use in freehand drawings. Also use software to import drawings and add or edit the image.
100.00%	Total

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

Percentage	Evaluation Method
20 %	Class Work - Exercises and discussions
80 %	Projects - 4 to 6 projects ranging from 10-20% each
100 %	Total

VII. Sample Assignments:

Perspectives:

Perspectives: Develop perspectives from measured orthographic plans and elevations. The project must demonstrate correct technical skills and include original design work. Projects are presented in class.

Renderings:

Renderings: You will utilize many of the skills learned in class to develop rendered perspectives of an interior space. The renderings will correctly depict cast shadows, materials, textures and color. Projects are presented in class.

VIII. Student Learning Outcomes

1. Students will exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.
2. Develop, reproduce, and present a set of professional quality perspectives and rendered drawings of interior or exterior space.
3. Observe, analyze, and document space to better understand the built environment.

ARC 11 Distance Education Application

First semester course to be offered: Fall 2020

Guidelines and Questions for Curriculum Approval of a Distance Education Course

Contact/Interaction Guidelines and Best Practices:

To meet ACCJC's Guidelines for Distance Education, SMC's Best Practices Guidelines, and Title 5 regulation (55211), which mandates "regular and effective" contact with the students, courses must include the following interactions:

a. Instructor-student Interaction There should be ***multiple, frequent, and on-going*** communication exchanges between the instructor and ***each*** student via course communication and collaboration features such as discussion threads, blogs or chats, comments on student work, and/or individual e-mail. The instructor should ***regularly*** initiate communication with the students, and promptly respond to communication initiated by the students to ensure effective participation and clarity of material and assignments. The instructor also provides instructions and support as needed for course navigation and information assistance, clarification about content, assignments, projects, quizzes, and exams. On an on-going basis, the instructor also provides performance feedback, comments, recommendations, and suggestions. The instructor informs the students of the expected frequency and times of any type of interaction with the students throughout the course.

b. Student-student Interaction: Students are expected to interact with each other throughout the course and communicate regarding the course material and homework experiences. Typically, students use asynchronous discussion forums and email for communication and collaboration activities.

c. Student-content Interaction: Students interact with the material provided by the instructor. Additionally, to ensure a student-centered e-learning environment, a variety of assignments and activities should be provided. Assignments and activities should be designed for each content module or unit so that students may assess their comprehension of the course material before they complete a graded assignment. These activities are designed to ensure individualized learning, providing immediate and specific instructional feedback while addressing different learning styles. Course material must be easily accessible by all students. Instructional goals require that students frequently (several times per week) interact with online course materials.

1a. Interactions: Describe the nature and expected frequency of instructor-student interactions**:**
The course will begin with a detailed welcome letter which includes pertinent details regarding the course and how the instructor will be in contact with the students. Each week the instructor will post announcements, reminders, or notes regarding assignments. Additionally, content pages will begin each module and will include key information and suggestions for how to approach content. Regular discussion boards will be posted and the instructor will provide comments, input, and feedback just as in a traditional classroom setting. Additionally, constructive feedback will be provided on the homework in a time-frame adequate for students to adjust for the next assignment. The instructor will promptly respond to communication from students via email, the "General Questions" discussion board, and any other communication media used.

1b. Interactions: Describe the nature and expected frequency of student-student interactions**:** Students will engage in weekly discussion board groups where they will be required to reply to at least two students in the class. In the first module, for example, students are asked to introduce themselves and reply to at least two other students in class. From the beginning, a sense of belonging and community is established in the online classroom. Throughout the course of the semester, students can help each other out by posting replies and engage in a discussion in the "General Questions" discussion board. Students will post and discuss projects and research in the discussion boards. Presentations will be recorded and posted on the discussion boards with feedback from students and instructor for developmental feedback and final presentation feedback. The presentations will be within a specific time limit and are given parameters for what should be seen in the video. Instructor will use the online course system to record and transcribe for posting. Students will be required to give qualitative responses to a minimum of 4 other students (when a student already has 4 responses the student will look for another project to comment on, so every student gets feedback). This is for the presentation and collaborative portion of class.

1c. Interactions: Describe the nature and expected frequency of student-content interactions**:** The classroom is organized into weekly course modules. Each weekly module consists of: learning objectives for each module, lectures (handouts which are ADA compliant or transcribed recordings), weekly discussion boards which reinforce the weekly concepts, and a reminder on what is due or what progress should be made during the week on the student work or projects.

1d. Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Online Lecture	Lecture Topics will be done in either (or both) written files which are compliant for accessibility or video presentations which are captioned or a combination of both.	30.00%
Videos	Demonstrations of specific modeling or sketching or other skills for class. Videos shall be captioned.	30.00%
Discussion Boards	This is a critical component and will comprise discussions on topics and student projects. Discussion boards will be where projects are posted for feedback, a board for general questions for class communication, and instructor feedback.	30.00%
Project Presentation	Students are required to present final projects for grading. This will be done with image submission to a discussion board. The class discussion will provide opportunity for review, questions, and feedback. Students will be required to provide qualitative feedback or questions and the presenter is required to respond as part of the presentation grade.	10.00%

Instruction Best Practices:

The course includes Information, Learning, and Communication/Collaboration features that coincide with student learning outcomes specified in the course outline. The course is divided into modules or units that coincide directly with those concepts and objectives described on the course outline. A typical instructional module includes (1) textbook assignment / multimedia references; (2) study guides; (3) instructional activities and practices; (4) discussion forum(s); (5) graded assignment(s); (6) other course-specific components as necessary. The material is presented through the available technologies. Assignment activities allow students to assess their performance and progress in each module at their own pace within the general deadlines provided. Class activities provide immediate feedback to ensure progressive involvement and successful completion of each module in the course.

2. Instruction: 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, demonstrate and give inspirational images or videos for students to use for project development. Rubrics are used to clarify instructor requirements for assignments. The online course system is sufficient in providing for these. Content is organized according to major content headings in the syllabus. Each module clearly states what the objectives are, and the assignments are consistent with the topic for that week. Due dates are given at the beginning of class to allow time for scheduling time to complete project. Assignments are given spaced through the semester to allow ample time to complete. Materials needed for all projects are given at the beginning of the semester, so student have ample time to purchase what is needed and to be transparent on the cost. Low cost alternative solutions are given or considered.

Assessment Best Practices:

Assessments of various forms are conducted regularly, preferably on a weekly basis. The instructor updates grades in a timely manner. Assessments designed for this course utilize methodologies appropriate for online modality. The bulk of the grade for the course is based on students' ongoing assignments: essays, tests, discussions, group and individual projects. As per current Curriculum guidelines, no singular assessment should be worth more than 30% of the course grade.

3. Assignments / Assessments: Describe how assignments and assessments are used so that instructor-student contact is maintained and students are given regular, meaningful feedback. Describe interactions that encourage students' participation. Describe assessments that are verifiable, equivalent to on-ground, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed.

% of grade	Activity	Assessment Method
15.00%	Class Activities and Exercises	Students will work together or individually on small skill building exercises such as sketching stills. These exercises directly relate to the class topics. Images and write ups of the work are submitted by each student individually. Instructor shall review and grade the submissions within a week.
25.00%	Discussion Boards	Weekly discussions will be posted. Students are required to post and reply to a specified number of student posts. Posts are due by one date and responses are due a few days later. Instructors are to grade and post this category each week.

60.00%	Projects	Students shall work on and submit 4-6 projects. The submission is scanned and ready for inclusion in a digital portfolio at the end of class.

Technology:
Once the online course is approved by Curriculum and the teaching assignment has been approved by Academic Affairs, technical and instructional support is provided by the Faculty/Staff Technology Resources Lab in the Media Center, Room MC 114. It is available to all faculty who teach a Distance Education course for research & development support as well as equipment use. Administrative consultation and support is provided by the Distance Education Program (yarrish_julie@smc.edu or ext.3762). Course design support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138) and platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education pedagogy resources. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.
4. Technology: Describe the technical qualifications an instructor would need and the support that might be necessary for this course to be delivered at a distance (e.g. the college's existing technology, CCCConfer certification, other specialized instructor training, support personnel, materials and resources, technical support, etc.)
Instructor should receive training or be familiar with the college's learning management system. This includes all the required technology for online delivery such as building the course and communication tools such as discussion boards. They should also be aware of the technical support available for faculty and the knowledge to ensure the material and course content is accessible.
Student Support:
All students have access to eCollege's online course demonstration through the Course Demo button on the eCollege home page and, after enrollment, to the online student tutorial accessible on the student's home page. Other resources available to students include: Online application and registration; Online financial aid; Online counseling; Online library services (ebooks, electronic resources, and electronic journalscatalog); Online bookstore; Online and phone Help Desk support. Additionally, technical support for online students is available through the helpdesk by phone 1-877-740-2213 and via email (helpdesk@smconline.org).
5. Student Support: Describe any student support services one might want or need to integrate into the online classroom for this course (e.g. links to counseling, financial aid, bookstore, library, etc.)
Links to the following should be provided: online tutoring, tutorials for online classes, and technical support.
Accessibility:
All instructors assigned to teach and/or update online components of a course must comply with current legal standards for creating online environments, content, and activities that are accessible to all students including students with disabilities (CCCCO Distance Education Guidelines, CA Code 11135, and Section 508 of the Rehabilitation Act). Please consult the Access Tips Unit in FAC 101 for more information including whom to consult at SMC. The accessibility of publisher content should be verified before texts are adopted. Although SMC lacks the resources to evaluate the accessibility of all outside websites linked from our distance education pages, we are, nonetheless responsible for ensuring that all students have access to all

instructional materials. Please endeavor to find accessible resources to minimize the need for last-minute accommodations. Sign-off by DSPS on this application indicates consultation about accessibility guidelines with an SMC compliance specialist.

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Online Strategies:

Without the face-to-face contact of the traditional classroom, our lectures, class discussions, collaborative activities, and assignments need to be re-imagined and reformatted for the online environment. Numerous eCollege course design Webinars and course design examples are archived in FAC 101 and support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138). Platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education creation and pedagogy resources from fellow faculty. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

7. Online Strategies: 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.).

Course Objective: 1. Develop illustration skills to visually convey ideas Sample Assignment: Perspectives: students will develop perspectives from measured orthographic plans and elevations. The project must demonstrate correct technical skills and include original design work. Projects are presented in class. Online Process: Students will read or listen to lectures and demonstrations which are posted in the online course - the handouts shall be accessible and the videos shall have transcripts. Then they will draft from their computers using the techniques demonstrated and discussed in lectures. Pin ups or discussions with instructor and other students will be done periodically to assure understanding and mastery of the skill. This is accomplished through discussion boards or conferencing tools such as ConferNow. In addition, the final project is to be documented by scanning and submitting to the online course. Instructors will give feedback within a week and grades will be posted shortly thereafter.

Helpful Reminder:

Pre-Course obligations or Best Practices:

The distance learning modality is successful since it appeals to those students who otherwise cannot attend regular on-campus classes and therefore attracts many students who are not exposed to campus culture or protocols. Students may find out about and enroll in an online class through a variety of ways: the course is listed on the college's online schedule of classes, on the eCollege schedule of classes, and in the printed SMC Schedule of Classes; the eCollege listing includes the instructor's e-mail address for direct communication with the instructor and students are likely to contact the instructor prior to the course commencement for information about the course. Additionally, the eCollege listing maintains a course information page which each

instructor is obligated to update each semester or intersession as soon as the schedules are posted. Course technical and time management requirements are described for the students in the orientation materials, but it is helpful for each instructor to supplement that information on the individual course information page as well as provide resources, tools, and strategies to help students understand and meet these requirements.

Santa Monica College

Course Outline for
ARCHITECTURE 20, Studio 2 *(formerly INTARC 31)*

Course Title: Studio 2		Units: 3.00
Total Instructional Hours (usually 18 per unit):	108.00	
Hours per week (full semester equivalent) in Lecture:	2.00	
In-Class Lab:	4.00	
Arranged:		
Outside-of-Class Hours	72.00	

Date Submitted:	August 2019
Date Updated:	
C-ID:	
Transferability:	Transfers to CSU
IGETC Area:	NONE
CSU GE Area:	NONE
SMC GE Area:	NONE

Degree Applicability:	D - Credit - Degree Applicable
Prerequisite(s):	ARC 10
Pre/Corequisite(s):	None
Corequisite(s):	None
Skills Advisory(s):	ARC 11
Proposed Start Semester	Fall 2020
Grading	Letter Grade or P/NP
Repeatability	No
Library	Library has adequate materials to support course
Minimum Qualifications	Architecture - Any Degree and Professional Experience
Rationale	This course is intended for Architecture and Interior Design Students. It has been updated and revised to include a broader student population (architecture) and a more in-depth study of design through design process and precedent studies.
TOP/SAM	0201.00 - Architecture and Architectural Technology* / C - Clearly Occupational
Program Impact	Proposed for inclusion in a forthcoming degree or certificate: Architecture

I. Catalog Description

A studio course which focuses on the development of context and precedent while designing spaces and architectural forms. Simple built environments are developed using design principles in context with spatial relationships, human interaction, and materiality.

Emphasis is placed on the design process and human experience. Visual and oral presentations are used in the development of a course portfolio

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. Analyzing Architecture, 4, Simon Unwin, Routledge © 2014, ISBN: 978041571962;
2. Interior Design Visual Presentation: A Guide to Graphics, Models, and Presentation Techniques, 5, Maureen Mitton, Wiley © 2018, ISBN: 9781119312529;
3. An Introduction to Architecture, Francis Ching and James Eckler, Wiley © 2018, ISBN: 9781118142066;

III. Course Objectives

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

1. Demonstrate the ability to think critically about design issues through written and graphic program analysis.
2. Research, analyze, and apply lessons learned from architectural case studies for a given design problem.
3. Perform basic site research and understand how site factors influence design responses.
4. Develop a comprehensive design concept that gives meaning to and informs all design decisions.
5. Able to give presentations for projects which demonstrate an understanding of concept, logic, and communication.

IV. Methods of Presentation:

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

V. Course Content

% of Course	Topic
15.00%	Precedent or Case Studies
10.00%	Application of Design Elements and Principles
20.00%	Develop and utilize Design Processes and Concepts
20.00%	Site, building, and client analysis (Design Context)
15.00%	Human experience and interaction within spaces
10.00%	Drawing, measurements, materials
10.00%	Building Systems such as lighting

100.00%	Total

Vb. Lab Content:

% of course	Topic
40.00%	Demonstration and practice of skill techniques such as drawing, measuring, or developing details or parts
40.00%	Collaboration and presentation for feedback from class and instructor.
20.00%	
100.00%	Total

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

Percentage	Evaluation Method
25 %	Class Work - Research and Analysis: 1 at 5% and 2 at 10% each
75 %	Projects - Projects - 1 at 20%, 1 at 20%, 1 at 25%, and 1 at 30%
100 %	Total

VII. Sample Assignments:

Case Study:
The class will review specific case studies to abstract and inform a design project. Students will be given a space and a client to research and analyze. Using the case study as an inspiration and the analysis of the space and client, students will design and present to the class a project that shows a relationship to the client and the environment of the space. The project and presentation shall demonstrate an understanding of the design principles from the case study and have creatively implemented an inspired interpretation.

Thoreau:
Students will read excerpts from Thoreau and develop a cabin for an identified site which responds to the author's description of living. Students are to develop a client profile which shows empathy for the author and the person to live in the space. The project shall cover environmental and site considerations, connecting inside and out, space planning, building form, and material selection. Project shall be presented to the class.

VIII. Student Learning Outcomes

1. Students will exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.
2. The ability to abstract and utilize design principles from case studies.

3. Research, analyze, develop, design, and present a series of design projects with an understanding of human interaction with the built environment.

ADVISORY Checklist and Worksheet: Architecture – ARC 20 – Studio 2

Proposed Advisory: ARC 11 – Design Communication 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**	

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: **ARC 20**

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

A)	Demonstrate illustration skills to visually convey ideas.
B)	Develop perspective sketches and drawings.
C)	Observe, analyze, and develop drawings from sight.
D)	Draw textures and materials using a variety of medias.

EXIT SKILLS (objectives) FROM: **ARC 11**

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

1.	Demonstrate illustration skills to visually convey ideas.
2.	Develop perspective sketches and drawings.
3.	Observe, analyze, and develop drawings from sight.
4.	Draw textures and materials using a variety of medias.

		ENTRANCE SKILLS FOR: **ARC 20**							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: **ARC 11**	1	X							
	2		X						
	3			X					
	4				X				
	5								
	6								
	7								
	8								

Prerequisite/Corequisite Checklist and Worksheet: Architecture – ARC 20 – Studio 2

Prerequisite: ARC 10 ; Studio 1

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

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

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

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

X Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, …)
Complete the Prerequisite Worksheet

ENTRANCE SKILLS FOR **ARC 20**

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

A)	Ability to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.
B)	Ability to research, analyze and apply design fundamentals in the development of conceptual designs.
C)	Apply principles of design through exploration of various surfaces, forms, and materials.
D)	Demonstrate mastery of basic graphic skills in sketching, model-making, and fabrication techniques.
E)	Communicate a comprehensive design concept using graphic skills and written and oral communication.

EXIT SKILLS (objectives) FOR **ARC 11**

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

1.	Ability to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.
2.	Ability to research, analyze and apply design fundamentals in the development of conceptual designs.
3.	Apply principles of design through exploration of various surfaces, forms, and materials.
4.	Demonstrate mastery of basic graphic skills in sketching, model-making, and fabrication techniques.
5.	Communicate a comprehensive design concept using graphic skills and written and oral communication.

	ENTRANCE SKILLS FOR (ARC 11A)								
EXIT SKILLS FOR (ARC 10A)		A	B	C	D	E	F	G	H
	1	X							
	2		X						
	3			X					
	4				X				
	5					X			
	6								
	7								
	8								

Santa Monica College

Course Outline for
ARCHITECTURE 21, Design Communication 2 *(formerly INTARC 28A, INTARC 35)*

Course Title: Design Communication 2		Units: 3.00
Total Instructional Hours (usually 18 per unit):	108.00	
Hours per week (full semester equivalent) in Lecture:	2.00	
In-Class Lab:	4.00	
Arranged:		
Outside-of-Class Hours	72.00	

Date Submitted:	September 2019
Date Updated:	
C-ID:	
Transferability:	Transfers to CSU
IGETC Area:	NONE
CSU GE Area:	NONE
SMC GE Area:	NONE

Degree Applicability:	D - Credit - Degree Applicable
Prerequisite(s):	None
Pre/Corequisite(s):	None
Corequisite(s):	None
Skills Advisory(s):	None
Proposed Start Semester	Fall 2020
Grading	Letter Grade or P/NP
Repeatability	No
Library	Library has adequate materials to support course
Minimum Qualifications	Architecture - Any Degree and Professional Experience
Rationale	This course has changed it name and number to reflect the cross listing between architecture and interior architecture. The course description and objectives have been updated and revised to include a broader student population (architecture).
TOP/SAM	0201.00 - Architecture and Architectural Technology* / C - Clearly Occupational
Program Impact	Proposed for inclusion in a forthcoming degree or certificate: Architecture

I. Catalog Description

This course develops the fundamentals of communicating ideas through the integration of computer graphics and traditional drawing. Emphasis is placed on developing skills in 2D drafting and architectural drawings.

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. Mastering AutoCAD 2019 and AutoCAD LT 2019, 1, George Omura, Sybex © 2018, ISBN: 978-1119495000;
2. AutoCAD 2019 for Beginners, 6, CADfolks, CreateSpace Independent © 2018, ISBN: 978-1719344623;

III. Course Objectives

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

1. Identify and draft orthographic drawings including plan, section and elevation.
2. Understand the difference between orthographic drawings and perspectives.
3. Utilize computer software programs for architectural drafting.
4. Apply text, dimensions, hatches, and layers to drawings.
5. Demonstrate an understanding of the use of external references, raster images, blocks, symbols libraries
6. Produce industry standard sheets for construction documents.
7. Demonstrate an understanding of scale as it applies to drafting and plotting.
8. Explain how to export drawings to an industry wide standard such as PDF (Portable Document Format) and to other software applications.

IV. Methods of Presentation:

Lecture and Discussion, Lab, Observation and Demonstration, Critique, Projects

V. Course Content

% of Course	Topic
30.00%	2D drawing and editing commands
10.00%	Layers
20.00%	Hatching, drawings symbols, text
20.00%	Dimensions, scale, sheets, cross referencing
10.00%	Blocks and external references
10.00%	Plotting and exporting files
100.00%	Total

Vb. Lab Content:

% of course	Topic
70.00%	
20.00%	

10.00%	
100.00%	Total

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

Percentage	Evaluation Method
20 %	Class Work - Exercises and discussions
80 %	Projects - 4 to 6 projects ranging from 10-20% each
100 %	Total

VII. Sample Assignments:

Floor Plans:

Draft a set of floor plans for a previously established building. Then design the furniture layout for the space. Floor plans will be scalable and have dimensions, room names, furniture and flooring designations. Drawings will be plotted to a PDF format and submitted to the instructor for evaluation.

Block Library:

Block Library Develop an original set of furniture or landscape blocks. Each of you will draft a different design to share with the rest of the class to build a personal Block Library.

VIII. Student Learning Outcomes

1. Students will exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.
2. Prepare a simple set of working drawings that reflect design industry standards of content, accuracy, data integrity, and coordination.
3. Print drawings to scale with appropriate dimensions, text, symbols, and cross referencing.

Santa Monica College

Course Outline for
ARCHITECTURE 31, Design Communication 3 *(formerly INTARC 38)*

Course Title: Design Communication 3		Units: 3.00
Total Instructional Hours (usually 18 per unit):	108.00	
Hours per week (full semester equivalent) in Lecture:	2.00	
In-Class Lab:	4.00	
Arranged:		
Outside-of-Class Hours	72.00	

Date Submitted:	September 2019
Date Updated:	
C-ID:	
Transferability:	Transfers to CSU
IGETC Area:	NONE
CSU GE Area:	NONE
SMC GE Area:	NONE

Degree Applicability:	D - Credit - Degree Applicable
Prerequisite(s):	None
Pre/Corequisite(s):	None
Corequisite(s):	None
Skills Advisory(s):	None
Proposed Start Semester	Fall 2020
Grading	Letter Grade or P/NP
Repeatability	No
Library	Library has adequate materials to support course
Minimum Qualifications	Architecture - Any Degree and Professional Experience
Rationale	This course has changed it name and number to reflect the cross listing between architecture and interior architecture. The course description and objectives have been updated and revised to include a broader student population (architecture).
TOP/SAM	0201.00 - Architecture and Architectural Technology* / C - Clearly Occupational
Program Impact	Proposed for inclusion in a forthcoming degree or certificate: Architecture

I. Catalog Description

Develop advanced skills in two-dimensional and three-dimensional digital drafting and rendering for Interior and Architectural designers.

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. Mastering Autodesk Revit 2020, 1, RObert Yori and Marcus Kim, Sybex © 2019, ISBN: 978-1119570127;
2. Design Integration using Autodesk 2019, 6, SDC, SDC © 2018, ISBN: 978-1630571795;

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. Analyze the ability to set up a project and use the work environment.
3. Create Floor Plans, Sections, Elevations, 3D views, and Family Components.
4. Create renderings and a basic walk-through of a space or building.
5. Apply textures and materials to model.
6. Demonstrate an understanding of how to print or export files to present a completed project to scale and on time.
7. Analyze the collaborative design process with other disciplines.
8. Discuss current and future trends in the industry software.

IV. Methods of Presentation:

Lecture and Discussion, Lab, Observation and Demonstration, Critique, Projects

V. Course Content

% of Course	Topic
20.00%	Basic software commands
10.00%	Project Set up
20.00%	Creating Families
10.00%	Lighting
10.00%	Set up views: plan section, elevation, etc.
15.00%	Rendering model, views, and walk-thrus
15.00%	Printing and exporting files to other applications
100.00%	Total

Vb. Lab Content:

% of course	Topic
50.00%	Develop skills in building a model with an understanding of the building type and construction phase

15.00%	Apply knowledge of annotation for drawing sheets, setting up sheets, and exporting digital files to other applications.
20.00%	Applying lights, textures, materials, and rendering views
15.00%	Creating student designed families for inclusion in a project.
100.00%	Total

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

Percentage	Evaluation Method
20 %	Class Work - Exercises and Discussions
80 %	Projects - 2-3 projects ranging from 10-30% each
100 %	Total

VII. Sample Assignments:

Model a Building:

Choose a building to model. The building model will be structural accurate, include materials, light fixtures, furniture and fixtures. Drawings shall be produced for plans, section, elevation, and perspectives. Camera views shall be created from a variety of directions. The model will be rendered from different views and lighting conditions.

Creating Families:

Creating Families: Develop an original Family to use in a project. The Family must have a minimum of 3 options in size and configuration and all options shall have materials. The family shall be placed in a student project and submitted for review.

VIII. Student Learning Outcomes

1. Students will exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.
2. Develop a 3D model of an architectural building or space using industry standard software and modeling technology.
3. Render and export a series of 3D views using materials, shading, lighting, and perspectives. Then import and modify views in an editing application.

Santa Monica College

Course Outline for
ARCHITECTURE 41, Design Communication 4 *(formerly INTARC 70)*

Course Title: Design Communication 4		Units: 3.00
Total Instructional Hours (usually 18 per unit):	108.00	
Hours per week (full semester equivalent) in Lecture:	2.00	
In-Class Lab:	4.00	
Arranged:		
Outside-of-Class Hours	72.00	

Date Submitted:	October 2019
Date Updated:	
C-ID:	
Transferability:	Transfers to CSU
IGETC Area:	NONE
CSU GE Area:	NONE
SMC GE Area:	NONE

Degree Applicability:	D - Credit - Degree Applicable
Prerequisite(s):	None
Pre/Corequisite(s):	None
Corequisite(s):	None
Skills Advisory(s):	ARC 31
Proposed Start Semester	Fall 2020
Grading	Letter Grade or P/NP
Repeatability	No
Library	Library has adequate materials to support course
Minimum Qualifications	Architecture - Any Degree and Professional Experience
Rationale	Reinstating a course for the architecture digital design certificate. Updates made for new software and export techniques.
TOP/SAM	0201.00 - Architecture and Architectural Technology* / C - Clearly Occupational
Program Impact	Proposed for inclusion in a forthcoming degree or certificate: Digital Production and Design for Interiors and Architecture

I. Catalog Description

This is a studio course in 3D Computer Rendering and Animation. It will cover advanced computer applications in a virtual interior with an emphasis on lighting, textures, and camera angles. Students will create walk-throughs and digital 3D visual representations of interior spaces.

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. Digital Media Series: Rhinoceros, Jinmo Rhee and Eddy Man Kim, Carnegie Melon University © 2019, ISBN: 978-1798011355;

III. Course Objectives

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

1. Use industry 3D rendering software to create models which can be used to render exterior and interior views.
2. Import models and textures from other modeling and graphics programs.
3. Apply techniques in lighting and camera placement in order to produce a scene that reflects realism.
4. Use mapping techniques to create realistic textures and finishes.
5. Be able to create lights that are similar to the real environment for light studies of the space.
6. Apply techniques in animation to create realistic walk-throughs.
7. Develop a 3D model for a Virtual Reality setting.

IV. Methods of Presentation:

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

V. Course Content

% of Course	Topic
5.00%	Introduction to computer modeling and rendering terms. Introduction to software and the software environment.
10.00%	Commands and techniques for creating 3D objects
10.00%	Commands and techniques for modifying 3D objects
20.00%	Creating and using materials and textures.
20.00%	Creating camera angles and lighting effects to render a scene or animation.
20.00%	Advanced modeling techniques such as nurbs and spline based modeling.
15.00%	Export and output techniques for rendering, animation, or fabrication.
100.00%	Total

Vb. Lab Content:

% of course	Topic
10.00%	Explore commands and the software envirnment.

20.00%	Create 3D models using a variety of techniques such as solids, meshes, and nurbs.
20.00%	Create and use textures and materials in the 3D environment
20.00%	Creating light sources and using lighting in a variety of settings.
20.00%	Creating cameras and rendering views of the model.
15.00%	Creating walk-through of the model and creating files for fabrication and virtual reality.
105.00%	Total

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

Percentage	Evaluation Method
10 %	Class Participation
10 %	Class Work
60 %	Projects - 3 projects at 20% each (or a maximum of 30%)
20 %	Research Projects
100 %	Total

VII. Sample Assignments:

3D modeling and rendering:

You will be given a project build as a 3D model. The project will include textures and materials to create a realistic space. A minimum of 2 rendered images showing distinctly different views and techniques will be required. These images will be formatted for portfolio and class presentation.

Walk-throughs:

You will create a walk through of the building. The presentation video shall be a minimum of 1 minute in duration and showcase key features of the 3D model. Choose one aspect of the building to develop for virtual reality - this can be a part of the walk-through or a specific room or area of the model.

VIII. Student Learning Outcomes

1. Students will exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.
2. Students will create realistic renderings and walk-throughs with materials, textures, and lighting.

ADVISORY Checklist and Worksheet: Architecture – ARC 41 – Design Communications 4

Proposed Advisory: ARC 31 – Design Communication 3

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**	

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: **ARC 41**

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

A)	Able to create drawings which contain industry standard information.
B)	Able to create renderings of project designs.
C)	Able to print or export files to another application.

EXIT SKILLS (objectives) FROM: **ARC 31**

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

1.	Create floor plans, sections, elevations. 3D views, and components.
2.	Create basic rendering and walk-through of a space of building.
3.	Print or export files to present a completed project to scale and on time.

		ENTRANCE SKILLS FOR: **ARC 41**							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: **ARC 31**	1	X							
	2		X						
	3			X					
	4								
	5								
	6								
	7								
	8								

Santa Monica College

Course Outline for
ARCHITECTURE 51, Design Communication 5 *(formerly INTARC 65)*

Course Title: Design Communication 5		Units: 3.00
Total Instructional Hours (usually 18 per unit):	108.00	
Hours per week (full semester equivalent) in Lecture:	2.00	
In-Class Lab:	4.00	
Arranged:		
Outside-of-Class Hours	72.00	

Date Submitted:	October 2019
Date Updated:	
C-ID:	
Transferability:	Transfers to CSU
IGETC Area:	NONE
CSU GE Area:	NONE
SMC GE Area:	NONE

Degree Applicability:	D - Credit - Degree Applicable
Prerequisite(s):	None
Pre/Corequisite(s):	None
Corequisite(s):	None
Skills Advisory(s):	None
Proposed Start Semester	Fall 2020
Grading	Letter Grade or P/NP
Repeatability	No
Library	Library has adequate materials to support course
Minimum Qualifications	Architecture - Any Degree and Professional Experience
Rationale	This course has changed it name and number to reflect the cross listing between architecture and interior architecture. The course description and objectives have been updated and revised to include a broader student population (architecture).
TOP/SAM	0201.00 - Architecture and Architectural Technology* / C - Clearly Occupational
Program Impact	Proposed for inclusion in a forthcoming degree or certificate: Digital Production and Design for Interiors and Architecture

I. Catalog Description

Digitally build and enhance images for professional presentations through the exploration of materials, light, color, texture, and shadows. Emphasis is placed on producing realistic images for professional interior and architectural design work.

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. Adobe Photoshop CC Classroom in a Book, 1, Andrew Faulkner, Adobe Press © 2019, ISBN: 978-0135261781;

III. Course Objectives

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

1. Ability to create, import, and export a variety of file types for editing and use in industry software.
2. Demonstrate a variety of realistic and artistic effects that can be achieved using digital media.
3. Apply knowledge of light, shade and shadow on a 2D drawing to give the illusion of three-dimensional form.
4. Demonstrate ability to represent a variety of materials, textures, and color in digitally realistic images.

IV. Methods of Presentation:

Lecture and Discussion, Lab, Observation and Demonstration, Projects

V. Course Content

% of Course	Topic
5.00%	Introduction to course, equipment, and digital media software.
10.00%	Basic commands for creating and building
10.00%	Basic commands for modifying and editing
30.00%	Applying materials, textures, and shadows to images.
20.00%	Rendering a variety of materials and objects (such as reflective materials and people, plants, and other objects).
15.00%	Create, render, and export presentation boards of student work.
10.00%	Create custom library of reusable color palettes, textures, patterns, plants, people, and other objects.
100.00%	Total

Vb. Lab Content:

% of course	Topic

15.00%	Practice using commands
5.00%	Importing a variety of image file formats from other applications.
40.00%	Creating and importing a variety of materials and textures.
30.00%	Exploring lighting and rendering.
10.00%	Export files to other applications and for printing.
100.00%	Total

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

Percentage	Evaluation Method
10 %	Class Participation - Student presentations and discussions
10 %	Class Work - Class exercises to reinforce skills.
20 %	Final Project
60 %	Projects - 6-8 projects with an individual maximum percentage of 30% (typically 5-10% each).
100 %	Total

VII. Sample Assignments:

Assignment 1:

Using the line drawing provided, create a simple but realistic environment using the techniques discussed and demonstrated in class. Requirements: 1. Chair is to be upholstered with a seamless pattern made from one of the provided fabric swatches. Fabric colors;may be altered if necessary to achieve a harmonious setting. 2. Chair must observe proper use of light logic. Use the tools demonstrated in class including the Dodge and Burn tools, feathered selections, painting in modes other than Normal etc. 3. Wall must be decorated with some type of patterned wallpaper using a seamless pattern created from a wallpaper swatch. Swatches will be provided, however, students have the option to use patterned wallpaper of their own choosing. 4. Environment must include some type of patterned flooring. Examples would include: hardwood, ceramic tiles, patterned carpet and throw rugs etc. 5. Once rendering is complete, create one color variation using Hue Saturation, or Color Balance palettes. 6. Students are to incorporate some of their own personality and design sense into the rendering.

Assignment 2:

Using the rules of light logic and techniques discussed and demonstrated thus far in class, shade the four basic shapes (rectangle, sphere, cylinder, and cone) using the line drawings provided. Follow the guidelines outlined below for each shape. A. Cubes- following the 2 rules of light logic for rectangular shapes and the techniques discussed and demonstrated

in class, use the line drawing provided to illustrate the rectangles outlined below. 1. Block in each side of the rectangles using solid value to represent change of plane. Save as a separate file.(class demo). 2. After blocking in the values (#1) use Hue & Saturation to colorize each rectangle. Make each rectangle a different color. Save as a separate file. (class demo). 3. Using the gradient tool, assign different gradient values to each plane so as to represent basic light logic. Save as a separate file. (class demo). 4. Using cubes #3 as a base, apply a texture to the rectangles and allowing logic to still show value changes for each plane. B. Spheres- following the basic rules of light logic and the techniques discussed and demonstrated in class; use the line drawing provided to illustrate the spheres as outlined below. 1. Create a custom gradient using the gradient editor and apply it to each sphere to represent light logic . Save as a separate file.(class demo). 2. After shading the spheres using just value (#1) use hue saturation to colorize each sphere. Make each rectangle a different color. Save as a separate file. (class demo). 3. Using the gradient tool, create custom gradients representing different colors but having the same color reflected light to illustrate each sphere.. Save as a separate file. (class demo). 4. Using spheres #3 as a base, apply a texture to the spheres allowing logic to still show the light logic. Save as a separate file. (class demo). C. Cylinders following the basic rules of light logic and the techniques discussed and demonstrated in class; use the line drawing provided to illustrate the cylinders as outlined below. 1. Using the Pen Tool, create the necessary paths around the cylinder and use them to make selections for the different parts of each cylinder, then illustrate the cylinders using correct light logic. When finishes, the lines that originally represented the cylinders should NOT be visible. Save as a separate file.(class demo). 2. Using cylinders #1 as a base, create additional paths for selections, and illustrate cylinders with different size and shaped holes using correct light logic. Save as a separate file. (class demo). 3. Using cylinders #2 as a base, add a different textures to the outside (only) of each cylinder. Save as a separate file. (class demo). 4. Using cylinders #2 as a base, colorize each cylinder then distort the cylinders using PS’s Liquefy Filter and then use Chrome Filter to create the illusion of shiny plastic. Save as a separate file. (class demo).

VIII. Student Learning Outcomes

1. Students will exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.
2. Students will be able to create realistic perspective renderings using textures, shadows, and lighting using industry software.

Santa Monica College

Course Outline for
COSMETOLOGY 77, Barbering

Course Title: Barbering		Units: 2.00
Total Instructional Hours (usually 18 per unit):	72.00	
Hours per week (full semester equivalent) in Lecture:	1.00	
In-Class Lab:	3.00	
Arranged:		
Outside-of-Class Hours	36.00	

Date Submitted:	February 2020
Date Updated:	
C-ID:	
Transferability:	NONE
IGETC Area:	NONE
CSU GE Area:	NONE
SMC GE Area:	• GENERAL EDUCATION PATTERN (SMC GE) ○ Area III: Humanities

Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	Possession of a cosmetology license or Completion of 1,250 hours in barbering coursework COSM 31A
Pre/Corequisite(s):	None
Corequisite(s):	None
Skills Advisory(s):	None

I. Catalog Description

This course provides training required for the barbering license for the state of California. This course includes facial hair design, health and safety, and preparation and performance of shaving.

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. Standard Barbering, 6th, Milady, Milady © 2017, ISBN: 978-1-3051-0055-8;
2. Standard Barbering Workbook, 6th, Milady, Milady © 2017, ISBN: 978-1-305-10066-4;

3. Barbering Standard Exam Review, 6th, Milady, Cengage © 2017, ISBN: 9781305100671;

III. Course Objectives

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

1. Demonstrate an understanding of the fundamentals of shaving.
2. Discuss the importance of sanitation and safety precautions associated with straight razor shaving.
3. Identify the 14 shaving areas of the face and neck.
4. Demonstrate a facial and neck shave along with a mustache and beard trim.
5. Explain the important characteristics used to determine a mustache design based on the individual client's needs.

IV. Methods of Presentation:

Lab, Lecture and Discussion, Observation and Demonstration, Projects, Visiting Lecturers, Critique, Field Trips

V. Course Content

% of Course	Topic
50.00%	The art of shaving
35.00%	Beard and mustache sculpting
15.00%	Skin fade
100.00%	Total

Vb. Lab Content:

% of course	Topic
100.00%	Application of skills learned in lecture.
100.00%	Total

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

Percentage	Evaluation Method
20 %	Class Participation
20 %	Exams/Tests
20 %	Final exam
20 %	Final Performance

10 %	Homework
10 %	Quizzes
100 %	Total

VII. Sample Assignments:

Assignment #1:

1. In the Milady Standard Barbering workbook complete chapter 13: -Guidelines for shaving a client -The 14 shaving areas of the face -Razor positions and strokes to perform a shave safely and effectively -The differences between various facial hair designs -Infectious control and safety precautions associated with shaving -How to handle a straight razor safely -Freehand, backhand, reverse-freehand, and reverse-backhand positions and strokes -Shave services -Neck shave -Mustache trim -Cutting in beard deigns 2. Explain the guidelines of designing a man's beard and mustache to complement the shape of his face. 3. Given a practical assignment of shaving, present your work via pictures or video, step by step, and explain in writing your achievement.

Assignment #2:

Explain the guidelines of designing a man's beard and mustache to complement the shape of his face. Given a practical assignment of shaving, present your work via pictures or video, step by step, and explain in writing your achievement.

VIII. Student Learning Outcomes

1. Given appropriate tools, students will give examples of proper sanitation and disinfection techniques.
2. Given a client, students will demonstrate the proper way to shave a client using the 14 areas of the face and neck.
3. Given a client, students will demonstrate the proper beard and mustache style for the appropriate face shape.
4. Explain cutting techniques using clippers and razor on facial hair.

Santa Monica College

Course Outline for
COSMETOLOGY 78, Barbering 2

Course Title: Barbering 2		Units: 1.00
Total Instructional Hours (usually 18 per unit):	36.00	
Hours per week (full semester equivalent) in Lecture:	0.50	
In-Class Lab:	1.50	
Arranged:		
Outside-of-Class Hours	18.00	

Date Submitted:	February 2020
Date Updated:	
C-ID:	
Transferability:	NONE
IGETC Area:	NONE
CSU GE Area:	NONE
SMC GE Area:	NONE

Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	Possession of a cosmetology license or COSM 50A and Completion of 1,250 hours in barbering coursework
Pre/Corequisite(s):	None
Corequisite(s):	None
Skills Advisory(s):	None

I. Catalog Description

This course is required for the barbering license for the state of California. This course will prepare students for the practical portion of the comprehensive test with emphasis on shaving techniques.

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. Standard Barbering, 6th, Milady, Milady, Cengage © 2017, ISBN: 978-1-3051-0055-8;
2. Standard Barbering Workbook, 6th, Milady, Milady, Cengage © 2017, ISBN: 978-1-305-10066-4;

3. Barbering Standard Exam Review, 6th, Milady, Milady, Cengage © 2017, ISBN: 9781305100671;

III. Course Objectives

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

1. Demonstrate the necessary skills in shaving techniques to pass the state board examination.
2. Describe the process of taking and passing the California state board examination.

IV. Methods of Presentation:

Lab, Lecture and Discussion, Observation and Demonstration, Projects, Visiting Lecturers, Critique, Field Trips

V. Course Content

% of Course	Topic
50.00%	Shaving methods as mandated by the state board examination
50.00%	Preparation for licensure
100.00%	Total

Vb. Lab Content:

% of course	Topic
100.00%	Application of skills learned in lecture.
100.00%	Total

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

Percentage	Evaluation Method
20 %	Class Participation
20 %	Exams/Tests
20 %	Final exam
20 %	Final Performance
10 %	Homework
10 %	Quizzes
100 %	Total

VII. Sample Assignments:

Assignment #1:

Given a practical assignment, present your work via pictures or video, step by step, and explain in writing your achievement.

Assignment #2:

Given a client, execute a haircut, style, shave, and beard sculpting within the state board guidelines.

VIII. Student Learning Outcomes

1. Describe the process of taking and passing your state licensing examination.
2. Explain shaving techniques using a razor.
3. Describe the differences between various facial-hair designs.
4. Demonstrate cutting beard designs.

Santa Monica College

Course Outline for
DANCE 31, Ballet I

Course Title: Ballet I		Units: 2.00
Total Instructional Hours (usually 18 per unit):	72.00	
Hours per week (full semester equivalent) in Lecture:	1.00	
In-Class Lab:	3.00	
Arranged:	0.00	
Outside-of-Class Hours	36.00	

Date Submitted:	August 2019
Date Updated:	
C-ID:	
Transferability:	Transfers to CSU Transfers to UC
IGETC Area:	NONE
CSU GE Area:	NONE
SMC GE Area:	NONE

Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	None
Pre/Corequisite(s):	None
Corequisite(s):	None
Skills Advisory(s):	None
Rationale	Instructing a beginning ballet class for 1:20 has been a struggle since it is extremely hard to fit every class material within 1:20. As Dance 31 requires much practice to train students with new ballet skills, we believe that increasing an additional 40 minutes is necessary for a student success in this course. Teaching body placement/alignment along with introducing new ballet vocabularies/movements is very complicated and foreign to the beginning level of students. Learning the basic fundamentals of ballet technique also requires more time to practice in the studio with the instructor's guidance. By increasing an additional 40 minutes, instructors will have more time to review the terminology, demonstrate movement materials in depth, and discuss important historical contexts at the end of the class, which will reinforce/give students a solid ballet foundation to continue to the next level.

I. Catalog Description

This course is designed to introduce the concepts and principles of classical ballet technique to the beginning student with emphasis on body alignment/placement. Correct

body alignment and stance will be stressed throughout the semester. Class will be taught in the classically accepted manner of learning ballet technique with movement phrases demonstrated by the instructor then practiced by the student to musical accompaniment. Movement vocabulary designed to improve and enhance each dancer's strength, coordination and flexibility will be included in each class.

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. Ballet Basics, 5th, Hammond, McGraw-Hill Humanities/Social Sciences/Languages © 2003;
2. Technical Manual and Dictionary of Classical Ballet, Grant, G., BN Publishing © 2013, ISBN: 978-1607963332;
3. Richards, C.. Ballet Flashcards, 4Plat Swan , 01-01-2009

III. Course Objectives

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

1. Explain dance as a performing art at a beginning level;
2. Recognize the body as aesthetic form at a beginning level;
3. Discuss the relationship of dance and music at a beginning level;
4. Demonstrate concepts of body alignment and structural placement at a beginning level;
5. Identify classical ballet terminology at a beginning level;
6. Explain protocol and discipline of the ballet class at a beginning level;
7. Demonstrate basic positions and basic barre work;
8. Demonstrate barre exercises in a simple form, with even tempi, and with simple port de bras
9. Demonstrate centre work including port de bras, body positions and stage/performer directions at a beginning level;
10. Demonstrate basic adage movements
11. Demonstrate basic petit and grand allegro movements;
12. Demonstrate basic locomotor sequences across the floor and on diagonal.

IV. Methods of Presentation:

Other, Other (Specify), Lecture and Discussion, Observation and Demonstration
Other Methods: Presentation of audio and visual examples; Use of video recording and feedback; dance concert observations.

V. Course Content

% of Course	Topic
20.00%	Introduction to concept of body alignments and structural placement
20.00%	Introduction of basic movements and positions of body in ballet technique

5.00%	Preparation of instrument - indtroduction to preparatory flexibility/strength conditioning
20.00%	Introduction of ballet vocabulary and continuing discussion of terminology
10.00%	Continuing movement practice at barre (Pliè/Tendu/Dégagé/ Rond de Jambe/Fondu/Frappé/Développé/Arabesque/Échappé)
5.00%	Introduction to injury prevention and anatomical knowledge
10.00%	Introduction to simple steps and traveling sequence at centre (Adage/Assemblé/Glissade/Jeté/Moderate jumps)
10.00%	Textbook discussion and concert observation
100.00%	Total

Vb. Lab Content:

% of course	**Topic**
100.00%	Application of skills.
100.00%	Total

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

Percentage	Evaluation Method
40 %	Class Participation
40 %	Final exam - Practical/dance = 25 Vocabulary/written = 15
10 %	Other - Concert critique
10 %	Written assignments
100 %	Total

VII. Sample Assignments:

Written assingment:

Describe the principles of classical ballet technique and explain the meaning of terminology taught in class.

Dance Critique:

2. All students will attend SMC live dance concerts, Synapse and Global Motion. A dance concert review will be written, describing the overall content of the program, and at least one dance of particular interest. Dance title, choreographer, music title and composer should be identified. The meaning, theme, and/or traditional origin of the dance should be discussed. The movement style, quality, and compositional design should be described.

VIII. Student Learning Outcomes

1. Demonstrate basic technique at barre and centre with proper body placement and alignment (Simple enchainment of adagio and petit allegro ¿ 5 feet positions, port de bras, directions of body, small jumps and prep for pirouette).
2. Identify ballet vocabulary introduced in class and understand concepts of each movement.
3. Recognize basic 3/4, 4/4 musical meter and phrasing with the relationship of movement steps.

Santa Monica College

Course Outline for
Interior Architectural Design 15, 2D Color Theory *(formerly INTARC 34)*

Course Title: 2D Color Theory		Units: 3.00
Total Instructional Hours (usually 18 per unit):	108.00	
Hours per week (full semester equivalent) in Lecture:	1.50	
In-Class Lab:	4.50	
Arranged:		
Outside-of-Class Hours	54.00	

Date Submitted:	October 2019
Date Updated:	
C-ID:	
Transferability:	Transfers to CSU Transfers to UC
IGETC Area:	NONE
CSU GE Area:	NONE
SMC GE Area:	NONE

Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	None
Pre/Corequisite(s):	None
Corequisite(s):	None
Skills Advisory(s):	None
Proposed Start Semester	Fall 2020
Grading	Letter Grade or P/NP
Repeatability	No
Library	Library has adequate materials to support course
Minimum Qualifications	Interior Design: Any Degree and Professional Experience
Rationale	Intarc program is being renamed and renumbered to align with the new ARC program. Course description and books have been updated.
TOP/SAM	1302.00 - Interior Design and Merchandising* / C - Clearly Occupational
Program Impact	Proposed for inclusion in an existing degree or certificate: Interior Architectural Design (Associate in Science (AS) / Certificate of Achievement)

I. Catalog Description

This course addresses basic color design theory and application. Students utilize tools, materials, and equipment to develop technical skills applicable to interior, architectural

and other related fields of design. Students identify cultural heritages, the psychological implications of design and are introduced to Computer Palettes.

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. Color + Design: Transforming Interior Space, 2nd, Reed, Ronald L., Fairchild © 2017, ISBN: 9781501316784;
2. Understanding Color: An Introduction for Designers, 5th, Linda Holtzschue, Wiley © 2017, ISBN: 978-1-118-92078-7;

III. Course Objectives

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

1. Demonstrate understanding of basic color theory & color design principles in the visual arts.
2. Produce projects based on universally recognized color systems and theories. (i.e.; Itten, Albers, Munsell, RGB/CMY, etc).
3. Apply basic principles of color in design including: historical uses of color; associations & interactions between colors, spatial use, and psychological effects of color.
4. Graphically and orally present projects to the class and have open discussions of the design & techniques used.

IV. Methods of Presentation:

Projects, Lecture and Discussion, Observation and Demonstration, Online instructor-provided resources, Critique

V. Course Content

% of Course	Topic
10.00%	12 Hue Color Wheel
10.00%	Value Study
10.00%	Neutralization / Intensity
10.00%	Color Mixing
10.00%	Color Harmony Schemes
10.00%	Contrasts in Interiors
10.00%	Color in furnishing design
10.00%	Natural Color Study
10.00%	Color Associations
10.00%	Color Psychology

100.00%	Total

Vb. Lab Content:

% of course	Topic
30.00%	Throughout the semester, lectures on color theory is introduced and then practiced with small projects.
20.00%	Color Harmony and Contrast
20.00%	Color Associations and Psychology
20.00%	Color Wheel and value study
10.00%	Natural color study
100.00%	Total

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

Percentage	Evaluation Method
10 %	Class Participation
20 %	Final Project
10 %	Other - Exercises
60 %	Projects - 20% Project 1 20% Project 2 20% Project 3
100 %	Total

VII. Sample Assignments:

Color Studies:

Students will design and present a minimum of 4 color studies. Projects will be presented as a board or digital presentation that illustrates specific color systems and theories.The studies must show an understanding of the principles and theories and show original work as well as historical and contemporary examples.Projects will be presented in class.

Material board:

Students will design and present a color and material board for a simple interior space. Student presentations will include what theories and systems were used as inspiration and how they incorporated these into their designed project.Student evaluation is based on the quality of work presented and the accuracy and understanding of the principles used.

VIII. Student Learning Outcomes

1. Students will exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.

2. Design, Develop, Craft & Present a series of color study projects based on universally recognized color systems & theories as applied to interior architecture.

Santa Monica College

Course Outline for
Interior Architectural Design 25, Materials and Products for Interior Architectural Design *(formerly INTARC 36)*

Course Title: Materials and Products for Interior Architectural Design	Units: 3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	
Outside-of-Class Hours	108.00

Date Submitted:	May 2011
Date Updated:	
C-ID:	
Transferability:	Transfers to CSU
IGETC Area:	NONE
CSU GE Area:	NONE
SMC GE Area:	NONE

Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	None
Pre/Corequisite(s):	None
Corequisite(s):	None
Skills Advisory(s):	None
Proposed Start Semester	Fall 2020
Grading	Letter Grade or P/NP
Repeatability	No
Library	Please provide library copy of: Interior Design Materials and Specification by Lisa Godsey
Minimum Qualifications	Interior Design: Any Degree and Professional Experience
Rationale	This course has changed its name and number to reflect the cross listing between architecture and interior architecture. The course description and objectives have been updated to reflect the integration of both programs.
TOP/SAM	1302.00 - Interior Design and Merchandising* / C - Clearly Occupational
Program Impact	Proposed for inclusion in an existing degree or certificate: Interior Architectural Design (Associate in Science (AS) / Certificate of Achievement)

I. Catalog Description

This course analyzes, applies, and evaluates construction materials, finishes, furnishings, and resources used in Interior Architectural Design through lectures and field trips. Topics of discussion include methods of detailing, fabrication, product innovation, as well as sustainability issues.

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. Interior Graphic Standards Student Edition, 2nd, Binggeli, Corky, Wiley © 2011, ISBN: 978-0-470-44544-0;
2. Materials for Interior Environments , 2nd, Binggely, Corky, Wiley © 2013, ISBN: 9781118306352;
3. Interior Design Materials and Specification, 3rd, Godsey, Lisa, Fairchild © 2017, ISBN: 978-1501317590;

III. Course Objectives

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

1. Analyze interior furnishings and finish materials with consideration in functional, aesthetic, safety, and maintenance needs.
2. Identify characteristics that contribute to material's sustainability and environmental factors.
3. Identify testing methods and standards used to determine code compliance for interior furnishings and finish materials.
4. Identify market centers, resources and distribution channels for interior furnishings and finish materials.
5. Identify installation criteria and construction details for interior materials.
6. Create preliminary product specifications for interior furnishings and finish materials.
7. Create furniture and finish schedule to be included in a set of construction documents.

IV. Methods of Presentation:

Observation and Demonstration, Online instructor-provided resources, Projects, Visiting Lecturers, Field Trips, Lecture and Discussion

V. Course Content

% of Course	Topic
20.00%	Flooring Systems
20.00%	Interior Wall Finishes
5.00%	Window and Door Systems
10.00%	Furniture Materials
10.00%	Product maintenance, liability, and installation

20.00%	Product Specification and coordination
5.00%	Details: floor transition, casework, etc.
10.00%	Sustainability
100.00%	Total

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

Percentage	Evaluation Method
10 %	Class Participation
30 %	Exams/Tests
30 %	Projects - Specification Book
30 %	Research Projects - Materials research
100 %	Total

VII. Sample Assignments:

Specification schedule and sheets:
Students will create a furniture and finish specification sheets for a project they already finished in a design studio class.They will create a finish plan and a furniture plan with labels that corresponds to the specification sheets. Manufacturer's data for the products will be collected.

Material research and presentation:
Students will choose a single material used in an interior environment (instructor approved) to research and explore.Project should be thoroughly researched, citing sources. Overall project will be in a power point format including title, images, videos, etc.

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. Have a basic understanding of surface materials and products related to the interior design field.

Santa Monica College

Course Outline for
GLOBAL STUDIES 95, Global Los Angeles-- Experiential Learning

Course Title: Global Los Angeles-- Experiential Learning — Units: 0.50

Total Instructional Hours (usually 18 per unit):	36.00
Hours per week (full semester equivalent) in Lecture:	0.00
In-Class Lab:	0.00
Arranged:	2.00
Outside-of-Class Hours	0.00

Date Submitted:	November 2019
Date Updated:	
C-ID:	
Transferability:	NONE
IGETC Area:	NONE
CSU GE Area:	NONE
SMC GE Area:	NONE

Degree Applicability:	
Prerequisite(s):	None
Pre/Corequisite(s):	None
Corequisite(s):	None
Skills Advisory(s):	ENGL 1
Rationale:	This course was removed as a requirement from the Global Studies AA/CoA in 2016-17. Therefore, the course should be deactivated as there is no compelling reason to maintain it nor are there any articulation agreements related to this course.

I. Catalog Description

This course is a practicum in global studies in a local setting. As a hands-on course, students will engage in experiential learning outside the classroom through various agencies which have significant ties to international/global issues. Each student will develop a reading list, customized to their particular agency's focus and complete a minimum of 30 hours of volunteer work with that agency. Students are required to complete a faculty-led orientation and submit academically-sound reflection journals to the SMC instructor. By applying theoretical ideas and empirical data to their experiences, students develop a deeper understanding of international and global relations and issues, particularly as they impact the target population(s) of the organization with which students are working.

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. In conjunction with the instructor and the agency's staff, the student will construct an appropriate reading list. Additionally, several articles and/or excerpts regarding a more general understanding of global studies will be assigned by the instructor.

III. Course Objectives

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

1. Identify the global context within which the agency's target population(s) exists.
2. Identify the problems and/or concerns of the agency and how those concerns are linked to global processes.
3. Identify the impact of the agency's concern on the local population and environment.
4. Apply theoretical concepts and empirical data to the agency's concern and methodology.
5. Demonstrate an understanding of basic concepts in human geography, including trends in populations, migrations, cultures, and economics that impact both the local milieu and the agency's concern.
6. Identify the diversity, connections, and change that help define Los Angeles.

IIIb. Arranged Hours Objectives:

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

IV. Methods of Presentation:

Discussion, Other (Specify)
Other Methods: An orientation will provide an introduction and discussion of basic concepts that will be addressed in the course. Instructors will approve the placement site.

IVb. Arranged Hours Instructional Activities:

V. Course Content

% of Course	Topic
15.00%	Introduction to course requirements, basic concepts in global studies, basic concepts in experiential learning, and how they are applied in the particular situation involved.
10.00%	Development of an appropriate reading list.
75.00%	Applying theoretical and empirical knowledge to lived experiences through experiential learning.
100.00%	Total

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

Percentage	Evaluation Method
70 %	Other - 10% Development of appropriate reading list. 60% Academically-sound Experiential Learning Reflection Journals (approximately 6).
30 %	Papers - Final Paper
100 %	Total

VII. Sample Assignments:

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Journal Submission Question: Discuss the relationship between the global economy and migration as it particularly impacts your agency, its target population, and Los Angeles. Use the theoretical issues and empirical data from the article you have been assigned.
Journal Submission Question: Discuss how the political systems in at least two countries impact your agency, its target population, and Los Angeles. Use the theoretical issues and empirical data from the article you have been assigned.

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VIII. Student Learning Outcomes

Santa Monica College

Course Outline for
GEOGRAPHY 1, Physical Geography

Course Title: Physical Geography		Units: 3.00
Total Instructional Hours (usually 18 per unit):	54.00	
Hours per week (full semester equivalent) in Lecture:	3.00	
In-Class Lab:	0.00	
Arranged:		
Outside-of-Class Hours	108.00	

Date Submitted:	February 2020
Date Updated:	
C-ID:	GEOG 110
Transferability:	Transfers to CSU Transfers to UC
IGETC Area:	• IGETC Area 5: Physical and Biological Sciences (mark all that apply) ○ A: Physical Science
CSU GE Area:	• CSU GE Area B: Scientific Inquiry and Quantitative Reasoning (mark all that apply) ○ B1 - Physical Science
SMC GE Area:	• GENERAL EDUCATION PATTERN (SMC GE) ○ Area I: Natural Science

Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	None
Pre/Corequisite(s):	None
Corequisite(s):	None
Skills Advisory(s):	Eligibility for English 1

I. Catalog Description

This course surveys the distribution and relationships of environmental elements in our atmosphere, lithosphere, hydrosphere and biosphere, including weather, climate, water resources, landforms, soils, natural vegetation, and wildlife. Focus is on the systems and cycles of our natural world, including the effects of the sun and moon on environmental processes, and the roles played by humans.

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. Geosystems: An Introduction to Physical Geography, 9th, Christopherson, R.W., Pearson © 2014, ISBN: 0321926986;
2. McKnight's Physical Geography: A Landscape Appreciation, 12th, Hess, D. and Tasa, D.G., Pearson © 2016, ISBN: 978-0134195421;

III. Course Objectives

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

1. Apply knowledge of systems and cycles to understand Earth processes, landscapes, and resources.
2. Analyze the physical characteristics, distribution, and interrelationships of selected elements of the natural environment in our atmosphere, lithosphere, hydrosphere, and biosphere.
3. Measure Earth's shape and motions and understand their importance.
4. Read and interpret maps.
5. Use basic remote sensing systems to understand Earth.
6. Recognize the connections between weather elements (such as temperature, moisture, winds, weather systems, etc.) and other elements of Earth's realms (such as atmosphere-ocean interactions), and the forces that change them.
7. Distinguish between Earth's different climates and why they exist.
8. Apply knowledge of materials of Earth's crust, internal mountain building and external denudational forces to understand and analyze landforms.
9. Recognize and explain the systems and cycles of the biosphere, biogeographic processes, global ecosystems, and the distribution of plants and animals.
10. Explain the nature and great diversity of landscapes on Earth and the processes changing them.

IV. Methods of Presentation:

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

Other Methods: Lectures, accompanied by diagrams, demonstrations, slides, power point, videos, and other audiovisual support as needed.

V. Course Content

% of Course	Topic
10.00%	The Geographic Grid, Maps, and Remote Sensing
10.00%	Seasons and Time, Earth-Sun-Moon Relationships.
10.00%	The Earth's Atmosphere and Oceans.
20.00%	Weather Systems, Climate and Climate Change.

15.00%	Earth Materials and Plate Tectonics.
15.00%	Geomorphology and Hydrology.
5.00%	Soils and Soil-Forming Processes.
15.00%	Biogeography and Distribution of Natural Vegetation.
100.00%	Total

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

Percentage	Evaluation Method
20 %	Class Work - Weekly homework assignments
80 %	Exams/Tests - At least four objective examinations.
100 %	Total

VII. Sample Assignments:

Hydrlogic Cycle:
Follow a drop of water through the hydrologic cycle. Note the source of energy that drives this cycle, the different states of water, and discuss the importance of this cycle in producing landscapes and accessible water supplies that support life (including humans) on Earth.

Plate Tectonics:
Describe and discuss the forces and processes shaping a particular landscape. Use the theory of plate tectonics to explain any past or current internal mountain building forces and discuss the external (denudational) forces that are shaping it.

VIII. Student Learning Outcomes

1. Students will identify the processes and forces that are changing our atmosphere, lithosphere, hydrosphere, and biosphere and will realize that powerful connections exist between the physical realms of the Earth.
2. Students will recognize the fundamental elements of land formation including landforms at a global scale, a regional scale, and a local scale.
3. Students will use the Geology Time Scale as a summary timeline for all of Earth history.
4. Students will recognize and differentiate between the cycles and systems that shape our natural world.

GEOG 1 Distance Education Application

First semester course to be offered: Spring 2020

Guidelines and Questions for Curriculum Approval of a Distance Education Course

Contact/Interaction Guidelines and Best Practices:

To meet ACCJC's Guidelines for Distance Education, SMC's Best Practices Guidelines, and Title 5 regulation (55211), which mandates "regular and effective" contact with the students, courses must include the following interactions:

a. Instructor-student Interaction There should be ***multiple, frequent, and on-going*** communication exchanges between the instructor and ***each*** student via course communication and collaboration features such as discussion threads, blogs or chats, comments on student work, and/or individual e-mail. The instructor should ***regularly*** initiate communication with the students, and promptly respond to communication initiated by the students to ensure effective participation and clarity of material and assignments. The instructor also provides instructions and support as needed for course navigation and information assistance, clarification about content, assignments, projects, quizzes, and exams. On an on-going basis, the instructor also provides performance feedback, comments, recommendations, and suggestions. The instructor informs the students of the expected frequency and times of any type of interaction with the students throughout the course.

b. Student-student Interaction: Students are expected to interact with each other throughout the course and communicate regarding the course material and homework experiences. Typically, students use asynchronous discussion forums and email for communication and collaboration activities.

c. Student-content Interaction: Students interact with the material provided by the instructor. Additionally, to ensure a student-centered e-learning environment, a variety of assignments and activities should be provided. Assignments and activities should be designed for each content module or unit so that students may assess their comprehension of the course material before they complete a graded assignment. These activities are designed to ensure individualized learning, providing immediate and specific instructional feedback while addressing different learning styles. Course material must be easily accessible by all students. Instructional goals require that students frequently (several times per week) interact with online course materials.

1a. Interactions: Describe the nature and expected frequency of instructor-student interactions**:** There will be multiple, frequent and on-going communication between the instructor and each student via threaded discussions, email and online chats that occur throughout the course. These communications can be initiated by either the instructor or the student, as needed. The instructor will provide on-going feedback, comments and suggestions to assist and improve student performance. The instructor will also provide instructions and support as needed for course navigation. Examples of such instructions include a welcome letter at beginning of semester, weekly announcement to highlight tasks to be done each week, and reminders for assignments that have due dates approaching. Further clarification will also be provided regarding content,

exams and other assignments. The instructor will also provide a virtual office and will be available to talk to students over the phone if necessary.

1b. Interactions: Describe the nature and expected frequency of student-student interactions**:** Students will participate in student-student interactions using threaded discussions and online study groups. On discussion board, students will be able to communicate with each other regarding course material and assignments. A virtual student lounge will also be provided to encourage students to interact with each other on a more personal level. Students will also be grouped and work together to finish certain assignments, including group discussion on videos, lecture presentations, and group projects.

1c. Interactions: Describe the nature and expected frequency of student-content interactions**:** Students will engage with the content regularly throughout the course. Each unit will include online lectures, video links and practice quizzes that will allow the student to assess their comprehension of the course content before they complete a graded assignment. The practice quizzes will provide immediate feedback to support different student learning styles. Students will also we asked to watch online videos and perform exercises on external web sites.

1d. Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	Students will be required to respond to questions posted both by the instructor and other students	20.00%
Online Lecture	Online PowerPoint presentations with notes and/or reading assignments from an online text along with links to external content.	20.00%
Videos	Students will be required to view and comment upon online videos assigned by the instructor	20.00%
Project Presentation	At the end of the semester, collaborative groups of students will be required to prepare a presentation on an astronomical subject of their choosing (subject to instructor approval) and upload it to Canvas. Students are expected to answer questions about their presentation from the instructor and other students.	10.00%
Exams	Online quizzes will be given after every unit and exams will be given after every module.	30.00%

Instruction Best Practices:
The course includes Information, Learning, and Communication/Collaboration features that coincide with student learning outcomes specified in the course outline. The course is divided into modules or units that coincide directly with those concepts and objectives described on the course outline. A typical instructional module includes (1) textbook assignment / multimedia references; (2) study guides; (3) instructional activities and practices; (4) discussion forum(s); (5) graded assignment(s); (6) other course-specific components as necessary. The material is

presented through the available technologies. Assignment activities allow students to assess their performance and progress in each module at their own pace within the general deadlines provided. Class activities provide immediate feedback to ensure progressive involvement and successful completion of each module in the course.

2. Instruction: 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.)

TThe course will be divided into four units, and each unit will focus on one major Earth's sphere (i.e. Atmosphere, Hydrosphere, Lithosphere and Biosphere). Each unit will be broken down into smaller modules. Each module will have introductory material in the form of a PowerPoint presentation and/or a reading assignment from an online text, video presentations/animations, a discussion board and a quiz. An exam will be given at the end of each unit. At the end of the semester, students will work in groups on a project such as a PowerPoint presentation or a video presentation. Students will be required to answer questions about this from the instructor and other students.

Assessment Best Practices:

Assessments of various forms are conducted regularly, preferably on a weekly basis. The instructor updates grades in a timely manner. Assessments designed for this course utilize methodologies appropriate for online modality. The bulk of the grade for the course is based on students' ongoing assignments: essays, tests, discussions, group and individual projects. As per current Curriculum guidelines, no singular assessment should be worth more than 30% of the course grade.

3. Assignments / Assessments: Describe how assignments and assessments are used so that instructor-student contact is maintained and students are given regular, meaningful feedback. Describe interactions that encourage students' participation. Describe assessments that are verifiable, equivalent to on-ground, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed.

% of grade	Activity	Assessment Method
40.00%	Exams	There will be an exam at the end of each course unit (four in total throughout the semester). Each exam will be in the form of either a multiple choice test or a paper submitted online
20.00%	Threaded Discussion	Students will be expected to contribute to and respond to posted in threaded discussions placed in each unit.
10.00%	Webliography	- Every week, students will be expected to find web resources for the class and post them in the class Webibliography. Suggested examples would include providing links to "Geography in the News' as a source of current events.
20.00%	Group Project	At the end of the semester, students will work in groups on a presentation and will be expected to respond to questions on it from the instructor and other students.
10.00%	Journals	Each week, students will be expected to post journal entries, reflecting on their experience in the class.

Technology:

Once the online course is approved by Curriculum and the teaching assignment has been approved by Academic Affairs, technical and instructional support is provided by the Faculty/Staff Technology Resources Lab in the Media Center, Room MC 114. It is available to all faculty who teach a Distance Education course for research & development support as well as equipment use. Administrative consultation and support is provided by the Distance Education Program (yarrish_julie@smc.edu or ext.3762). Course design support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138) and platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education pedagogy resources. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

4. Technology: 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.)

Familiarity with Canvas, Zoom . No other specialized training or support will be required.

Student Support:

All students have access to eCollege's online course demonstration through the Course Demo button on the eCollege home page and, after enrollment, to the online student tutorial accessible on the student's home page. Other resources available to students include: Online application and registration; Online financial aid; Online counseling; Online library services (ebooks, electronic resources, and electronic journalscatalog); Online bookstore; Online and phone Help Desk support. Additionally, technical support for online students is available through the helpdesk by phone 1-877-740-2213 and via email (helpdesk@smconline.org).

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

Links to library databases will be provided as an integral part of the course.

Accessibility:

All instructors assigned to teach and/or update online components of a course must comply with current legal standards for creating online environments, content, and activities that are accessible to all students including students with disabilities (CCCCO Distance Education Guidelines, CA Code 11135, and Section 508 of the Rehabilitation Act). Please consult the Access Tips Unit in FAC 101 for more information including whom to consult at SMC. The accessibility of publisher content should be verified before texts are adopted. Although SMC lacks the resources to evaluate the accessibility of all outside websites linked from our distance education pages, we are, nonetheless responsible for ensuring that all students have access to all instructional materials. Please endeavor to find accessible resources to minimize the need for last-minute accommodations. Sign-off by DSPS on this application indicates consultation about accessibility guidelines with an SMC compliance specialist.

6. Accessibility: 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.

Online lecture presentations and assignments will be made accessible by incorporating design features such as alternative text, headings for data tables, and skip navigation. Whenever

possible, links to additional materials that are likewise accessible will be chosen; when that is not possible, appropriate alternative accommodations will be made by the instructor.

Online Strategies:

Without the face-to-face contact of the traditional classroom, our lectures, class discussions, collaborative activities, and assignments need to be re-imagined and reformatted for the online environment. Numerous eCollege course design Webinars and course design examples are archived in FAC 101 and support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138). Platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education creation and pedagogy resources from fellow faculty. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

7. Online Strategies: 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.).

OBJECTIVE: Apply knowledge of materials of Earth's crust, internal mountain building and external denudational forces to understand and analyze landforms. Describe and discuss the forces and processes shaping a particular landscape. Use the theory of plate tectonics to explain any past or current internal mountain building forces and discuss the external (denudational) forces that are shaping it. Give examples of folded mountains, volcanic mountains and faulted mountains as determined through plate tectonics forces.

Helpful Reminder:

Pre-Course obligations or Best Practices:

The distance learning modality is successful since it appeals to those students who otherwise cannot attend regular on-campus classes and therefore attracts many students who are not exposed to campus culture or protocols. Students may find out about and enroll in an online class through a variety of ways: the course is listed on the college's online schedule of classes, on the eCollege schedule of classes, and in the printed SMC Schedule of Classes; the eCollege listing includes the instructor's e-mail address for direct communication with the instructor and students are likely to contact the instructor prior to the course commencement for information about the course. Additionally, the eCollege listing maintains a course information page which each instructor is obligated to update each semester or intersession as soon as the schedules are posted. Course technical and time management requirements are described for the students in the orientation materials, but it is helpful for each instructor to supplement that information on the individual course information page as well as provide resources, tools, and strategies to help students understand and meet these requirements.

ARC 51 Distance Education Application

First semester course to be offered: Fall 2020

Guidelines and Questions for Curriculum Approval of a Distance Education Course

Contact/Interaction Guidelines and Best Practices:

To meet ACCJC's Guidelines for Distance Education, SMC's Best Practices Guidelines, and Title 5 regulation (55211), which mandates "regular and effective" contact with the students, courses must include the following interactions:

a. Instructor-student Interaction There should be ***multiple, frequent, and on-going*** communication exchanges between the instructor and ***each*** student via course communication and collaboration features such as discussion threads, blogs or chats, comments on student work, and/or individual e-mail. The instructor should ***regularly*** initiate communication with the students, and promptly respond to communication initiated by the students to ensure effective participation and clarity of material and assignments. The instructor also provides instructions and support as needed for course navigation and information assistance, clarification about content, assignments, projects, quizzes, and exams. On an on-going basis, the instructor also provides performance feedback, comments, recommendations, and suggestions. The instructor informs the students of the expected frequency and times of any type of interaction with the students throughout the course.

b. Student-student Interaction: Students are expected to interact with each other throughout the course and communicate regarding the course material and homework experiences. Typically, students use asynchronous discussion forums and email for communication and collaboration activities.

c. Student-content Interaction: Students interact with the material provided by the instructor. Additionally, to ensure a student-centered e-learning environment, a variety of assignments and activities should be provided. Assignments and activities should be designed for each content module or unit so that students may assess their comprehension of the course material before they complete a graded assignment. These activities are designed to ensure individualized learning, providing immediate and specific instructional feedback while addressing different learning styles. Course material must be easily accessible by all students. Instructional goals require that students frequently (several times per week) interact with online course materials.

1a. Interactions: Describe the nature and expected frequency of instructor-student interactions**:**
The course will begin with a detailed welcome letter which includes pertinent details regarding the course and how the instructor will be in contact with the students. Each week the instructor will post announcements, reminders, or notes regarding assignments. Additionally, content pages will begin each module and will include key information and suggestions for how to approach content. Regular discussion boards will be posted and the instructor will provide comments, input, and feedback just as in a traditional classroom setting. Additionally, constructive feedback will be provided on the homework in a time-frame adequate for students to adjust for the next assignment. The instructor will promptly respond to communication from students via email, the "General Questions" discussion board, and any other communication media used.

1b. Interactions: Describe the nature and expected frequency of student-student interactions**:** Students will engage in weekly discussion board groups where they will be required to reply to at least two students in the class. In the first module, for example, students are asked to introduce themselves and reply to at least two other students in class. From the beginning, a sense of belonging and community is established in the online classroom. Throughout the course of the semester, students can help each other out by posting replies and engage in a discussion in the "General Questions" discussion board. Students will post and discuss projects and research in the discussion boards. Presentations will be recorded and posted on the discussion boards with feedback from students and instructor for developmental feedback and final presentation feedback. The presentations will be within a specific time limit and are given parameters for what should be seen in the video. Instructor will use the online course system to record and transcribe for posting. Students will be required to give qualitative responses to a minimum of 4 other students (when a student already has 4 responses the student will look for another project to comment on, so every student gets feedback). This is for the presentation and collaborative portion of class.

1c. Interactions: Describe the nature and expected frequency of student-content interactions**:** The classroom is organized into weekly course modules. Each weekly module consists of: learning objectives for each module, lectures (handouts which are ADA compliant or transcribed recordings), weekly discussion boards which reinforce the weekly concepts, and a reminder on what is due or what progress should be made during the week on the student work or projects.

1d. Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Online Lecture	Lecture Topics will be done in either (or both) written files which are compliant for accessibility or video presentations which are captioned or a combination of both.	30.00%
Videos	Demonstrations of specific modeling or sketching or other skills for class. Videos shall be captioned.	30.00%
Discussion Boards	This is a critical component and will comprise discussions on topics and student projects. Discussion boards will be where projects are posted for feedback, a board for general questions for class communication, and instructor feedback.	30.00%
Project Presentation	Students are required to present final projects for grading. This will be done with image submission to a discussion board. The class discussion will provide opportunity for review, questions, and feedback. Students will be required to provide qualitative feedback or questions and the presenter is required to respond as part of the presentation grade.	10.00%

Instruction Best Practices:

The course includes Information, Learning, and Communication/Collaboration features that coincide with student learning outcomes specified in the course outline. The course is divided into modules or units that coincide directly with those concepts and objectives described on the course outline. A typical instructional module includes (1) textbook assignment / multimedia references; (2) study guides; (3) instructional activities and practices; (4) discussion forum(s); (5) graded assignment(s); (6) other course-specific components as necessary. The material is presented through the available technologies. Assignment activities allow students to assess their performance and progress in each module at their own pace within the general deadlines provided. Class activities provide immediate feedback to ensure progressive involvement and successful completion of each module in the course.

2. Instruction: 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, demonstrate and give inspirational images or videos for students to use for project development. Rubrics are used to clarify instructor requirements for assignments. The online course system is sufficient in providing for these. Content is organized according to major content headings in the syllabus. Each module clearly states what the objectives are, and the assignments are consistent with the topic for that week. Due dates are given at the beginning of class to allow time for scheduling time to complete project. Assignments are given spaced through the semester to allow ample time to complete. Materials needed for all projects are given at the beginning of the semester, so student have ample time to purchase what is needed and to be transparent on the cost. Low cost alternative solutions are given or considered.

Assessment Best Practices:

Assessments of various forms are conducted regularly, preferably on a weekly basis. The instructor updates grades in a timely manner. Assessments designed for this course utilize methodologies appropriate for online modality. The bulk of the grade for the course is based on students' ongoing assignments: essays, tests, discussions, group and individual projects. As per current Curriculum guidelines, no singular assessment should be worth more than 30% of the course grade.

3. Assignments / Assessments: Describe how assignments and assessments are used so that instructor-student contact is maintained and students are given regular, meaningful feedback. Describe interactions that encourage students' participation. Describe assessments that are verifiable, equivalent to on-ground, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed.

% of grade	Activity	Assessment Method
15.00%	Class Activities and Exercises	Students will work together or individually on small skill building exercises such as sketching stills. These exercises directly relate to the class topics. Images and write ups of the work are submitted by each student individually. Instructor shall review and grade the submissions within a week. Rubrics shall be used for consistency and student knowledge of points and requirements.
25.00%	Discussion Boards	Weekly discussions will be posted. Students are required to post and reply to a specified number of student posts. Posts are due by one date and responses

		are due a few days later. Instructors are to grade and post this category each week.
60.00%	Projects	Students shall work on and submit 6-8 projects. The images are all digital and are submitted this way. The projects are included in digital portfolio at the end of class. Rubrics shall be used for consistency and student knowledge of points and requirements.

Technology:
Once the online course is approved by Curriculum and the teaching assignment has been approved by Academic Affairs, technical and instructional support is provided by the Faculty/Staff Technology Resources Lab in the Media Center, Room MC 114. It is available to all faculty who teach a Distance Education course for research & development support as well as equipment use. Administrative consultation and support is provided by the Distance Education Program (yarrish_julie@smc.edu or ext.3762). Course design support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138) and platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education pedagogy resources. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.
4. Technology: Describe the technical qualifications an instructor would need and the support that might be necessary for this course to be delivered at a distance (e.g. the college's existing technology, CCCConfer certification, other specialized instructor training, support personnel, materials and resources, technical support, etc.)
Instructor should receive training or be familiar with the college's learning management system. This includes all the required technology for online delivery such as building the course and communication tools such as discussion boards. They should also be aware of the technical support available for faculty and the knowledge to ensure the material and course content is accessible.
Student Support:
All students have access to eCollege's online course demonstration through the Course Demo button on the eCollege home page and, after enrollment, to the online student tutorial accessible on the student's home page. Other resources available to students include: Online application and registration; Online financial aid; Online counseling; Online library services (ebooks, electronic resources, and electronic journalscatalog); Online bookstore; Online and phone Help Desk support. Additionally, technical support for online students is available through the helpdesk by phone 1-877-740-2213 and via email (helpdesk@smconline.org).
5. Student Support: Describe any student support services one might want or need to integrate into the online classroom for this course (e.g. links to counseling, financial aid, bookstore, library, etc.)
Links to the following should be provided: online tutoring, tutorials for online classes, and technical support.
Accessibility:
All instructors assigned to teach and/or update online components of a course must comply with current legal standards for creating online environments, content, and activities that are accessible to all students including students with disabilities (CCCCO Distance Education Guidelines, CA Code 11135, and Section 508 of the Rehabilitation Act). Please consult the

Access Tips Unit in FAC 101 for more information including whom to consult at SMC. The accessibility of publisher content should be verified before texts are adopted. Although SMC lacks the resources to evaluate the accessibility of all outside websites linked from our distance education pages, we are, nonetheless responsible for ensuring that all students have access to all instructional materials. Please endeavor to find accessible resources to minimize the need for last-minute accommodations. Sign-off by DSPS on this application indicates consultation about accessibility guidelines with an SMC compliance specialist.

6. Accessibility: 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 content will be reviewed to ensure compliance is met. Videos shall be close captioned, files and slideshows shall be reviewed for accessibility through the software and through a compliance review.

Online Strategies:

Without the face-to-face contact of the traditional classroom, our lectures, class discussions, collaborative activities, and assignments need to be re-imagined and reformatted for the online environment. Numerous eCollege course design Webinars and course design examples are archived in FAC 101 and support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138). Platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education creation and pedagogy resources from fellow faculty. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

7. Online Strategies: 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.).

OBJECTIVE: Ability to create, import, and export a variety of file types for editing and use in industry software. ASSIGNMENT: Using the line drawing provided (a digital image file provided in the online course), create a simple but realistic environment using the techniques discussed and demonstrated in class. The following shall be included: (Online lectures and demonstrations using ADA approved written content and videos which are captioned demonstrating techniques and commands). Requirements: 1. Chair is to be upholstered with a seamless pattern made from one of the provided fabric swatches. Fabric colors;may be altered if necessary to achieve a harmonious setting. 2. Chair must observe proper use of light logic. Use the tools demonstrated in class including the Dodge and Burn tools, feathered selections, painting in modes other than Normal etc. 3. Wall must be decorated with some type of patterned wallpaper using a seamless pattern created from a wallpaper swatch. Swatches will be provided, however, students have the option to use patterned wallpaper of their own choosing. 4. Environment must include some type of patterned flooring. Examples would include: hardwood, ceramic tiles, patterned carpet and throw rugs etc. 5. Once rendering is complete, create one color variation using Hue Saturation, or Color Balance palettes. 6. Students are to incorporate some of their own personality and design sense into the rendering. Projects are digital and shall be submitted in the online course as an attachment.

Helpful Reminder:

Pre-Course obligations or Best Practices:

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