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

Curriculum Committee Agenda

Wednesday, April 8, 2020, 3:00 p.m.

Zoom Meeting:

Join from PC, Mac, Linux, iOS or Android: https://cccconfer.zoom.us/j/292376443

Or iPhone one-tap (US Toll): +16699006833,292376443# or +13462487799,292376443#

Or Telephone:
Dial:
+1 669 900 6833 (US Toll)
+1 346 248 7799 (US Toll)
+1 301 715 8592 (US Toll)
+1 312 626 6799 (US Toll)
+1 646 876 9923 (US Toll)
+1 253 215 8782 (US Toll)
Meeting ID: 292 376 443
International numbers available: https://cccconfer.zoom.us/u/adFEGATwOt

Or Skype for Business (Lync):
SIP:292376443@lync.zoom.us

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

Ex-Officio Members:
Nathaniel Donahue

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

I. Call to Order and Approval of Agenda
II. Public Comments *(Two minutes is allotted to any member of the public who wishes to address the Committee.)*
III. Announcements
IV. Approval of Minutes 4
V. Chair's Report

VI. Information Items

1. Redesign of the Student Experience

(Non-Substantial Changes)

2. Asian Studies Certificate of Achievement
3. ARC 11 Design Communication 1
4. ARC 20 Studio 2
5. ARC 21 Design Communication 2
6. ARC 30 Studio 3
7. ARC 31 Design Communication 3
8. ARC 40 Studio 4
9. ARC 41 Design Communication 4
10. ARC 51 Design Communication 5
11. IARC 15 2D Color Theory
12. EDUC 12 Introduction to Elementary Classroom Teaching & Field Experiences
13. FASHN 20 Fashion Styling and Visual Presentation

VII. Action Items

(Courses: New)

(Courses: Substantial Changes)

o. IARC 35 Fundamentals of Lighting (Formerly INTARC 44; Updated: Discipline/Number; Description; Skills Advisory: ARC 11; SLOs; Objectives/Content; Methods of Evaluation/Presentation) 62
p. IARC 40 Studio 4: Interior Architecture (Formerly INTARC 45; Updated: Discipline/Number/Name; Description; Hours: Lecture 3 to 2, Lab 3 to 4 (no change to units); Removed Prerequisite: INTARC 40; Add: Skills Advisory ARC 31 and IARC 30; SLOs; Objectives/Content; Methods of Evaluation/Presentation) 70
q. IARC 45 Building Systems and Codes (Formerly INTARC 50; Updated: Discipline/Number; Skills Advisory: INTARC 31 to IARC 20; SLOs; Methods of Evaluation/Presentation) 77
r. IARC 55 Sustainable Design (Formerly INTARC 39; Updated: Discipline/Number/Name; Description; SLOs; Objectives/Content; Methods of Evaluation/Presentation) 84
s. IARC 56 Contemporary Spatial Design Studies (Formerly INTARC 71; Updated: Discipline/Number; SLOs; Methods of Evaluation).....90

(Courses: Distance Education)
t. ARC 20 Studio 2: Architecture.....96
u. IARC 35 Fundamentals of Lighting.....67
v. IARC 45 Building Systems and Codes 81
w. IARC 55 Sustainable Design.....87
x. IARC 56 Contemporary Spatial Design Studies 93

(Courses: Global Citizenship)
y. ANTHRO 11 Introduction to Primatology.....13
z. IARC 56 Contemporary Spatial Design Studies 92

(Programs: New)
aa. Cultural Resource Management Certificate of Achievement.....103

(Programs: Deactivation)
bb. Cultural Resource Management Department Certificate.....108

(Programs: Revisions)
cc. Changes to degrees and certificates as a result of courses considered on this agenda

VIII. New Business
- Program Maps:
  - Animation (2D Animation Concentration) AS/Certificate of Achievement.....110
  - Animation (3D Animation Concentration) AS/Certificate of Achievement.....111
  - Chemistry UC Transfer.....112
  - Computer Science AS 113
  - Early Childhood Education AS-T 114
  - Transitional Kindergarten Certificate of Achievement 115

IX. Old Business

X. Adjournment

Please notify Dana Nasser or Jason Beardsley by email if you are unable to attend this meeting.

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1900 Pico Boulevard
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Curriculum Committee Minutes

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

Members Present:

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

Members Absent:

Jae Lee	Jamar London	Toni Trives	Michael John Siemer (A.S.)

Others Present:

Susan Caggiano	Judith Douglas	Josephine Hao	Marissa Moreno
Lisa Collins	Vicki Drake	Eric Minzenberg	Debbie Perret
Rachel Demski			

(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 3:04 pm. Motion to approve the agenda with no revisions.
Motion made by: Jason Beardsley; **Seconded by:** Estela Narrie
The motion passed unanimously.
(Guido Davis Del Piccolo and Jennifer Merlic were not present for vote.)

A second motion was brought during the meeting to revise the agenda to move: Action Item VII. j. ARC 20 Studio 2 ~~(formerly INTARC 31)~~ (Advisory: ARC 11; Prerequisite: ARC 10) to "New Courses"; incorrectly listed as "Formerly INTARC 31"; this is a new course.
Motion made by: Dione Carter; **Seconded by:** Jennifer Merlic
The motion passed unanimously.

II. Public Comments

None

III. Announcements

Dione Carter is working with IT to get Distance Education for Noncredit up and running.

IV. Approval of Minutes

Motion to approve the minutes of the December 4 meeting with no revisions.
Motion made by: Audra Wells; **Seconded by:** Garen Baghdasarian
The motion passed unanimously.

V. Chair's Report

- The Chair welcomed the committee back from the Winter session. Updates were provided concerning the volume of curriculum items expected to go through the approval process this spring. New items include program maps that need to be reviewed for approval.

- To help committee representatives answer questions that faculty may have, the following items were reviewed: curriculum resources on the Curriculum Committee website such as narrative templates for Certificates of Achievement, the steps in the approval process and how to best route emails to the Tech Review Team depending on the type of question.

VI. Information Items

1. Redesign of the Student Experience and training re: maps and program review
   Maps were reviewed by counselors; they've been returned to the Departments for final review, and the departments will make a final decision of: Approved as-is; approved with modifications; or maps to be returned to counselors. Following approvals, the maps will come to Curriculum in batches; anticipating 5-7 maps at the next meeting for review.S

(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)
   Motion to approve ARC 30, ARC 32, ARC 40, and ARC 70 as a block, all with no revisions.
   Motion made by: Gary Huff; **Seconded by:** Jason Beardsley
   The motion passed unanimously.

   Motion to approve ARC 30 advisory of ARC 21 and prerequisite of ARC 20; ARC 32 advisory of ARC 11; ARC 40 advisory of ARC 31 and prerequisite of ARC 30; and ARC 70 advisories of ARC 20 or ARC 31 as a block, with no revisions.
   Motion made by: Estela Narrie; **Seconded by:** Audra Wells
   The motion passed unanimously.

b. ARC 32 Construction Materials and Methods (Advisory: ARC 11)
   Course and advisory passed as block with ARC 30 (see VII. a.)

c. ARC 40 Studio 4: Architecture (Advisory: ARC 31; Prerequisite: ARC 30)
   Course, advisory, and prerequisite passed as block with ARC 30 (see VII. a.)

d. ARC 70 Portfolio (Advisory: ARC 20 or ARC 31)
   Course and advisory passed as block with ARC 30 (see VII. a.)

e. DANCE 24B Intermediate Flamenco Dance (Advisory: DANCE 24)
   Motion to approve DANCE 24B with no revisions.
   Motion made by: Gary Huff; **Seconded by:** Sheila Cordova
   The motion passed unanimously.

   Motion to approve DANCE 24B advisory of DANCE 24 with no revisions.
   Motion made by: Estela Narrie; **Seconded by:** Garen Baghdasarian
   The motion passed unanimously.

f. GEOL 7 Climate Change
   Motion to approve GEOL 7 with no revisions.
   Motion made by: Safa Saleem; **Seconded by:** Garen Baghdasarian
   The motion passed unanimously.

g. GEOL 32 Introduction to Physical Oceanography with Lab

Motion to approve GEOL 32 with no revisions.
Motion made by: Estela Narrie; **Seconded by:** Garen Baghdasarian
The motion passed unanimously.

(Courses: Substantial Changes)

h. ARC 10 Studio 1 (formerly INTARC 34B)
Motion to approve changes to ARC 10, ARC 11, ARC 21, ARC 31, ARC 41, and ARC 51 as a block with no additional revisions.
Motion made by: Estela Narrie; **Seconded by:** Audra Wells
The motion passed unanimously.

i. ARC 11 Design Communication 1 (formerly INTARC 29/INTARC 28B)
Course changes passed as block with ARC 10 (see VII. h.)

j. ARC 20 Studio 2 ~~(formerly INTARC 31)~~ (Advisory: ARC 11; Prerequisite: ARC 10)
Motion to approve ARC 20 as a new course with no revisions.
Motion made by: Jason Beardsley; **Seconded by:** Dione Carter
The motion passed unanimously.

Motion to approve ARC 20 advisory of ARC 11 and prerequisite of ARC 10, with no revisions.
Motion made by: Estela Narrie; **Seconded by:** Jason Beardsley
The motion passed unanimously.

k. ARC 21 Design Communication 2 (formerly INTARC 28A/INTARC 35)
Course changes passed as block with ARC 10 (see VII. h.)

l. ARC 31 Design Communication 3 (formerly INTARC 38)
Course changes passed as block with ARC 10 (see VII. h.)

m. ARC 41 Design Communication 4 (formerly INTARC 70) (Advisory: ARC 31)
Course changes passed as block with ARC 10 (see VII. h.)

Motion to approve ARC 41 advisory of ARC 31 with no revisions.
Motion made by: Gary Huff; **Seconded by:** Nick Mata
The motion passed unanimously.

n. ARC 51 Design Communication 5 (formerly INTARC 65)
Course changes passed as block with ARC 10 (see VII. h.)

o. COSM 77 Barbering (Units: 6 to 2; Lecture Hours: 4 to 1; Lab Hours: 6 to 3)
Motion to approve changes to COSM 77 and COSM 78 as a block with no additional revisions.
Motion made by: Gary Huff; **Seconded by:** Audra Wells
The motion passed unanimously.

p. COSM 78 Barbering 2 (Units: 3 to 1; Lecture Hours: 2 to 0.5; Lab Hours: 3 to 1.5)
Course passed as a block with COSM 77 (see VII. o.)

q. DANCE 31 Ballet I (Units: 1 to 2; Lecture Hours: 0 to 1; Assignments)
Motion to approve changes to DANCE 31 with no additional revisions.
Motion made by: Jacqueline Monge; **Seconded by:** Garen Baghdasarian
The motion passed unanimously.

r. IARC 15 2D Color Theory (formerly INTARC 34)
Motion to approve changes to IARC 15 and IARC 25 as a block with no additional revisions.
Motion made by: Dione Carter; **Seconded by:** Lee Pritchard
The motion passed unanimously.

s. IARC 25 Materials and Products for Interior Architectural Design (formerly INTARC 36)
Course passed as block with IARC 15 (see VII. r.)

(Courses: Deactivations)

t. GLOBAL 95 Global Los Angeles-- Experiential Learning
Motion to approve deactivation of GLOBAL 95.
Motion made by: Jason Beardsley; **Seconded by:** Sheila Cordova
The motion passed unanimously.

(Courses: Distance Education)

u. ARC 10 Studio 1
Motion to approve Distance Education component for ARC 10, ARC 11, ARC 30, ARC 32, ARC 40, ARC 51, ARC 70 as a block with no revisions.
Motion made by: Estela Narrie; **Seconded by:** Nick Mata
The motion passed unanimously.

v. ARC 11 Design Communication 1
Distance Education component passed as block with ARC 10 (see VII. u.)

w. ARC 30 Studio 3: Architecture
Distance Education component passed as block with ARC 10 (see VII. u.)

x. ARC 32 Construction Materials and Methods
Distance Education component passed as block with ARC 10 (see VII. u.)

y. ARC 40 Studio 4: Architecture
Distance Education component passed as block with ARC 10 (see VII. u.)

z. ARC 51 Design Communication 5
Distance Education component passed as block with ARC 10 (see VII. u.)

aa. ARC 70 Portfolio
Distance Education component passed as block with ARC 10 (see VII. u.)

bb. GEOG 1 Physical Geography
Motion to approve Distance Education component for GEOG 1 with no revisions.
Motion made by: Garen Baghdasarian; **Seconded by:** Jason Beardsley
The motion passed unanimously.

(Courses: Global Citizenship)

~~cc. DANCE 24B Intermediate Flamenco Dance~~
DANCE 24B Global Citizenship withdrawn as it doesn't meet 3-unit minimum requirement

(Programs: Revisions)

dd. Changes to degrees and certificates as a result of courses considered on this agenda:
- DANCE 24B: None listed

- GEOL 7: Geography AA-T, Environmental Studies AA/Certificate of Achievement, General Science AA, Global Studies AA/Certificate of Achievement
- GEOL 32: Geography AA-T, Anthropology AA-T, Environmental Science AA/Certificate of Achievement, General Science AA

Motion to approve all changes to degrees and certificates with no revisions.
Motion made by: Jacqueline Monge; **Seconded by:** Sheila Cordova
The motion passed unanimously.

VIII. New Business

- CLEP Credit

New business was tabled for the next meeting

IX. Old Business

None

X. Adjournment

The meeting was adjourned at 4:58 pm

Santa Monica College
New Course & Global Citizenship: ANTHROPOLOGY 11, Introduction to Primatology

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:	0.00
Outside-of-Class Hours	108.00
Date Submitted:	July 2018

Transferability:	Transfers to CSU, UC (pending review)
Comparable UC Course	UC Davis – 54 - Introduction to Primatology *This course is taught at the lower division level at UC Davis.*
IGETC Area:	• IGETC Area 5: Physical and Biological Sciences o B: Biological Science (pending review)
CSU GE Area:	• CSU GE Area B: Scientific Inquiry and Quantitative Reasoning o B2 - Life Science (pending review)
SMC GE Area:	• GENERAL EDUCATION PATTERN (SMC GE) o Area I: Natural Science

Degree Applicability:	Credit - Degree Applicable
Proposed Start:	Winter 2022
TOP/SAM Code:	2202.00 – Anthropology / E - Non-Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course not checked
Minimum Qualifications:	Anthropology (Masters Required)
Program Impact	Anthropology AA-T (List C); Cultural Resource Management

Rationale

We already teach Physical Anthropology lecture and lab classes that briefly explore the topic of primatology. We have a sizeable collection of primate skeletons, bones and cast material that can easily be incorporated into the course. Our proximity to Los Angeles and San Diego Zoos allow for students to carry out observational studies on primates.

I. Catalog Description

This course will survey living nonhuman primates. We will explore the diversity of primates through the examination of their morphology, taxonomy, behavior and social organization within an evolutionary and ecological framework. The course will examine the history of the field, its development and modern theoretical studies. The course will also delve into primate conservation and the possible future directions of primatology research.

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. Primate Behavioral Ecology, 5th, Strier, Karen B, Routledge © 2017, ISBN: 978-1138954366;

2. Primate Adaptation and Evolution, 3rd, Fleagle, J., Academic Press © 2013, ISBN: 978-0123786326;
3. An introduction to primate conservation, 1st, Wich, Serge A., Marshall, A.J., Oxford University Press © 2016, ISBN: 978-0198703396;
4. For the love of lemurs : my life in the wilds of Madagascar, 1st, Wright, Patricia C., Lantern Books © 2016, ISBN: 978-1590565476;

III. Course Objectives

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

1. Outline the most important characteristics of primate anatomy and behavior.
2. Classify primates according to their anatomy, behavior, social organization, ecology and evolutionary history.
3. Demonstrate a general understanding of basic biological concepts and how they relate to primates: including genetics, taxonomy, comparative anatomy and physiology, evolution, and ecology.
4. Model the collaborative process of scientific inquiry by working in groups on primate-related classroom assignments.
5. Apply the scientific method in collecting, analyzing and interpreting original data on primates and formulating conclusions.
6. Locate and evaluate primary and secondary sources of scientific information on primates from library and internet databases.
7. Generate a primate observational report.
8. Compile a bibliography on primate research based on a standard format used in scientific publications.
9. Learn to evaluate and critique scientific news related to primates in the mass media, and to effectively communicate their thoughts on such articles to their friends, family, and peers.
10. Explain the importance of conservation and sustainability in maintaining a healthy ecosystem for primates.
11. Identify solutions that can be implemented to protect threatened species of primates.

IV. Methods of Presentation:

Other, Projects, Field Trips, Lecture and Discussion, Other (Specify), Field Experience, Group Work, Observation and Demonstration

Other Methods: The primary means of instruction will be lecture presentation. Videos will be used in moderation to present materials that are more effectively delivered in that format. Students will get hands-on experience as they will work with primate skeletal material, bone replicas, models, and measuring equipment. Discussions and a cooperative learning environment are especially encouraged in this class. A field trip will be organized to a zoo or primate center to allow students to carry out the Primate Behavior Observation assignment. An alternative Squirrel Observation assignment will be offered to students who cannot attend the field trip.

V. Course Content

% of Course	Topic
10.00%	Introduction to Primatology. What is a primate? What is primatology? Who are primatologists and what do they do?

10.00%	Primate evolution and taxonomy. Primate osteology.
10.00%	An overview of primates: Prosimians, New World Monkeys, Old World Monkeys and Apes.
10.00%	Studying primates. Introduction to the scientific method. Research methods in the field and laboratory.
10.00%	Primate ecology.
10.00%	Primate Diet.
10.00%	Primate social organization: Mating structures and dominance hierarchies.
10.00%	Primate behavior: Social behavior, cognition, communication, culture and tool-use.
10.00%	Primate locomotion.
10.00%	Primate conservation and the future of primatology.
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 %	Class Work - Hands-on in-class assignments.
45 %	Exams/Tests - Three non-cumulative exams.
20 %	Final exam - Cumulative final exam.
5 %	Oral Presentation - Primate description assignment.
15 %	Research Projects - Zoo primate behavior observation worksheet.
100 %	Total

VII. Sample Assignments:

PRIMATE DESCRIPTION ASSIGNMENT
Your name: _____

You will be the class expert on a primate! Your will pick a primate from a hat; email me if you haven't received one. Using your textbook and/or a reputable internet source fill in the following chart, in as detailed a manner as possible. Some good internet sources include https://www.neprimateconservancy.org/primate-profiles.html, http://pin.primate.wisc.edu/, http://lemur.duke.edu/ (lemurs), and https://animaldiversity.org/site/accounts/information/Primates.html. Use this website to learn the conservation status of your primate: http://www.iucnredlist.org/initiatives/mammals/analysis/red-list-status. At the bottom of the sheet, number your sources.
Insert the corresponding source number in after each fact you enter in this chart. Be prepared to discuss your primate in class!

Your primate common name:
Family (classification):
Genus:
species (list at least one):
List two other closely related genera:
Range (continent; be more specific if possible):
Habitat (e.g., savanna):
Diet (e.g., fruit):
Locomotion (e.g., brachiation):
Social structure(s) (e.g., multimale/multi-female):
Conservation status:
Interesting fact you learned about your primate:
Sources:

PRIMATE CONSERVATION ASSIGNMENT
Name: _____
The questions should be completed individually except for last two questions of part B question 2, which you will complete with your group. Use a pencil, in case you need to change your answers.

PART A
Circle the correct answer.
1. Tropical rainforests cover 3% of the earth's surface. What percentage of the world's plant and animal species live in them?
A. more than half of the world's species.
B. about 30% of the world's species.
C. about 15% of the world's species.
D. about 5% of the world's species.
Correct answer:

2. Tropical rainforests approximately the size of SMC main campus disappear at what rate?
A. every 30 seconds.
B. every 30 minutes.
C. every 30 days.
D. every 30 months.
Correct answer:

3. If tropical rainforest destruction continues at the present rate, what percentage of plant and animal species living in them will be threatened with extinction by 2025?
A. 2%
B. 5%
C. 10%
D. 25%
Correct answer:

PART B
1. List two reasons why we should care about the disappearance of primates and their habitats.
1.

2.

2. List two things that YOU can do to prevent unnecessary tropical forest destruction and help conserve primates. Discuss what you came up with those around you and add two more items to your list.
1.
2.
3.
4.

VIII. Student Learning Outcomes

1. Students will be able to categorize primates based on morphology and behavior.
2. Students will be able to analyze primate evolutionary and genetic variation.
3. Students will be able to analyze primate conservation strategies.

Global Citizenship Application

Category: Ecological Literacy

- Ecological literacy requires interdisciplinary understanding of both nature and humanity. This includes scientific examination of the interactions between and within the systems and cycles of the atmosphere, lithosphere, and hydrosphere, which together provide the basis for life on Earth. Ecological literacy also includes awareness and understanding of the many continuing impacts that human beings have had on natural environments, at scales ranging from the local to the global, and how those impacts are linked to the sustainability of social, cultural, and political-economic systems. Any course whose content focuses primarily on one or more of four areas (see below) will be considered for the Ecological Literacy category.

Course content focuses primarily on at least one of the following areas:

- Scientific understanding of Earth's natural systems and cycles, emphasizing humanity's role as the planet's ecologically dominant species and how that affects the continuing viability of habitats for life on Earth.
- Analysis of human activity and its impact on Earth's natural environments, both local and global, and the shorter-and longer-term implications for the planet's livability and sustainability.

Course Outline of Record

- This course will focus on non-human primates in their ecological setting, their conservation status, their interactions with humans, and strategies that are being employed to protect them.

Outcomes that pertain to this Global Citizenship Category

- Students will be able to analyze primate conservation strategies.

Department Vote

- 11 Yes; 0 No; 0 Abstain

Santa Monica College

New Course: INTERACTION DESIGN 481, Independent Studies in Interaction Design

Units:	1.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	0.00
In-Class Lab:	0.00
Arranged:	3.00
Outside-of-Class Hours	0.00
Date Submitted:	March 2020

Transferability:	Transfers to CSU

Degree Applicability:	D - Credit - Degree Applicable
Proposed Start:	Spring 2020
TOP/SAM Code:	1099.00 - Other Fine and Applied Arts* / B - Advanced Occupational
Grading:	Letter Grade Only (upper div major)
Repeatability:	No
Minimum Qualifications:	A Master's degree in Interaction Design, Graphic Design, New Media, Design, or related design or media field.
Program Impact	Interaction Design B.S.

Rationale

Independent Studies courses for IXD students

I. Catalog Description

This course is for advanced students interested in doing an independent research project in the field of Interaction Design. NOTE: The student must receive approval from the Department Chair prior to enrolling in this course.

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)

This Is Service Design Doing: Applying Service Design Thinking in the Real World, 1st, Marc Stickdorn, Markus Edgar Hormess, Adam Lawrence, Jakob Schneider, O'Reilly Media © 2018, ISBN: 978-1491927182;

III. Course Objectives

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

1. Identify a focused area in Interaction Design for independent study.
2. Write a design proposal, project plan, and learning objectives for a research project.
3. Develop and manage a research project.
4. Conduct a discovery and research phase on a focused topic and collect original data.
5. Successfully conduct and complete ideation and prototyping phases.
6. Other objectives to be determined by the faculty member and student engaged in the independent study.

IIIb. Arranged Hours Objectives:

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

1. Identify a focused area of your selected discipline for independent study
2. Conduct a literature review on the focused topic and/or collect original data
3. Develop and manage a research/project plan
4. Prepare and present a comprehensive summary of findings
5. Other objectives to be determined by the faculty member and student engaged in the independent study

IV. Methods of Presentation:

Other Methods: Students will work with an assigned faculty member to create an actionable design proposal, project plan, and learning objectives for a research project. This will guide and structure student work together over the semester.

IVb. Arranged Hours Instructional Activities:

Directed Study (independent study and internships)

V. Course Content

% of Course	Topic
100.00%	Students will work under the direction of a faculty member. Duties may include research; creating sketches, comps or wireframes; prototyping; and/or other duties that will help the student achieve his or her learning objectives.
100.00%	Total

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

Percentage	Evaluation Method
100 %	Other - Successful completion of design proposal, learning objectives and project plan as judged by faculty.
100 %	Total

VII. Sample Assignments:

Design Proposal:

Write a design proposal that clarifies the design challenge you plan to address. Capture thoughts on what the opportunities and goals for design will be. What are your constraints? How will you define success? Make your proposal broad enough to allow you to discover areas of unexpected value, and narrow enough to make the topic manageable.

Project Plan:

Create a timeline for your project. Include the major dates, deadlines and mentor check-ins you are working towards.

VIII. Student Learning Outcomes

1. Conduct independent research or study of well-defined topics in the discipline of Interaction Design.
2. Ability to discuss and show evidence of conclusions drawn or any other project outcomes.

Santa Monica College

New Course: INTERACTION DESIGN 482, Independent Studies in Interaction Design

Units:	2.00
Total Instructional Hours (usually 18 per unit):	108.00
Hours per week (full semester equivalent) in Lecture:	0.00
In-Class Lab:	0.00
Arranged:	6.00
Outside-of-Class Hours	0.00
Date Submitted:	March 2020

Transferability:	Transfers to CSU

Degree Applicability:	D - Credit - Degree Applicable
Proposed Start:	Spring 2020
TOP/SAM Code:	1099.00 - Other Fine and Applied Arts* / B - Advanced Occupational
Grading:	Letter Grade Only (upper div major)
Repeatability:	No
Minimum Qualifications:	A Master's degree in Interaction Design, Graphic Design, New Media, Design, or related design or media field.
Program Impact	Interaction Design B.S.

Rationale

Independent Studies courses for IXD students

I. Catalog Description

This course is for advanced students interested in doing an independent research project in the field of Interaction Design. NOTE: The student must receive approval from the Department Chair prior to enrolling in this course.

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)

This Is Service Design Doing: Applying Service Design Thinking in the Real World, 1st, Marc Stickdorn, Markus Edgar Hormess, Adam Lawrence, Jakob Schneider, O'Reilly Media © 2018, ISBN: 978-1491927182;

III. Course Objectives

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

1. Identify a focused area in Interaction Design for independent study.
2. Write a design proposal, project plan, and learning objectives for a research project.
3. Develop and manage a research project.
4. Conduct a discovery and research phase on a focused topic and collect original data.
5. Successfully conduct and complete ideation and prototyping phases.
6. Other objectives to be determined by the faculty member and student engaged in the independent study.

IIIb. Arranged Hours Objectives:

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

1. Identify a focused area of your selected discipline for independent study
2. Conduct a literature review on the focused topic and/or collect original data
3. Develop and manage a research/project plan
4. Prepare and present a comprehensive summary of findings
5. Other objectives to be determined by the faculty member and student engaged in the independent study

IV. Methods of Presentation:

Other

Other Methods: Students will work with an assigned faculty member to create an actionable design proposal, project plan, and learning objectives for a research project. This will guide and structure student work together over the semester.

IVb. Arranged Hours Instructional Activities:

Directed Study (independent study and internships)

V. Course Content

% of Course	Topic
100.00%	Students will work under the direction of a faculty member. Duties may include research; creating sketches, comps or wireframes; prototyping; and/or other duties that will help the student achieve his or her learning objectives.
100.00%	Total

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

Percentage	Evaluation Method
100 %	Other - Successful completion of design proposal, learning objectives and project plan as judged by faculty.
100 %	Total

VII. Sample Assignments:

Design Proposal::

Write a design proposal that clarifies the design challenge you plan to address. Capture thoughts on what the opportunities and goals for design will be. What are your constraints? How will you define success? Make your proposal broad enough to allow you to discover areas of unexpected value, and narrow enough to make the topic manageable.

Project Plan::

Create a timeline for your project. Include the major dates, deadlines and mentor check-ins you are working towards.

VIII. Student Learning Outcomes

1. Conduct independent research or study of well-defined topics in the discipline of Interaction Design.
2. Ability to discuss and show evidence of conclusions drawn or any other project outcomes.

Santa Monica College

New Course: INTERACTION DESIGN 483, Independent Studies in Interaction Design

Units:	3.00
Total Instructional Hours (usually 18 per unit):	162.00
Hours per week (full semester equivalent) in Lecture:	0.00
In-Class Lab:	0.00
Arranged:	9.00
Outside-of-Class Hours	0.00
Date Submitted:	March 2020

Transferability:	Transfers to CSU

Degree Applicability:	D - Credit - Degree Applicable
Proposed Start:	Spring 2020
TOP/SAM Code:	1099.00 - Other Fine and Applied Arts* / B - Advanced Occupational
Grading:	Letter Grade Only (upper div major)
Repeatability:	No
Minimum Qualifications:	A Master's degree in Interaction Design, Graphic Design, New Media, Design, or related design or media field.
Program Impact	Interaction Design BS

Rationale

Independent Studies courses for IXD students

I. Catalog Description

This course is for advanced students interested in doing an independent research project in the field of Interaction Design. NOTE: The student must receive approval from the Department Chair prior to enrolling in this course.

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)

This Is Service Design Doing: Applying Service Design Thinking in the Real World, 1st, Marc Stickdorn, Markus Edgar Hormess, Adam Lawrence, Jakob Schneider, O'Reilly Media © 2018, ISBN: 978-1491927182;

III. Course Objectives

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

1. Identify a focused area in Interaction Design for independent study.
2. Write a design proposal, project plan, and learning objectives for a research project.
3. Develop and manage a research project.
4. Conduct a discovery and research phase on a focused topic and collect original data.
5. Successfully conduct and complete ideation and prototyping phases.
6. Other objectives to be determined by the faculty member and student engaged in the independent study.

IIIb. Arranged Hours Objectives:

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

1. Identify a focused area of your selected discipline for independent study
2. Conduct a literature review on the focused topic and/or collect original data
3. Develop and manage a research/project plan
4. Prepare and present a comprehensive summary of findings
5. Other objectives to be determined by the faculty member and student engaged in the independent study

IV. Methods of Presentation:

Other

Other Methods: Students will work with an assigned faculty member to create an actionable design proposal, project plan, and learning objectives for a research project. This will guide and structure student work together over the semester.

IVb. Arranged Hours Instructional Activities:

Directed Study (independent study and internships)

V. Course Content

% of Course	Topic
100.00%	Students will work under the direction of a faculty member. Duties may include research; creating sketches, comps or wireframes; prototyping; and/or other duties that will help the student achieve his or her learning objectives.
100.00%	Total

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

Percentage	Evaluation Method
100 %	Other - Successful completion of design proposal, learning objectives and project plan as judged by faculty.
100 %	Total

VII. Sample Assignments:

Design Proposal::

Write a design proposal that clarifies the design challenge you plan to address. Capture thoughts on what the opportunities and goals for design will be. What are your constraints? How will you define success? Make your proposal broad enough to allow you to discover areas of unexpected value, and narrow enough to make the topic manageable.

Project Plan::
Create a timeline for your project. Include the major dates, deadlines and mentor check-ins you are working towards.

VIII. Student Learning Outcomes

1. Conduct independent research or study of well-defined topics in the discipline of Interaction Design.
2. Ability to discuss and show evidence of conclusions drawn or any other project outcomes.

Santa Monica College
Substantial Change: ANIMATION 23, 2D Web Animation
(Formerly ET 34)

Units:	3.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	1.00
Arranged:	2.00
Outside-of-Class Hours	72.00
Date Submitted:	February 2020

Transferability:	Transfers to CSU

Degree Applicability:	Credit - Degree Applicable
Skills Advisory(s):	ANIM 2
Proposed Start:	Fall 2020
TOP/SAM Code:	0614.40 - Animation* / C - Clearly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualifications:	Multimedia (Any Degree and Professional Experience)

Rationale
Part of a major update to Entertainment Technology degrees and certificates.

I. Catalog Description
This class focuses on all aspects of creating 2D animation for the web, giving special attention to characters and graphics. Students learn the tricks of controlling file size, special approaches for importing and creating animation, and all other production techniques needed for building complete web animation projects.
Course Notes to Print in Catalog: This course uses Adobe Animate CC.

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. Tradigital Animate CC: 12 Principles of Animation in Adobe Animate, Stephen Brooks, CRC Press © 2016;
2. Adobe Animate CC Classroom in a Book, Russell Chun, Adobe Press © 2019;

III. Course Objectives
Upon completion of this course, the student will be able to:
1. Use drawing and animation tools to create effective web animations.
2. Import drawings and other graphics elements.
3. Integrate audio into animations.
4. Optimize animations for online playback.

IIIb. Arranged Hours Objectives:

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

1. Work proficiently with web animation software applications.

IV. Methods of Presentation:

Discussion, Lecture and Discussion, Observation and Demonstration, Other (Specify)
Other Methods: hands-on.

IVb. Arranged Hours Instructional Activities:

Other (Specify), Online instructor-provided resources

V. Course Content

% of Course	Topic
10.00%	Overview of software interface and basic tools.
20.00%	Using drawing tools and importing artwork.
30.00%	Using animation tools: symbols, tweening, and bones.
10.00%	Working with audio.
10.00%	Lipsync and facial animation.
10.00%	Working with the camera.
10.00%	Exporting animations to the web.
100.00%	Total

Vb. Lab Content:

% of course	Topic
100.00%	In-class exercises.
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
30 %	Final Project
50 %	Projects - 5 projects at 10% each
100 %	Total

VII. Sample Assignments:

Symbol Assignment:

1. Create a symbol of a wheeled vehicle (car, truck, or motorcycle). 2. Create the rotating wheels as symbols within the main symbol. 3. Make a backdrop using layers of a road ending in a tunnel. 4. Line the road with vehicles using separate instances. 5. Create a tree symbol and line side of the road with instances of it. 6. Change the color information of some of the vehicles. 7. Use a mask to create a ground hog popping up on the shoulder of the road. 8. Export a movie as a .swf file. 9. Export a frame as a .jpg image.

Sound Assignment:

1. Use the provide file of an airfield with a runway and a terminal. 2. Create a dawn or twilight sky using the gradient tool. 3. Create a series of clouds drifting by in the sky using symbols and instances. 4. Create an airplane with a propellor that will take off from the runaway. 5. Place the provided airplane sound file in the timeline. 6. Use an animated mask at the end of the animation with the title of the project and your name. 7. Export a .swf movie file and a .jpg image file of the finished work.

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 demonstrate mastery of the course content by creating effective and original 2D animations for the web.

Advisory Checklist and Worksheet: ANIM 23, 2D Web Animation

Proposed Advisory: ANIM 2, 2D Animation Fundamentals

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: **ANIM 23**

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

A)	Apply the basic principles of animation to individual projects.
B)	Understand the natural rules of gravity and physics as they apply to animation.
C)	Demonstrate a working knowledge of the digital animation production process.

EXIT SKILLS (objectives) FROM: **ANIM 2**

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

1.	Apply the basic principles of animation to individual projects.
2.	Understand the natural rules of gravity and physics as they apply to animation.
3.	Demonstrate a working knowledge of the digital animation production process.

		ENTRANCE SKILLS FOR: **ANIM 23**							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: **ANIM 2**	1	X							
	2		X						
	3			X					
	4								
	5								
	6								
	7								
	8								

Santa Monica College
Substantial Change: DIGITAL MEDIA POST PRODUCTION 33, Advanced Digital Compositing
(Formerly ET 33)

Units:	3.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	1.00
Arranged:	2.00
Outside-of-Class Hours	72.00
Date Submitted:	February 2020

Transferability:	Transfers to CSU

Degree Applicability:	Credit - Degree Applicable
Skills Advisory(s):	DMPOST 31
Proposed Start:	Fall 2020
TOP/SAM Code:	0614.00 - Digital Media* / C - Clearly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualifications:	Multimedia Any Degree and Professional Experience)

Rationale
Part of major revision to Entertainment Technology degree programs and certificates.

I. Catalog Description
This course introduces students to advanced digital compositing techniques using nodal compositing software applications. Areas covered include color correction, keying, rotoscoping, tracking, digital paint and camera projection. By completing a series of exercises and projects based on professional visual effects methodology, students will hone the aesthetic and technical skills necessary for integrating diverse visual elements into cohesive imagery.
Course Notes to Print in Catalog: This course uses The Foundry's Nuke.

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 Compositing for Film and Video: Production Workflows and Techniques, 4th, Steve Wright, Routledge © 2017;

III. Course Objectives
Upon completion of this course, the student will be able to:
1. Integrate diverse visual elements using a nodal workflow.
2. Perform advanced color correction, keying, rotoscoping and tracking operations.
3. Composite multi-pass animation and backgrounds using a variety of methods.

IIIb. Arranged Hours Objectives:

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

1. Work with advanced compositing software interfaces in an effective and efficient manner.

IV. Methods of Presentation:

Other (Specify), Lecture and Discussion, Observation and Demonstration
Other Methods: hands-on projects

IVb. Arranged Hours Instructional Activities:

Other (Specify), Online instructor-provided resources

V. Course Content

% of Course	Topic
8.00%	The Digital Camera
5.00%	Composition and Design Basics
16.00%	The Nodal Workflow
8.00%	Color Correction
5.00%	Channel Creation and Filtering
8.00%	Advanced Keying
5.00%	Expressions
8.00%	Rotoscoping Techniques
5.00%	Camera Projection / 3D Cards
8.00%	Merging and Integrating Elements
8.00%	Multi-Pass 3D Compositing
8.00%	Tracking and Stabilizing
8.00%	Output, Rendering and Compression
100.00%	Total

Vb. Lab Content:

% of course	Topic
100.00%	In-class exercises.
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 %	Final Project
60 %	Projects - 6 projects at 10% each
100 %	Total

VII. Sample Assignments:

Background Replacement:

Use keying, matting, rotoscoping and tracking techniques to replace the background of a shot with an alternative sky plate.

Camera Projection:

Project imagery onto simple geometry utilizing a 3D camera track to seamlessly blend 2D and 3D layers.

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 demonstrate mastery of the course content by utilizing advanced compositing techniques to create an effective digital media portfolio project.

Advisory Checklist and Worksheet: DMPOST 33, Advanced Digital Compositing

Proposed Advisory: DMPOST 31, Digital Compositing

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: **DMPOST 33**

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

A)	Create, extract and merge mattes through keying, operations and rotoscoping.
B)	Apply principles of color theory to color correction.
C)	Manipulate elements in source footage using digital paint, cloning and compositing methods.
D)	Track, stabilize and retime source footage.

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

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

1.	Create, extract and merge mattes through keying, operations and rotoscoping.
2.	Apply principles of color theory to color correction.
3.	Manipulate elements in source footage using digital paint, cloning and compositing methods.
4.	Track, stabilize and retime source footage.

	ENTRANCE SKILLS FOR: **DMPOST 33**								
EXIT SKILLS From: **DMPOST 31**		A	B	C	D	E	F	G	H
	1	X							
	2		X						
	3			X					
	4				X				
	5								
	6								
	7								
	8								

Santa Monica College
Substantial Change: DIGITAL MEDIA POST PRODUCTION 50, Digital Effects
(Formerly ET 64)

Units:	3.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	1.00
Arranged:	2.00
Outside-of-Class Hours	72.00
Date Submitted:	February 2020

Transferability:	Transfers to CSU

Degree Applicability:	Credit - Degree Applicable
Skills Advisory(s):	DMPOST 4
Proposed Start:	Fall 2020
TOP/SAM Code:	0614.60 - Computer Graphics and Digital Imagery* / C - Clearly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualifications:	Multimedia (Any Degree and Professional Experience)

Rationale
Part of a major update to Entertainment Technology degrees and certificates.

I. Catalog Description
This course provides an overview of the tools used in the creation of 3D digital effects. Topics covered include procedural software interfaces and architecture, modeling, animation, particles, expressions, shading, and rendering. This course emphasizes the fundamental concepts of visual effects production as well as an understanding of the software.
Course Notes to Print in Catalog: This course uses SideFX Houdini.

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 Filmmaker's Guide to Visual Effects: The Art and Techniques of VFX for Directors, Producers, Editors and Cinematographers, Eran Dinur, Routledge © 2017;

III. Course Objectives
Upon completion of this course, the student will be able to:
1. Demonstrate an understanding of the procedural software paradigm.
2. Create models using any of the available geometry topologies
3. Apply the principles of particle simulations to simple particle effects.
4. Utilize expressions in the creation of various effects.
5. Make use of common lighting, shading and rendering techniques.

IIIb. Arranged Hours Objectives:

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

1. Use the Houdini interface in a proficient manner.

IV. Methods of Presentation:

Lecture and Discussion, Other (Specify), Observation and Demonstration, Online instructor-provided resources

IVb. Arranged Hours Instructional Activities:

Online instructor-provided resources

V. Course Content

% of Course	Topic
5.00%	Houdini interface basics
10.00%	Modeling
10.00%	Lighting
10.00%	Texturing
20.00%	Expressions
25.00%	Particles and dynamic effects
20.00%	Rendering techniques
100.00%	Total

Vb. Lab Content:

% of course	Topic
100.00%	In-class exercises.
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 %	Class Participation
25 %	Final Project
60 %	Projects - Three projects at 20% each.
100 %	Total

VII. Sample Assignments:

Project 1:

Create an original still life composition in 3D using a grayscale photograph as reference. Your goals in this exercise are to model objects using Houdini's SOP editor, to see and reproduce lighting situations in a 3D environment, to compose using a 3D camera, to apply simple shaders, and to output a frame using Houdini's 'Mantra' and ROP editor. Grading will be based on aesthetic concerns as well as your use of the software.

Project 2:

Create an original smoke simulation using at least 2 expressions. Be creative (cigarette smoke, nuclear explosions, smoking logs or ashes, etc). No black backgrounds. Your simulation must be integrated within an appropriate scene and look convincing. Output 240 of your best frames.

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 demonstrate mastery of the course content by creating effective and original digital effects projects.

Advisory Checklist and Worksheet: DMPOST 50, Digital Effects 1

Proposed Advisory: DMPOST 4, Digital Image Fundamentals

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: **DMPOST 50**

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

A)	Manage digital assets proficiently and work effectively with a variety of image formats.
B)	Use standard software tools and settings to make selections, adjust and apply color, and edit image size and orientation
C)	Work effectively with layers, blending modes, filters, and channels.

EXIT SKILLS (objectives) FROM: **DMPOST 4**

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

1.	Manage digital assets proficiently and work effectively with a variety of image formats.
2.	Use standard software tools and settings to make selections, adjust and apply color, and edit image size and orientation.
3.	Work effectively with layers, blending modes, filters, and channels.

	ENTRANCE SKILLS FOR: **DMPOST 50**								
EXIT SKILLS From: **DMPOST 4**		A	B	C	D	E	F	G	H
	1	X							
	2		X						
	3			X					
	4								
	5								
	6								
	7								
	8								

Santa Monica College
Substantial Change: DIGITAL MEDIA POST PRODUCTION 51, Digital Tracking and Integration
(Formerly ET 63)

Units:	3.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	1.00
Arranged:	2.00
Outside-of-Class Hours	72.00
Date Submitted:	February 2020

Transferability:	Transfers to CSU

Degree Applicability:	D - Credit - Degree Applicable
Skills Advisory(s):	DMPOST 3
Proposed Start:	Fall 2020
TOP/SAM Code:	0614.60 - Computer Graphics and Digital Imagery* / C - Clearly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualifications:	Multimedia (Any Degree and Professional Experience)
Program Impact:	Digital Media (AS)

Rationale

Part of a major update to Entertainment Technology degrees and certificates.

I. Catalog Description

This course focuses on the techniques of combining digitally created elements with live-action footage. Areas covered include camera tracking, matchmoving, rotoscoping, motion capture and green screen photography. Through a series of exercises and projects, students will learn to seamlessly integrate computer generated elements with digital video. Emphasis will be placed on problem solving as well as software training.

Course Notes to Print in Catalog: This course uses SynthEyes by Andersson Technologies LLC.

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. Matchmoving: The Invisible Art of Camera Tracking, Tim Dobbert, Sybex Inc © 2012;
2. The Filmmaker's Guide to Visual Effects: The Art and Techniques of VFX for Directors, Producers, Editors and Cinematographers, Eran Dinur, Routledge © 2017;

III. Course Objectives

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

1. Integrate computer generated and live-action elements.
2. Create digital video source footage.
3. Track and stabilize camera footage.
4. Work with camera and motion capture data.

5. Resolve technical issues in an effective manner.

IIIb. Arranged Hours Objectives:

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

1. Work proficiently with digital video and tracking software interfaces.

IV. Methods of Presentation:

Discussion, Lecture and Discussion, Observation and Demonstration, Other (Specify)

IVb. Arranged Hours Instructional Activities:

Other (Specify), Online instructor-provided resources

V. Course Content

% of Course	Topic
10.00%	Digital video and compositing basics.
20.00%	Tracking software overview
5.00%	Shooting live-action background plates
10.00%	Camera tracking and stabilization
20.00%	Integrating CG animation with live-action plates
20.00%	Integrating greenscreen footage with CG environments
10.00%	Rotoscoping techniques
5.00%	Motion capture techniques
100.00%	Total

Vb. Lab Content:

% of course	Topic
100.00%	In-class exercises.
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
30 %	Final Project
50 %	Projects - Five projects at 10% each.

100 %	Total

VII. Sample Assignments:

Project 1:

Use target points between two tracking shots to get identical alignment between multiple cameras on the same location.

Project 2:

Use supervised trackers and the geometric hierarchy panel to solve a moving camera and object shot.

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 demonstrate mastery of the course content by using industry standard tools to seamlessly integrate computer generated imagery and live-action footage in digital media projects.

Advisory Checklist and Worksheet: DMPOST 51, Digital Tracking and Integration

Proposed Advisory: DMPOST 3, Digital Video Fundamentals

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: **DMPOST 51**

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

A)	Distinguish between the various analog and digital video formats, frame rates, camera codecs and aspect ratios.
B)	Acquire and create digital video for editing in non-linear digital video editing applications.
C)	Edit and output a sequence with picture and sound utilizing the digital editing application.

EXIT SKILLS (objectives) FROM: **DMPOST 3**

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

1.	Distinguish between the various analog and digital video formats, frame rates, camera codecs and aspect ratios.
2.	Acquire and create digital video for editing in non-linear digital video editing applications.
3.	Edit and output a sequence with picture and sound utilizing the digital editing application.

		ENTRANCE SKILLS FOR: **DMPOST 51**							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: **DMPOST 3**	1	X							
	2		X						
	3			X					
	4								
	5								
	6								
	7								
	8								

Santa Monica College
Substantial Change: DIGITAL MEDIA POST PRODUCTION 52, Advanced Digital Effects
(Formerly ET 65)

Units	3.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	1.00
Arranged:	2.00
Outside-of-Class Hours	72.00
Date Submitted:	February 2020

Transferability:	Transfers to CSU

Degree Applicability:	Credit - Degree Applicable
Skills Advisory(s):	DMPOST 50
Proposed Start:	Fall 2020
TOP/SAM Code:	0614.60 - Computer Graphics and Digital Imagery* / C - Clearly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualifications:	Multimedia (Any Degree and Professional Experience)

Rationale
Part of a major update to Entertainment Technology degrees and certificates.

I. Catalog Description
This course focuses on advanced methodologies for creating digital effects. Topics covered include advanced particle simulations, expressions and scripting techniques, dynamic simulations, rendering solutions, and effects compositing. This course emphasizes procedural workflows and the interdependency of various software tools to achieve efficient and flexible results.
Course Notes to Print in Catalog: This course uses SideFX Houdini.

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 VES Handbook of Visual Effects: Industry Standard VFX Practices and Procedures, 3rd, Susan Zwerman, Routledge © 2020;

III. Course Objectives
Upon completion of this course, the student will be able to:
1. Create advanced particle simulations
2. Use expressions for complex tasks
3. Import, manipulate, and export animation channels
4. Create rigid body and soft body simulations
5. Create and manipulate simple shaders
6. Utilize diverse rendering solutions like sprite stamping and light instancing

IIIb. Arranged Hours Objectives:

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

1. Use the various editors in Houdini as a cohesive, interdependent whole.

IV. Methods of Presentation:

Discussion, Lecture and Discussion, Observation and Demonstration, Other (Specify), Online instructor-provided resources

IVb. Arranged Hours Instructional Activities:

Online instructor-provided resources

V. Course Content

% of Course	Topic
10.00%	Review of Houdini interface
20.00%	Advanced particle simulations
10.00%	Advanced expressions
20.00%	Working with motion channels
20.00%	Dynamics
5.00%	Shaders
10.00%	Rendering
5.00%	Compositing
100.00%	Total

Vb. Lab Content:

% of course	Topic
100.00%	In-class exercises.
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
30 %	Final Project
50 %	Projects - Two projects at 25% each.
100 %	Total

VII. Sample Assignments:

Project 1:

Use Houdini's Cloud FX Shelf tools to create an animated atmospheric volume system. The project will be evaluated on the application of atmospheric elements as well as the lighting, rendering, and final composite.

Project 2:

Create a complex terrain model using Houdini's Point SOP node and Copy Stamping expressions. Use randomization techniques to adjust location, scale, and rotation, along with instancing techniques to scatter multiple objects along a surface.

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 demonstrate mastery of the course content by using industry standard tools to create advanced effects for use in digital media projects.

Advisory Checklist and Worksheet: DMPOST 52, Digital Effects 2

Proposed Advisory: DMPOST 50, Digital Effects 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: **DMPOST 52**

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

A)	Demonstrate an understanding of the procedural software paradigm.
B)	Create models using any of the available geometry topologies.
C)	Apply the principles of particle simulations to simple particle effects.
D)	Utilize expressions in the creation of various effects.
E)	Make use of common lighting, shading and rendering techniques.

EXIT SKILLS (objectives) FROM: **DMPOST 50**

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

1.	Demonstrate an understanding of the procedural software paradigm.
2.	Create models using any of the available geometry topologies.
3.	Apply the principles of particle simulations to simple particle effects.
4.	Utilize expressions in the creation of various effects.
5.	Make use of common lighting, shading and rendering techniques.

	ENTRANCE SKILLS FOR: **DMPOST 52**								
EXIT SKILLS From: **DMPOST 50**		A	B	C	D	E	F	G	H
	1	X							
	2		X						
	3			X					
	4				X				
	5					X			
	6								
	7								
	8								

Santa Monica College
Substantial Change: GAME DESIGN 1, Game Design Fundamentals
(Formerly ET 42)

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:	0.00
Outside-of-Class Hours	108.00
Date Submitted:	February 2020

Transferability:	Transfers to CSU
Degree Applicability:	D - Credit - Degree Applicable
Proposed Start:	Fall 2020
TOP/SAM Code:	0614.20 - Electronic Game Design* / C - Clearly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualifications:	Multimedia (Any Degree and Professional Experience)
Program Impact	Game Design (AS) *(forthcoming)*

Rationale
Part of major update to Entertainment Technology degrees and certificates.

I. Catalog Description
This course is an introductory overview of the electronic game development process that underlines the historical context, content creation strategies, and future trends in the industry. The course will also explain how games are produced, tested, and released. This course will also cover the history of game platforms up to the most recent systems, and the expanded growth in Mobile, Casual, and Serious game development.

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. Understanding Video Games: The Essential Introduction, 4th, Simon Egenfeldt-Nielsen, Routledge © 2019;

III. Course Objectives
Upon completion of this course, the student will be able to:
1. Discuss the history of electronic game development.
2. Distinguish between the different game platforms and current genres.
3. Define elements related to game strategy, theory and gameplay.
4. Identify the distinct roles and responsibilities of members of the game development team.
5. Apply story and character development to games.
6. Evaluate the game industry and market.

IV. Methods of Presentation:

Discussion, Lecture and Discussion, Other (Specify), Visiting Lecturers, Online instructor-provided resources

V. Course Content

% of Course	Topic
20.00%	Game industry background and production process
25.00%	Game platforms and genres
10.00%	Storytelling and character development
15.00%	Gameplay and theory
10.00%	Visual elements of game design
5.00%	Music and sound effects
15.00%	Assignments and presentations
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
40 %	Written assignments
100 %	Total

VII. Sample Assignments:

Game Assessment:

Write an assessment of a game of your choice. Discuss the quality and experience of the game play based on quality of media, interface/ease of use, and level of success for the intended market.

Flow Chart:

Create a flow chart showing the game flow of an original game design; including objectives, procedures and outcome of the game play.

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 demonstrate an understanding of the game development process used in the entertainment industry.

Santa Monica College
Substantial Change: GAME DESIGN 2, Game Mechanics
(Formerly ET 44)

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:	0.00
Outside-of-Class Hours	108.00
Date Submitted:	February 2020

Transferability:	Transfers to CSU

Degree Applicability:	Credit - Degree Applicable
Proposed Start:	Fall 2020
TOP/SAM Code:	0614.20 - Electronic Game Design* / C - Clearly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualifications:	Multimedia (Any Degree and Professional Experience)
Program Impact:	Game Design A.S. (forthcoming)

Rationale
Part of a major update to Entertainment Technology degrees and certificates.

I. Catalog Description
The focus of this course is on building a solid understanding of play mechanics: the formal elements of play, the dramatic elements that make a game meaningful to its players, and the system dynamics that shape the overall experience. Lectures will use historical and current games and genres to illustrate key concepts. Topics include strategy and tactics, resource management, emergent complexity, puzzles and puzzle development, and the business of games. Students will also learn the process of design through prototyping and playtesting.

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. Game Design Workshop: A Playcentric Approach to Creating Innovative Games, Tracy Fullerton, A K Peters/CRC Press © 2018;
2.

III. Course Objectives
Upon completion of this course, the student will be able to:
1. Identify the formal, dramatic and dynamic aspects of games and analyze how these elements work together to create meaningful play.
2. Demonstrate an understanding of the history of games, game genres, and their impact on today's game industry.

3. Develop project plans and design documents that effectively communicate original game concepts.

IV. Methods of Presentation:

Discussion, Lecture and Discussion, Observation and Demonstration, Other (Specify), Visiting Lecturers
Other Methods: hands-on projects

V. Course Content

% of Course	Topic
20.00%	Formal & dramatic elements of play mechanics
10.00%	System dynamics & user experience
10.00%	Strategy game design
10.00%	Puzzle game design - resource management and game economics
10.00%	Role-playing game design - game state management
10.00%	Action & casual game design
10.00%	Sports & vehicle simulation game design
10.00%	Online, multiplayer & social game design
10.00%	Iterative design & playtesting process
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
30 %	Final Project
10 %	Oral Presentation
40 %	Written assignments
100 %	Total

VII. Sample Assignments:

Game Analysis:

Submit a written analysis of the gameplay mechanics of an existing game; either a traditional board game, console video game, computer game, or online game. Evaluate the gameplay elements discussed in class including concept, structure, formal and technical elements (controls and interface), dramatic elements, and system dynamics.

Game Design Document:

Create a game design document that formalizes and describes an original game concept. The document

will be evlauted on the following criteria: 1. core concept 2. gameplay elements 3. rule presentation 4. user experience

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 demonstrate a thorough understanding of gameplay elements through the creation and presentation of original game design concepts.

Santa Monica College
Substantial Change: GAME DESIGN 20, Game Design Studio 2
(Formerly ET 13)

Units:	3.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	2.00
Arranged:	1.00
Outside-of-Class Hours	72.00
Date Submitted:	February 2020

Transferability:	Transfers to CSU

Degree Applicability:	Credit - Degree Applicable
Skills Advisory(s):	GAME 10
Proposed Start:	Fall 2020
TOP/SAM Code:	0614.20 - Electronic Game Design* / C - Clearly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualifications:	Multimedia (Any Degree and Professional Experience)
Program Impact:	Game Design A.S. (forthcoming)

Rationale

Part of a major update to Entertainment Technology degrees and certificates.

I. Catalog Description

This is a faculty-supervised studio course that will enable students to produce 2D game prototypes for portfolio inclusion. Working in teams, students will develop original game design documents into playable software prototypes. Instruction will focus on the fundamentals of multi-platform software authoring including interactive storytelling, navigation metaphors, technical constraints, and usability. Students will gain experience working with media (text, graphics, animation, video, and audio), using authoring environments, and writing scripts to control interactivity. Emphasis will also be placed on iterative design, playtesting, and successful communication. Each team will complete one major 2D game prototype for portfolio development.

Course Notes to Print in Catalog: This course uses the Unity game engine.

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. Developing 2D Games with Unity: Independent Game Programming with C#, Jared Halpern, Apress © 2018;
2. Unity Game Development Cookbook: Essentials for Every Game, Paris Buttfield-Addison, O'Reilly Media © 2019;

III. Course Objectives

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

1. Build playable 2D prototypes based on original game design documents.

2. Apply formal, dramatic, and technical gameplay and design elements.
3. Use professional software authoring methodologies.
4. Address issues of empathy and accessibility in 2D game designs.
5. Assess technical constraints and how they impact the design process.
6. Work effectively within a team and under strict deadlines.

IIIb. Arranged Hours Objectives:

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

1. Research methods for modifying existing or creating original 2D game assets.

IV. Methods of Presentation:

Discussion, Lecture and Discussion, Other (Specify), Observation and Demonstration, Critique, Lab, Projects, Visiting Lecturers, Group Work, Field Trips

IVb. Arranged Hours Instructional Activities:

Other (Specify), Online instructor-provided resources

V. Course Content

% of Course	Topic
5.00%	Overview of project and team requirements.
15.00%	Design document development and project planning.
10.00%	Evaluating technical constraints as well as empathy and accessibility considerations.
30.00%	2D software prototyping.
30.00%	Playtesting and debugging.
10.00%	Presentation and critique.
100.00%	Total

Vb. Lab Content:

% of course	Topic
100.00%	In-class exercises.
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
60 %	Group Projects - Midterm and final critiques each at 30%.

20 %	Written assignments
100 %	Total

VII. Sample Assignments:

Design Document:

Develop an original design document for a 3D game with the following: 1. project concept and title 2. navigation and gameplay sequence 3. list of design elements 4. main game mechanics 5. proof of concept with examples

2D Prototype:

Design and build a working 2D prototype of your team's chosen game concept. Evaluation will be based on the following: 1. how well the original concept is integrated into the gameplay 2. how well the gameplay is supported by the formal and technical game elements

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 demonstrate mastery of the course content by developing original 2D game prototypes for portfolio development.

Advisory Checklist and Worksheet: GAME 20, Game Design Studio 2

Proposed Advisory: GAME 10, Game Design Studio 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: **GAME 20**

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

A)	Build playable prototypes of original tabletop games.
B)	Demonstrate an understanding of both single and multi-player game structures for tabletop game genres.
C)	Develop and present original game design documents and project plans.
D)	Address issues of empathy and accessibility in physical game designs.
E)	Work effectively within a team and under strict deadlines.

EXIT SKILLS (objectives) FROM: **GAME 10**

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

1.	Build playable prototypes of original tabletop games.
2.	Demonstrate an understanding of both single and multi-player game structures for tabletop game genres.
3.	Develop and present original game design documents and project plans.
4.	Address issues of empathy and accessibility in physical game designs.
5.	Work effectively within a team and under strict deadlines.

	ENTRANCE SKILLS FOR: **GAME 20**								
EXIT SKILLS From: **GAME 10**		A	B	C	D	E	F	G	H
	1	X							
	2		X						
	3			X					
	4				X				
	5					X			
	6								
	7								
	8								

Santa Monica College
Substantial Change: GAME DESIGN 30, Game Design Studio 3
(Formerly ET 49)

Units:	3.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	2.00
Arranged:	1.00
Outside-of-Class Hours	72.00
Date Submitted:	February 2020

Transferability:	Transfers to CSU

Degree Applicability:	Credit - Degree Applicable
Skills Advisory(s):	GAME 20
Proposed Start:	Fall 2020
TOP/SAM Code:	0614.20 - Electronic Game Design* / B - Advanced Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualifications:	Multimedia (Any Degree and Professional Experience)
Program Impact:	Game Design A.S. (forthcoming)

Rationale

Part of major update to Entertainment Technology degrees and certificates.

I. Catalog Description

This is a faculty-supervised studio course that will enable students to produce 3D game prototypes for portfolio inclusion. Working in teams, students will develop original game design documents into playable software prototypes. Instruction will focus on advanced principles of multi-platform software authoring as well as on iterative design, playtesting, and successful communication. Each team will complete one major 3D game prototype for portfolio development.
Course Notes to Print in Catalog: This course uses the Unity game engine.

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. Hands-On Game Development without Coding: Create 2D and 3D games with Visual Scripting in Unity, Lucas Bertolini, Packt Publishing © 2018;
2. Unity Game Development Cookbook: Essentials for Every Game, Paris Buttfield-Addison, O'Reilly Media © 2019;
3.

III. Course Objectives

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

1. Build playable 3D prototypes based on original game design documents.

2. Apply formal, dramatic, and technical gameplay and design elements.
3. Use professional software authoring methodologies.
4. Address issues of empathy and accessibility in 3D game designs.
5. Assess technical constraints and how they impact the design process.
6. Work effectively within a team and under strict deadlines.

IIIb. Arranged Hours Objectives:

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

1. Research methods for modifying existing or creating original 3D game assets.

IV. Methods of Presentation:

Discussion, Lecture and Discussion, Observation and Demonstration, Other (Specify), Critique, Visiting Lecturers, Field Trips, Group Work, Lab, Projects

IVb. Arranged Hours Instructional Activities:

Online instructor-provided resources

V. Course Content

% of Course	Topic
5.00%	Overview of project and team requirements.
15.00%	Design document development and project planning.
10.00%	Evaluating technical constraints as well as empathy and accessibility considerations.
30.00%	3D software prototyping.
30.00%	Playtesting and debugging.
10.00%	Presentation and critique.
100.00%	Total

Vb. Lab Content:

% of course	Topic
100.00%	In-class exercises.
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
60 %	Group Projects - Midterm and final critiques each at 30%.

20 %	Written assignments
100 %	Total

VII. Sample Assignments:

Design Document:

Develop an original design document for a 3D game with the following: 1. project concept and title 2. navigation and gameplay sequence 3. list of design elements 4. main game mechanics 5. proof of concept with examples

3D Prototype:

Design and build a working 3D prototype of your team's chosen game concept. Evaluation will be based on the following: 1. how well the original concept is integrated into the gameplay 2. how well the gameplay is supported by the formal and technical game elements

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 demonstrate mastery of the course content by developing original 3D game prototypes for portfolio development.

Advisory Checklist and Worksheet: GAME 30, Game Design Studio 3

Proposed Advisory: GAME 20, Game Design 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: **GAME 30**

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

A)	Build playable 2D prototypes based on original game design documents.
B)	Apply formal, dramatic, and technical gameplay and design elements.
C)	Use professional software authoring methodologies.
D)	Address issues of empathy and accessibility in 2D game designs.
E)	Assess technical constraints and how they impact the design process.
F)	Work effectively within a team and under strict deadlines.

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

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

1.	Build playable 2D prototypes based on original game design documents.
2.	Apply formal, dramatic, and technical gameplay and design elements.
3.	Use professional software authoring methodologies.
4.	Address issues of empathy and accessibility in 2D game designs.
5.	Assess technical constraints and how they impact the design process.
6.	Work effectively within a team and under strict deadlines.

		ENTRANCE SKILLS FOR: **GAME 30**							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: **GAME 20**	1	X							
	2		X						
	3			X					
	4				X				
	5					X			
	6						X		
	7								
	8								

Santa Monica College
Substantial Change: Interior Architectural Design 30, Studio 3: Interior Architecture
(Formerly INTARC 40)

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:	0.00
Outside-of-Class Hours	72.00
Date Submitted:	October 2019

Transferability:	Transfers to CSU

Degree Applicability:	Credit - Degree Applicable
Skills Advisory(s):	IARC 20 and ARC 21
Proposed Start:	Fall 2020
TOP/SAM Code:	1302.00 - Interior Design and Merchandising* / C - Clearly Occupational
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)
Program Impact:	Interior Architectural Design AS/Certificate of Achievement

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.

I. Catalog Description

Develop interior projects with an emphasis on concept development. Explore questions of sustainability, culture, and social responsibility within the context of buildings which are responsive to the environment and people utilizing them. Emphasis is placed on research, analysis, and conceptualization of ideas. Visual and oral presentations are used in the development of a course portfolio.
Course Notes to Print in Catalog: It is recommended to take IARC 20B Design Communications 3 at the same time.

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. Designing Commercial Interiors, 3rd, Piotrowski, Christine, Wiley © 2016, ISBN: 978-1118882085;
2. Interior Design Illustrated, 4th Edition, Francis Ching, Wiley © 2020, ISBN: 978-1119377207;

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. 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 and materials.
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:

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

V. Course Content

% of Course	Topic
10.00%	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
10.00%	Fundamental understanding of site conditions and design responses.
10.00%	Understanding of appropriate basic Building Systems for a project: structural, lighting, and ventilation
40.00%	Space Planning, lighting, furnishing and material applications.
10.00%	Develop a comprehensive concept statement and a professional visual, written, and verbal presentation.
100.00%	Total

Vb. Lab Content:

% of course	Topic
20.00%	Class and small group discussions to further the design study for each project. Based on readings and lectures for project topics.
30.00%	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 existing 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 - 15% Project 1 30% Project 2 30% Project 3
100 %	Total

VII. Sample Assignments:

Case Study Research Analysis:

The class will review specific case studies to abstract and inform a design project. Students will be given a contemporary designer to research and analyze. Using the case study as an inspiration and the analysis of the space, 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.

Design Project:

Collaborative Space - Students will be given a design problem with client and site parameter. Students will research existing site conditions, sustainability impact and project requirements with client's needs to formulate a concept and design solution. 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 design 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 interior architectural projects with an understanding of design theories, client needs and wants, using constraints such as building construction and code requirements.
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

IARC 30: Studio 3 – Interior 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	

Advisory Worksheet

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

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

A)	Demonstrate basic understanding of the core concepts of the software.
B)	Create Floor Plans, Sections, Elevations, 3D views, and Family Components.
C)	Create renderings and a basic walk-through of a space or building.
D)	Apply textures and materials to model.
E)	Print or export files to present a completed project to scale and on time.

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

(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.	Create Floor Plans, Sections, Elevations, 3D views, and Family Components.
3.	Create renderings and a basic walk-through of a space or building.
4.	Apply textures and materials to model.
5.	Print or export files to present a completed project to scale and on time.
6.	
7.	

		RECOMMENDED ENTRANCE SKILLS FOR IARC 30							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR ARC 21	1	X							
	2		X						
	3			X					
	4				X				
	5					X			
	6								
	7								

ADVISORY Checklist and Worksheet: IARC 30: Studio 3 – Interior Architecture

Proposed Advisory: IARC 20 Studio 2: Interior Architecture

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: **IARC 30**

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

A)	Demonstrate the ability to think critically about design issues through written and graphic program analysis.
B)	Perform basic site research and understand how site factors influence design responses.
C)	Develop a comprehensive design concept that gives meaning to and informs all design decisions.
D)	Create simple built environments using concepts developed from research and analysis.
E)	Able to give presentations for projects which demonstrate an understanding of concept, logic, and communication.

EXIT SKILLS (objectives) FROM **IARC 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.	Perform basic site research and understand how site factors influence design responses.
3.	Develop a comprehensive design concept that gives meaning to and informs all design decisions.
4.	Create simple built environments using concepts developed from research and analysis.
5.	Able to give presentations for projects which demonstrate an understanding of concept, logic, and communication.

		RECOMMENDED ENTRANCE SKILLS FOR IARC 30							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR IARC 20	1	X							
	2		X						
	3			X					
	4				X				
	5					X			
	6								
	7								

Santa Monica College
Substantial Change: Interior Architectural Design 35, Fundamentals of Lighting
(Formerly INTARC 44)

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:	0.00
Outside-of-Class Hours	108.00

Transferability:	Transfers to CSU

Degree Applicability:	Credit - Degree Applicable
Skills Advisory(s):	ARC 11
Proposed Start:	Fall 2020
TOP/SAM Code:	1302.00 - Interior Design and Merchandising* / C - Clearly Occupational
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)
Program Impact:	Interior Architectural Design AS/Certificate of Achievement

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.

I. Catalog Description

Exploration of natural light and lighting technology as an integrated component of design for interiors and architecture. Topics include lighting system basics, lighting and the design process, human factors, sustainability, and regulations.

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 Lighting for Designers, 5th, Gary Gordon, Wiley © 2015, ISBN: 9780470114223;
2. Fundamentals of Lighting, 3rd, Susan Winchip, Bloomsbury © 2017, ISBN: 978-1501317668;
3. Lighting Design Basics, 3rd, Mark Karlen, Christina Spangler, , Wiley © 2017, ISBN: 1119312272;

III. Course Objectives

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

1. Identify and apply basic terminology used in lighting design.
2. Identify applicable codes to energy conservation and lighting design
3. Develop lighting design concept and apply lighting techniques to various design scenarios
4. Identify various sizes and shapes of lamps using the criteria of beam spread, distance, brightness and lumens
5. Identify criteria when choosing different types of lamps and luminaires.

6. Create light mapping and lighting plan.

IV. Methods of Presentation:

Field Trips, Lecture and Discussion, Other (Specify), Lab, Projects, Observation and Demonstration, Visiting Lecturers, Online instructor-provided resources, Group Work

V. Course Content

% of Course	Topic
10.00%	Lighting design concept
10.00%	Psychology of Lighting
10.00%	Lighting Terminology
10.00%	Codes and Energy Conservation Relative to Lighting
10.00%	Luminaire Patterns
10.00%	Photometrics & Calculations
10.00%	Designing with Daylight
30.00%	Apply design techniques to interior spaces.
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 Work - In class exercises
50 %	Projects - 2 lighting design project
20 %	Quizzes
100 %	Total

VII. Sample Assignments:

Project :

Create lighting design to a given project. Research and analyze the function and type of the space and create appropriate lighting concept. Choreograph the lighting experience, apply lighting techniques, and specify products.

Cutsheet analysis:

Find different types of luminarie and analyze cutsheets, photometric charts, lumens, beam spread, and identify how it's used.

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. Identify and apply lighting concepts, terminology, and standards used in interior and architectural design.

ADVISORY Checklist and Worksheet

IARC 35 Fundamentals of Lighting

Proposed Advisory: ARC 11

SECTION 1 - CONTENT REVIEW:

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

Advisory Worksheet

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: **IARC 35**

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

A)	Demonstrate the ability to 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 influence design responses.
D)	Develop a comprehensive design concept that gives meaning to and informs all design decisions.
E)	Able to give presentations for projects which demonstrate an understanding of concept, logic, and communication.

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 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.
6.	
7.	

	RECOMMENDED ENTRANCE SKILLS FOR IARC 35								
EXIT SKILLS FOR ARC 11		A	B	C	D	E	F	G	H
	1	X							
	2		X						
	3			X					
	4				X				
	5					X			
	6								
	7								

IARC 35 Distance Education Application

First semester course to be offered: Fall 2020

This Distance Education course meets the same standard of course quality as is applied to traditional classroom courses in the following categories, as stated in the official course outline of record:

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

Additional considerations for all distance education courses:

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

Santa Monica College has a legal and ethical obligation to ensure equal access to electronic information technology (e.g., software, computers, web pages) for all students. Consistent with this obligation, the technology-based components of our course will reflect current accessibility design standards. Support in implementing these standards is available through Academic Computing and Disabled Student Services. Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.

Guidelines and Questions for Curriculum Approval of a Distance Education Course

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.

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%
Study and/or Review Sessions	Posted hours for weekly online study groups/meetings to review assignments/worksheets. These online meetings are available for review by students not able to access the chatroom at the specified time.	20.00%
Exams	Weekly quizzes to verify understanding of topics and a final exam for retention of knowledge.	20.00%
Discussion Boards	Weekly discussions may be on lighting methods, latest lighting technology, observations and analysis of how lighting is used in various interior applications. 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.	10.00%

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.

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
20.00%	Quizzes	Weekly quizzes to verify understanding of topics and a final exam for retention of knowledge.
30.00%	Weekly Exercises	research lighting concepts and systems.
20.00%	Residential lighting project	Research required lighting concept and apply lighting technology.
30.00%	Commercial Lighting Project	Projects submitted via canvas for comment and grading by the instructor. Weekly chatroom participation allows students to discuss project with each other and the instructor.

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.

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.

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.

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: Identify various sizes and shapes of lamps using the criteria of beam spread, distance, brightness and lumens, Lesson: Small group work (collaborative tool such as Teams in Office 365 in Canvas). Students will be given specific types of luminaires to research, information to look for, and discussion topics to cover. Cutsheets are shared and analyzed through discussion boards.

Santa Monica College
Substantial Change: Interior Architectural Design 40, Studio 4: Interior Architecture
(Formerly INTARC 45)

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:	0.00
Outside-of-Class Hours	72.00
Date Submitted:	February 2019

Transferability:	Transfers to CSU

Degree Applicability:	Credit - Degree Applicable
Skills Advisory(s):	IARC 30 and ARC 31
Proposed Start:	Fall 2020
TOP/SAM Code:	1302.00 - Interior Design and Merchandising* / C - Clearly Occupational
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)
Program Impact:	Interior Architectural Design AS/Certificate of Achievement

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.

I. Catalog Description

Further design exploration in commercial and mixed-use spaces with more complex programs. Existing building is analyzed in terms of program, building systems, structure, form, and sustainability. Emphasis is placed on research and analysis of social, cultural, and environmental issues while collaborating with industry partners. Visual and oral presentations are used in the development of a course portfolio. *Course Notes to Print in Catalog: It is recommended to take IARC 21B Design Communications 4 at the same time.*

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 Codes Guidebook for Interiors, 6th, Harmon, Sharon Koomen, Wiley © 2014, ISBN: 978-1118809365;
2. Designing Commercial Interiors, Third, Piotrowski, Christine, Wiley © 2016, ISBN: 978-1118882085;

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 interior and architecture in urban areas.
2. Develop designs which are cognizant of the surrounding community, acknowledging and encouraging public engagement.
3. Develop design solutions for large projects which include thoughtful circulation, wayfinding, and response to the site and urban environment.
4. Select systems and materials 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:

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

V. Course Content

% of Course	Topic
10.00%	Develop a design concept based on the analysis of site, client and community engagement.
10.00%	Research and Analysis of program and client requirements with an emphasis on social, cultural, and environmental impact.
10.00%	Human experience and interaction to form, site conditions, and spaces
5.00%	Understanding of appropriate basic Building Systems for a project: structural, lighting, and ventilation
10.00%	Code considerations and sustainability
40.00%	Space Planning, lighting, furnishing and material applications.
5.00%	Industry partnership in project development, guest lecturer, field trip, or interviews.
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%	Desk Crits: meeting with instructor or small group for feedback on design and concept ideas.
20.00%	Class and small group discussions to further the design study for each project. Based on readings and lectures for project topics.
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:

Cultural Center:

A cultural group (of your choice) has raised enough money to convert an existing building into a museum and cultural center. The intent is to build cultural awareness, connect with the community, and build a destination attraction. The site is located in Exposition Park which is currently designing a Master Plan to make the Park more welcoming, connected, and sustainable. The inclusion of this museum will expand the current Park to the West. The project site has two small buildings in close proximity. You will utilize these buildings and design a connecting area between them. The client has asked that this connecting space be bright, spacious, and airy. RESEARCH In this project we will visit a site to research and analyze existing conditions to develop an understanding of the fabric of the community and the appropriate design response. How can a cultural center contribute to its community? Through a series of interviews with community members (possible users) and a thorough research & analysis of the site, building, and user - you will develop a concept for what a socially responsible cultural center could be in the urban setting of Los Angeles. Your research and concept statement will set the parameters for your design. Does your project meet or address community needs or concerns? CONCEPT The concept shall carry through in a design which reflects the research and concept developed. The concept you develop should address the project requirements, community concerns, and be inspired by the culture it houses. Your concept will be used as a measure of the design - did you develop a project which reflects your concept? PRESENTATION Projects are presented to industry panel including designers and community members. 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.

Redesign the Banking Experience:

Students are 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? 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. They 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.

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 Interior 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

IARC 40 – Studio 4 – Interior Architecture

Proposed Advisory: ARC 31

SECTION 1 - CONTENT REVIEW:

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

Advisory Worksheet

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

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

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

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

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

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.

	RECOMMENDED ENTRANCE SKILLS FOR IARC 40								
EXIT SKILLS FOR ARC 31		A	B	C	D	E	F	G	H
	1	X							
	2		X						
	3			X					
	4				X				
	5					X			
	6						X		
	7							X	

ADVISORY Checklist and Worksheet: IARC 40 – Studio 4 – Interior Architecture

Proposed Advisory: IARC 30: Studio 3: Interior Architecture

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: **IARC 40**

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

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.
E)	Able to present a project while demonstrating an understanding of concept, logic, communication, building considerations, and interactions or functions of the space.

EXIT SKILLS (objectives) FROM **IARC 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.
5.	Able to present a project while demonstrating an understanding of concept, logic, communication, building considerations, and interactions or functions of the space.

	RECOMMENDED ENTRANCE SKILLS FOR IARC 40								
EXIT SKILLS FOR IARC 30		A	B	C	D	E	F	G	H
	1	X							
	2		X						
	3			X					
	4				X				
	5					X			
	6						X		
	7							X	

Santa Monica College
Substantial Change: Interior Architectural Design 45, Building Systems and Codes
(Formerly INTARC 50)

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:	0.00
Outside-of-Class Hours	108.00
Date Submitted:	October 2019

Transferability:	Transfers to CSU

Degree Applicability:	Credit - Degree Applicable
Skills Advisory(s):	IARC 20
Proposed Start:	Fall 2020
TOP/SAM Code:	1302.00 - Interior Design and Merchandising* / C - Clearly Occupational
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

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.

I. Catalog Description

This course explores the components of interior construction and building systems and examines current building requirements including federal, state, and local codes, regulations, and standards.

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 Codes Guidebook for Interiors, 7th, Harmon, Sharon K. and Kennon, Katherine E., Wiley © 2018, ISBN: 1119343194;
2. Sustainable Building Systems and Construction for Designers, 2, Tucker, Lisa M., Fairchild Books © 2015, ISBN: 978-1628920932;
3. Building Codes Illustrated, 6, Ching, Francis D.K., Wiley © 2018, ISBN: 1119480353;
4.

III. Course Objectives

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

1. Discuss the purpose of the building codes and regulation and how they impact design.
2. Identify various applications of building systems, such as mechanical, electrical, plumbing, and structural.
3. Compare the different types of building construction and how this affects occupancy.
4. Identify occupancy classifications and calculate occupant loads and exit requirements.

5. Identify egress requirements including: exit locations, exit signage, travel distance, and path of travel.
6. Identify the types of fire and smoke prevention, detection, and suppression systems.
7. Apply Federal, State, and Local code requirements to interior spaces.

IV. Methods of Presentation:

Lecture and Discussion, Visiting Lecturers, Other (Specify), Field Trips, Projects, Group Work
Other Methods: A. Illustrated lectures and demonstrations. B. Visual aid and handouts. C. Guest lectures D. Examinations.

V. Course Content

% of Course	Topic
10.00%	Introduction and overview "Why Codes?" Historical chronology. Purpose, requirements, compliance inspection, and implementation.
10.00%	Construction and building types
20.00%	Building Systems: Structural, Mechanical, Plumbing, Electrical
20.00%	Exiting and Occupancy: path of travel, horizontal and vertical exiting, rated corridors and separation walls.
10.00%	Accessibility planning criteria, universal design, and sustainable building codes
10.00%	Fire-life safety requirements.
10.00%	Finish/materials standards overview, federal and State of California compliance, testing standards and methods.
10.00%	Signage, alarms, and telephone requirements.
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 Work - In Class Exercises
30 %	Exams/Tests - 3 to 5 exams throughout the semester.
40 %	Projects - 2 to 3 projects. Code research on various types of spaces. Documentation of various types of construction.
100 %	Total

VII. Sample Assignments:

Code Analysis:

1. Analyze a set of exiting plans, which demonstrates a comprehensive understanding of occupancy classifications, occupant load, means of egress components, and arrangement of exits.

In Class Exercises:

Weekly In Class Exercises that are relevant to the lecture for the week. Exercises may be calculating occupancy load for different scenarios or finding specific information on exiting requirements.

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. Demonstrate a comprehensive understanding of different building systems and code requirements when designing an interior architectural space.

ADVISORY Checklist and Worksheet: IARC 45 Building Systems and Codes

Proposed Advisory: IARC 20

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: **IARC 45**

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

A)	Demonstrate the ability to think critically about design issues through written and graphic program analysis.
B)	Perform basic site research and understand how site factors influence design responses.
C)	Develop a comprehensive design concept that gives meaning to and informs all design decisions.
D)	Create simple built environments using concepts developed from research and analysis.
E)	Able to give presentations for projects which demonstrate an understanding of concept, logic, and communication.

EXIT SKILLS (objectives) FROM **IARC 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.	Perform basic site research and understand how site factors influence design responses.
3.	Develop a comprehensive design concept that gives meaning to and informs all design decisions.
4.	Create simple built environments using concepts developed from research and analysis.
5.	Able to give presentations for projects which demonstrate an understanding of concept, logic, and communication.

		RECOMMENDED ENTRANCE SKILLS FOR IARC 45							
EXIT SKILLS FOR IARC 20		A	B	C	D	E	F	G	H
	1	X							
	2		X						
	3			X					
	4				X				
	5					X			
	6								
	7								

IARC 45 Distance Education Application

First semester course to be offered: Fall 2020

This Distance Education course meets the same standard of course quality as is applied to traditional classroom courses in the following categories, as stated in the official course outline of record:

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

Additional considerations for all distance education courses:

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

Santa Monica College has a legal and ethical obligation to ensure equal access to electronic information technology (e.g., software, computers, web pages) for all students. Consistent with this obligation, the technology-based components of our course will reflect current accessibility design standards. Support in implementing these standards is available through Academic Computing and Disabled Student Services. Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.

Guidelines and Questions for Curriculum Approval of a Distance Education Course

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.

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
Exams	Weekly quizzes to verify understanding of topics and a final exam for retention of knowledge.	20.00%
Study and/or Review Sessions	Posted hours for weekly online study groups/meetings to review assignments/worksheets. These online meetings are available for review by students not able to access the chatroom at the specified time.	20.00%
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	Weekly discussions may be on construction methods, materials, 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.	10.00%

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.

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%	Quizzes	Weekly quizzes to verify understanding of topics and a final exam for retention of knowledge.
20.00%	Residential Code Project - Research what requirements are needed for a residential project.	Projects submitted via canvas for comment and grading by the instructor. Weekly chatroom participation allows students to discuss project with each other and the instructor.
20.00%	Weekly Exercises: research project code or construction techniques.	Students are grouped and work on code requirement scenarios in the Collaboration areas of canvas. Assignments are turned in via canvas.
30.00%	Commercial Building - report on building systems and code requirements	Student will write a report on a chosen commercial building. The report will broken into stages and turned in for instructor review and comment on a regular basis until final submittal which will be graded and final comments made.

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.

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.

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.

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 Federal, State, and Local code requirements to interior spaces. Assignment: Weekly exercises that are relevant to the lecture for the week. Exercises may be calculating occupancy load for different scenarios or finding specific information on exiting requirements. Students are grouped and work on code requirement scenarios in the Collaboration areas of canvas. Assignments are turned in via canvas.

Santa Monica College
Substantial Change: Interior Architectural Design 55, Sustainable Design
(Formerly INTARC 39)

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:	0.00
Outside-of-Class Hours	108.00
Date Submitted:	November 2019

Transferability:	Transfers to CSU

Degree Applicability:	Credit - Degree Applicable
Proposed Start:	Fall 2020
TOP/SAM Code:	1302.00 - Interior Design and Merchandising* / C - Clearly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualifications:	Architecture Degree, LEED AP Certification; Interior Design, Any Degree and Professional Experience (per Minimum Qualifications Handbook)

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.

I. Catalog Description

This course provides a detailed introduction to the concepts, principles, systems, and materials of sustainable design for interiors and architecture. Students learn compatible approaches to renewable, healthy and environmentally responsive design affecting the local and global client.

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. Environmentally Responsible Design: Green and Sustainable Design for Interior Designers, 2nd, Jones, Louise, Wiley © 2012, ISBN: - 978-1-118-50448-2;
2. Sustainable Commercial Interiors, 2, Bonda, Penny, Wiley © 2014, ISBN: 9781118456293;
3. Sustainable Building Systems and Construction for Designers, 2, Tucker, LIsa, Fairchild Books © 2016, ISBN: 1628920939;
4. Green Building Illustrated, 1st, Francis Ching and Ian Shapiro, Wiley © 2014, ISBN: 978-1118562376;

III. Course Objectives

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

1. Describe the general concepts of sustainable design.

2. Identify the various forms and systems of sustainable design.
3. Recognize the materials available for use in sustainable design.
4. Identify the range of effects that sustainable design can have on our society as a whole.
5. Discuss possible future areas of development in sustainable design.
6. Research and develop a sustainable project incorporating these principles.

IV. Methods of Presentation:

Lecture and Discussion, Visiting Lecturers, Other (Specify), Critique, Field Trips, Projects, Service Learning, Group Work, Online instructor-provided resources, Observation and Demonstration
Other Methods: This is a lecture course in which topics are presented by the instructor, guest speakers and discussed by the class as a whole. Participation by the students is key to their learning. Students will also be asked to research specific sustainable topics and report the results to the class. Students will meet some of the leading professionals in sustainable design firms and disciplines. Quizzes will be given throughout the semester, in addition to a final exam.

V. Course Content

% of Course	Topic
10.00%	Green community design and the future
30.00%	Research and analyze different sustainable design systems.
30.00%	Apply sustainable design systems in different scenarios through class exercises / projects.
20.00%	Apply sustainable products in various design scenarios.
10.00%	Analyze existing sustainable projects.
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
10 %	Final exam
25 %	Projects
30 %	Quizzes
25 %	Written assignments
100 %	Total

VII. Sample Assignments:

Research Project:
Students will be asked to select a topic of sustainable design to research and analyze. Students will present their research to the class in a presentation and submission for grade.
Sustainable Systems:
Students will apply the sustainable design techniques on their home based on one of the sustainable building systems. The student will present their selected green sustainable system. This will include a description of the system, the importance of the system to its professional field and to the global community, and how the system is being applied. Critical observations and suggested system improvements will be encouraged.

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. Identify and apply sustainable building terminology, standards, and materials used in interior and architectural design.

IARC 55 Distance Education Application

First semester course to be offered: Fall 2020

This Distance Education course meets the same standard of course quality as is applied to traditional classroom courses in the following categories, as stated in the official course outline of record:

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

Additional considerations for all distance education courses:

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

Santa Monica College has a legal and ethical obligation to ensure equal access to electronic information technology (e.g., software, computers, web pages) for all students. Consistent with this obligation, the technology-based components of our course will reflect current accessibility design standards. Support in implementing these standards is available through Academic Computing and Disabled Student Services. Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.

Guidelines and Questions for Curriculum Approval of a Distance Education Course

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.

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%
Study and/or Review Sessions	Posted hours for weekly online study groups/meetings to review assignments/worksheets. These online meetings are available for review by students not able to access the chatroom at the specified time.	20.00%
Exams	Weekly quizzes to verify understanding of topics and a final exam for retention of knowledge.	20.00%
Discussion Boards	Weekly discussions may be on various sustainable design systems, latest sustainable material trends, observations and analysis of possible future areas of development in sustainable design. . 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.	10.00%

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.

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
20.00%	Quizzes	Weekly quizzes to verify understanding of topics and a final exam for retention of knowledge.
20.00%	Weekly Exercises	Research and analyze different concepts of sustainable design methods and systems.
30.00%	Project	Apply various sustainable design methods for a commercial project. Projects submitted via canvas for comment and grading by the instructor. Weekly chatroom participation allows students to discuss project with each other and the instructor.
30.00%	Biomimicry Design	Identify a design challenge in society, research something in nature as an inspiration. Apply what they learn to imagine innovative solutions to climate change challenges.

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.

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.

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.

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: Identify the range of effects that sustainable design can have on our society as a whole. Research and report on the effects of sustainable design can have on our society. 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.

Santa Monica College
Substantial Change: Interior Architectural Design 56, Contemporary Spatial Design Studies
(Formerly INTARC 71)

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:	0.00
Outside-of-Class Hours	108.00
Date Submitted:	September 2013

Transferability:	Transfers to CSU

Degree Applicability:	Credit - Degree Applicable
Proposed Start:	Fall 2020
TOP/SAM Code:	1302.00 - Interior Design and Merchandising* / C - Clearly Occupational
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

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.

I. Catalog Description

This course is a comprehensive visual/lecture study of 20th and 21st century spatial and interior design theory and practice from the turn of the 20th century through the most current international designs today. Emphasis is on design styles, materials, ornamentation, and techniques. Course is directed toward careers in interior design and related spatial design fields encompassing both residential and commercial projects.

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. New Directions in Contemporary Architecture: Evolutions and Revolutions in Building Design Since 1988, Puglisi, L. P., Wiley-Blackwell © 2008, ISBN: 0470518898;
2. An Introduction to Architectural Theory: 1968 to Present, Mallgrave, H.F./ Goodman, D., Wiley-Blackwell © 2011, ISBN: 144439598X;

III. Course Objectives

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

1. Identify and analyze the characteristics of major 20th and 21st century design styles.
2. Use correct terminology to describe major theoretical movements of the last century.
3. Utilize a glossary of modern design terms.

4. Place in correct chronological sequence design styles of each decade of the 20th and 21st century.
5. Recognize and identify contemporary American and International designers and their works.
6. Identify major influences in contemporary design trends.

IV. Methods of Presentation:

Field Trips, Lecture and Discussion

V. Course Content

% of Course	Topic
10.00%	Introduction to contemporary design.
20.00%	History and Development: Precedents for Postmodernism in spatial and interior design context. Characteristics and identification of relevant designers, periods and styles.
10.00%	Field study of Art Deco and Early Modernism in the Greater Los Angeles area.
20.00%	Post WW2 Industrial technology, materials and systems and impact upon Modernism. Construction vocabulary and techniques.
20.00%	Late and Post Modernism: Impact of architectural theories of functional and stylistic determinants.
20.00%	Contemporary Spatial Design - Theories and Practice: Impact of Digital Technology and User Experience on 21st Century design trends.
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 %	Class Participation
15 %	Exams/Tests - 3 quizzes
20 %	Final exam
30 %	Projects
20 %	Written assignments
100 %	Total

VII. Sample Assignments:

Look book:

Students will assemble a look book that shows how contemporary design has evolved from and influenced by historical precedents. The Look Book shall include a minimum of 8 projects that have at least a one page write up plus images.

Written Assignment:
Students will visit a historical architectural site and write a report on the history and style of the building and interior space. Students will formulate a Visual Argument, PowerPoint presentation, addressing the influence of the project or designer upon current design trends.
Project:
Students will be provided contemporary design projects for analysis and schematic redesign, applying Design Thinking and User Experience Guidelines.

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. Recognize and identify a variety of contemporary spatial designers around the world and their works from visual images.
3. Develop research projects and presentations analyzing contemporary spatial designers around the world from stylistic, structural, sustainable, economic, cultural and aesthetic aspects.

Global Citizenship Application

Category: Global Studies

- A course that fulfills this area will explore the factors that have shaped our global community and provide students with an understanding of their roles in relationship to other peoples and systems on a global level. To be included in the Global Studies category a course must meet three criteria (see below).

Course meets all of the following three criteria:

- 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).

Outcomes that pertain to this Global Citizenship Category

- Students will exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.
- Recognize and identify a variety of contemporary spatial designers around the world and their works from visual images.

Narrative

- Interior and Architectural design has deep cultural roots but is also affected by contemporary social, economic and technological issues. This course would explore the interconnections of these issues in both a historical and contemporary context in spatial design from around the world.

Department Vote
10 Yes; 0 No; 0 Abstain

IARC 56 Distance Education Application

First semester course to be offered: Fall 2020

This Distance Education course meets the same standard of course quality as is applied to traditional classroom courses in the following categories, as stated in the official course outline of record:

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

Additional considerations for all distance education courses:

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

Santa Monica College has a legal and ethical obligation to ensure equal access to electronic information technology (e.g., software, computers, web pages) for all students. Consistent with this obligation, the technology-based components of our course will reflect current accessibility design standards. Support in implementing these standards is available through Academic Computing and Disabled Student Services. Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.

Guidelines and Questions for Curriculum Approval of a Distance Education Course

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.

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
Discussion Boards	Weekly discussions may be on various topics related to contemporary spatial design. 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.	10.00%
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%
Exams	Weekly quizzes to verify understanding of topics and a final exam for retention of knowledge.	20.00%
Study and/or Review Sessions	Posted hours for weekly online study groups/meetings to review assignments/worksheets. These online meetings are available for review by students not able to access the chatroom at the specified time.	20.00%

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.

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%	Lecture - exam	Exams are to be taken online and require knowledge of the course content.
20.00%	Threaded Discussions	Students are to review the lecture notes and weekly information, then post a response to a directed question or topic on the online discussion. Knowledge of the covered content must be shown in the postings. Relevant and critical responses to other students postings is also required.
50.00%	Assignments	3 assignments are given in class. Each assignment is posted to the instructor for comment and grading. Midterm and Final assignments are posted for student review and response.

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.

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.

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.

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: Develop research projects and presentations analyzing contemporary American and International design from stylistic, structural, sustainable, economic and aesthetic aspects. Research and report on a given topic in contemporary design trends. 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.

Santa Monica College
Distance Education: ARCHITECTURE 20, Studio 2: 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:	August 2019

Transferability:	Transfers to CSU

Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	ARC 10
Skills Advisory(s):	ARC 11

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. Demonstrate an understanding of concept, logic, and communication through presentations

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 10%, 1 at 10%, 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.

ARC 20 Distance Education Application

First semester course to be offered: Fall 2020

This Distance Education course meets the same standard of course quality as is applied to traditional classroom courses in the following categories, as stated in the official course outline of record:

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

Additional considerations for all distance education courses:

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

Santa Monica College has a legal and ethical obligation to ensure equal access to electronic information technology (e.g., software, computers, web pages) for all students. Consistent with this obligation, the technology-based components of our course will reflect current accessibility design standards. Support in implementing these standards is available through Academic Computing and Disabled Student Services. Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.

Guidelines and Questions for Curriculum Approval of a Distance Education Course

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 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.	20.00%

Videos	Demonstrations of specific modeling or sketching or other skills for class. Videos shall be captioned.	15.00%

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.

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 research or skill building exercises. 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.

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.
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.

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.

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. Demonstrate the ability to think critically about design issues through written and graphic program analysis. The class will review specific case studies to abstract and inform a design project. Case studies will be available as accessible documents or captioned videos. Students will be given a program 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. Presentations will be made through the conferencing tool or the discussion board. Students will create videos of their presentations. Presentations will include visual components such as design boards and/or models. The presentation shall include the student giving the presentation and a The project and presentation shall demonstrate an understanding of the design principles from the case study and have creatively implemented an inspired interpretation.

SANTA MONICA COLLEGE
Cultural Resource Management
Certificate of Achievement

This certificate provides specific knowledge and practical experience to students who may pursue careers in Cultural Resource Management (CRM), Archaeology, Anthropology, Museum Studies, or Historic Preservation. CRM integrates the fields of Archaeology, Anthropology, and Historic Preservation to address the myriad of Federal, State, and local legislation aimed at protecting cultural resources. CRM is the fastest growing sub-discipline within archaeology and ensures that critical archaeological concerns are represented throughout project planning and construction.

Program Learning Outcomes:

- Upon completion of the program, students will demonstrate an understanding of archaeological and anthropological principles as they pertain to Cultural Resource Management. Upon completion of the program, students will identify the complex relationship between economic development and heritage preservation.
- Upon completion of the program, students will demonstrate understanding of the ethical issues surrounding the conservation of archaeological sites.
- Upon completion of the program, students will demonstrate adequate excavation or laboratory techniques necessary for employment within the field of Cultural Resource Management.

Area of Emphasis

Required Core Courses (6 units)	**Units**
ANTHRO 3 World Archaeology	3.0
OR	
ANTHRO 4 Methods of Archaeology	3.0
AND	
ANTHRO 35S Archaeological Field Techniques	3.0
OR	
ERTHSC 88A Independent Studies in Earth Science	1.0
AND	
ERTHSC 88B Independent Studies in Earth Science	2.0

Select 1 of the following (3 units)	**Units**
ANTHRO 1 Physical Anthropology	3.0
ANTHRO 3 World Archaeology*	3.0
ANTHRO 4 Methods of Archaeology*	3.0
ANTHRO 5 Physical Anthropology with Lab	4.0
ANTHRO 9 Paleoanthropology	3.0
ANTHRO 10 Forensic Anthropology	3.0
ANTHRO 35S Archaeological Field Techniques*	3.0
ART 10A Design I	3.0
ASTRON 6 Archaeoastronomy	3.0
GEOG 14 Geography of California	3.0
GEOL 1 Physical Geology without Lab	3.0
GEOL 4 Physical Geology with Lab	4.0
GIS 20 (same as GEOG 20) Introduction to Geographic Information Systems	3.0

GIS 23 (same as GEOG 23) Intermediate Geographic Information Systems		3.0
GIS 27 Applications in Geographic Information Systems		3.0
HIST 20 History of California		3.0
HIST 41 Native-American History		3.0
PHOTO 1 Introduction To Photography		3.0
PHOTO 30 Techniques of Artificial Lighting		4.0
PHOTO 39 Beginning Photoshop		3.0
	Total Units:	**9.0**

**If not used above*

Santa Monica College

Cultural Resouce Management Certificate of Achievement

1. **Program Goals and Objectives**

   This certificate provides specific knowledge and practical experience to students who may pursue careers in Cultural Resource Management (CRM), Archaeology, Anthropology, Museum Studies, or Historic Preservation. CRM integrates the fields of Archaeology and Historic Preservation to address the myriad of Federal, State, and local legislation aimed at protecting cultural resources. CRM is the fastest growing sub-discipline within archaeology and ensures that critical archaeological concerns are represented throughout project planning and construction.

   Program Learning Outcomes:
   Upon completion of the program, students will demonstrate an understanding of archaeological and anthropological principles as they pertain to Cultural Resource Management.

   Upon completion of the program, students will identify the complex relationship between economic development and heritage preservation.

   Upon completion of the program, students will demonstrate understanding of the ethical issues surrounding the conservation of archaeological sites.

   Upon completion of the program, students will demonstrate adequate excavation or laboratory techniques necessary for employment within the field of Cultural Resource Management.

2. **Catalog Description**

This certificate provides specific knowledge and practical experience to students who may pursue careers in Cultural Resource Management (CRM), Archaeology, Anthropology, Museum Studies, or Historic Preservation. CRM integrates the fields of Archaeology and Historic Preservation to address the myriad of Federal, State, and local legislation aimed at protecting cultural resources. CRM is the fastest growing sub-discipline within archaeology and ensures that critical archaeological concerns are represented throughout project planning and construction.

Program Learning Outcomes:
Upon completion of the program, students will demonstrate an understanding of archaeological and anthropological principles as they pertain to Cultural Resource Management.

Upon completion of the program, students will identify the complex relationship between economic development and heritage preservation.

Upon completion of the program, students will demonstrate understanding of the ethical issues surrounding the conservation of archaeological sites.

Upon completion of the program, students will demonstrate adequate excavation or laboratory techniques necessary for employment within the field of Cultural Resource Management.

3. Program Requirements

Required Core Courses (6 units)
ANTHRO 3 World Archaeology 3.0
OR
ANTHRO 4 Methods Of Archaeology 3.0
AND
ANTHRO 35S Archaeological Field Techniques 3.0
OR
ERTHSC 88A Independent Studies in Earth Science 1.0
AND
ERTHSC 88B Independent Studies in Earth Science 2.0

Select 1 of the following (3 units)
ANTHRO 1 Physical Anthropology 3.0
ANTHRO 3 World Archaeology* 3.0
ANTHRO 4 Methods Of Archaeology* 3.0
ANTHRO 5 Physical Anthropology With Lab 4.0
ANTHRO 9 Paleoanthropology 3.0
ANTHRO 10 Forensic Anthropology 3.0
ANTHRO 35S Archaeological Field Techniques* 3.0
ART 10A Design I 3.0
ASTRON 6 Archaeoastronomy 3.0
GEOG 14 Geography Of California 3.0
GEOL 1 Physical Geology without Lab 3.0
GEOL 4 Physical Geology with Laboratory 4.0
GIS 20 (same as GEOG 20) Introduction To Geographic Information Systems 3.0
GIS 23 (same as GEOG 23) Intermediate Geographic Information Systems 3.0
GIS 27 Applications in GIS 3.0
HIST 20 History Of California 3.0
HIST 41 Native-American History 3.0
PHOTO 1 Introduction To Photography 3.0
PHOTO 30 Techniques of Lighting: Introduction 4.0
PHOTO 39 Beginning Photoshop 3.0

TOTAL UNITS: 9.0

4. Master Planning

This certificate represents an expansion of our curricular program that focuses on intellectual inquiry, research-based planning and evaluation, and the ethical evaluation of indigenous resources to ensure the sustainability of our cultural environment. Realization of this certificate 1) helps to streamline completion of our Anthropology AA-T degree pathway, 2) enhances the quality and strength of our students' transfer application, 3) increases their chance for admittance to university Honors Programs, and 4) provides the necessary qualities for immediate employment within the field of Cultural Resource Management. As such, our certificate is carefully designed to facilitate scalability.

5. **Enrollment and Completer Projections**

We project that 10-15 students will complete this State Certificate of Achievement per calendar year. A total of 14 students received the Departmental Certificate in Cultural Resource Management in its first year of offering.

6. **Place of Program in Curriculum/Similar Program**

To my understanding, there are no closely related certificates offered by our college. As mentioned above, the proposed State Certificate of Achievement replaces our Departmental Certificate approved by the Curriculum Committee in the Spring of 2018.

7. **Similar Programs at Other Colleges in Service Area**
   Our proposal is for a unique State Certificate of Achievement in Cultural Resource Management. Based on my review of the regional offerings, there are no other programs structured similarly.

8. **Transfer Preparation Information**
   N/A

SANTA MONICA COLLEGE

Cultural Resource Management

Department Certificate

This certificate provides specific knowledge and practical experience to students who may pursue careers in Cultural Resource Management (CRM), Archaeology, Museum Studies, or Historic Preservation. CRM integrates the fields of Archaeology and Historic Preservation to address the myriad of Federal, State, and local legislation aimed at protecting cultural resources. CRM is the fastest growing sub-discipline within archaeology and ensures that critical archaeological concerns are represented throughout project planning and construction.

Program Learning Outcomes:

- Upon completion of the program, students will demonstrate an understanding of archaeological and anthropological principles as they pertain to Cultural Resource Management. Upon completion of the program, students will identify the complex relationship between economic development and heritage preservation.
- Upon completion of the program, students will demonstrate understanding of the ethical issues surrounding the conservation of archaeological sites.
- Upon completion of the program, students will demonstrate adequate excavation or laboratory techniques necessary for employment within the field of Cultural Resource Management.

Required Core (9 units)	**Units**
ANTHRO 4 Methods of Archaeology	3.0
ANTHRO 10 Forensic Anthropology	3.0

ERTHSC 90C Earth Science Internship	3.0
OR	
ANTHRO 35S Archaeological Field Techniques	3.0

Select 1 of the following (3 units)	**Units**
AHIS 1 Western Art History I	3.0
AHIS 2 Western Art History II	3.0
AHIS 3 Western Art History III	3.0
AHIS 5 Latin American Art History 1	3.0
AHIS 6 Latin American Art History 2	3.0
AHIS 15 Mexican Art History	3.0
AHIS 17 Arts of Asia	3.0
AHIS 18 Introduction To African Art History	3.0
AHIS 71 African American Art History	3.0
AHIS 72 American Art History	3.0
ANTHRO 3 World Archaeology*	3.0
ANTHRO 5 Physical Anthropology with Lab	4.0
ANTHRO 9 Paleoanthropology	3.0
ANTHRO 35S Archaeological Field Techniques*	3.0
ART 10A Design I	3.0
ASTRON 6 Archaeoastronomy	3.0
GEOG 14 Geography of California	3.0
GEOL 1 Physical Geology without Lab	3.0
GEOL 4 Physical Geology with Lab	4.0
GIS 20 (same as GEOG 20) Introduction to Geographic Information Systems	3.0

GIS 23 (same as GEOG 23) Intermediate Geographic Information Systems	3.0
GIS 27 Applications in Geographic Information Systems	3.0
HIST 20 History of California	3.0
HIST 41 Native-American History	3.0
PHOTO 1 Introduction To Photography	3.0
PHOTO 5 Digital Asset Management, Modification, and Output	3.0
PHOTO 30 Techniques of Artificial Lighting	4.0
PHOTO 39 Beginning Photoshop	3.0
Total Units:	**12.0**

	Animation (2D Animation Concentration) - AS / CofA						SMC GE				
	Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such)	Sequence Order	Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY	Satisfies GE Area and/or GC (specify area)	"Gateway" course? (based on definition)	# of Units	TOTAL weekly hours (full semester)	Course Advisory (must be in map prior); do NOT include "eligibility for English 1"	Course Prerequisites (P), Corequisite (C) (must be included in proper sequence)	Intersession Option? - YES -- (MAX of 8 units)	REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET
SEMESTER 1	ANIM 1	1	PR		YES	3	9				
	ANIM 2	2	PR		YES	3	9				
	ANIM 3	3	PR		YES	3	9				
	ANIM 4	4	PR		YES	3	9				
	COUNS 20		EL			3	9			YES	
	TOTAL Semester 1					**15**	**45**				
SEMESTER 2	ANIM 5	1	PR / GE	III		3	9			YES	
	ANIM 18	2	PR			2	6				
	ANIM 19	3	PR			2	6				
	ANIM 20	4	PR	IV A		3	9	ANIM 2		YES	
	GE		GE	IV B		3	9				
	EL		EL			3	9				
	TOTAL Semester 2					**16**	**48**				
SEMESTER 3	ANIM 21	1	PR			3	9	ANIM 20			
	ANIM 22	2	PR			3	9	ANIM 20			
	GE		GE	I / GC		3	9				
	GE		GE	II A / GC		3	9			YES	
	GE		GE	II B / GC		3	9			YES	
	TOTAL Semester 3					**15**	**45**				
SEMESTER 4	ANIM 75	1	PR			2	6			YES	
	ANIM 85	2	PR			3	9	ANIM 21			
	EL		EL			3	9				
	EL		EL			3	9			YES	
	EL		EL			3	9				
	TOTAL Semester 4					**14**	**42**				

	Animation (3D Animation Concentration) - AS / CofA						SMC GE				
	Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such)	Sequence Order	Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY	Satisfies GE Area and/or GC (specify area)	"Gateway" course? (based on definition)	# of Units	TOTAL weekly hours (full semester)	Course Advisory (must be in map prior); do NOT include "eligibility for English 1"	Course Prerequisites (P), Corequisite (C) (must be included in proper sequence)	Intersession Option? - YES -- (MAX of 8 units)	REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET
SEMESTER 1	ANIM 1	1	PR		YES	3	9				
	ANIM 2	2	PR		YES	3	9				
	ANIM 3	3	PR		YES	3	9				
	ANIM 4	4	PR		YES	3	9				
	COUNS 20		EL			3	9			YES	
	TOTAL Semester 1					**15**	**45**				
SEMESTER 2	ANIM 5	1	PR / GE	III		3	9				
	ANIM 20	2	PR			3	9	ANIM 2			
	ANIM 30	3	PR			3	9	ANIM 3			
	GE		GE	IV A		3	9			YES	
	GE		GE	IV B		3	9			YES	
	TOTAL Semester 2					**15**	**45**				
SEMESTER 3	ANIM 31	1	PR			3	9	ANIM 30			
	ANIM 32	2	PR			3	9	ANIM 30			
	GE		GE	I / GC		3	9				
	GE		GE	II A / GC		3	9			YES	
	GE		GE	II B / GC		3	9			YES	
	TOTAL Semester 3					**15**	**45**				
SEMESTER 4	ANIM 75	1	PR			2	6			YES	
	ANIM 85	2	PR			3	9	ANIM 31			
	EL		EL			3	9				
	EL		EL			3	9				
	EL		EL			3	9			YES	
	EL		EL			1	3				
	TOTAL Semester 4					**15**	**45**				

	Chemistry - Transfer Pathway						Silver 7 (Partial IGETC)				
	Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such)	**Sequence Order**	**Type of course** **PR: Program Requirement** **RE: Restricted Elective of Program** **GE: General Education** **EL: Elective (not in program)** **PREREQ** **ADVISORY**	**Satisfies GE Area and/or GC (specify area)**	**"Gateway" course? (based on definition)**	**# of Units**	**TOTAL weekly hours (full semester)**	**Course Advisory (must be in map prior); do NOT include "eligibility for English 1"**	**Course Prerequisites (P), Corequisite (C) (must be included in proper sequence)**	**Intersession Option? - YES -- (MAX of 8 units)**	**REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET**
SEMESTER 1	CHEM 10	1	PR / PREREQ	5A	YES	5	15				or Challenge Exam option
	MATH 2	2	GE / PREREQ	2		5	15				
	ENGL 1		GE	1A		3	9			YES	
	GE		GE / PREREQ	3A		3	9			YES	
	TOTAL Semester 1					**16**	**48**				
SEMESTER 2	CHEM 11	1	PR		YES	5	15		CHEM 10 (P)		
	MATH 7	2	PR			5	15		MATH 2 (P)		
	ENGL 2		GE	1B		3	9		ENGL 1 (P)		
	PHYSCS 20		EL			2	6	MATH 2		YES	Recommended intersession prior to PHYSCS 21
	COUNS 12		EL			1	3			YES	
	TOTAL Semester 2					**16**	**48**				
SEMESTER 3	CHEM 12	1	PR			5	15		CHEM 11 / MATH 2 (P)	YES	
	MATH 8	2	PR			5	15		MATH 7 (P)		
	PHYSICS 21	3	PR			5	15		MATH 7 (P)		
	TOTAL Semester 3					**15**	**45**				
SEMESTER 4	CHEM 21	1	PR			5	15		CHEM 12 (P)		
	PHYSCS 23	2	PR			5	15		MATH 8 / PHYSCS 21 (P)		
	MATH 11	3	PR			5	15		MATH 8 (P)	YES	
	TOTAL Semester 4					**15**	**45**				
SEMESTER 5	CHEM 22	1	PR			4	12		CHEM 21	YES	
	CHEM 24	2	PR			2	6		CHEM 22 (P / C)		
	PHYSICS 22	3	PR			5	15		MATH 8 / PHYSCS 21 (P)		
	GE		GE	3B		3	9			YES	
	TOTAL Semester 5					**14**	**42**				
SEMESTER 6	GE		GE	3A or 3B		3	9				
	MATH 15	1	PR			3	15		MATH 8 (P)	YES	UCLA; UCD; UCB - offered various intersessions
	MATH 13	2	PR			3	9		MATH 8 (P)		UCD; UCB - May be taken after transfer
	COM ST		GE	IC		3	9				COM ST 11, 12, 16 or 21 for CSU reqmt
	GE		GE	4		3	9			YES	
	TOTAL Semester 6					**15**	**51**				

	COMPUTER SCIENCE AS						SMC GE				
	Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such)	**Sequence Order**	**Type of course** **PR:** Program Requirement **RE:** Restricted Elective of Program **GE:** General Education **EL:** Elective (not in program) PREREQ ADVISORY	**Satisfies GE Area and/or GC (specify area)**	**"Gateway" course? (based on definition)**	**# of Units**	**TOTAL weekly hours (full semester)**	**Course Advisory (must be in map prior); do NOT include "eligibility for English 1"**	**Course Prerequisites (P), Corequisite (C) (must be included in proper sequence)**	**Intersession Option? - YES -- (MAX of 8 units)**	**REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET**
SEMESTER 1	ENGL 1		GE	IV A		3	9				
	MATH 2		GE / PREREQ	IV B		5	15				
	CS 3	1	PR / ADVISORY		YES	3	9			YES	
	COUNS 20		EL			3	9			YES	
	EL		EL			1	3				
	TOTAL Semester 1					**15**	**45**				
SEMESTER 2	MATH 7	1	PR			5	15		MATH 2 (P)		
	CS 50	2	PR		YES	3	9	CS 3		YES	
	GE		GE	III		3	9			YES	Recommended ENGL 2 for transfer
	EL		EL			3	9				
	EL		EL			1	3				
	TOTAL Semester 2					**15**	**45**				
SEMESTER 3	CS 52 or 55	1	RE			3	9	CS 50 for CS 55 / CS 19 or CS 50 for CS 55)			Needs 6 units from one GROUP (GROUP 1 or 2)
	CS 42	2	PR			3	9				
	GE		GE	II B / GC		3	9			YES	
	GE		GE	I / GC		3	9				
	EL		EL			3	9			YES	
	TOTAL Semester 3					**15**	**45**				
SEMESTER 4	CS 20A or 20B	1	PR			3	9		CS 52 for 20A / 56 for 20B (P)		Needs 6 units from one GROUP (GROUP 1 or 2)
	GE		GE	II A / GC		3	9			YES	
	CS 17	3	PR			3	9				
	EL		EL			3	9			YES	
	EL		EL			3	9				
	TOTAL Semester 4					**15**	**45**				

	Early Childhood Education AS-T						CSU GE				
	Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such)	Sequence Order	Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY	Satisfies GE Area and/or GC (specify area)	"Gateway" course? (based on definition)	# of Units	TOTAL weekly hours (full semester)	Course Advisory (must be in map prior); do NOT include "eligibility for English 1"	Course Prerequisites (P), Corequisite (C) (must be included in proper sequence)	Intersession Option? - YES -- (MAX of 8 units)	REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET
SEMESTER 1	PSYCH 11	1	PR	D		3	9			YES	Advised during intersession prior to ECE 2 (advisory)
	ECE 2	2	PR			3	9	PSYCH 11			
	ENGL 1		GE	A2		3	9				
	POLSC 1		GE	D		3	9				CSU grad req'mt
	COUNS 20		GE	E		3	9			YES	
	TOTAL Semester 1					**15**	**45**				
SEMESTER 2	ECE 11	1	PR	D		3	9	PSYCH 11		YES	
	ECE 17	2	PR			3	9	PSYCH 11			
	MATH		GE	B4		3	9				MATH 21 OR 54, OR ACCT 45
	ENGL 2		GE	A3		3	9		ENGL 1		
	COM ST		GE	A1		3	9			YES	COM ST 11, 12, 16, or 21
	TOTAL Semester 2					**15**	**45**				
SEMESTER 3	ECE 21	1	PR			4	12		PSYCH 11, ECE 2, 11 and one of: ECE 4, 5, 8 or 17 (P)		
	ECE 64	2	PR			3	9				
	ECE 19	3	PR			3	9				
	GE		GE	B2		3	9			YES	
	GE		GE	C1		3	9			YES	
	TOTAL Semester 3					**16**	**48**				
SEMESTER 4	ECE 22	1	PR			5	15		ECE 21 (P)		
	GE		GE	C1 or C2		3	9			YES	
	GE		GE	C2		3	9			YES	Recommended US HIST FOR CSU grad reqmt
	GE		GE	B1 / B3 (lab)		4	12				
	TOTAL Semester 4					**15**	**45**				

	Transitional Kindergarten CofA						N/A				
	Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such)	**Sequence Order**	**Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY**	**Satisfies GE Area and/or GC (specify area)**	**"Gateway" course? (based on definition)**	**# of Units**	**TOTAL weekly hours (full semester)**	**Course Advisory (must be in map prior); do NOT include "eligibility for English 1"**	**Course Prerequisites (P), Corequisite (C) (must be included in proper sequence)**	**Intersession Option? - YES -- (MAX of 8 units)**	**REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET**
SEMESTER 1	ECE 2		PR		YES	3	9	PSYCH 11		YES	Taken Weeks 1-8; advise PSYCH 11 during intersession prior to Sem 1
	ECE 24		PR		YES	3	9				Taken Weeks 1-8
	ECE 25		PR			3	9		ECE 2; ECE 24 (P)		Taken Weeks 9-17
	ECE 26		PR			3	9				Taken Weeks 9-17
	TOTAL Semester 1					**12**	**36**				
SEMESTER 2	ECE 27		PR			3	9				Taken Weeks 1-8
	ECE 28		PR			3	9		ECE 25; ECE 26 or 27 (P)		Taken Weeks 1-8
	ECE 29		PR			3	9		ECE 22 or 23 or 28 (P)		Taken Weeks 9-17
	ECE 30		PR			3	9			YES	Taken Weeks 9-17
	TOTAL Semester 2					**12**	**36**				