SANTA MONICA COLLEGE
ACADEMIC SENATE

1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Agenda
Wednesday, May 6, 2020, 3:00 p.m.
Zoom Meeting:

Join from PC, Mac, Linux, iOS or Android: https://cccconfer.zoom.us/j/98243128031

Or iPhone one-tap (US Toll): +16699006833,98243128031# or +13462487799,98243128031#

Or Telephone:
Dial:
+1 669 900 6833 (US Toll)
+1 346 248 7799 (US Toll)
+1 253 215 8782 (US Toll)
+1 312 626 6799 (US Toll)
+1 646 876 9923 (US Toll)
+1 301 715 8592 (US Toll)
Meeting ID: 982 4312 8031
International numbers available: https://cccconfer.zoom.us/u/adGcCeBdX4

Or Skype for Business (Lync):
SIP:98243128031@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
V.   Chair's Report

VI. Information Items

1. Redesign of the Student Experience

(Non-Substantial Changes)
2. ECON 1 Principles of Microeconomics
3. ECON 2 Principles of Macroeconomics
4. ECON 5 International Political Economy: Introduction to Global Studies
5. PHILOS 1 Knowledge and Reality
6. PHILOS 2 Ethics
7. PHILOS 3 Early Philosophers
8. PHILOS 5 Contemporary Moral Conflicts
9. PHILOS 7 Logic and Critical Thinking
10. PHILOS 9 Symbolic Logic
11. PHILOS 10 Bio-Ethics
12. PHILOS 11 Philosophy of Art and Aesthetics
13. PHILOS 20 Environmental Ethics
14. PHILOS 41 - Philosophical Problems Seminar
15. POL SC 2 Comparative Government and Politics
16. POL SC 3 Introduction to Politics: Justice, Power and Agency
17. POL SC 7 International Politics
18. POL SC 10 Government Internships
19. POL SC 12 Model United Nations
20. POL SC 23 Sex, Gender, and Power
21. POL SC 24 Introduction to Law
22. POL SC 51 Political Philosophy
23. POL SC 94 Law - Experiential Learning
24. SOCIOL 1 Introduction to Sociology
25. SOCIOL 1s Introduction to Sociology - Service Learning
26. SOCIOL 2 Social Problems
27. SOCIOL 2s Social Problems -- Service Learning
28. SOCIOL 4 Sociological Analysis
29. SOCIOL 12 Sociology of the Family
30. SOCIOL 30 African Americans in Contemporary Society
31. SOCIOL 31 Latinas/os in Contemporary Society
32. SOCIOL 33 Sociology of Sex and Gender
33. SOCIOL 34 Racial and Ethnic Relations in American Society
34. WGS 10 Introduction to Women's, Gender, and Sexuality Studies

VII. Action Items

(Consent Agenda)
- Program Maps

VIII. New Business
- Distance Education Presentation: Tammara Whitaker, Gary Huff, Laura Manson, Nathaniel Donahue
- Advanced Placement and International Baccalaureate Exams

IX. Old Business

X. Adjournment

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

SANTA MONICA COLLEGE
ACADEMIC SENATE

1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Minutes
Wednesday, April 29, 2020, 3:00 p.m.
Zoom Meeting

Members Present:

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

Members Absent:

Garen Baghdasarian   Michael John Siemer (A.S.)

Others Present:

Susan Caggiano	Chris Fria	Eric Minzenberg	Scott Silverman
Nicole Chan	Jo Hao	Marissa Moreno	Howard Stahl
Jinan Darwiche	Brandon Lewis	Pete Morris	Sharon Thomas
Rachel Demski	Jing Liu	Brenda Rothaupt	Sal Veas
Vicki Drake			

(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 3:02 pm. Motion to approve the agenda with no revisions.
Motion made by: Toni Trives; **Seconded by:** Estela Narrie
The motion passed unanimously.

II. Public Comments
Jing Liu is calling in from China – so happy to see everyone, appreciates everyone's support. We all miss you Jing!

III. Announcements
None

IV. Approval of Minutes
Motion to approve the minutes of the April 8 meeting with no revisions.
Motion made by: Audra Wells; **Seconded by:** Estela Narrie
The motion passed unanimously.

V. Chair's Report
- The chair asked that committee members provide their comments on courses and programs early enough so that faculty members have time to review them prior to the meeting.
- She announced that Tammara Whitaker, Laura Manson, and Gary Huff will present information regarding our distance education standards at our May 6 meeting.
- By this December, the Curriculum Committee needs to review approximately 700 courses for DE

approval. We are discussing the logistics of how the Curriculum Committee can accommodate the large number of new requests. More information to follow.

VI. Information Items

1. Redesign of the Student Experience
    Guido and Audra provided an update on the Redesign: work teams continuing to work remotely; maps are going really well; have about 80 done, (out of 100); still waiting to hear back from about 15 from departments, 6 are in revision, plan is to get through them all by the end of Spring.

    If you're from a department the Redesign team hasn't heard from, the Curriculum Representative will be cc'd on the emails following up with chairs. Today is the start of having program approvals and maps coincide. (The Architecture and Interior Architecture programs are up for approval, along with the maps on the consent agenda.)

    (Non-Substantial Changes)
2. IARC 56 Contemporary Spatial Design Studies
3. PHYS 3 Human Physiology

VII. Action Items

(Consent Agenda)
*   Program Maps
    a. Accounting AS
    b. Accounting AS w/ Staff Accountant CoA
    c. Administration of Justice AS-T
    d. Animation (3D Production Concentration) AS/Certificate of Achievement
    e. Animation (Visual Development Concentration) AS/Certificate of Achievement
    f. Anthropology AA-T Transfer
    g. Architecture AS/Certificate of Achievement
    h. Architecture AS CSU Transfer
    i. Architecture and Interior Design Digital Production Certificate of Achievement
    j. Child and Adolescent Development AA-T
    k. Digital Media (Digital Audio Concentration) AS/Certificate of Achievement
    l. Digital Media (Digital Video Concentration) AS/Certificate of Achievement
    m. Early Childhood Associate Teacher Certificate of Achievement
    n. Early Childhood Studies AS/Certificate of Achievement
    o. Early Intervention Assistant AS/Certificate of Achievement
    p. Elementary Teacher Prep - Transfer
    q. Infant Toddler Teacher AS/Certificate of Achievement
    r. Interior Architectural Design AS/Certificate of Achievement
    s. Interior Architectural Design AS CSU Transfer
    t. Interior Architectural Design Fundamentals Certificate of Achievement
    Motion to approve the consent agenda of Program Maps with no revisions
    Motion made by: Gary Huff; **Seconded by:** Jennifer Merlic
    The motion passed unanimously.

(Courses: New)
u. CS 73L Cybersecurity Literacy
    Motion to approve CS 73L with no revisions.
    Motion made by: Fariba Bolandhemat; **Seconded by:** Audra Wells
    The motion passed with: 15 Yes; 2 No (Dione Carter and Guido Davis Del Piccolo), and 3 Abstentions (Jae Lee, Jennifer Merlic, and Safa Saleem)

v. IXD 480 Design for the Future (Prerequisite: IXD 460, Active enrollment in the B.S. Interaction Design program)

Motion to approve IXD 480 with minor revisions.
Motion made by: Sheila Cordova; **Seconded by:** Estela Narrie
The motion passed unanimously.

Motion to approve IXD 480 prerequisite with removal of "Active enrollment in the B.S. Interaction Design program"
Motion made by: Estela Narrie; **Seconded by:** Dione Carter;
The motion passed unanimously.

w. PHILOS 8 Critical Thinking and Writing for Civic Life (Prerequisite: ENGL 1)
PHILOS 8 has been moved to the May 6 Curriculum Committee agenda.

(Courses: Distance Education)
x. CS 73L Cybersecurity Literacy
Following discussion during the approval of the course CS 73L Distance Education application has been moved to the May 6 Curriculum Committee agenda.

y. DMPOST 4 Digital Image Fundamentals
Motion to approve DMPOST 4 distance education with minor revisions.
Motion made by: Sheila Cordova; **Seconded by:** Jason Beardsley
The motion passed unanimously.

z. GIS 23 Intermediate Geographic Information Systems *(same as GEOG 23)*
Motion to approve GIS 23 distance education with minor revisions.
Motion made by: Jason Beardsley; **Seconded by:** Estela Narrie
The motion passed unanimously.

(Courses: Global Citizenship)
aa. CS 73L Cybersecurity Literacy
The CS 73L Global Citizenship application was withdrawn prior to the meeting.

bb. IARC 56 Contemporary Spatial Design Studies
Motion to approve IARC 56 Global Citizenship with no revisions.
Motion made by: Estela Narrie; **Seconded by:** Sheila Cordova
The motion passed with: 19 Yes; 1 No (Guido Davis Del Piccolo); 0 Abstentions

(Programs: New)
cc. Architecture AS/Certificate of Achievement
Motion to approve Architecture AS/Certificate of Achievement as a block with Architecture and Interior Design Digital Production Certificate of Achievement, and the Interior Architectural Design Fundamentals Certificate of Achievement with no revisions.
Motion made by: Estela Narrie; **Seconded by:** Jason Beardsley
The motion passed unanimously.

dd. Architecture and Interior Design Digital Production Certificate of Achievement
Passed as a block with the Architecture AS/Certificate of Achievement with no revisions. (see VII. cc.)

ee. Interior Architectural Design Fundamentals Certificate of Achievement
Passed as a block with the Architecture AS/Certificate of Achievement with no revisions. (see VII. cc.)

ff. Entry Level Business Information Assistant Certificate of Achievement
Motion to approve Entry Level Business Information Assistant Certificate of Achievement with no revisions.
Motion made by: Fariba Bolandhemat; **Seconded by:** Toni Trives
The motion passed unanimously.

(Programs: Revisions)

gg. Interior Architectural Design AS/Certificate of Achievement
Motion to approve the changes to Interior Architectural Design AS/Certificate of Achievement with no additional revisions.
Motion made by: Toni Trives; **Seconded by:** Jennifer Merlic
The motion passed unanimously.

hh. Changes to degrees and certificates as a result of courses considered on this agenda
- Replace IXD 493 with IXD 480 in the Interaction Design Bachelor of Science
Motion made by: Estela Narrie; **Seconded by:** Gary Huff
The motion passed unanimously.

VIII. New Business
None

IX. Old Business
None

X. Adjournment
Motion to adjourn the meeting at 4:55 pm.
Motion made by: Estela Narrie; **Seconded by:** Safa Saleem
The motion passed unanimously.

	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
	Athletic Coaching AS						**SMC GE**				
SEMESTER 1	KIN PE (Fitness)	1	RE			3	9			YES	Fitness - Recommended KIN PE 2
	GE		GE	IV B		3	9				
	KIN PE 3	2	PR		YES	3	9				
	KIN PE (Sports List A)	3	RE			1	3				Sports List A
	COUNS 20		EL			3	9			YES	
	PRO CR (Specialization)	4	RE			3	9				Specialization
	TOTAL Semester 1					**16**	**48**				
SEMESTER 2	KIN PE (Fitness)	1	RE			1	3				Fitness - If needed (3 units total of Fitness electives)
	KIN PE 4	2	PR			3	9				
	GE		GE	I / GC		3	9			YES	
	NUTR 4	3	PR			3	9				
	ENGL 1		GE	IV A		3	9			YES	
	KIN PE (Sports List B)	4	RE			1	3				Sports List B
	TOTAL Semester 2					**14**	**42**				
SEMESTER 3	HEALTH 11 or PRO CR 12	1	PR			3	9				
	GE		GE	II B / GC		3	9			YES	
	PRO CR 11	2	PR			3	9				
	PRO CR 19	3	PR			2	6				
	GE		GE	II A / GC		3	9			YES	
	EL		EL			1	3				Recommend KIN PE
	TOTAL Semester 3					**15**	**45**				
SEMESTER 4	GE		GE / GC	III / GC		3	9			YES	Recommend ENGL 2 for transfer options
	EL		EL			3	9			YES	Recommend HEALTH 10
	EL		EL			3	9				
	EL		EL			3	9				
	EL		EL			3	9				
	TOTAL Semester 4					**15**	**45**				

OVERALL COMMENTS:

	Business 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	BUS 1	1	PR / GE	II B	Yes	3	9			Yes	
	ENGL 1		GE	IV A		3	9				
	MATH		GE	IV B		5	15				Reccommend MATH 20 if planning to take ACCT 1 / BUS 45 will count as GE / RE
	COUNS 20		EL			3	9			Yes	
	TOTAL Semester 1					14	42				
SEMESTER 2	ACCT 1 or 21	1	PR			5	15	MATH 20			MATH 20 advised for ACCT 1 (recommended)
	BUS 32	2	PR			3	9		ENGL 1 or BUS 31		
	RE	3	RE			3	9			Yes	
	RE	4	RE			3	9			Yes	
	EL		EL			1	3				
	TOTAL Semester 2					15	45				
SEMESTER 3	BUS 5	1	PR			3	9				
	RE	2	RE			3	9			Yes	
	GE		GE	I / GC		3	9				
	GE		GE	III / GC		3	9			Yes	
	RE	3	RE			3	9				
	TOTAL Semester 3					15	45				
SEMESTER 4	GE		GE	IIA / GC		3	9			Yes	
	EL		EL			3	9			Yes	
	EL		EL			3	9				
	EL		EL			3	9				
	EL		EL			4	12				
	TOTAL Semester 4					16	48				

OVERALL COMMENTS:

	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
Business Administration AS- T							CSU GE				
SEMESTER 1	BUS 1	1	RE		Yes	3	9				
	ENGL 1		GE	A2		3	9				
	MATH 54*	2	RE / GE	B4		4	12				Additional Math needed for many CSU's
	COUNS 20		GE	E		3	9			Yes	
	RE	3	RE			3	9			Yes	Recommend CIS 4
	TOTAL Semester 1					**16**	**48**				
SEMESTER 2	ENGL 2 or BUS 32		GE	A3		3	9		ENGL 1 (P)		
	ECON 1 or 2	1	PR / GE	D		3	9				
	BUS 5	2	PR			3	9				
	GE		GE	C1		3	9			Yes	
	GE		GE	B1 or B2 w/ lab		4	12			Yes	
	TOTAL Semester 2					**16**	**48**				
SEMESTER 3	ACCT 1	1	PR			5	15	MATH 20			
	ECON 1 or 2	2	PR / GE	D		3	9			YES	
	COM ST		GE	A1		3	9			YES	COM ST 11, 12, 16 or 21
	GE		GE	B1 or B2 w/o lab		3	9				
	TOTAL Semester 3					**14**	**42**				
SEMESTER 4	ACCT 2	1	PR			5	15		ACCT 1 (P)		
	GE		GE	D		3	9				Recommend POL SC 1 for CSU GRAD REQ'MT
	GE		GE	C1 or C2		3	9			Yes	
	GE		GE	C2		3	9			Yes	
	TOTAL Semester 4					**14**	**42**				

OVERALL COMMENTS:
*Only Math 54 is required for CSULA and CSUDH/Math 54 & Math 28 are required to graduate from CSUN, CSULB, CSUF, & many other s.

	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
BUSINESS - UC Pathway								**IGETC**			
SEMESTER 1	BUS 1	1	PR		YES	3	9				
	ENGL 1		GE	1A		3	9				
	MATH 2		GE	2		5	15				
	GE		GE	4		3	9			YES	
	COUNS 12		EL			1	3			YES	
	TOTAL Semester 1					**15**	**45**				
SEMESTER 2	ECON 2	1	PR / GE	4		3	9				
	ENGL 2		GE	1B		3	9		ENGL 1 (P)		
	MATH 7	2	PR			5	15		MATH 2 (P)		
	GE		GE	5A or 5B		3	9			YES	
	TOTAL Semester 2					**14**	**42**				
SEMESTER 3	ACCT 1	1	PR			5	15				
	ECON 1	2	PR / GE	4		3	9			YES	
	MATH 8	3	PR			5	15		MATH 7 (P)		
	GE		GE	3B		3	9			YES	
	TOTAL Semester 3					**16**	**48**				
SEMESTER 4	ACCT 2	1	PR			5	15		ACCT 1 (P)		
	GE		GE	5A or 5B w/ lab		4	12			YES	
	MATH 54	2	PR			4	12		MATH 18, 20 or 50 (P)		
	GE		GE	3A		3	9			YES	
	TOTAL Semester 4					**16**	**48**				
SEMESTER 5	GE		GE	3A or 3B		3	9			YES	
	TOTAL Semester 5					**3**	**9**				

OVERALL COMMENTS:
This follows the UC Pathway meets major requirements for UCLA Econ Business, UCI Business, UC Berkeley, and UC Santa Barbara
UCR Business also requires CIS 1 or 4
UC Davis requires Com Studies 11 or 35 and CS 3 or another CS (please check ASSIST)
Unable to avoid 5th sem if completing all major requirements AND IGETC prior to transfer. The only way to keep this map under 4 semesters (AND 16 units max per sem) is for the student to utilize intersessions or complete partial

	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
	Computer Business Applications - AS / CoA						**SMC GE**				
SEMESTER 1	CIS 1	1	PR		YES	3	9			YES	
	BUS 1	2	PR / GE	II B		3	9			YES	
	OFTECH 1 or 10	3	PR			3	9				OFTECH 10 has an advisory of OFTECH 1/35 WPM
	ENGL 1		GE	IV A		3	9				
	GE		GE	IV B		3	9				MATH 20 is advisory for ACCT 1 for Track 2
	TOTAL Semester 1					**15**	**45**				
SEMESTER 2	CIS 4	1	PR		YES	3	9			YES	
	OFTECH 5	2	PR			3	9				
	CIS 37	3	PR			3	9	CIS 1/25WPM			
	COUNS 20		EL			3	9				
	RE	4	RE			3	9			YES	First Course: Track 1, 2 or 3
	TOTAL Semester 2					**15**	**45**				
SEMESTER 3	CIS 39	1	PR			3	9	CIS 1			
	GE		GE	II A / GC		3	9				
	RE	2	RE			3	9				Second Course: Track 1, 2 or 3
	GE		GE	I / GC		3	9			YES	
	GE		GE	III / GC		3	9			YES	Recommended ENGL 2
	TOTAL Semester 3					**15**	**45**				
SEMESTER 4	RE	1	RE			3	9			YES	Third Course: Track 1, 2 or 3
	EL		EL			3	9			YES	
	EL		EL			3	9				
	EL		EL			3	9				
	EL		EL			3	9				
	TOTAL Semester 4					**15**	**45**				

OVERALL COMMENTS:
Track 1: CIS 67 has an advisory of CIS 54 & 60A (Dept plans to revise Track 1 to remedy advisory issue with this Track)

	Computer Programming 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	1	PR / GE	IV B		5	15				MATH 20 or higher
	CS 3	2	PR / ADVISORY		YES	3	9			YES	Advised for intersession prior to first sem if needed
	GE		GE	II A / GC		3	9				
	COUNS 12		EL			1	3			YES	
	TOTAL Semester 1					15	45				
SEMESTER 2	EL		EL			3	9			YES	
	CS 50	1	PR			3	9	CS 3			
	CS 80	3	PR		YES	3	9	CS 3		YES	
	RE	2	RE			3	9	CS 80			Recommended CS 81 in GROUP 2
	GE		GE	III		3	9				Recommended ENGL 2 for transfer options
	TOTAL Semester 2					15	45				
SEMESTER 3	CS 60	1	PR			3	9	CS 3			
	GE		GE	II B / GC		3	9				
	EL		EL			3	9			YES	
	RE	2	RE			3	9	CS 50		YES	Recommended CS 52 in GROUP 4
	EL		EL			3	9				
	TOTAL Semester 3					15	45				
SEMESTER 4	RE	1	RE			3	9	CS 60 & 80 & one course: CS 15, 52, 53A, 55			Recommended CS 83R or CS 85 in GROUP 2
	RE	2	RE			3	9	CS 52			Recommended CS 20A in GROUP 4
	GE		EL	I / GC		3	9				
	EL		EL			3	9			YES	Dept recommended CS 55
	EL		EL			3	9			YES	
	TOTAL Semester 4					15	45				

	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
	Computer Science Transfer - Minimum						SILVER 7 +				
SEMESTER 1	ENGL 1		GE	1A		3	9				Admissions requirement & PR for UCLA
	MATH 2	1	GE / PREREQ	2		5	15				
	CS 3	2	EL / ADVISORY		YES	3	9			YES	
	GE		GE	4		3	9			YES	Recommended POL SC 1 for CSU grad reqmt
	COUNS 12		EL			1	3				
	TOTAL Semester 1					15	45				
SEMESTER 2	MATH 7	1	PR			5	15		MATH 2 (P)		PR: UCLA, CSUN, UCI, and UCSD
	CS 50	2	PR		YES	3	9	CS 3		YES	Advisory for CS 17, 52 & 55
	COM ST		GE	IC		3	9			YES	COM ST 11, 12, 16 OR 21 for CSU reqmt
	ENGL 2		GE	IB		3	9		ENGL 1 (P)		
	TOTAL Semester 2					14	42				
SEMESTER 3	MATH 8	1	PR			5	15		MATH 7 (P)		
	CS 52	2	RE			3	9	CS 50		YES	UCSD want CS 55; UCLA recd CS 52, UCI wants both, CSUN is ok with both
	CS 55	3	PR			3	9	CS 19 or 50			UCSD want CS 55; UCLA recd CS 52, UCI wants both, CSUN is ok with both
	GE		GE	3A		3	9			YES	
	TOTAL Semester 3					14	42				
SEMESTER 4	PHYSCS 21	1	PR	5A		5	15		MATH 7 (P)	YES	PR for UCLA, UCSD, RE for CSUN
	CS 56	2	PR			3	9	CS 55			PR for UCI
	MATH 11	3	PR			3	9		MATH 8 (P)		Math 11 is required for admissions by UCLA / UCSD
	GE		GE	3B		3	9			YES	Recommended US HIST for CSU grad reqmt
	TOTAL Semester 4					14	42				
SEMESTER 5	GE		GE	4		3	9				
	MATH 15	1	PR			3	9		MATH 8 (P)		PR UCLA
	CS 20A	2	RE			3	9		CS 20A (P) for CS 52; CS 20B (P) for CS 56		We decided to use CS 20A instead of 20B because it fulfilled the requirement for multiple schools. CS 20B was optional for UCSD.
	PHYSCS 23	3	PR			5	15		MATH 8 / PHYSCS 21 (P)		PR for UCLA
	TOTAL Semester 5					14	42				
SEMESTER 6	MATH 13	1	PR			5	15		MATH 8 (P)		
	PHYSICS 22	2	PR			5	15		MATH 8 / PHYSCS 21 (P)		PR UCLA, UCSD, CSUN
	CS 17	3	PR			3	9	CS 50			PR CSUN & UCSD
	GE		GE	3A or 3B		3	9				
	TOTAL Semester 6					16	48				

OVERALL COMMENTS:
This plan surpasses the Silver 7 (in fact, only short one IGETC requirement). Due to courseload, student can use electives in place of those additional GE courses beyond the Silver 7 min UC reqmt. For this major, it typically takes students 3 years to complete required coursework. Also, most UC's and CSU's only admit in the fall, so to balance the rigorous courseload, we extended the coursework to 6 semesters.

	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
	General Office AS / CoA						**SMC GE**				
SEMESTER 1	OFTECH RE	1	RE			3	9			YES	Recommend OFTECH 1 or appropriate OFTECH level
	OFTECH 5	2	PR			3	9				
	CIS 4	3	PR		YES	3	9			YES	Switched with CIS 1 due to advisory for CIS 30
	ENGL 1 or BUS 31		GE	IV A		3	9				
	MATH		GE	IV B		3	9				Recommend MATH 20: Advisory for ACCT 1
	TOTAL Semester 1					**15**	**45**				
SEMESTER 2	CIS 1	1	PR			3	9			YES	
	ACCT 1 or 21	2	PR		YES	3	9	MATH 20 for ACCT 1			
	CIS 30	3	PR			3	9	CIS 4			
	BUS 32	4	PR			3	9		ENGL 1 or BUS 31		
	COUNS 20		EL			3	9			YES	
	TOTAL Semester 2					**15**	**45**				
SEMESTER 3	CIS 37	1	PR			3	9	CIS 1 / 25WPM			
	CIS 39	2	PR			3	9	CIS 1			
	GE		GE	I / GC		3	9				
	GE		GE	IIA / GC		3	9			YES	
	EL		EL			3	9			Yes	
	TOTAL Semester 3					**15**	**45**				
SEMESTER 4	GE		GE	IIB / GC		3	9				
	GE		GE	III / GC		3	9			Yes	
	EL		EL			3	9			Yes	
	EL		EL			3	9				
	EL		EL			3	9				
	TOTAL Semester 4					**15**	**45**				

OVERALL COMMENTS:

	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
	Graphic Design (Print and Illustration Concentration) AS / CoA							**SMC GE**			
SEMESTER 1	GR DES 31	1	PR		YES	2	6			YES	
	GR DES 33	2	PR		YES	2	6		GR DES 18		
	GR DES 35	3	PR			2	6		GR DES 18		
	GR DES 64	4	PR		YES	3	9				
	ENGL 1		GE	IV A		3	9				
	COUNS 20		EL			3	9			YES	
	TOTAL Semester 1					**15**	**45**				
SEMESTER 2	GR DES 41	1	PR			2	6		GR DES 31		
	GR DES 43	2	PR			2	6		GR DES 33		
	GE		GE	III		3	9				
	GR DES 65	3	PR			2	6		GR DES 18	YES	
	GE		GE	IV B		3	9			YES	
	GR DES 34	4	RE			3	9				
	TOTAL Semester 2					**15**	**45**				
SEMESTER 3	GR DES 71	1	PR			3	9		GR DES 33 and 64		
	GR DES 61	2	PR			3	9		GR DES 64		
	GR DES 66	3	PR			3	9		GR DES 31, 64 and 64	YES	
	GE		GE	II A / GC		3	9			YES	
	GR DES 60	4	PR		YES	2	6		GR DES 41		
	GR DES 51	5	RE			2	9		GR DES 41		
	TOTAL Semester 3					**16**	**51**				
SEMESTER 4	GR DES 50	1	PR			2	6		GR DES 33 and 66		
	GR DES 38	2	RE			4	9		GR DES 35	YES	
	GR DES 44	3	RE			3	9		GR DES 34		
	GE		GE	I / GC		3	9				
	GE		GE	II B / GC		3	9			YES	
	TOTAL Semester 4					**15**	**42**				

	Graphic Design (User Experience Concentration) AS / CoA						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	GR DES 31	1	PR		YES	2	6			YES	
	GR DES 33	2	PR		YES	2	6	GR DES 18			
	GR DES 35	3	PR			2	6	GR DES 18			
	GR DES 64	4	PR		YES	3	9				
	ENGL 1		GE	IV A		3	9				
	GE		GE	IIB / GC		3	9			YES	
	TOTAL Semester 1					15	45				
SEMESTER 2	GR DES 41	1	PR			2	6	GR DES 31			
	GR DES 43	2	PR			2	6	GR DES 33			
	GR DES 65	3	PR			2	6	GR DES 18		YES	
	GR DES 60	4	PR		YES	2	6				
	GE		GE	III		3	9				
	GE		GE	IV B		3	9			YES	
	COUNS 12		EL			1	3				
	TOTAL Semester 2					15	45				
SEMESTER 3	GR DES 71	1	PR			3	9	GR DES 33 and 64			
	GR DES 61	2	PR			3	9	GR DES 65			
	GR DES 66	3	PR			3	9	GR DES 31, 64 and 65		YES	
	GR DES 75	4	RE			3	9	GR DES 61 and 66			
	GE		GE	II A / GC		3	9			YES	
	TOTAL Semester 3					15	45				
SEMESTER 4	GR DES 50	1	PR			2	6	GR DES 33 and 66			
	GR DES 62	2	RE			3	9	GR DES 61		YES	
	GR DES 67	3	RE			3	9	GR DES 61 and 66			
	GR DES 76	4	RE			3	9	GR DES 61 and 75			
	GE		GE	I / GC		3	9			YES	
	EL		EL			1	3				
	TOTAL Semester 4					15	45				

	INTERACTION DESIGN (IxD) BS					CSU GE				
	Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such)	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	IXD 310	PR		YES	3	9				
	IXD 350	PR		YES	3	9				
	CIS 54	PR			3	9				
	MEDIA 4	PR	D		3	9				
	PSYCH 7	GE	D		3	9	MATH 54	PSYCH 1 (P)		
	TOTAL Semester 1				15	45				
SEMESTER 2	COM ST 310	PR / GE	A1		3	9		ENGL 2 (P)		
	IXD 330	PR			3	9		ENGL 2 (P)		
	IXD 360	PR			3	9		IXD 310 (P)		
	IxD 410	PR			3	9			YES	
	GE	GE	B1 / B3 (lab)		4	12			YES	
	TOTAL Semester 2				16	48				
SEMESTER 3	BUS 20 or 63	PR			3	9			YES	
	IXD 370	PR			3	9		IXD 330 (P)		
	IXD 450	PR			3	9		IXD 430 (P)		
	IXD 460	PR			3	9		IXD 360 (P)		
	PSYCH 320	PR / GE	D		3	9		ENGL 1, PSYCH 7 or MATH 54 (P)		
	TOTAL Semester 3				15	45				
SEMESTER 4	IXD 430	PR			3	9		IxD 330		
	IXD 470	PR			3	9		IXD 430 (P) / IxD 410 (C)		
	IXD 493	PR			3	9			YES	
	ENGL 300	PR	A2		3	9				
	GE	GE	3A or 3B		3	9			YES	
	TOTAL Semester 4				15	45				

CSUGE FOR IXD PATTERN	COURSE	SUGGESTED COURSE
A1	COM ST 310	
A2	ENGL 1	
A3	ENGL 300	
B1	STUDENTS CHOICE	GEOG 5 OR GEOL 5
B2	STUDENTS CHOICE	NUT 1
B3	STUDENTS CHOICE	GEOG 5 OR GEOL 5
B4	MATH 54 OR BUS/ACCT 45	BUS/ACCT 45
D	MEDIA 4	
D	PSYCH 7	
D	PSYCH 320	
E	PSYCH 1	

	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
	AA-T Kinesiology							**CSU GE**			
SEMESTER 1	ENGL 1		GE	A2		3	9			YES	
	COUNS 20		GE	E		3	9			YES	
	CHEM 10 or 19	1	GE / PREREQ	B1		5	15				Recommended CHEM 10 or 19 (pre-req for PHYS 3 (PR)
	KIN PE (MBC*)	2	RE			3	9				Recommended KIN PE 2 (Movement Based Course *)
	TOTAL Semester 1					**14**	**42**				
SEMESTER 2	GE		GE	A3		3	9			YES	
	ANATMY 1	1	PR	B2		4	12		ENGL 1 (P)		
	PRO CR 10	2	PR		YES	3	9				
	GE		GE	A1		3	9			YES	
	GE		GE	C1		3	9				
	TOTAL Semester 2					**16**	**48**				
SEMESTER 3	PHYS 3	1	PR			4	12		ANATMY 1 / CHEM 10 or 19 (P)		
	MATH	2	RE / GE	B4		4	12				Only option MATH 54 (GE/RE)
	KIN PE (MBC*)	3	RE			1	3				(Movement Based Course*)
	GE		GE	C1 or C2		3	9			YES	
	GE		GE	D		3	9			YES	Recommended US HIST for CSU US Group 1
	TOTAL Semester 3					**15**	**45**				
SEMESTER 4	GE		GE	D		3	9			YES	Recommended POL SC 1 for CSU US Group 2 & 3
	GE		GE	C2		3	9			YES	
	GE		GE	D		3	9				
	KIN PE or DANCE (MBC*)	1	RE			1	3				(Movement Based Course*)
	EL		EL			5	15				
	TOTAL Semester 4					**15**	**45**				

OVERALL COMMENTS:
*Movement Based Courses - choose 3 courses from 3 different areas, of the 6 area choices (Aquatics, Combatives, Dance, Fitness, Individual Sports and Team Sports.

	Legal Aministrative Assistant AS / CoA					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	OFTECH	1	RE / ADVISORY / PREREQ			3	9			YES	Recommend OFTECH 1
	OFTECH 5	2	PR		YES	3	9				
	CIS 1	3	ADVISORY			3	9			YES	Advisory for CIS 37 and 39
	ENGL 1 or BUS 31		GE	IV A		3	9				
	COUNS 20		EL			3	9				
	TOTAL Semester 1					15	45				
SEMESTER 2	CIS 37	1	PR			3	9	CIS 1 / 25WPM			
	CIS 39	2	PR			3	9	CIS 1			
	BUS 5	3	PR			3	9				
	CIS 4	4	PR		YES	3	9			YES	
	GE		GE	IV B		3	9			YES	
	TOTAL Semester 2					15	45				
SEMESTER 3	OFTECH 30	1	PR			3	9	OFTECH 1 / 1C; Keyboarding 1 / 1C or 35 wpm			
	OFTECH 31	2	PR			3	9		OFTECH 1 / 1C; Keyboarding 1 / 1C or 35 wpm (P)		
	CIS 30	3	PR			3	9	CIS 4			
	GE		GE	I / GC		3	9			YES	
	GE		GE	IIA / GC		3	9			YES	
	TOTAL Semester 3					15	45				
SEMESTER 4	GE		GE	IIB / GC		3	9				
	GE		GE	III / GC		3	9				
	EL		EL			3	9			YES	
	EL		EL			3	9			YES	
	EL		EL			3	9				
	TOTAL Semester 4					15	45				

OVERALL COMMENTS:

	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	BUS 1	1	PR / GE	II B	YES	3	9				
	ENGL 1 or BUS 31		GE	IV A		3	9				
	BUS 80	2	PR			3	9			YES	
	RE	3	RE			3	9				Choose one from BUS 81, 83, 84 or 85
	COUNS 20		EL			3	9			YES	
	TOTAL Semester 1					**15**	**45**				
SEMESTER 2	BUS 82	1	PR			3	9			YES	
	BUS 32	2	PR			3	9		ENGL 1 or BUS 31 (P)	YES	
	RE	3	RE			3	9				Choose one from BUS 81, 83, 84 or 85
	RE	4	RE			3	9				Choose one from BUS 81, 83, 84 or 85
	RE	5	RE			3	9				Choose one from CIS 30, 34, ACCT 31A or 31B - prereq's will apply
	TOTAL Semester 2					**15**	**45**				
SEMESTER 3	GE		GE	IV B		3	9				
	GE		GE	I / GC		3	9				
	GE		GE	IIA / GC		3	9				
	GE		GE	III / GC		3	9			YES	
	EL		EL			3	9			YES	
	TOTAL Semester 3					**15**	**45**				
SEMESTER 4	EL		EL			3	9			YES	
	EL		EL			3	9			YES	
	EL		EL			3	9				
	EL		EL			3	9				
	EL		EL			3	9				
	TOTAL Semester 4					**15**	**45**				

Logistics/Supply Chain Mgmt AS / CoA — SMC GE

OVERALL COMMENTS:

	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
Medical Administrative Asstistant AS / CoA							**SMC GE**				
SEMESTER 1	ENGL 1 or BUS 31		GE	IV A		3	9				
	OFTECH	1	RE			3	9			Yes	OFTECH 1 recommended
	CIS 4	2	PR		YES	3	9				
	OFTECH 5	3	PR			3	9				
	COUNS 12		EL			1	3			Yes	
	CIS 1		EL			3	9				
	TOTAL Semester 1					**16**	**48**				
SEMESTER 2	CIS 37	1	PR		YES	3	9	CIS 1			
	CIS 39	2	PR			3	9	CIS 1			
	OFTECH 20	3	PR		YES	3	9				
	GE		GE	IIA /GC		3	9			Yes	
	GE		GE	IV B		3	9			Yes	
	TOTAL Semester 2					**15**	**45**				
SEMESTER 3	OFTECH 23	1	PR			3	9				
	OFTECH 24	2	PR			3	9				
	OFTECH 27	3	PR			3	9				
	GE		GE	I / GC		3	9			Yes	
	GE		GE	IIB / GC		3	9			Yes	
	TOTAL Semester 3					**15**	**45**				
SEMESTER 4	OFTECH 21	1	PR			3	9				
	OFTECH 28	2	PR			3	9	OFTECH 20			
	GE		GE	III / GC		3	9			Yes	
	EL		EL			3	9				
	EL		EL			2	6			Yes	
	TOTAL Semester 4					**14**	**42**				

OVERALL COMMENTS:
A decision needs to be made by the department as to whether or not to include CIS 1. If not, then the advisory for 37 and 39 needs to be changed. If the decision is to include CIS 1, then the map needs to be revised to include it.

	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
Medical Coding and Billing Specialist AS / CoA								**SMC GE**			
SEMESTER 1	OFTECH	1	RE			3	9				Recommended OFTECH 1 (or 10 based on skill level)
	OFTECH 5	2	PR			3	9				
	OFTECH 20	3	PR		YES	3	9				
	ENGL 1 or BUS 31		GE	IV A		3	9			YES	
	BUS 45 or MATH 18		GE	IV B		3	9		MATH 31 (P)	YES	
	TOTAL Semester 1					**15**	**45**				
SEMESTER 2	OFTECH 23	1	PR		YES	3	9				
	OFTECH 24	2	PR		YES	3	9				
	CIS 4	3	PR			3	9			YES	
	ANAT 1 or BIO 2	4	PR	I		3	9		ENGL 1 (P) for ANAT 1		Recommended BIO 2
	COUNS 20		EL			3	9			YES	
	TOTAL Semester 2					**15**	**45**				
SEMESTER 3	OFTECH 25	1	PR			3	9				
	CIS 30	2	PR			3	9	CIS 4			
	OFTECH 27	3	PR			3	9				
	GE		GE	IIA / GC		3	9			YES	
	GE		GE	IIB / GC		3	9			YES	
	TOTAL Semester 3					**15**	**45**				
SEMESTER 4	OFTECH 26	1	PR			3	9	OFTECH 25			
	OFTECH 28	2	PR			3	9	OFTECH 20			
	GE		GE	III / GC		3	9			YES	
	EL		EL			3	9			YES	
	EL		EL			3	9				
	TOTAL Semester 4					**15**	**45**				

OVERALL COMMENTS:

	AS Nursing (ADN)					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	1	PR	IV A		3	9			YES	
CHEM 10 or 19	2	GE / PREREQ	I		5	15				
MATH		GE	IV B		3	9				Recommended MATH 54 for BSN options
COUNS 20		EL			3	9			YES	
TOTAL Semester 1					14	42				
SEMESTER 2										
ANATMY 1	1	PR		YES	4	12		ENGL 1 (P)		
GE	2	GE	III		3	9			YES	Recommended ENGL 2 for CSU option
COMM ST 11 or 35	3	PR			3	9			YES	Recommended COM ST 11 for CSU option
PSYCH 1	4	GE / ADVISORY	II B		3	9				
TOTAL Semester 2					13	39				
SEMESTER 3										
PSYCH 19	1	PR			3	9	PSYCH 1		YES	
PHYS 3	2	PR		YES	4	12		CHEM 10 or 19; ANATMY 1 (P)		
GE		GE	II A / GC		3	9			YES	
NURSNG 36	3	PR			1	3				Co-requisite to NURSNG 1/1L if not completed prior to admission to Nursing Program
TOTAL Semester 3					11	33				
SEMESTER 4										
MCRBIO 1	1	PR			5	15		CHEM 10 or 19; PHYS 3 (P)		
NURSNG 17	2	PR			3	9		PHYS 3 (P)		Co-requisite to NURSNG 3/3L and 4/4L if not completed prior to admission to Nursing Program
EL		EL			3	9			YES	Recommended additional GE for BSN option
TOTAL Semester 4					11	33				
SEMESTER 5										
NURSNG 1	1	PR			2	4.5		Admission to Program		
NURSNG 1L	2	PR			2.5	13.5		NURSNG 1 (C)		
NURSNG 2	3	PR			2.5	5.6		NURSNG 1/1L; NURSNG 36 (P)		
NURSNG 2L	4	PR			2.5	16.9		NURSNG 2 (C)		
TOTAL Semester 5					9.5	40.5				
SEMESTER 6										
NURSNG 3	1	PR			2.5	5.6		NURSNG 2/2L(P); NURSNG 17 (C)		
NURSNG 3L	2	PR			2.5	16.9		NURSNG 3 (C)		
NURSNG 4	3	PR			1.5	3.4		NURSNG 3/3L (P); NURSNG 17 (C)		
NURSNG 4L	4	PR			1.5	10.1		NURSNG 4 (C)		
TOTAL Semester 6					8	36				
SEMESTER 7										
NURSNG 5	1	PR			2.5	5.6		NURSNG 4/4L; NURSNG 17 (P)		
NURSNG 5L	2	PR			2.5	16.9		NURSNG 5 (C)		
NURSNG 6	3	PR			1.5	6.8		NURSNG 5/5L (P)		
NURSNG 6L	4	PR			1	13.5		NURSNG 6 (C)		
NURSNG 7	5	PR			1.5	6.8		NURSNG 5/5L (P)		
NURSNG 7L	6	PR			1	13.5		NURSNG 7 (C)		
TOTAL Semester 7					10	63.1				
SEMESTER 8										
NURSNG 8	1	PR			2.5	5.6		NURSNG 5/5L (P)		
NURSNG 8L	2	PR			2.5	16.9		NURSNG 8 (C)		
NURSNG 9	3	PR			1.5	3.4		NURSNG 8/8L (P)		
NURSNG 9L	4	PR			2	13.5		NURSNG 9 (C)		
TOTAL Semester 8					8.5	39.4				

OVERALL COMMENTS:

1. This program has specific guidelines and advisement. Student should attend an Information Session and meet with a Health Sciences counselor prior to applying to the Program.

2. The pre-requisite courses for the Nursing Program can be done in a shorter amount of time by using 6 - 8 week intersession to complete pre-requisite science courses (ANAT, PHYS and MCRBIO).

3. GE requirements are not REQUIRED to be completed prior to entrance to the Nursing Program, but may offer the student additional multicriteria points for admission, so it is recommended.

Noncredit Pathway: Introduction to Working with Older Adults - Health Sciences NC 905, 906, 907. This is a NC Certificate of Completion and it serves as a bridge into for-credit coursework. Working with Older Adults is an introductory program for those students interested in credit courses in nursing and allied health. Gerontology is a multidisciplinary science and is applicable to any of the ancillary healthcare services. The students will benefit from the program by learning how to meet the unique and diverse non-medical

	Nursing Transfer (Pre-RN Licensure)					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
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SEMESTER 1	ENGL 1	1	PR / GE	A2		3	9			YES	
	CHEM 10 or 19	2	GE / PREREQ	B1		5	15				
	MATH 54	3	PR / GE	B4		4	12				
	COUNS 20		GE	E		3	9			YES	
	TOTAL Semester 1					15	45				
SEMESTER 2	ANATMY 1	1	PR / GE	B2	YES	4	12		ENGL 1		
	SOC 1	2	PR / GE	D		3	9			YES	
	COM ST 11	3	PR / GE	A1		3	9			YES	COM ST 11, 12, 21 or 21 (most CSU's require COM ST 11 for major)
	PSYCH 1	4	PR / GE	D		3	9				
	ENGL 2		GE	A3		3	9				
	TOTAL Semester 2					16	48				
SEMESTER 3	PSYCH 19	1	PR / GE	D		3	9		PSYCH 1 (P)		
	PHYS 3	2	PR		YES	4	12		CHEM 10 or 19; ANAT 1 (P)		
	GE		GE	C1		3	9			YES	
	NURSNG 36		EL			1	3				
	GE		GE	C2		3	9			YES	Recommended US HIST for CSU US Group 1
	TOTAL Semester 3					14	42				
SEMESTER 4	MCRBIO 1	1	PR			5	15		CHEM 10 or 19; PHYS 3 (P)		
	NURSNG 17		EL			3	9		PHYS 19 (P)		
	GE		GE	C1 or C2		3	9			YES	
	EL		EL			3	9			YES	Recommended POL SC 1 for CSU grad reqmt
	EL		EL			1	3				
	TOTAL Semester 4					15	45				

OVERALL COMMENTS:
Nursing requirements vary by CSU campus - consult a Counselor and assist.org for detailed course requirements.
The plan above also prepares students for SMC ADN Program (and other ADN Programs).
It is highly recommended to meet with a Health Science Counselor to discuss differences in requirements for private and out-of-state Nursing Programs.

Noncredit Pathway: Introduction to Working with Older Adults - Health Sciences NC 905, 906, 907. This is a NC Certificate of Completion and it serves as a bridge into for-credit coursework. Working with Older Adults is an introductory program for those students interested in credit courses in nursing and allied health. Gerontology is a multidisciplinary science and is applicable to any of the ancillary healthcare services. The students will benefit from the program by learning how to meet the unique and diverse non-medical needs of older adults. For those students completing the certificate program, there are immediate job openings for personal caregivers, companions and support staff.

	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
	Web Developer AS / CoA							**SMC GE**			
SEMESTER 1	ENGL 1 or BUS 31		GE	IV A		3	9				
	CS 3	1	EL /ADVISORY		YES	3	9			YES	Advised during intersession prior to first sem if needed
	CS 70	2	PR		YES	3	9				
	MATH		GE	IV B		3	9				
	COUNS 20		EL			3	9			YES	
	TOTAL Semester 1					**15**	**45**				
SEMESTER 2	RE	2	RE			3	9	CS 3			Recommended CS 87A
	CS 60	1	PR			3	9	CS 3			
	GE		GE	IIA / GC		3	9			YES	
	RE	3	RE			3	9			YES	CS 77A or 77B
	CS 80	4	PR			3	9	CS 3			
	TOTAL Semester 2					**15**	**45**				
SEMESTER 3	CS 73A	1	PR			3	9	CS 3 and CS 70			
	CS 81	2	RE			3	9	CS 80			
	CS 79A	3	PR			3	9	CS 3			
	EL		EL			3	9			YES	
	GE		GE	III		3	9			YES	Recommended ENGL 2 for transfer options
	TOTAL Semester 3					**15**	**45**				
SEMESTER 4	GE		GE	II B / GC		3	9			YES	
	RE	1	RE			3	9		CS 79A		One course from: CS 79B, 79C, 79D, 79E
	GE		GE	I / GC		3	9			YES	
	RE	2	RE			3	9				CS 73B or 73C
	EL		EL			3	9				
	TOTAL Semester 4					**15**	**45**				

OVERALL COMMENTS:

	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
	Website Software Specialist AS / CoA							**SMC GE**			
SEMESTER 1	CIS 1	1	PR		YES	3	9			YES	
	ENGL 1 or BUS 31		GE	IV A		3	9				
	CIS 50	2	PR			3	9			YES	Recommended intersession prior to first sem - advisory for CIS 51
	MATH		GE	IV B		3	9				
	GE		GE	II B / GC		3	9				
	TOTAL Semester 1					**15**	**45**				
SEMESTER 2	CIS 51	1	PR			3	9	CIS 50			
	CIS 54	2	PR			3	9	CIS 51, 59A or GR DES 66			
	CIS 60A	3	PR			3	9	CIS 1		YES	
	COUNS 12		EL			1	3				
	GE		GE	III		3	9			YES	Recommended ENGL 2 for transfer options
	EL		EL			3	9				
	TOTAL Semester 2					**16**	**48**				
SEMESTER 3	CIS 55	1	PR			3	9	CIS 54			
	CIS 70	3	PR			3	9	CIS 1			
	CIS 59A	2	PR			3	9	CIS 50			
	GE		GE	I / GC		3	9			YES	
	EL		EL			3	9				
	TOTAL Semester 3					**15**	**45**				
SEMESTER 4	GE		GE			3	9				
	CIS 57	1	PR			3	9	CIS 51 or 59A			
	CIS 67	2	PR			3	9	CIS 54 & 60A		YES	
	CIS 88A	3	PR			1	3				
	EL		EL			1	3				
	EL		EL			3	9				Dept recommends BUS 34
	TOTAL Semester 4					**14**	**42**				

OVERALL COMMENTS:

Santa Monica College
New Course: COMPUTER SCIENCE 87B, Advanced Python Programming

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:	March 2020

Transferability:	Transfers to CSU

Degree Applicability:	D - Credit - Degree Applicable
Skills Advisory(s):	CS 87A
Proposed Start:	Spring 2021
TOP/SAM Code:	0707.10 - Computer Programming* / B - Advanced Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualifications:	Computer Science (Masters Required)
Program Impact:	None

Rationale

Python is the fasting growing language used in today's software development industry as well as across academic institutions and research facilities. Its easy syntax along with its built-in classes makes it a good tool to learn programming as well as to develop complex applications.

I. Catalog Description

This course builds on a first level course in Python exposing students to more advanced topics and applications to industry. Topics cover object-oriented programming, creating classes and using objects, web applications, and some common libraries and their functions use for data manipulation. Students may use either a PC (Windows) or a Mac (Linux) to complete their programming assignments.

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. Python for Data Analysis, 2nd, Wes McKinney, O'rielly © 2018, ISBN: 978-1491957660;
2. Python Programming: 2 Books in 1: Python For Beginners & Machine Learning, Kevin Cooper, Kindle © 2020;

III. Course Objectives

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

1. Using the different python data structures to construct data manipulation applications.
2. Import libraries and use their various functions to handle large sets of data as an applications to different industries.
3. Model different interaction mediums that integrate python applications to deliver results on web and desktops.

IV. Methods of Presentation:

Lecture and Discussion, Lab, Critique, Projects

V. Course Content

% of Course	Topic
20.00%	Review lists, tuples and dictionaries.
25.00%	Basics of Object-Oriented Programming
10.00%	Creating classes and using objects
10.00%	Using different structures to hold and manipulate data
25.00%	Using different libraries and their functions, and applying them to different applications.
10.00%	Applications of data manipulation techniques
100.00%	Total

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

Percentage	Evaluation Method
5 %	Class Participation
25 %	Exams/Tests
25 %	Final exam
25 %	Other - Programming assignments and projects
20 %	Quizzes
100 %	Total

VII. Sample Assignments:
Assignment 4:
Design and write code to implement the tic-tac-toe by creating the board, players and the rules using classes and objects.
Assignment 8:
Write code to implement a password hashing technique then show its use when logging into a website.

VIII. Student Learning Outcomes
1. Using the different data structures of Python students will build applications to test and analyze data.
2. Using the different functions, and libraries of Python, students will manipulate large sets of Data in applications to different industries.

ADVISORY Checklist and Worksheet: CS 87B Advanced Python Programming
Proposed Advisory: CS 87A

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: **CS 87B**
(It is recommended that the student to be able to do or understand the following BEFORE entering the course)

A)	Apply Python syntax when writing code
B)	Create applications using Python
C)	Write code and debug programs written in Python

EXIT SKILLS (objectives) FROM: **CS 87A**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Demonstrate and use the basic syntax of Python.
2.	Model applications using Python.
3.	Debug and test programs written in Python.

EXIT SKILLS From: CS 87A		ENTRANCE SKILLS FOR: CS **87B**							
		A	B	C	D	E	F	G	H
	1	X							
	2		X						
	3			X					
	4								
	5								
	6								
	7								
	8								

CS 87B Distance Education Application

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
- Adequately fulfills "effective contact between faculty member and student" required by Title 5.
- Special needs (i.e., texts, materials, etc.) are reasonable
- Complies with current access guidelines for students with disabilities

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:
Students get feedback on their assignments, which are assigned every other week, including how to fix error, improve code efficiency and follow best practices. In the quizzes, which are assigned every other week, students get feedback on their error and get suggestions on how to better study. In the two midterm tests and the final exam, students get feedback on their errors and how to improve. In the weekly threaded discussions, students must post answers t o given questions/prompts and they must provide unique answers. They get feedback on their answers, how complete they are and what they can improve on.

1b. Interactions: Describe the nature and expected frequency of student-student interactions:
Every week, students must post samples of short code snippets as a response to a problem specification. They must comment on each other codes. Students are placed in groups to enable them to contribute as well as read all posted messages.

1c. Interactions: Describe the nature and expected frequency of student-content interactions:
Each week, students get a lecture in the form of video and PDF files. They may also get additional videos to explain certain concepts. Additionally, there may be supporting files and documents added to each week's content.

1d. Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	Weekly Discussion board facilitate question/answering as well as providing feedback or commenting on postings. Each week students must address a main discussion topic.	20.00%

Other (describe)	Announcements will also be used to broadcast important information needing immediate attention.	1.00%
Online Lecture	Lectures in the format of PDF slides as well as videos from the web and instructor-recorded.	20.00%
Exams	Quizzes, a midterm and the final exam will be timed.	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.)
Using an online course management system, each week there will be a main home page which will lead students to other documents, and files in addition to the assigned work of a discussion message and a programming assignment/project or a quiz.

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%	Midterms	Feedback on where the student can improve and what topics to study more in addition to answer keys are provided.
20.00%	Quizzes	Quizzes provide feedback to the students on where they stand.
25.00%	Final Exam/Project	Students work on their final in class.
10.00%	Threaded Discussions	The Discussion board will facilitate questions and answers. Students may ask questions as well as answer them. Each week questions are posted in the Discussion board and each student is required to post a unique answer. Such answers are graded.
25.00%	Programming Assignments	Assignments are graded with added comments on what the student did well and what needs improvement.

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.)
Instructors must be well versed in the use of computers, the web, and course management systems (CMS) to interact with students through the CMS messaging boards, email, and online video and chat meetings.

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.)
Through the syllabus, faculty can place links to library, bookstore, financial aid, disabled students center and counseling resources.

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.
The course management system, must be Section 508 complaint as well as any videos, images, tables must be properly captioned. All PDF's and other added files and documents must be Section 508 compliant.

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.).
In the Discussion of Week 1 students must post an example of a dictionary entry and how data can be saved and retrieved from it.

Santa Monica College
New Course: GAME DESIGN 10, Game Design Studio 1

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:	D - Credit - Degree Applicable
Skills Advisory(s):	GAME 1, GAME 2
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:	Proposed for inclusion in a forthcoming degree or certificate: Game Design AS

Rationale

This course will support the proposed Game Design A.S. degree program. It will be a critical hands-on introduction to students of the iterative design process and playtesting methodology that is exclusively used in the game industry.

I. Catalog Description

This is a faculty-supervised studio course that will enable students to produce game prototypes for portfolio inclusion. Working in teams, students will develop original game design documents, turning them into physical prototypes for common tabletop game formats such as board games, card games, or dice games. Instruction will focus on iterative design, playtesting, and successful communication. Each team will develop multiple prototypes, and team members will assume different roles for each design.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Building Blocks of Tabletop Game Design, Geoffrey Engelstein, Routledge © 2019;
2. The Board Game Designer's Guide, Joe Slack, Crazy Like a Box © 2017;

III. Course Objectives

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

IIIb. Arranged Hours Objectives:

Upon completion of this course, the student will be able to:
1. Research construction methods and materials for creating original physical game assets.

IV. Methods of Presentation:

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

IVb. Arranged Hours Instructional Activities:

Online instructor-provided resources

V. Course Content

% of Course	Topic
5.00%	Overview of project and team requirements.
25.00%	Design document development and project planning.
30.00%	Physical prototyping.
30.00%	Playtesting and revision.
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 - Three projects at 20% each.
20 %	Written assignments
100 %	Total

VII. Sample Assignments:

Strategy Game Design Document:
Develop an original design document for a tabletop strategy 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

Strategy Game Prototype:
Design and build a working physical prototype of your team's chosen tabletop strategy game. 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 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 tabletop game prototypes for portfolio development.

ADVISORY Checklist and Worksheet: GAME 10 Game Design Studio 1
Proposed Advisory: GAME 1 Game Design 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: **GAME 10**
(It is recommended that the student to be able to do or understand the following BEFORE entering the course)

A)	Distinguish between the different game platforms and current genres
B)	Define elements related to game strategy, theory and gameplay
C)	Identify the distinct roles and responsibilities of members of the game development team
D)	Apply story and character development to games
E)	Evaluate the game industry and market

EXIT SKILLS (objectives) FROM: **GAME 1**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Distinguish between the different game platforms and current genres.
2.	Define elements related to game strategy, theory and gameplay
3.	Identify the distinct roles and responsibilities of members of the game development team
4.	Apply story and character development to games
5.	Evaluate the game industry and market

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

ADVISORY Checklist and Worksheet: GAME 10 Game Design Studio 1
Proposed Advisory: GAME 2 Game Mechanics

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 10**
(It is recommended that the student to be able to do or understand the following BEFORE entering the course)

A)	Identify the formal, dramatic and dynamic aspects of games and analyze how these elements work together to create meaningful play.
B)	Demonstrate an understanding of the history of games, game genres, and their impact on today's game industry.
C)	Develop project plans and design documents that effectively communicate original game concepts.

EXIT SKILLS (objectives) FROM: **GAME 2**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

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.

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

Santa Monica College
New Course: INTERIOR ARCHITECTURAL DESIGN 20, Studio 2: Interior 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:	0.00
Outside-of-Class Hours	72.00
Date Submitted:	March 2020

Transferability:	Transfers to CSU

Degree Applicability:	Credit - Degree Applicable
Skills Advisory(s):	ARC 10, ARC 11
Proposed Start:	Fall 2021
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 (per Minimum Qualifications handbook)
Program Impact:	Proposed for inclusion in an existing degree or certificate: 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
A studio course which focuses on the development of context and precedent while designing interior architectural spaces and 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, human experience, and space planning. 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. Interior Design Illustrated, 4th , Ching, Francis and Bringgeli, Corky, Wiley © 2018, ISBN: 9781119468530;
2. The Interior Plan: Concepts and Exercises, 2nd, Rengel, Roberto, Bloomsbury Academic © 2016, ISBN: 9781501310478;
3. Interior Design Visual Presentation: A Guide to Graphics, Models, and Presentation Techniques , 5th, Mitton, Maureen, Wiley © 2018;

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

IV. Methods of Presentation:
Lecture and Discussion, Observation and Demonstration, Projects, Critique, Lab, Group Work, Field Trips

V. Course Content

% of Course	Topic
10.00%	Case Studies
10.00%	Application of Design Elements and Principles
20.00%	Develop and utilize Design Processes and Concepts
10.00%	Site, building, and client analysis (Design Context)
20.00%	Human experience and interaction within spaces
20.00%	Space Planning, lighting, furnishing and material applications.
10.00%	Drawing, measurements, materials
100.00%	Total

Vb. Lab Content:

% of course	Topic
40.00%	Demonstration and practice of skill techniques such as drawing, measuring, or developing design ideas.
40.00%	Collaboration and presentation for feedback from class and instructor.
20.00%	Basic class presentations which demonstrate an understanding of design choices.
100.00%	Total

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

Percentage	Evaluation Method
75 %	Projects - Projects - 1 at 15%, 1 at 30%, and 1 at 30%
25 %	Research Projects - Research and Analysis: 1 at 5% and 2 at 10% each
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.
Project:
Retail Space - Students will be given a design problem with client and site parameter. Students will research existing site conditions 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 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, sand 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. 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 space planning and human interaction with the built environment.

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 20**
(It is recommended that the student to be able to do or understand the following BEFORE entering the course)

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

EXIT SKILLS (objectives) FROM: **ARC 10**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

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

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

modified 12/02/2016

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 20**
(It is recommended that the student to be able to do or understand the following BEFORE entering the course)

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

EXIT SKILLS (objectives) FROM: **ARC 11**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

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

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

modified 12/02/2016

IARC 20 Distance Education Application

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
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%
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%
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
New Course: PHILOSOPHY 8, Critical Thinking for Civic Life

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:	May 2019

Transferability:	Transfers to CSU, UC (pending)
Comparable UC Course	UC Berkeley – R1B: Reading and Composition Through Philosophy De Anza College – 3: Critical Thinking and Writing Cypress College – 172C: Critical Thinking and Writing Santa Barbara City College – 111: Critical Thinking and Writing in Philosophy
IGETC Area:	IGETC Area 1: English Communication ○ B: Critical Thinking-English Composition (pending)
CSU GE Area:	CSU GE Area A: Communication in the English Language and Critical Thinking ○ A3 - Critical Thinking (pending)
SMC GE Area:	GENERAL EDUCATION PATTERN (SMC GE) ○ Area III: Humanities

Degree Applicability:	D - Credit - Degree Applicable
Prerequisite(s):	ENGL 1
Proposed Start:	Winter 2022
TOP/SAM Code:	1509.00 – Philosophy / E - Non-Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	List of suggested materials has been given to Librarian
Minimum Qualifications:	Philosophy (Masters Required)
Program Impact:	Not proposed for inclusion in any degree or certificate

Rationale

PHILOS 8 will help (1) positively affect student learning outcomes, (2) close the equity gap, and (3) help better prepare students for effective democratic participation in civic life in the digital age. This course helps students to develop their critical thinking and writing skills beyond the level achieved in English 1.

Every student has a right to an education which provides critical thinking instruction to prepare them for civic life and democratic decision making. Toward this end we have drawn from the social sciences, civics and philosophy to provide a solid curricular foundation for teaching the skills of disinterested deliberation, frame-shifting, fair fighting, social diagnosis, ethical/political reasoning, cause-and-effect analysis, and argumentative composition writing. Students will learn the role of facts in democratic decision making, the limits of factual argument in belief formation, how to dialogue in good faith in the context of systemic power differences, and how to use facts and principles to make judgements for collective action. We have incorporated relevant, state-of-the-art content enrichments, including ideology/propaganda critique, digital literacy, cognitive bias mitigation, intersectionality, collaborative norm-setting, and project-based learning, equity/decolonizing pedagogy, and "flipping the classroom."

We do have a Logic and Critical Thinking course -- PHILOS 7 -- which emphasizes techniques for evaluating inductive and deductive arguments. However, PHILOS 7 does not include a writing component, an interdisciplinary approach, nor does it provide instruction in collaboration, deliberation, or civic engagement. Critical Thinking for Civic Life (PHILOS 8) is intended to fulfill the IGETC 1B transfer

requirement by requiring students to write 6000 words. And because this course is designed to emphasize composition the enrollment should be capped at 25 students per section.

Student Choice & College Prep: Roughly 50 California community colleges offer students the opportunity to meet the IGETC 1B requirement by taking a philosophy course. PHILOS 8 – with its focus on interdisciplinary texts from the social sciences and philosophy – will enable students to satisfy the IGETC 1B requirement by taking a course that may be a better fit for their interest, prepare them for their major, and/or allow them to explore other disciplines.

PHILOS 8 provides an alternative to ENG 2 for students pursing the following PATHWAYS Areas of Interest: People and Society; Arts, Media, & Entertainment; Culture, History, and Languages; and Education. This would not be the first alternative to ENG 2 at SMC, since HIST 47 also satisfies the IGETC 1B requirement.

PHILOS 8 offers instruction in argumentative writing informed by a diverse range of methodologies proper to philosophy and the social sciences. Students often have difficulty understanding how to write argumentative essays without referencing literary texts. This course offers instruction in the use of evidence, perspectives, and methods in the social sciences and philosophy.

I.   Catalog Description
In this course you will develop critical thinking and writing skills needed for knowledgeable and effective participation in public life. You will learn how to develop strong arguments based on reasons and evidence, as well as strategies for identifying and critiquing fallacies, biases, and propaganda. The emphasis is on dialogue, deliberation, and debate for conflict resolution and communal decision-making. A minimum of 6,000 words of writing is required over the entirety of the 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)
1. Our Declaration: A Reading of the Declaration of Independence in Defense of Equality, Danielle Allen, W.W. Norton © 2014, ISBN: 9780871406903;
2. White Fragility: Why It's So Hard for White People to Talk about Racism, Robin Diangelo, Beacon Press © 2018, ISBN: 9780807047415;
3. You, Writing! A Guide to College Composition, University of Minnesota, Open Textbook Library © 2018, https://open.umn.edu/opentextbooks/textbooks/you-writing-a-guide-to-college-composition;
4. Why we argue (and how we should), 2nd, Aikin, S.F. & Talisse, R.B., Routledge © 2018;
5. Everything's an Argument, 8th, Lunsford, A.A. & Ruszkiewicz, J.J., Macmillan © 2019;
6. General Writing Resources, Purdue University, The Online Writing Lab (OWL) © 2019, https://owl.purdue.edu/owl/general_writing/index.html;
7. Excelsior College . Argument & Critical Thinking, Creative Commons Attribution 4.0 , 11-06-2018
8. . Stanford Encyclopedia of Philosophy, The Metaphysics Research Lab Center for the Study of Language and Information Stanford University Stanford, CA 94305-4115 Volume

III.   Course Objectives
Upon completion of this course, the student will be able to:
1. Identify arguments using logical and interpretive analysis.
2. Write clear, plausible, and convincing argumentative essays.
3. Effectively use writing strategies including definition, analysis, synthesis, and interpretation.
4. Define "critical thinking" by reference to primary texts and contemporary civic discourse.
5. Identify, contextualize, and frame public problems and possible solutions based on a democratic framework.
6. Make conceptual distinctions, including fact/value, inductive/deductive, belief/knowledge.
7. Draw conclusions from facts and principles.
8. Evaluate inductive arguments including analogies, generalizations, and causal claims.
9. Give due consideration in response to oppositional arguments.
10. Refine positions or seek new ones when faced with weaknesses in one's own arguments.

11. Identify, fact check, and critique propaganda, social media manipulation, and other rhetorical strategies of persuasion.
12. Identify and mitigate logical fallacies, cognitive bias, and ideological bias.
13. Collaborate on writing projects.
14. Identify and analyze intersecting axes of power at individual and structural levels.
15. Dialogue, deliberate, and debate in order to resolve conflicts and build consensus.
16. Apply critical thinking skills and knowledge to guide belief and action in civic life.

IV. Methods of Presentation:

Lecture and Discussion, Projects, Other (Specify), Critique, Group Work, Service Learning, Online instructor-provided resources, Visiting Lecturers, Other
Other Methods: Thought Experiments Debates Project-Based Learning Collaborative Writing

V. Course Content

% of Course	Topic
20.00%	Introduction: Critical Thinking for Civic Agency Define: critical thinking, argument, civic life. Strategies for writing personal introductions.
20.00%	Ideology, Propaganda, and Post-Truth Politics: Evaluating arguments by analogy. Describe, contextualize, and frame public problems/solutions. Interpretive strategies, including logic, semiotics, intersectionality. Identify, fact-check, and critique propaganda, social media manipulation, and other post-truth strategies of persuasion.
20.00%	Facts, Principles, & Conclusions: Evaluating causal claims. Draw inductive conclusions from facts and principles. Make conceptual distinctions including fact/value, inductive/deductive, metaphysics/epistemology. Check assumptions for logical fallacy, cognitive biases, and ideological biases. Strategies for responding to opposing arguments.
20.00%	Conflict, Respect, & Compromise: Evaluating generalizations. Identify and analyze intersecting axes of power. Identifying and mitigating biased thinking based on social positions including race, class, gender. Norm setting for dialogue and deliberation to resolve conflicts and build consensus. Civic virtues and vices.
20.00%	Declarations, Democracy, & Justice: Strategies for building consensus around shared interests and civic values to articulate principles. Draw on principles to argue that certain grievances count as injustices. How to use the power of a public declaration to make an argument for a "public good."
100.00%	Total

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

Percentage	Evaluation Method
10 %	Class Participation
20 %	Group Projects - Collaborative Writing Projects, e.g. write a declaration, stage a debate, develop a public relations campaign.
50 %	Papers - A series (2-4) argumentative essays require students to apply critical thinking skills to topics pertinent to their reading assignments and contemporary issues in civic life. At least one argumentative essay will use social science research to support a descriptive conclusion, e.g. a generalization or causal claim. At least one argumentative essay argue by analogy or thought experiment for a normative conlusion on the basis of moral

	principles, e.g. evaluating a court decision. Drafts subject to peer review. Students will write a minimum of 6,000 words.
20 %	Written assignments - Written assignments might inlcude peer review responses guided by rubrics, discussion posts and replies, fact-checking reports, cognitive bias reflections, identifying fallacies in social media content.
100 %	Total

VII. Sample Assignments:

Collaborate on a Declaration :
Using the "Declaration of Independence" as an example, begin collaborating in small groups to write a declaration (appox. 1337 words) together. 1. Identify the problem which the declaration attempts to solve. 2. Debate and build consensus about what to declare, e.g. independence, equity, black lives matter, election reform, etc. 3. Compose the argument upon self-evident truths. 4. Give good reasons, supported by facts in support of the declaration. 5. Use a framing strategy for scaling impact. 6. Draft, edit, and peer review.

Argumentative Essay:
Write a clear, plausible, convincing argumentative essay which answers a question revelant to democratic participation in civic life, e.g. "Is social media good or bad for democratic participation?" State your thesis. Define key concepts. Provide facts in support of your conclusion based on social science research. Consider and reply to the best opposition.

Calling in/Calling Out Dialogue:
Write a dialogue which (1) contrasts good/bad faith civic engagements, (2) illustrates a cogitive bias and mitigation, and (3) includes an intersectional analysis.

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 through oral and/or written work knowledge of the course content.
3. Demonstrate proficiency in the research, analytical, and communication skills necessary to present compelling arguments, orally and/or in writing, that critically evaluate the strengths and weaknesses of positions/theories relative to a specific problem/issue in civic life.
4. Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.

Prerequisite / Corequisite Checklist and Worksheet: PHILOS 8

Prerequisite: English 1; Reading and Composition 1

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

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

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

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

> Type 1: Standard Prerequisite (required prerequisite at UC or CSU)
> Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.
> **List schools here:**
> 1) Cal State Los Angeles, Critical Thinking and Composition, Prerequisite: GE A2 (a written communication requirement)
> X 2) UC Berkeley, Reading and Composition Through Philosophy, Prerequisite: R1 A, (a reading and composition requirement)
> 3) Cal Poly San Luis Obispo, Logic and Argumentative Writing, Prerequisite: GE A2 (a written communication requirement)
> 4) De Anza College, Philosophy 3--Critical Thinking and Writing, Prerequisite Engl. 1A
> 5) Cypress College, Philosophy 172C Critical Thinking and Writing, Prerequisite Engl. 100
> 6) Santa Barbara City College, Philosophy 111, Critical Thinking and Writing in Philosophy, Prerequisite Engl. 110

ENTRANCE SKILLS FOR PHILOS 8
(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	**Identify the thesis, major supporting points (both stated and implied), and the logical argument of an essay they have read.**
B)	**Analyze intent, style, logic, tone, and rhetorical devices in source materials.**
C)	**Synthesize information from multiple sources in order to generate a clear and coherent thesis from their reading.**
D)	**Employ the conventions of written English to produce essays that are free from major errors in syntax, grammar, punctuation, diction, and spelling.**

E)	Write essays that employ a variety of rhetorical modes appropriate to the audience and the purpose of the essay.	
F)	Revise essays for clarity of ideas, logic, and grammatical correctness, recognizing that writing is a process that requires multiple drafts.	
G)	Write a well-developed, analytical essay that is thesis-driven, using evidence to support and develop the thesis.	
H)	Develop strategies of organization (including effective introductions and conclusions, topic sentences, and transitions) for guiding readers through an analysis.	
I)	Formulate a focused research topic, gather appropriate information effectively from both traditional and electronic sources, and evaluate that information.	
J)	Provide documentation of research and references, correctly using internal citations and a Works Cited page, employing MLA guidelines.	
K)	Demonstrate note-taking strategies, including summarizing, paraphrasing, organizing, and synthesizing information.	
L)	Integrate quotations and source material effectively into their essays.	

EXIT SKILLS (objectives) FOR ENGL 1
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Identify the thesis, major supporting points (both stated and implied), and the logical argument of an essay they have read.
2.	Analyze intent, style, logic, tone, and rhetorical devices in source materials.
3.	Synthesize information from multiple sources in order to generate a clear and coherent thesis from their reading.
4.	Employ the conventions of written English to produce essays that are free from major errors in syntax, grammar, punctuation, diction, and spelling.
5.	Write essays that employ a variety of rhetorical modes appropriate to the audience and the purpose of the essay.
6.	Revise essays for clarity of ideas, logic, and grammatical correctness, recognizing that writing is a process that requires multiple drafts.
7.	Write a well-developed, analytical essay that is thesis-driven, using evidence to support and develop the thesis.
8.	Develop strategies of organization (including effective introductions and conclusions, topic sentences, and transitions) for guiding readers through an analysis.
9.	Formulate a focused research topic, gather appropriate information effectively from both traditional and electronic sources, and evaluate that information.
10.	Provide documentation of research and references, correctly using internal citations and a Works Cited page, employing MLA guidelines.
11.	Demonstrate note-taking strategies, including summarizing, paraphrasing, organizing, and synthesizing information.
12.	Integrate quotations and source material effectively into their essays.

		ENTRANCE SKILLS FOR PHILOS 8											
		A	B	C	D	E	F	G	H	I	J	K	L
EXIT SKILLS FOR ENGL 1	1	X											
	2		X										
	3			X									
	4				X								
	5					X							
	6						X						
	7							X					
	8								X				
	9									X			
	10										X		
	11											X	
	12												X

Santa Monica College
New Course: COMPUTER SCIENCE 73L, Cybersecurity Literacy

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:	D - Credit - Degree Applicable
Proposed Start:	Fall 2020
TOP/SAM Code:	0701.00 - Information Technology, General* / D – Possibly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualifications:	Computer Science (Masters Required)
Program Impact:	Not proposed for inclusion in any degree or certficate

Rationale

This is course provides necessary background for any computer-based device user to learn how to use that device safely. This covers users of computers, cell phones, and any device that uses an embedded computer chip. With 100's of millions of such users, the risk of falling victim to cyber-criminals is greater than ever. The general public need to be aware of the risks and learn how to protect their privacy and security.

I. Catalog Description

Technology, through the use of cellphones, tablets, desktops and embedded systems, surrounds us everywhere and is a part of our daily life. With the ubiquity of device use, and global-scale data transfers, users are vulnerable to the temptations of cyber-criminals. In this course, students learn how to use technology safely. The course also introduces basic concepts of cybersecurity and explores careers in this field.

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. Cybersecurity Literacy, Douglas Jacobson, Chapman and Hall CRC Press © 2013, ISBN: 978-1-4398-5619-2;
2. Keep Calm and Log On: Your Handbook for Surviving the Digital Revolution, Gillian Andrews, MIT Press © 2020, ISBN: 978-026253876;
3. Stay Safe: Digital Safety in the Modern Age: Keep Fraudster's Hands Off Of Your Data, Robert Smith, Kindle © 2017;

III. Course Objectives

Upon completion of this course, the student will be able to:
1. Identify the basic concepts of computers and networks.
2. Recognize the basic concepts of security threats both in technology and human behavior.
3. Apply a series of steps to act more securely and avoid being exploited.
4. Demonstrate an understanding of what privacy means and how to protect one's own data.
5. Maintain currency in global use-cases and their impact on the world and on the individual.

IV. Methods of Presentation:
Lecture and Discussion, Observation and Demonstration, Critique, Online instructor-provided resources

V. Course Content

% of Course	Topic
20.00%	Basic computer hardware and software components as they relate to communication
20.00%	Fundamentals of cybersecurity
20.00%	Risks, exploits and threats
20.00%	Prevention, avoidance, and mitigation
20.00%	Privacy and privacy laws
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 - Discussions
15 %	Class Work
25 %	Exams/Tests
25 %	Final exam
25 %	Homework
100 %	Total

VII. Sample Assignments:
Exploitations:
List one type of email exploitation and show an actual case that was caused by this type of exploitation.
Social Engineering:
Briefly describe a social engineering case and how it could be avoided. Demonstrate your work using a movie or a news article.

VIII. Student Learning Outcomes
1. Using the principles of cyber threats and risk mitigation, students practice using technology with less risk as assessed by: assignments, and exams.
2. Applying the standards for privacy laws, students will act more responsibly when handling data as assessed by: projects and exams.

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
• Applying the standards for privacy laws, students will act more responsibly when handling data as assessed by: projects and exams.

Narrative
Cybersecurity affects all uses of any device that uses a computer chip. The data on that device is at risk if the user is unaware of what actions can lead to the breach of that device. Laws have been enacted in the U.S. and elsewhere that affect what data may be collected on users. This affects privacy and our rights to our private data. Further, cyber wars affect us all as humans, and may affect our daily lives. How safely we use devices may protect not just our own data but the data and access to technology to many other consumers. Finally, access to technology or its lack may affect communities of all backgrounds.

Department Vote
10 Yes; 0 No; 0 Abstain

CS 73L 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:
Instructor posts scenarios related to unit being covered. Students must post supporting or counter scenarios. Instructors comments on assignments and or quiz essay type answers to provide comments on how to improve and further study materials.

1b. Interactions: Describe the nature and expected frequency of student-student interactions:
In the weekly Discussion of each modules, students must provide examples of the topics being covered such as breach of data and a potential security measure that could have prevented it. Students must provide counter examples, or what other measures to apply.

1c. Interactions: Describe the nature and expected frequency of student-content interactions:
Each week a module covers certain topics. The topics are supported by slides, videos, and or news articles. Students complete an assignment, a quiz and a posting which may consist of an original posting and a reply or critique of another postings.

1d. Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	Each unit requires students to post about a subject relative to the unit's main topic. Students must comment on other students messages to counter those messages or to support them. Students must read all the messages posted in the Discussion in order to respond to each other. This is essential to create a knowledge about local and global issues related to technology that affects students lives and the world around them.	30.00%
Written assignments	There will be a number of written assignments that reflect how technology and security of data affects humans around the globe. Those assignments once graded, will be posted anonymously so students provide feedback or comments. The instructor then closes with their final conclusion. This provides students with a plethora of ideas to follow and methods to critique.	20.00%
Online Lecture	The lectures will be in the form of PPT animated slides and or videos. Students will be asked to comment on one content in the slides or videos that they learned and found applicable to their life experience.	20.00%
Exams	Exams will test students knowledge. Feedback will be given on essay type questions while objective questions will have answer keys that students will be directed to review. Recommendations will be made on what topics to study should the student need direction.	15.00%
Other (describe)	Students must research security incidents and attacks that have global influence such as nation attacks vs individuals, and what the differences are between such attacks. This require web searches, and video watching in addition to studying the lecture materials.	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.)

Related topics will be placed into modules. Each module will contain a 'homepage' that lists the objectives, study materials and links to the discussion and assignment and or quiz. The study materials will be made of slides, other related documents, videos, new articles, and case studies. The module will also contain a discussion thread which will contain a heading to direct students on what they need to post about. An assignment and or a Quiz will be also contained in the module.

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
50.00%	Exams, quizzes and final exam	Tests will be made of TF, MC and essay questions. Students will be given answer keys and individual essay questions feedback. On the overall exam, students will be given feedback on how well they are doing as well as recommendations for how to improve their studying skills and what topics to revisit if any.
10.00%	Class Participation	The discussion board is where students interact publicly with the instructor and with each other. They will have to post messages that address the topic of the week. They also have to post messages that address other students messages. The instructor will comment on all messages posted whether to address inaccuracies or incompleteness.

25.00%	Homework	Students will get individual feedback on their homework assignments. Also the instructor will post a general message whether to draw conclusions or direct students to general topics that may have been missed by the overall. In some assignments that affect the global theme, assignments will posted once they are graded anonymously so everyone benefits from the ideas presented and get a chance to comment and critique.
15.00%	Classwork	Classwork will be done mostly in the Discussion. Randomly during the course of covering a unit of topics, a question will be posted that students must address. Extra credit may be given to those to provide the first correct answer. This opens the door for further discussions and further exploration of the topic of the week.

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.)
Knowledge of the college's current course management system is needed as well as knowledge of how to search for documents and news articles while evaluating their credibility.

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.)
The syllabus as well as a page placed in the general module should direct students on where to find tutoring services, office hours, links to the disabled students services office, career counseling and general counseling.

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.
The recommendations of section 508 will be followed when creating pages (e.g. formatting), adding videos (properly captioned). In addition to use the Accessibility tool in the CMS, the college's Accessibility site will be referenced to ensure PDF, Word Docs, and other files types that may be used are compliant.

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.).
The 4th Objective states that students will "Understand what privacy means and how to protect one's own data". U.S. vs European laws pertaining to privacy will be covered. Certain software cloud tools will be visited to demonstrate how such laws are applied/used. Data breaches in the past 5 years will be referenced and students must research how the data was accessed, whether it was stolen, and whether action was taken by the data owners to mitigate future breaches. In the discussion board, students will post examples of actual breaches and what they would have done to protect such data. Other students will post on how they can exploit the data security measures.

Santa Monica College
Distance Education for: EARLY CHILDHOOD EDUCATION 5, Math and Science for the Young Child

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:	April 2020

Transferability:	Transfers to CSU

Degree Applicability:	Credit - Degree Applicable
Skills Advisory(s):	PSYCH 11

I. Catalog Description

This course applies child development principles to the planning of science and mathematics experiences for both typically and atypically developing young children. Emphasis is placed on understanding how children develop problem-solving skills, and on recognizing how teachers can facilitate inquiry-discovery experiences for young children with diverse learning styles and needs. Course work includes participation in experiments and field experiences in life sciences. Students are required to develop and provide developmentally and culturally appropriate activities in science and mathematics activities for young children.

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. Math and Science for Young Children, 7th, Charlesworth, R., Cengage © 2013, ISBN: 9781111833398;

III. Course Objectives

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

1. Observe and record the behaviors children of various ages engaged in inquiry-discovery activities and logical-mathematical thinking activities and to identify examples of children. observing, comparing, sorting, speculating, experimenting, and reflecting upon discoveries.
2. Observe teachers and children engaged in inquire-discovery and logical-mathematical thinking activities and identify how the teacher prepares and organizes materials, stimulates inquiry and discovery, and helps children reflect upon discoveries.
3. Participate in laboratory experiences by observing, hypothesizing, experimenting, and forming tentative conclusions; the student will demonstrate the ability to record these observations, hypotheses, experiments and conclusions in the laboratory notebook.
4. Plan and implement inquiry-discovery activities and logical-mathematical thinking activities for children from infancy to eight years of age with typical and atypical development. In evaluating these activities, the student will identify examples of how children observe, compare, sort, speculate and experiment; the student will also recognize the role he/she played in preparing and organizing materials, stimulating inquiry and exploration, and helping children reflect upon discoveries.
5. Restate basic mathematical and scientific principles that explain discoveries made during laboratory experiences presented in class.
6. Recognize the importance of professional commitment to confidentiality and the need for a safe, secure and nurturing environment for the young child and family.

IV. Methods of Presentation:

Lecture and Discussion, Observation and Demonstration, Projects, Other (Specify)
Other Methods: Student presentations, Videos

V. Course Content

% of Course	Topic
25.00%	The Scientific Method 1. Developmental abilities in children from 2 to 8 years 2. The role of the teacher in facilitating observation, speculation, experimentation, and reflection
25.00%	Physical Knowledge for Children (Each area covered includes basic scientific principles, expectations for children's abilities, and guidelines for teacher to follow in order to enhance children's learning.)
25.00%	Logical-Mathematical Thought (Each area covered includes basic principles of Piagetian theory, expectations for children's abilities, and guidelines for teacher to follow in order to enhance children's learning.) 1. Seriation 2. Numeration 3. Classification 4. Spatial relations
25.00%	Life Science (Each area covered includes basic scientific principles, expectations for children's abilities, and guidelines for teachers to follow in order to enhance children's learning.) 1. Plants 2. Insects 3. Small animals 4. Reptiles 5. Amphibians
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 %	Exams/Tests
25 %	In Class Writing - Reflective writings
20 %	Other - observations
30 %	Written assignments - Lesson planning experiences
100 %	Total

VII. Sample Assignments:
Planning:
1. Plan, implement and evaluate two learning encounters in physical knowledge areas.
Observations / Video:
2. View Video - Exploring Water with Young Children in-class discussion and reflection.

VIII. Student Learning Outcomes
1. Select and apply developmentally appropriate teaching strategies and theories to curriculum and environment design.
2. Create a developmentally appropriate math and science activity for an individual, small or large group experience.

ECE 5 Distance Education Application

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 instructor will send out a pre-course "welcome letter" 1-2 weeks before the course begins with information about the course and how the instructor will communicate with the students. The instructor will provide on-going feedback, comments, and suggestions to assist and improve student performance. The instructor will also provide instructions and support as needed for course navigation. The instructor will send frequent reminders of upcoming due dates. The instructor will post an announcement for each week's activities. (Weekly Check-ins, Instructor's time for the weekend along with assignments due by Sunday. Provide physical and virtual office hours along with telephone option and facetime option.)

1b. Interactions: Describe the nature and expected frequency of student-student interactions**:**
Using asynchronous discussion activities students will communicate with their classmates throughout the course regarding course content and everyday life. Most discussions require at minimum comments to 2 classmates. Small group activities/discussions - 3-4 times during the course, Asynchronous Threaded Discussion - 1-2 weekly, Student Lounge discussion board non-course topics.

1c. Interactions: Describe the nature and expected frequency of student-content interactions**:**

Students will interact with course content on a weekly basis through readings, videos, discussions and/or reflective assignments.

1d. Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion	The weekly discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of early childhood creative experience topics, requiring students to comment on classmates' postings. Small group discussions provided periodically throughout the course.	35.00%

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.)

The course will be divided into weekly modules, including an assignment and objective page sharing with the students the weekly required activities. Activities such as observations, readings, mini video lectures, reflective writing, journaling, videos, and web searches.

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%	Journal Reflective Assignments	Students will submit periodically reflective assignments, using a rubric with clear expectations for assessment.
25.00%	Threaded Discussion	Student-to student discussion boards using a rubric with clear expectations
25.00%	Article and Video quizzes	After reading an article or viewing a video - the student will take a short quiz
30.00%	Lesson Planning based on Observations/Case Studies	The student will provide lesson planning based on child observations and connect the activities to the Infant-Toddler and/or Preschool Learning Foundations.

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.)

Instructors should have completed training on the learning management system in place and received the appropriate certification. The instructor should be knowledgable of accessibility resources on and off-campus. Familiar with Canvas tools and willingness to stay current as technology changes every day.

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.)

Department website, Center for Wellness, Campus Police, Students with disabilities, Title IX, Learning Environment Statement, DACA statement, Veteran's statement, Teacher Resource Room, Child Development Training Consortium, Library, Scholarships, Career Service Center, SMC Code of Ethics, NAEYC Code of Ethics, SMC Reading Lab, SMC Writing Lab, Child Care

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.

Videos will be closed captioned, PDF will be converted to a CANVAS page, when appropriate. Pages will use the Rich Text Editor Images will have alt text

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.).

#2 Observe teachers and children engaged in inquire-discovery and logical-mathematical thinking activities and identify how the teacher prepares and organizes materials, stimulates inquiry and discovery, and helps children reflect upon discoveries. Step One: Read Early Childhood Mathematics Promoting Good Beginnings Step Two: Watch the video Using Math Talk With Preschoolers to Support Learning Step Three: Post your response to 2 of the following prompts by Thursday: a. What kinds of math concepts do we regularly talk about with children? What are some additional concepts we can fit into our daily routine? b. How can we plan ahead and be prepared to engage children in math talk during spontaneous moments, particularly during children's play? c. What are some ways we might respond to a child who has made an error in their counting or mathematical reasoning? Step Four: Comment on 1 classmate's post by Sunday.

Santa Monica College
Distance Education for: EARLY CHILDHOOD EDUCATION 8, Creative Experiences - Art, Music, and Movement

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:	December 2019

Transferability:	Transfers to CSU

Degree Applicability:	Credit - Degree Applicable
Skills Advisory(s):	PSYCH 11

I. Catalog Description

This course applies child development principles to planning multicultural art, music, and movement experiences for young children. It covers the role of art, music, and movement in developing children's physical-motor, social-emotional, and cognitive skills, with emphasis on providing conditions that encourage development of creativity and aesthetic awareness. Class work includes workshops and field experiences in planning and implementing appropriate creative experiences with young children.

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. Growing Artists, teaching art to young children, 6, Joan Bouza Koster, Cengage © 2015, ISBN: 9781285743141;

III. Course Objectives

Upon completion of this course, the student will be able to:
1. Identify the stages of development in children's art and to use this knowledge to plan age appropriate activities in various media (clay, paint, collage, etc.).
2. Identify teacher interactions to enhance creative expression in young children when involved in activities using various media.
3. Demonstrate cultural competency by respecting and valuing diverse cultures, values, beliefs, and behaviors by recognizing the multicultural heritage inherent in various media and using traditional and contemporary multiethnic music for listening and movement.
4. Apply principles of child growth and development to plan and implement an appropriate curriculum for a group of young children throughout the course of the semester. The student will demonstrate the ability to observe and record the behavior of children during these activities and to identify examples of creative expression. the student will practice the role of the teacher in enhancing creative expression for both typically and atypically developing children through selection and presentation of materials, interactions with children during an activity, plans for cleaning and caring for art materials.
5. Improvise with sound, rhythm, melody, and movement.
6. Select songs and chants that are appropriate for use with all young children and to use them with children in order to enhance their experiences with beat, rhythm, dynamics, tempo, and creative expression.
7. Select and play percussive and melodic instruments that are developmentally appropriate for use with young children and to use them with children in order to enhance their experiences with beat, rhythm, melody, dynamics, tempo, and creative expression.

8. Select body movement activities that are developmentally appropriate for use with young children and to use them with children in order to enhance their experiences with beat, rhythm, melody, dynamics, tempo, and creative expression.
9. Apply principles of child growth and development to plan and implement activities incorporating singing, playing instruments, listening, and moving for a group of young children. Throughout the course of the semester, the student will demonstrate the ability to observe and record the behavior of children during these activities and to identify examples of how the children experience beat, rhythm, melody, dynamics, tempo, and creative expression.
10. Use classical and multi-ethnic music for listening and movement experiences for young children.
11. Integrate art, music, and movement into the total early childhood curriculum.
12. Assess their own personal strengths and develop goals to meet identified needs.
13. Design art, music and movement activities that promote optimal health and safety as well as identify and problem solve aspects of a program that would impede the optimal growth and development of children

IV. Methods of Presentation:

Projects, Other (Specify), Lecture and Discussion
Other Methods: Analysis of videotaped art, music and movement experiences

V. Course Content

% of Course	Topic
10.00%	Music and Movement 1. Developing a program of music and movement based upon principles of child growth and development. 2. Meeting the needs of the individual child through a program of music and movement. 3. Setting up an environment which fosters creativity in music and movement.
15.00%	Songs and chants for children 1. Developing a repertoire of songs and chants appropriate for young children 2. Developing a variety of methods of introducing songs and chants to young children 3. Using songs and chants with children in order to enhance experiences with beat, rhythm, dynamics, tempo and creative expression
10.00%	Untuned percussive instruments 1. Becoming familiar with the range of available rhythm instruments 2. Becoming familiar with the uses of rhythm instruments in the early childhood program
10.00%	Melodic instruments 1. Becoming familiar with the range of available melodic instruments 2. Becoming familiar with the uses of melodic instruments by children 3. Becoming familiar with the uses of the piano and the autoharp by the teacher
10.00%	Movement and dance with young children 1. Becoming familiar with the range of movement experience appropriate for young children 2. Familiarity with dance elements such as shape, level, direction, size, place, pathway, uses of body parts, and basic body moves 3. Using expressive movement to enhance body coordination, creativity, and relaxation
10.00%	Listening experiences for young children 1. Using classical music (live and recorded) to enhance beat, rhythm dynamics, tempo and creativity

	2. Becoming familiar with criteria for choosing records (multi-ethnic, children's sing-along's, contemporary music, etc.)
15.00%	Creativity through the visual arts 1. Visual arts as an integral part of the early childhood curriculum 2. Developing a program in visual arts based upon principles of child growth and development 3. Meeting the needs of the individual child through a program in visual arts 4. Setting up an environment which fosters creativity in the visual arts
10.00%	Basic media types appropriate for young children 1. Experiences with paint 2. Experiences with collage 3. Experiences with clay and dough 4. Experiences with woodworking
10.00%	Integrating visual arts experiences into the curriculum for young children 1. Holiday art experiences 2. Nature crafts 3. Multicultural experiences 4. Dramatic play and art
100.00%	Total

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

Percentage	Evaluation Method
25 %	Class Participation - Threaded and Small group discussions
25 %	Exams/Tests - Article and Video review quizzes
25 %	In Class Writing - Journal Reflections
25 %	Written assignments - Lesson Planning Experiences
100 %	Total

VII. Sample Assignments:

Art Activity:
Design art experiences using three core expressive materials: clay, paint, and drawing. Record your lesson plan according to the art activity lesson planning format.

Music Activity:
Design music and movement experiences consisting of song, chant, sound play, gross motor and expressive movement and record your lesson plan according to the music activity lesson planning format.

VIII. Student Learning Outcomes
1. Select and apply developmentally appropriate teaching strategies and theories to curriculum and environment design.
2. Create a developmentally appropriate art, drama, music and movement activity for an individual, small or large group experience.

ECE 8 Distance Education Application

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 instructor will send out a pre-course "welcome letter" 1-2 weeks before the course begins with information about the course and how the instructor will communicate with the students. The instructor will provide on-going feedback, comments, and suggestions to assist and improve student performance. The instructor will also provide instructions and support as needed for course navigation. The instructor will send frequent reminders of upcoming due dates. The instructor will post an announcement for each week's activities. (Weekly Check-ins, Instructor's time for the weekend along with assignments due by Sunday. Provide physical and virtual office hours along with telephone option and facetime option.)

1b. Interactions: Describe the nature and expected frequency of student-student interactions**:**
Using asynchronous discussion activities students will communicate with their classmates throughout the course regarding course content and everyday life. Most discussions require at minimum comments to 2 classmates. Small group activities/discussions - 3-4 times during the course, Asynchronous Threaded Discussion - 1-2 weekly, Student Lounge discussion board non-course topics.

1c. Interactions: Describe the nature and expected frequency of student-content interactions**:**

Students will interact with course content on a weekly basis through readings, videos, discussions and/or reflective assignments.

1d. Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	The weekly discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of early childhood creative experience topics, requiring students to comment on classmates' postings.	25.00%
Discussion	Small group discussions provided periodically throughout the course.	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.)
The course will be divided into weekly modules, including an assignment and objective page sharing with the students the weekly required activities. Activities such as observations, readings, mini video lectures, reflective writing, journaling, videos, and web searches.

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

% of grade	Activity	Assessment Method
25.00%	Journal Assignments	Students will submit periodically reflective assignments, using a rubric with clear expectations for assessment.
25.00%	Threaded Discussion	Student-to student discussion boards using a rubric with clear expectations
25.00%	Article and Video Quizzes	After reading an article or viewing a video - the student will take a short quiz
25.00%	Lesson Planning based on Observations/Case Studies	The student will provide lesson planning based on child observations and connect the activities to the Infant-Toddler and/or Preschool Learning Foundations.

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.)
Instructors should have completed training on the learning management system in place and received the appropriate certification. The instructor should be knowledgable of accessibility resources on and off-campus. Familiar with Canvas tools and willingness to stay current as technology changes every day.

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.)
Department website, Center for Wellness, Campus Police, Students with disabilities, Title IX, Learning Environment Statement, DACA statement, Veteran's statement, Teacher Resource Room, Child Development Training Consortium, Library, Scholarships, Career Service Center, SMC Code of Ethics, NAEYC Code of Ethics, SMC Reading Lab, SMC Writing Lab, Child Care

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.
Videos will be closed captioned, PDF will be converted to a CANVAS page, when appropriate. Pages will use the Rich Text Editor Images will have alt text

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.).
#2 Identify teacher interaction to enhance creative expression in young children when involved in activities using various media. Step One: Read How to Promote Creative Thinking by Alice Sterling Honig, Ph.D. Step Two: Watch the video Promoting Creativity in Early Childhood Classrooms (Head Start) Step Three: Post your response to the following 3 prompts by Thursday: a. Discuss how creativity promotes development and learning in young children. b. Reflect on your own ideas about creativity. c. What is the role of the educator in providing opportunities in the learning environment to express creativity? Step Four: Comment on 1 classmate's post by Sunday.

Santa Monica College
Course Deactivation: INTERIOR ARCHITECTURAL DESIGN 30, Principles of Interior Architectural Design

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours	108.00
Date Submitted:	April 2020

Transferability:	Transfers to CSU

Degree Applicability:	Credit - Degree Applicable

Rationale
Deactivated due to restructuring/renaming of the Interior Architectural Design program

I. Catalog Description
This course is an introduction to the fundamentals of interior architectural design. Through a series of lectures you will learn the basics of design elements and principles in planning total interior environments that meet individual, functional, legal and environmental needs. We will identify and evaluate subject matters such as color theory, lighting, materials, and furnishing for an interior space.

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. INTERIORS: An Introduction, 5th , Nielson, Karla, McGraw-Hill © 2011, ISBN: 978-0073526508;
2. Foundations of Interior Design, 3rd, Slotkis, Susan J., Fairchild Books © 2017, ISBN: 978-1501315909;

III. Course Objectives
Upon completion of this course, the student will be able to:
1. Identify career paths leading to the position of a professional interior design.
2. Identify and evaluate the effects of lighting on interior environments.
3. Identify and evaluate design principles and elements to interior environments.
4. Identify and evaluate color systems and theories.
5. Identify and evaluate materials and products used in interior environments for their aesthetic and performance qualities.
6. Identify and evaluate functional needs of end users through simple space planning.
7. Identify and evaluate the psychological, environmental and cultural factors which effect interior design.

IV. Methods of Presentation:
Lecture and Discussion, Observation and Demonstration, Online instructor-provided resources, Projects, Critique, Group Work

V. Course Content

% of Course	Topic
5.00%	Introduction to the Trade: The Profession

5.00%	Historic Design
10.00%	Lighting
10.00%	Color
20.00%	Elements and Principles
10.00%	Design Process
10.00%	Finishes
10.00%	Furnishings
10.00%	Architectural Shell
10.00%	Project 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
10 %	Class Participation
10 %	Final exam
10 %	Group Projects
50 %	Projects - 2-3 projects
20 %	Quizzes
100 %	Total

VII. Sample Assignments:

Building Research:
Students will visit one of many significant buildings in the L.A. area. Create a digital presentation evaluating the interior and exterior space by discussing the historical significance, color, lighting, and the design elements and principles used. Students may choose to work in teams.

Basic Space Planning:
Students will identify and evaluate the end user's needs by applying all they've learned from class lectures through a simple space planning exercise.

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 the principles and elements of design and use typical terminologies, standards and materials in interior architectural design.

Santa Monica College
Course Deactivation: INTERIOR ARCHITECTURAL DESIGN 33, Interior Architectural Design Career and Portfolio

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:	April 2020

Transferability:	Transfers to CSU

Degree Applicability:	Credit - Degree Applicable
Skills Advisory(s):	INTARC 40

Rationale

Deactivated due to restructuring/renaming of the Interior Architectural Design program

I. Catalog Description

This lecture course examines the Interior Architectural Design profession and related occupations. The course discusses, researches and creates resumes and business cards. Students will explore the interview process and discuss the difference between "work" portfolios and "admissions" portfolios. Emphasis will be placed on preparing a portfolio based on previous student work.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)
1. Portfolios for Interior Designers , 1st , Mitton, Maureen, Wiley © 2010;

III. Course Objectives

Upon completion of this course, the student will be able to:
1. Examine legal career requirements for becoming a professional interior designer.
2. Discuss and define vocabulary terms pertaining to interior design.
3. Identify the major professional design associations and the benefits of membership in these professional associations.
4. Produce a student resume and student business card.
5. Examine and practice the job interview process.
6. Examine the difference between "work" and "application" portfolios
7. Produce a portfolio of student work based on future goals
8. Produce a student resume and student business card.

IV. Methods of Presentation:

Lecture and Discussion, Other (Specify)
Other Methods: Lecture; discussion; demonstration; hands-on projects, field trips

V. Course Content

% of Course	Topic
10.00%	Design Careers – types of careers and specialties
10.00%	Skills, Qualifications and Compensation/salary ranges

15.00%	Resume writing and production
15.00%	Business Card design and production
15.00%	The Interview Process, mock interview
15.00%	Marketing You – trends in employment searches
20.00%	Portfolio research and production
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 %	Projects - 20% Project 1 – resume 15% Project 2 – business cards 20% Project 3 – interview 30% Project 4 – portfolio 15% Project 5 – marketing you
100 %	Total

VII. Sample Assignments:

Resume:
Students will research, design and develop a resume for future use. The resume must be of original design and include information that students can use in a job search. Projects are presented in class.

Portfolio:
Students will decide which type of portfolio they will create (work portfolio or admissions portfolio). They will bring in original projects created by the student for review and discussion with the instructor. Students will design and format the work in a cohesive package that can be used for either submission to a transfer college or for future job searches. Portfolios are presented in class.

VIII. Student Learning Outcomes
1. Students will exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.
2. Develop, design and present a professional resume, business cards and portfolio.
3. Research and practice the Interview Process.

Santa Monica College
Course Deactivation: INTERIOR ARCHITECTURAL DESIGN 41, History of Interior Architecture and Furnishings I

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:	April 2020

Transferability:	Transfers to CSU

Degree Applicability:	Credit - Degree Applicable

Rationale
Deactivated due to restructuring/renaming of the Interior Architectural Design program

I. Catalog Description
This course is a comprehensive slide lecture study of furniture, architecture, decorative arts, and interiors from the major style periods of Antiquity through 18th Century France. Lectures concentrate on furniture styles, ornament, craftsmen, techniques, the evolution of the interior and its impact on current furniture styles. This class is directed toward careers in interior architectural design, furniture design and restoration, set design and art direction, historic preservation, and retail sales in residential and commercial design.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)
1. A History of Interior Design, Pile, John, Wiley © 2004;
2. Furniture: World Styles from Classical to Contemporary, Judith Miller, Dorling Kindersley © 2005;
3. Designer's Guide to Furniture Styles, Treena Crochet , Prentice Hall © 2003;
4. The Complete Guide to Furniture Styles, Louise Ade Bogner , Waveland Press © 1997;
5. Dictionary of Furniture, Charles Boyce , Henry Holt and Company © 2000;

III. Course Objectives
Upon completion of this course, the student will be able to:
1. Explain basic interior/architectural vocabulary; use correct terminology to describe historical and contemporary exteriors and interiors.
2. Describe the development of domestic interiors and architecture in Europe from Antiquity through the early 18th century in France; understand and recognize the significant styles.
3. Review the changing use and design of surfaces, furnishings, accessories, window treatments, textiles, carpets, floors and ornament through the centuries and apply the correct backgrounds for historical and contemporary installations
4. Incorporate design elements from historical interiors into contemporary environments.
5. Recognize contemporary structures and interiors; apply classroom information for style solutions.
6. Recognize and identify historical reproductions and historical influences in contemporary design.

IV. Methods of Presentation:
Other (Specify), Field Trips, Lecture and Discussion
Other Methods: Powerpoint slide show with lecture, field trips, case studies, audio visual presentations.

V. Course Content

% of Course	Topic

10.00%	Prehistory / Mesopotamia
10.00%	Egypt
10.00%	Minoa / Greece
10.00%	Rome/ Early Christian
10.00%	Gothic
5.00%	Italian Renaissance
5.00%	French Renaissance
5.00%	English Renaissance
5.00%	Italian Baroque
5.00%	Spanish Baroque / German Baroque
5.00%	English Baroque
5.00%	French Baroque
5.00%	French rococo
10.00%	French Neoclassic
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 %	Final exam - Final / Multiple Choice, Essay, Short Answer
20 %	Other - Midterm / Multiple Choice, Essay, Short Answer
60 %	Projects: 20% Project 1/Look Book 20% Project 2/Look Book 20% Project 3/Final Group Project
100 %	Total

VII. Sample Assignments:
Look Book:
Students will assemble a look book for a hypothetical client who wants to recreate a period interior studied in the class. The Look Book includes a 5-10 pages essay on the topic of choice, and client letter, a concept image of a period room, full selections of finishes, furnishings, accessories, lighting, wall treatments, art, architectural elements, and ephemera appropriate to the period. The books are presented in a professional style, with letter head and tear sheets that the students are encouraged to create for their hypothetical design business. There are two books due per term.
Group Presentation Final Project:
Much like the look book in its content, the Group Project requires that groups of 3-5 select a period interior and work together to create a presentation board for a client. All members are required to speak and submit a group essay. The boards are to be a minimum of 24x36 with clear images and a well thought out design with textiles and finishes.

VIII. Student Learning Outcomes
1. Identify the characteristics of major furniture periods, styles, and designers from Antiquity through 18th Century France and how they affect current furniture designs.
2. Identify recurring themes and styles seen in furniture, architecture, and interiors and know the history behind them.

Santa Monica College
Course Deactivation: INTERIOR ARCHITECTURAL DESIGN 42, History of Interior Architecture and Furnishings II

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:	April 2020

Transferability:	Transfers to CSU

Degree Applicability:	Credit - Degree Applicable
Skills Advisory(s):	INTARC 41

Rationale
Deactivated due to restructuring/renaming of the Interior Architectural Design program

I. Catalog Description
This course is a comprehensive slide lecture study of furniture, architecture, decorative arts, and interiors from the major style periods of the 19th Century through early 20th Century in Europe. Lectures concentrate on furniture styles, ornament, craftsmen, designers, techniques, the evolution of the interior and its impact on current furniture styles. This class is directed toward careers in interior architectural design, furniture design and restoration, set design and art direction, historic preservation, and retail sales in residential and commercial design.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)
1. A History of Interior Design, Pile, John, Wiley © 2009, ISBN: -;
2. Furniture: World Styles from Classical to Contemporary, Miller, Judith , Dorling Kindersley © 2005;
3. Designer's Guide to furniture Styles, Crochet, Treena, Prentice Hall © 2003;
4. The Complete Guide to Furniture Styles, Bogner, Louise Ade, Wavelande Press © 1997;
5. Dictionary of Furniture, Boyce, Charles, Henry Holt and Company © 2000;

III. Course Objectives
Upon completion of this course, the student will be able to:
1. Understand basic interior/architectural vocabulary; use correct terminology to describe historical and contemporary exteriors and interiors.
2. Understand the development of domestic interiors and architecture in Europe from the 19th Century through the early 20th Century; understand and recognize the significant styles.
3. Review the changing use and design of surfaces, furnishings, accessories, window treatments, textiles, carpets, floors and ornament through the centuries and apply the correct backgrounds for historical and contemporary installations
4. Incorporate design elements from historical interiors into contemporary environments.
5. Recognize contemporary structures and interiors; apply classroom information for style solutions.
6. Recognize and identify historical reproductions and historical influences in contemporary design.

IV. Methods of Presentation:
Field Trips, Lecture and Discussion, Other (Specify)
Other Methods: Powerpoint slide show with lecture, field trips, case studies, audio visual presentations.

V. Course Content

% of Course	Topic
7.00%	Review of 41 / Directoire

7.00%	Empire
7.00%	Second Empire / Renaissance Revival / Rococo Revival
7.00%	English Georgian
7.00%	English Regency
7.00%	Biedermeier
7.00%	Aesthetic Movement
7.00%	English Arts & Crafts
7.00%	Victorian
7.00%	French Art Nouveau
7.00%	Spanish Art Nouveau
7.00%	The Scottish School
8.00%	Vienna Secession
8.00%	The Rise of the Decorator
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 %	Final exam - Final / Multiple Choice, Essay, Short Answer
20 %	Other - Midterm / Multiple Choice, Essay, Short Answer
60 %	Projects - Project 1/Look Book 20 % Project 2/Look Book 20 % Project 3/Final Group project 20 %
100 %	Total

VII. Sample Assignments:

Look Book:
Students will assemble a look book for a hypothetical client who wants to recreate a period interior studied in the class. The Look Book includes a 5-10 pages essay on the topic of choice, and client letter, a concept image of a period room, full selections of finishes, furnishings, accessories, lighting, wall treatments, art, architectural elements, and ephemera appropriate to the period. The books are presented in a professional style, with letter head and tear sheets that the students are encouraged to create for their hypothetical design business. There are two books due per term.

Group Presentation Final Project:
Much like the look book in its content, the Group Project requires that groups of 3-5 select a period interior and work together to create a presentation board for a client. All members are required to speak and submit a group essay. The boards are to be a minimum of 24x36 with clear images and a well thought out design with textiles and finishes.

VIII. Student Learning Outcomes

1. Identify the characteristics of major furniture periods, styles, and designers from the 19th Century through early 20th century in Europe and how they affect current furniture designs.
2. Identify recurring themes and styles seen in furniture, architecture, and interiors and know the history behind them.

Santa Monica College
Course Deactivation: INTERIOR ARCHITECTURAL DESIGN 47, Business and Professional Practice

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:	April 2020

Transferability:	Transfers to CSU

Degree Applicability:	Credit - Degree Applicable

Rationale
Deactivated due to restructuring/renaming of the Interior Architectural Design program

I. Catalog Description
This course presents basic principles, procedures, and office systems necessary for the interior design professional. Lectures emphasize legal issues, project management, budgets, purchasing, billing, compensation, collection, and other business practices. The interaction of client, designer, supplier, and installer is also examined.

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. Christine Piotrowski; Professional Practice for
2. Harry Siegel; Business Guide for Interior Designers

III. Course Objectives
Upon completion of this course, the student will be able to:
1. Analyze the organization and structure of interior design organizations
2. Develop skill in interior design procedures such as ordering, correspondence, markups, sales, credit arrangements, and simple bookkeeping procedures
3. Draft a Letter of Agreement for various types of design services
4. Estimate and control a budget
5. Program and process installations
6. Determine compensation and fees
7. Develop a marketing plan and strategies for implementation of that plan
8. Research and organize resource files
9. Plan and present a public relations or advertising plan
10. Analyze and compile financial statements

IV. Methods of Presentation:
Discussion, Field Trips, Lecture and Discussion, Visiting Lecturers, Other (Specify)
Other Methods: class exercises/activities, guest speakers, field trips

V. Course Content

% of Course	Topic
100.00%	Continuation of Week 1; graphics, logo

0.00%	Overview and objectives; introduction to Interior Design as a business; history; goals, goal setting; careers; portfolios, resumes, cover letters, and interviews
0.00%	Advantages and disadvantages of business; business locations/professional assistance/insurance/legal help
0.00%	Oral presentation of research reports
0.00%	Field trip: Small Business Administration
0.00%	Business formations, locations, taxes, licenses, business plan; Quiz
0.00%	Contracts C Defining your scope of services Guest speaker: State Board of Equalization
0.00%	Review and mid-term exam
0.00%	Fees, merchandise mark up and payments for interior design services. What designers can buy; legal issues regarding labor; which labor charges are permitted; Quiz
0.00%	Project management C Interviewing clients; contracts and fees; client job folder; business forms; buying merchandise from vendors; Guest speaker: Outside issues that affect the Interior Design profession; Quiz
0.00%	Client job folder; confirming orders; financial management; basic bookkeeping; independent contractors; Guest speaker; Quiz
0.00%	In class project: working with manufacturers, clients, and placing orders; Quiz
0.00%	Public relations; advertising; marketing Guest speaker: The business of Interior Design, affiliations with design organizations, NCIDQ Quiz
0.00%	Specifications: When purchasing is done by others; construction specifications; types of forms needed; Quiz
0.00%	Review; Quiz
0.00%	Final exam
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 %	Final exam
60 %	Homework - Homework/notebook
20 %	Midterm exams
100 %	Total

VII. Sample Assignments:

VIII. Student Learning Outcomes

Santa Monica College
Course Deactivation: INTERIOR ARCHITECTURAL DESIGN 51, Rapid Visualization

Units:	3.00
Total Instructional Hours (usually 18 per unit):	108.00
Hours per week (full semester equivalent) in Lecture:	6.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours	216.00
Date Submitted:	April 2020

Transferability:	Transfers to CSU

Degree Applicability:	Credit - Degree Applicable
Skills Advisory(s):	INTARC 28B

Rationale
Deactivated due to restructuring/renaming of the Interior Architectural Design program

I. Catalog Description
This basic studio course offers the fundamentals of quick sketching, problems, and techniques. The course includes an introduction to perspective and rendering practice with an emphasis on sketching of proposed interior installations, and requires the development of portfolio 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. Basic Perspective Drawing: A Visual Approach, John Montague, Van Norstrand Reinhold © 1993;
2. Perspective Drawing Handbook, Joseph D'Amelio, Van Norstrand Reinhold © 1984;
3. Perspective for Interior Designers, John Pile, Whitney Library of Design © 1985;
4. Rapid Viz: A New Method for the Rapid Visualization of Ideas, Hank & Belliston, Crisp Publications © 1990;
5. Drawing on the Right Side of the Brain, Betty Edwards, Tarcher, Inc. © 1979;

III. Course Objectives
Upon completion of this course, the student will be able to:
1. Sketch free-hand without the use of time consuming tools
2. Convert orthographic drawings of objects (furniture) into 3D perspective sketches
3. Convert orthographic drawings of floor plans into perspective interior sketches
4. Approach complex design problems systematically using drawing as a design tool
5. Develop proficiency in setting up and manipulating 1PT, and 2PT measured perspective drawing
6. "Build" drawings when no supporting information exists; draw from "sight"
7. "Cheat": a perspective using photography and tracing tricks
8. Manipulate surface textures and materials, i.e. reflections, wood grain, glass, metal, plastic, soft and hard surfaces
9. Present their work in the appropriate, professional, quick-sketch format
10. Develop the knowledge of working with composition, light logic, and basic color theory
11. Develop skills in three general areas: • Knowledge of perspective • Free-hand, sight-drawing • "Building drawings"

IV. Methods of Presentation:
Lecture and Discussion, Discussion, Other (Specify)
Other Methods: Lecture, step-by-step demonstration of homework assignments, examples, critiques, slides, guest lecturers, hands-on lab time

V. Course Content

% of Course	Topic
100.00%	Drawing straight lines freehand Measured perspective, plan method - 1 PT Freehand 1 PT cubes Lab: Guiding and correcting free-hand skills
0.00%	Introduction and slides of what is quick sketch Lab: Discussing and demonstrating the pros and cons of different drawing tools and materials (try-before-you-buy concept)
0.00%	Style and line quality Measured perspective, plan method - 2 PT Seeing 3D shapes from the 3 ortho views Lab: Continue free-hand skills, plus exercise/puzzle making up ortho shapes to be drawn 3D
0.00%	Light logic Moving the SP (perspective distortion) Dividing w/diagonals in perspective Lab: Participation in light logic with a darkened room and photo flood on geometric objects
0.00%	Cast shadows: sun parallel Finding objects away from the walls of an interior, 1 PT Ellipses Plotting the 12 Pt circle Finding proportions by dividing and multiplying with diagonals Lab: Practice drawing free hand ellipses
0.00%	Multiplying with diagonals in perspective Finding objects away from the walls of a 2 PT Interior Stacked-cube chair Lab: Class participation in the methods of designing a simple chair
0.00%	Objects without walls and moving the PP One PT free-hand RM interior grid 9without measuring) Perspective from floor plan: "Den", free-hand, 1 PT Lab: Reinforcing free hand skills while learning the free hand 1 PT grid
0.00%	Rotating vertical planes (moving the VP's) Two PT Free-hand RM interior grid (without measuring and both PT's showing) Perspective from plan and elevations: "Office", free-hand 2 PT People in drawings Lab: Free hand 2 PT grid and drawing people
0.00%	Inclined planes and rotating planes Two Pt Free-hand RM interior grid (without measuring and one of the two pts not showing) Cast shadows: sun behind object Wood graining Lab: Drawing to VP=s that don=t show, and wood graining
0.00%	Measured cast shadow Two Pt Free-hand RM interior grid (without measuring and none of the pts showing) Cast shadows: Sun in front of object Building proportioned boxes from squares off the VML Designing and presenting sketch of a coffee table

	Lab: Working with the initial layout of the two walls of a 2 PT interior (Intelligent trial and error
0.00%	Measured perspective of a couch, with normal PP Tracing plans in perspective Tracing ortho bedroom plan onto glass, converting to two PT perspective Cast shadows: Artificial light Lab: Practicing the "tracing-glass trick"
0.00%	Measured perspective of a couch, scaling by moving PP Drawings that explain: Exploded and sections Lab: Class practice of exploded drawings; comparison of the many varied individual student solutions to the same exercise.
0.00%	Measured perspective of a house, with measured cast shadows Kitchen cabinets and floor layouts Designing and sketching a kitchen Lab: Experimenting with scale by moving the HL up and down (house vs. a box)
0.00%	Measured perspective of a desk in reverse (orthos from photo) Sketching from a projected slide Lab: Dividing class into small groups to practice sketching from a projected slide
0.00%	Using the camera as a quick-sketch tool (Polaroids) Putting together a quick-sketch reference notebook Measured perspective, MP Method - 1 PT Measured perspective, MP Method - 2 PT Lab: Class participation using measuring-point perspective methods
0.00%	Final exam Returning last graded works for portfolio Slide presentation and review
100.00%	Total

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

Percentage	Evaluation Method
65 %	Other - Sketches (3 per week) 30% Measured perspective assignments (14) 35%
35 %	Projects - Projects (14)
100 %	Total

VII. **Sample Assignments:**

VIII. **Student Learning Outcomes**

Santa Monica College
Course Deactivation: INTERIOR ARCHITECTURAL DESIGN 54, Universal Design for Interiors

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:	April 2020

Transferability:	Transfers to CSU

Degree Applicability:	Credit - Degree Applicable
Skills Advisory(s):	INTARC 28A

Rationale
Deactivated due to restructuring/renaming of the Interior Architectural Design program

I. Catalog Description
In this course students will study the practical design and modification of homes to provide basic universal access and criteria for people of all ages, throughout their lifetime, while incorporating style and a cost effective budget. Students analyze accessibility, usability and visitability features of various residential spaces, and learn to make informed decisions of the design features and specifications of home materials for lifelong, easy, independent living for clients.

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. Universal Design for the Home: Great Looking, Great Loving Design for all Ages, Abilities and Circumstances, Jordan, Wendy, Quarry Books © 2008, ISBN: 1592533817;
2. Residential Design for Agiging in Place, Lawlor, Drue., Wiley © 2008, ISBN: 0470056142;
3. Americans with Disabilities Act Accessibility Guidelines, Issued by the Department of Justice, Washington DC
4. www.EasyLivingHome.org
5. www.ConcreteChange.org
6. www.AccessibleConstruction.com

III. Course Objectives
Upon completion of this course, the student will be able to:
1. Describe and identify the principle of Universal Design providing access for all.
2. Identify various areas of a home that need to be designed or modified according to Universal Design principles using a cost effective budget.
3. Identify code regulations for homes as required by law.
4. Apply code regulations and Universal Design criteria and materials to residential spaces.

IV. Methods of Presentation:
Lecture and Discussion, Other (Specify)
Other Methods: This is a lecture course in which topic information is presented by the instructor and discussed by the entire class. Participation by the students is critical to their learning. Students will research specific Universal Design topics and will re-design two spaces to meet Universal Design criteria. Student projects will be presented in class followed by critiques.

V. Course Content

% of Course	Topic
20.00%	Universal Design Principals, Code regulations, and cost effectiveness.
30.00%	Study of The Universal House: floor plans, entrances, doorways and hallways, living and dining rooms, kitchens, bedrooms, baths, laundry room, closets and storage, electrical controls, hardware and finishes together with floors, windows, stairways, and any other specific home areas. Student Research Project.
10.00%	Case studies of projects that use Universal Design
15.00%	Applying Universal Design to the student's own home: student research, analysis, problem solution, oral and notebook presentation, and instructor critique
25.00%	Applying Universal Design to a client's home: student research, analysis, drafted plan view of home with notebook of problem solutions, oral and project presentation with class critique
100.00%	Total

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

Percentage	Evaluation Method
15 %	Final exam
65 %	Other
10 %	Quizzes
10 %	Research Projects
100 %	Total

VII. **Sample Assignments:**
RESEARCH PROJECT:
Students will be asked to select a topic of universal design to research and develop. Topics will be discussed with the instructor prior to final selection. Students orally report their research findings to the class with accompanying written report for submission to the instructor.

UNIVERSAL DESIGN PROJECTS:
Students will be asked to re-design their own home and the home of a client to meet Universal Design standards. The student will present a notebook of the re-design of their home to the class. The student will then re-design a client's home; this will include plans, elevations and other pertinent drawings that use Universal Design. The student will then present their results to the class for discussion and critique. Critical observations will be made and suggested system improvements will be encouraged.

VIII. **Student Learning Outcomes**

Santa Monica College
Course Deactivation: INTERIOR ARCHITECTURAL DESIGN 57, 3D Digital Drafting 2

Units:	3.00
Total Instructional Hours (usually 18 per unit):	108.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	3.00
Arranged:	0.00
Outside-of-Class Hours	108.00
Date Submitted:	April 2020

Transferability:	Transfers to CSU

Degree Applicability:	Credit - Degree Applicable
Skills Advisory(s):	INTARC 38

Rationale
Deactivated due to restructuring/renaming of the Interior Architectural Design program

I. Catalog Description
This lecture/ lab course examines digital design concepts and techniques, including Building Information Modeling. The course explores systems integration, coordination, team work environments and design concept presentation in an interior architecture production environment. The course applies the use of a 3D workflow to represent and extract 2D, 3D and 4D information. The course also illustrates basic rendering techniques and virtual walkthroughs of the space.

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. SAutodesk Revit Architecture 2012: No Experience Required (Autodesk Official Training Guides), 1st , Wing, Wric, Sybex © 2011;

III. Course Objectives
Upon completion of this course, the student will be able to:
1. Demonstrate basic understanding of the core concepts of the software.
2. Start and set up a Project and work environment.
3. Use the basic tools of the trade and software.
4. Create Floor Plans, Sections, Elevations, 3D views, Family Components.
5. Create Title Blocks, both standard and custom.
6. Create working schedules and tags.
7. Create a basic walkthrough of their space or building.
8. Create a basic rendering of their space or building.
9. Print and present a completed project to scale and on time.
10. Learn where to go to find help and find components and families created by others.
11. Discuss future trends in the industry software.

IV. Methods of Presentation:
Lecture and Discussion, Other (Specify)
Other Methods: Lecture; discussion; demonstration; hands-on projects; group and one-on-one reviews

V. Course Content

% of Course	Topic

5.00%	Course Overview – software environment
5.00%	Project Start Up
20.00%	Modeling Basics, Modeling Components and System Components
5.00%	Linking, Importing and DWG + Image Files
10.00%	Complex Geometry
10.00%	Rooms, Schedules and Tags
5.00%	Annotations
10.00%	Materials
5.00%	Visibility Graphics and View & Model control
5.00%	Details and Detail Components
10.00%	Content Creation and Families
5.00%	Title Blocks, Sheets and Plotting (Paper + Digital)
5.00%	Rendering and Walkthroughs
100.00%	Total

Vb. Lab Content:

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

Percentage	Evaluation Method
10 %	Class Participation - Participation/In Class exercises
60 %	Projects - 30% Project 1 30% Project 2
30 %	Written assignments - Weekly Assignments
100 %	Total

VII. Sample Assignments:
Project 1:
Students will be given a simple building that they will be required to document digitally. The building will be built as a 3D model in a BIM format.   From this model the students will generate floor plans, elevations and sections.
Project 2:
Students will be required to develop schedules for Project 1. Door schedules, window schedules and material schedules can be created. Schedules shall be formatted on a drawing sheet as part of the construction set of drawings and will be used for generating specifications

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 develop technical skills by building a 3D building information modeling systems. The student will be able to analyze a building in 3D and develop simple 2D drawings from them.
3. Students will gain an understanding of how a basic Building Information Modeling system integrates and incorporates information.

Santa Monica College
Course Deactivation: INTERIOR ARCHITECTURAL DESIGN 62, 3D Visual Studies

Units:	3.00
Total Instructional Hours (usually 18 per unit):	108.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	3.00
Arranged:	0.00
Outside-of-Class Hours	108.00
Date Submitted:	April 2020

Transferability:	Transfers to CSU

Degree Applicability:	Credit - Degree Applicable

Rationale
Deactivated due to restructuring/renaming of the Interior Architectural Design program

I. Catalog Description
This is a basic studio course in fundamentals of architectural interior model building. This course will introduce and develop the necessary skills of fabrication techniques, surface development, and presentation skills. It will also cover the fundamentals of blueprint and spatial relationships.

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 with Models – A Studio Guide to Architectural Process Models, 3rd , Mills, Criss B., Wiley © 2011;

III. Course Objectives
Upon completion of this course, the student will be able to:
1. Utilize various model making tools to construct architectural models focusing on interior spaces.
2. Execute basic cutting, gluing, and model construction techniques.
3. Apply appropriate types, scales, technique, and layout for design, visual communication and presentation of interior architectural design concepts with models.
4. Build architectural study and presentation models using simple floor plans, ceiling plans, building sections and interior elevations as templates.
5. Prepare models using a variety of materials including paper, wood, plastic, and pour-stone.
6. Utilize paint, modeling paste, and colored paper to generate colored interior spaces for interior models.

IV. Methods of Presentation:
Other (Specify), Lecture and Discussion
Other Methods: Lecture; discussion; demonstration; hands-on projects; group and one-on-one reviews

V. Course Content

% of Course	Topic
4.00%	Introduction to Model Building – equipment, materials and safety.
7.00%	Material exploration: Museum Board. Proper knife handling and gluing techniques
7.00%	Model Production Techniques: Making and using stops and jigs.

7.00%	Material exploration: Acrylic. Scoring and snapping. Sanding for opacity and translucency.
7.00%	Material exploration: Bass wood. Cutting, sanding, and painting techniques
4.00%	Research
7.00%	Study models – cardboard
5.00%	Furnishings research
7.00%	Furnishings modeling
5.00%	Materials and color research
10.00%	Material and color selection and modeling: paint, colored paper, and the use of Photoshop.
30.00%	Final model production
100.00%	Total

Vb. Lab Content:

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

Percentage	Evaluation Method
20 %	Class Participation - Participation/class exercises
20 %	Homework - Assignments/Homework
60 %	Projects - 30% Project 1 30% Project 2
100 %	Total

VII. Sample Assignments:
Project 1:
Students will develop a study model of a building or portion of a building at a scale of 1/8" to 1/16". This scale model will be built using cardboard and museum board. Models will include various building material appropriate for the project. Students will take photos of the model and format them into a presentation for inclusion in a portfolio. Project will be presented to the class using both the model created and the image board.
Project 2:
Students will develop a finished model of a building or portion of a building at a scale of 1/4" to 1/8". This scale model will be built using basswood or other instructor approved material. Model will include materials used in the design. Model must demonstrate a mastery of the skills explored in class. Students will take photos of the model and format them into a presentation for inclusion in a portfolio. Project will be presented to the class using both the model created and the image board.

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. Demonstrate the ability to select, prepare, and join various model building materials appropriate for a given project.
3. Given a set of plans, elevations and sections, will develop a large scale interior architectural design model showing structural, material, and spatial relationships, including color and furniture elements.

Santa Monica College
Course Deactivation: INTERIOR ARCHITECTURAL DESIGN 69, Custom Residential Design

Units:	3.00
Total Instructional Hours (usually 18 per unit):	108.00
Hours per week (full semester equivalent) in Lecture:	6.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours	216.00
Date Submitted:	April 2020

Transferability:	Transfers to CSU

Degree Applicability:	Credit - Degree Applicable
Skills Advisory(s):	INTARC 51

Rationale
Deactivated due to restructuring/renaming of the Interior Architectural Design program

I. Catalog Description
This course applies the architectural interior design process to space planning, materials, finish choices, codes application, and specialized equipment unique to custom residential spaces.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)
1. The Codes Guidebook for Interiors, 4th, Harmon, Sharon Koomen, Wiley © 2008, ISBN: 0470149418;
2. Residential Interior Design: A Guide to Planning Spaces, Mitton, Maureen,; Nystuen, Courtney, Wiley © 2007, ISBN: 0471684732;
3. Sustainable Residential Interiors (Hardcover), Associates III; Foster, Kari; Stelmack, Annette; Hindman, Debbie;, Wiley © 2006, ISBN: 0471756075;

III. Course Objectives
Upon completion of this course, the student will be able to:
1. Research functional needs of Custom Residential spaces and apply information to Custom Residential space planning projects.
2. Recognize and apply the appropriate codes that are applicable to Custom Residential spaces.
3. Evaluate, select and write specifications for appropriate materials, furnishings, equipment, and finishes for Custom Residential spaces.
4. Research and apply standards of lighting for Custom Residential by developing D. lighting plans/reflected ceiling plans and lighting specifications.

IV. Methods of Presentation:
Lecture and Discussion, Observation and Demonstration, Other (Specify)
Other Methods: studio projects.

V. Course Content

% of Course	Topic
5.00%	Identification and Approach, Exploration of Hypothetical Solutions, How to See - Thinking and Designing in 3-D, Rapid three-dimensional Design

5.00%	CAD, the Pencil, the Camera and Photoshop –Using a 'quick-study' approach with more specific parameters to consider, Multiple three dimensional design considerations of projects from various points of view.
15.00%	Identification of Potential Obstacles and Possible Solutions. Materials Considerations, Code/Budgetary/Legal Requirements. Development of Schematic Plans. Analyzing Spatial and Structural Relationships, Proximity Diagrams, Light and Environmental factors for designs.
5.00%	Presentation and Critique of Vision. Vision Refinement in preparation for Design Development Phase, Phase II. Communication and Design Development
10.00%	The Designer's Signature - Choices and Examples of Effective Design Development Communication Media. Techniques and Skills essential for Design Development. Establishing a specific medium of choice in communicating the basic elements of Design Development.
10.00%	Plan, Elevation, Section, Isometric and Perspective discussed and utilized.
10.00%	Enjoying the Puzzle - Practical and Mechanical Considerations Heating/Cooling, Lighting, Plumbing, and other requirements.
5.00%	Project Consultants, Why and When. Making It Look Good - Crop It, Color It or Shoot It? Appling 'polishing' techniques to refine and complete Design Development phase.
5.00%	Design Development Phase. Photo-documenting projects. Phase III. Refinements and Construction Considerations
5.00%	Design Failure and Refinement, Learning the Hard Way. Photo-documentation review, discussion, and reflections on the design.
5.00%	Visionary Solutions by noted designers/architects.
5.00%	Custom Construction Detailing
5.00%	Introduction to Construction Documents for Custom Designs. Required technical documents and schedules necessary for Custom Interiors.
5.00%	Design vs. Redesign. Changes, improvements, and budget.
5.00%	The Business of Design - Legal Issues, Contract Negotiations, Designer/Contractor Relationships, Change Orders, Job Site Supervision. Lecture: The Business of Design - Career Opportunities, Marketing Strategies, Parallel Fields.
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 %	Exams/Tests
80 %	Projects - Design Project
100 %	Total

VII. Sample Assignments:

VIII. Student Learning Outcomes

The California State University
OFFICE OF THE CHANCELLOR

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MEMORANDUM

Date: April 24, 2020

To: CSU Articulation Officers
Associate Vice Presidents of Enrollment Management
Directors of Admission

From: Melissa R. Lavitt
Interim Assistant Vice Chancellor and State University Dean, Academic Programs

April L. Grommo
Director, Enrollment Management Services

Subject: Temporary Modifications: Advanced Placement and International Baccalaureate Exams

Without exception, traditional academic practices have undergone significant modification in response to the current COVID-19 pandemic. We have been notified of temporary changes to two widely used external examinations: Advanced Placement (AP) and International Baccalaureate (IB). The College Board notified campuses that this year's AP exams will not include questions from the final units of the course; this represents content typically covered in March and April that will NOT be included in the exams.

Furthermore, we recently learned that the International Baccalaureate will be taking the following actions for the 2020 May Examination session:

> "The May 2020 examinations as scheduled between 30 April and 22 May for Diploma Programme and Career-related Programme candidates will no longer be held. Depending on what they registered for, the student will be awarded a Diploma or a Course Certificate which reflects their standard of work. This is based on student's coursework and the established assessment expertise, rigor and quality control already built into the programmes."

We have surveyed a number of individual campuses and higher education systems across the nation, including the University of California, and they plan to continue accepting these temporary changes and related credits according to their previously established policies.

Additionally, evidence of continued acceptance of IB credits was provided by IB,

> "We have seen strong support, for both admissions and credit/placement from universities across the world. We sent out a survey and 200 universities have already responded, around 90% have stated that the arrangements for May 2020 will satisfy them, with the other 10% still defining their policy. An example endorsement is the UC system which have their statement here: https://admission.universityofcalifornia.edu/response-covid-19.html."

The American Association of Collegiate Registrars and Admissions Officers (AACRAO) also issued a statement of support for continuing the award of IB credit. Similarly, the American Council of Education shared its advice to US universities on best practice for awarding credit.

The College Board also reports that AP credits continue to be accepted,

> "So far, we have heard from these states/systems that they will continue to award credit for the 2020 AP exams and no changes to credit policies will be made. System offices that continue their AP credit policy without any changes for 2020: FL, OH, KY, NV, CT, CO, IL, W.VA, and the University of California."

In keeping with the CSU's commitment to support students' continued academic progress during this difficult time, and well-aligned with practices adopted by other state systems, we plan to continue accepting both AP and IB credits according to past systemwide guidelines. In addition, exams will still be accepted for satisfaction of admission requirements as stated in the CSU Admission Handbook.

Questions concerning this memorandum can be sent to Melissa Lavitt at mlavitt@calstate.edu. For questions related to CSU Admissions, please contact April Grommo at agrommo@calstate.edu .

c: Dr. Loren J. Blanchard, Executive Vice Chancellor for Academic and Student Affairs
     Dr. Alison Wrynn, Associate Vice Chancellor, Academic Programs, Innovations and
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     Dr. Mark Van Selst, Chair, CSU Chancellor's General Education Advisory Committee