SANTA MONICA COLLEGE ACADEMIC SENATE

1900 Pico Boulevard
Santa Monica, CA 90405
310.434.4611

Curriculum Committee Agenda
Wednesday, November 6, 2019, 3:00 p.m.
Loft Conference Room – Drescher Hall 300-E

Members:

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

Interested Parties:

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

Ex-Officio Members:

Nathaniel Donahue

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

I. Call to Order and Approval of Agenda
II. Public Comments *(Two minutes is allotted to any member of the public who wishes to address the Committee.)*
III. Announcements
IV. Approval of Minutes 3
V. Chair's Report

VI. Information Items

1. Redesign of the Student Experience

(Courses: Non-Substantial Changes)
2. KOREAN 9 Korean Civilization

(Courses: Technical Corrections)
3. CHEM 9 Everyday Chemistry
4. CHEM 10 Introductory General Chemistry
5. CHEM 11 General Chemistry I
6. CHEM 21 Organic Chemistry I
7. CHEM 22 Organic Chemistry II
8. CHEM 24 Organic Chemistry II Laboratory
9. CHEM 31 Biochemistry I
10. PHYSCS 6 General Physics 1 with Lab
11. PHYSCS 8 Calculus-based General Physics 1 with Lab
12. PHYSCS 9 Calculus-based General Physics 2 with Lab
13. PHYSCS 21 Mechanics With Lab
14. PHYSCS 24 Modern Physics With Lab

VII. Action Items

(Courses: New)

(Courses: Substantial Changes)

(Courses: Distance Education)

(Courses: Deactivations)

(Programs: New)

(Programs: Revisions)

    aa. Changes to degrees and certificates as a result of courses considered on this agenda

VIII.   New Business

IX.   Old Business

X.   Adjournment

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

Curriculum Committee Minutes
Wednesday, October 16, 2019, 3:00 p.m.
Loft Conference Room – Drescher Hall 300-E

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

Members Present:

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

Members Absent:

Brenda Antrim	Sasha King	Nick Mata	Estela Narrie
Safa Saleem (A.S.)			

Others Present:

Simon Balm	Rachel Demski	Sehat Nauli	Tammara Whitaker
Susan Caggiano	Eric Minzenberg	Steven Sedky	

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

I. Call to Order and Approval of Agenda
Meeting called to order at 3:04 pm. Motion to approve the agenda with revision to make Anthropology Associate in Arts for Transfer revision a non-substantial information item (not necessitating a vote), and address action items first, and information items after.
Motion made by: Jamar London; **Seconded by:** Jason Beardsley
The motion passed unanimously

II. Public Comments
None

III. Announcements
- Synapse Dance Theater Contemporary Dance Ensemble will perform at the Broad Stage November 2 at 4 pm and 7:30 pm and November 3 at 7:30 pm. For more information, visit: http://www.smc.edu/AcademicPrograms/Dance/Pages/Performances.aspx
- A team from SMC will visit ASU November 18-19 to discuss collaboration and partnerships

IV. Approval of Minutes
Motion to approve the minutes of the October 2 meeting with no revisions.
Motion made by: Emin Menachekanian; **Seconded by:** Dione Carter
Y: 16; N: 0; A: 2 (Gary Huff, Jae Lee)

V. Chair's Report
- Chair addressed the importance of reviewing the courses/programs on members' META plates before meetings and making any comments, if any, so that we can be apprised of any concerns ahead of time.
- The Chair attended the NACCE Conference which is an organization focused on promoting entrepreneurship in education in community colleges. Santa Monica College is the lead college

on the NACCE and Michelson 20MM Foundation Intellectual Property Initiative. The purpose of this initiative is to increase access to intellectual property education at the undergraduate level. Michelson 20 MM Foundation has provided a textbook as well as course materials including 38 videos about different aspects of intellectual property that colleges can adopt so that they can incorporate IP content into their curriculum.

- At the NACCE Conference on 10/14, the SMC Intellectual Property Team and the Michelson Team presented a breakout session on teaching Intellectual Property online. We shared our course outlines for Intellectual Property for the Entrepreneur, Introduction to Intellectual Property and Law for the Entrepreneur. These courses utilize the above Intellectual Property textbook and materials.
- At the Conference, we attended a breakout session which explored the development of engineering entrepreneurship programs for incarcerated individuals.
- We should continue to explore different curriculum opportunities to increase access to information.

VI. Information Items

1. Redesign of the Student Experience
   Audra Wells provided update – counseling is working on the "2.0" of the vetting rubric

2. Curriculum Representative META Training

   (Courses: Non-Substantial Changes)
3. PHYSCS 7 General Physics 2 with Lab
4. PHYSCS 22 Electricity And Magnetism with Lab
5. PHYSCS 23 Fluids, Waves, Thermodynamics, Optics with Lab

VII. Action Items

(Courses: Substantial Changes)
a. ENGR 11 Engineering Graphics and Design (add prerequisites: MATH 3, MATH 4)
   Motion to approve addition of alternate prerequisites of MATH 3 and MATH 4 for ENGR 11 with minor revisions to prerequisite forms (combine forms, add course names)
   Motion made by: Sheila Cordova; **Seconded by:** Audra Wells
   The motion passed unanimously

   Guido Davis Del Piccolo stated when MATH 3 and MATH 4 were new courses approved by the committee, there was an intention to add them as "alternates" to all courses with MATH 2 as a prerequisite/corequisite and/or advisory. (MATH 2 OR: MATH 3 AND MATH 4)
   Motion to approve adding MATH 3 and 4 to all courses with prerequisite/corequisite/advisory of MATH 2 with full committee authorization to make all necessary changes
   Motion made by: Jennifer Merlic; **Seconded by:** Guido Davis Del Piccolo
   The motion passed unanimously

(Courses: Distance Education)
b. ASTRON 3 Stellar Astronomy with Laboratory
   Motion to approve distance education component for ASTRON 3 with no revisions
   Motion made by: Jason Beardsley; **Seconded by:** Toni Trives
   The motion passed unanimously

(Programs: Revisions)
c. Anthropology Associate in Arts for Transfer (minor updates to PLOs)
   Approved as information item at I. Call to Order and Approval of Agenda; no separate vote

d. Changes to degrees and certificates as a result of courses considered on this agenda
Motion to approve any changes to programs as a result of courses on this agenda
Motion made by: Jamar London; **Seconded by:** Jason Beardsley
The motion passed unanimously

VIII. New Business
None

IX. Old Business
None

X. Adjournment
The meeting was adjourned at 4:59 pm.

Santa Monica College
New Course: COMPUTER APPLICATIONS - NONCREDIT 902, Basic Computer Skills

Units:	0.00
Total Instructional Hours (usually 18 per unit):	27.00
Hours per week (full semester equivalent) in Lecture:	1.50
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours	0.00

Date Submitted:	August 2019
Proposed Start:	Spring 2020
Grading Method:	Noncredit (Progress Indicators Used)
Repeatable:	Yes
Library:	Library has adequate materials to support course
Minimum Qualifications:	Other - A bachelor degree and two years of industry experience.
TOP Code:	0514.00 - Office Technology/Office Computer Applications*
SAM Code:	C - Clearly Occupational

Rationale

At Santa Monica College, we are developing a noncredit program to provide training in Front Desk Receptionist area in various fields such as hospitality, health, sales or service industries. This is one of the courses that will be part of the certificate.

I. Catalog Description

This beginning course is designed to introduce students to computer basic technology and operation. Students learn computer terminologies, improve typing and mouse skills, obtain familiarity with file management, filenames and file formats. Students learn best practices using Internet browsers. Additionally, this course helps students to develop techniques for finding information on various Internet sites.

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. Welcome to Computer Basics Digital World: Introduction to Computing, , Labyrinth Learning, Labyrinth Learning © 2018, ISBN: 978-1591367918;

III. Course Objectives

Upon completion of this course, the student will be able to:
1. Identify computer components;
2. Describe the difference between hardware and software;
3. List common computer terminology;
4. Describe the differences between operating system and software applications;
5. Demonstrate Windows file management;
6. Define what the Internet is as well as its use;
7. Identify different techniques for Internet search
8. Organize digital files;
9. Apply a secure basic Internet search to find relevant information used in the industry;

IV. Methods of Presentation:

Lecture and Discussion, Projects, Observation and Demonstration
Other Methods: lecture & discussion

V. Course Content

% of Course	Topic
15.00%	Computer components
15.00%	Keyboarding practice
20.00%	Windows Operating System
20.00%	File management
20.00%	Internet, security
10.00%	Internet search
100.00%	Total

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

Percentage	Evaluation Method
15 %	Class Participation
40 %	In Class Assessment (noncredit) - There will be hands-on activities in each class meeting. Students will apply the concepts they learned daily. Some of the activities include: improving typing skills, working with file management in Windows; conducting various search methods to find information on the Internet.
25 %	Quizzes
20 %	Written assignments
100 %	Total

VII. **Sample Assignments:**
Assignment 1: Open a web browser and apply search techniques to look for job related specific information. Using Notepad students create a list of jobs they find by copy/paste the link or complete job description and the related resources.
Assignment 2: Open File Explorer, identify drives on the computer, as well as cloud storage services (i.e., OneDrive), create a folder, save a file, copy and move it from one folder to another one.

VIII. **Student Learning Outcomes**
1. Students will use basic computer skills to: identify computer components, organize digital files, and conduct a secure basic Internet search to find relevant information used in the industry.

CIS 902 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 initiate contact with students before classes starts and during classes. Instructor will post information on how he/she is planning to maintain contact communication with students using CMS communication tools such as discussion board posts, responses to inquiries, and practice problems feedback.

1b. Interactions: Describe the nature and expected frequency of student-student interactions**:**
Students will be provided with a guideline explaining the level of student participation and how often students needs to participate; Students will have the opportunity to initiate interaction with other students and build a sense of community among learners; There will be weekly discussion board interaction that will reinforce course content and learning outcomes;

1c. Interactions: Describe the nature and expected frequency of student-content interactions**:**
There will be multiple and regular assessments administered throughout the course. Some of the tools that it is going to be used are quizzes, practice problems, and discussion boards.

1d. Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Study and/or Review Sessions	Students will have reading material that they need to complete the class exercises.	5.00%
Written assignments	Students will be given weekly practice assignments that they need to complete to demonstrate what they are learning in class.	15.00%
Discussion Boards	Students will have to interact with other students based on objectives for the assignment. (Student to Student interaction)	3.00%
Exams	Students will be completing quizzes to demonstrate their understanding on the subject matter. (Student to Content Interaction)	1.00%

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.)

There will be weekly lectures with caption videos used to present the class content, as well as, instructional material such as handouts, PowerPoint presentations and other types of material. There will be the opportunity of weekly discussion board for students to post questions and to share ideas with other students.

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
5.00%	Internet Search	Open a web browser and apply search techniques to look for job related specific information. Using Notepad students create a list of jobs they find by copy/paste the link or complete job description and the related resources.

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.)

The instructor has to know how to use the CMS system used by the college. In addition, the instructor has to demonstrate that he/she has built courses and taking training on the CMS system used by the college. In addition, the instructor must be well aware of the policy surrounding 508 compliance.

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.)

Since this is a noncredit course, students will have assistance and support from the Noncredit department. The department has their own team of individuals working to serve these non traditional students.

6. Accessibility: Describe how the design of the course will ensure access for students with disabilities including compliance with the regulations of Section 508 of the Rehabilitation Act.

Online video lectures must be captioned as required by the Rehabilitation Act. In addition, all the handouts, PowerPoint presentations, and other documents must contain the proper formatting as required by Section 508.

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.).

Discussion Board: Students will be presented with a bad customer service experience scenario. The student will analyze the situation and will provide the best approach to fix that situation.

Santa Monica College
New Course: COMPUTER APPLICATIONS - NONCREDIT 903, Fundamentals of Microsoft Office

Units:	0.00
Total Instructional Hours (usually 18 per unit):	27.00
Hours per week (full semester equivalent) in Lecture:	1.50
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours	0.00

Date Submitted:	August 2019
Proposed Start:	Spring 2020
Grading Method:	P/NP Only
Repeatable:	Yes
Library:	Library has adequate materials to support course
Minimum Qualifications:	Other - A bachelor degree and two years of industry experience.
TOP Code:	0514.00 - Office Technology/Office Computer Applications*
SAM Code:	C - Clearly Occupational

I. Catalog Description

This beginning course is designed to introduce the fundamentals of Microsoft Office Online applications and OneDrive. Students learn how to use Word templates to create flyers, a cover letter, and a resume. Students also learn to use Excel to create a basic spreadsheet and add basic Excel functions. In addition, students send emails with attachments using Outlook.

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. OneDrive Experience, 3rd Edition, Gerardus Blokdyk, 5STARCooks © 2019;

III. Course Objectives

Upon completion of this course, the student will be able to:
1. Create a OneDrive account;
2. Create folders on OneDrive;
3. Produce business flyers, a cover letter, and a resume;
4. Create a professional worksheet and add simple functions;
5. Create files using Microsoft Office Online applications and save them to the desktop;
6. Create and send an email with attachments;
7. Apply the "share feature" of OneDrive to share files.

IV. Methods of Presentation:

Lecture and Discussion, Observation and Demonstration, Projects

V. Course Content

% of Course	Topic
5.00%	Getting Started with OneDrive
40.00%	Working with Microsoft Word Online applications
35.00%	Working with Microsoft Excel Online applications
20.00%	Using Microsoft Outlook Online applications and share files from OneDrive
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
50 %	Class Work - There will be classwork activities in every class session where students will be applying the concepts covered each day. Some of the activities will include producing a resume, letter, and a flyer, sending an email with attachment and other similar activities. Other activities include creating Excel worksheets, apply formulas to a worksheet and so forth.
25 %	Exams/Tests
100 %	Total

VII. Sample Assignments:

Assignment 1: Resume: Sign in for OneDrive. Create a folder and call it "My Resume". Open Microsoft Word Online application page. Open a new document using the resume template option. Enter your personal information on resume template. Save the file on your computer's desktop and change the name of the file to "Resume-Your last Name". Close the Microsoft Word page.

Assignment 2: Share Resume Using OneDrive: Open the resume file that you saved on OneDrive and share it with the instructor. You will also send the same resume as an email attachment using Microsoft Outlook.

VIII. Student Learning Outcomes

1. Students will use Microsoft Office Online applications and OneDrive to create and share documents and spreadsheets files that can be applied to industry use.

CIS NC 903 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 initiate contact with students before classes starts and during classes. Instructor will post information on how he/she is planning to maintain contact communication with students using CMS communication tools such as discussion board posts, responses to inquiries, and practice problems feedback.

1b. Interactions: Describe the nature and expected frequency of student-student interactions:
Students will be provided with a guideline explaining the level of student participation and how often students needs to participate; Students will have the opportunity to initiate interaction with other students and build a sense of community among learners; There will be weekly discussion board interaction that will reinforce course content and learning outcomes;

1c. Interactions: Describe the nature and expected frequency of student-content interactions:
There will be multiple and regular assessments administered throughout the course. Some of the tools that it is going to be used are quizzes, practice problems, and discussion boards.

1d. Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Study and/or Review Sessions	Students will have reading material that they need to complete the class exercises.	5.00%
Written assignments	Students will be given weekly practice assignments that they need to complete to demonstrate what they are learning in class.	15.00%
Discussion Boards	Students will have to interact with other students based on objectives for the assignment. (Student to Student interaction)	3.00%
Exams	Students will be completing quizzes to demonstrate their understanding on the subject matter. (Student to Content Interaction)	1.00%

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.)
There will be weekly lectures with caption videos used to present the class content, as well as, instructional material such as handouts, PowerPoint presentations and other types of material. There will be the opportunity of weekly discussion board for students to post questions and to share ideas with other students.

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
5.00%	Create a Resume	Students will be submitting a complete resume and share that resume using OneDrive with the instructor. Once the assignment has been submitted, the instructor will evaluate the resume and provide with a grading score.

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.)
The instructor has to know how to use the CMS system used by the college. In addition, the instructor has to demonstrate that he/she has built courses and taking training on the CMS system used by the college. In addition, the instructor must be well aware of the policy surrounding 508 compliance.

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.)
Since this is a noncredit course, students will have assistance and support from the Noncredit department. The department has their own team of individuals working to serve these non traditional students.

6. Accessibility: Describe how the design of the course will ensure access for students with disabilities including compliance with the regulations of Section 508 of the Rehabilitation Act.
Online video lectures must be captioned as required by the Rehabilitation Act. In addition, all the handouts, PowerPoint presentations, and other documents must contain the proper formatting as required by Section 508.

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.).
Discussion Board: Students will be presented with a bad customer service experience scenario. The student will analyze the situation and will provide the best approach to fix that situation.

Santa Monica College
New Course: COMPUTER SCIENCE 79F, Machine Learning on AWS

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:	August 2019
Transferability:	Transfers to CSU
Degree Applicability:	Credit – Degree Applicable
Skills Advisory(s):	CS 79A
Proposed Start:	Fall 2020
Grading Method:	Letter Grade or P/NP
Repeatable:	Yes
Library:	Library has adequate materials to support course
Minimum Qualifications:	Computer Science (Masters Required)
TOP Code:	0702.00 - Computer Information Systems*
SAM Code:	C - Clearly Occupational

Rationale

According to Forbes, Machine learning is now being widely applied to businesses to compute vast quantities of data and to collect metrics in real time to make intelligent business decision. Amazon Web Services has developed numerous services in Machine Learning, Artificial Intelligence and Deep Learning that are now widely used in industry. This course will cover how AWS Machine Learning stack, Artificial Intelligence and Deep Learning services work using application use cases, frameworks and infrastructure that will allow us to build, train, and deploy learning models at scale. Vast amounts of data is a vital part of machine learning. We will cover how to import data into Data Lakes from multiple sources.

I. Catalog Description

This course will cover how business decisions can be made into machine learning problems for deeper business insight. We will cover the terms and concepts required to help you learn and build a good foundational understanding of machine learning, artificial intelligence and deep learning. You will learn the various Amazon Web Services Machine Learning stack, Artificial Intelligence and Deep Learning services, using application use cases, frameworks and infrastructure that will allow us to build, train, and deploy learning models at scale. Data is a vital part of machine learning, we will cover how business data is stored, moved and processed throughout the machine learning pipeline.

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. Machine Learning with AWS , 1, Jackovich, Jeffrey, Packt Publishing © 2018;
2. Serverless Deep Learning with TensorFlow and AWS Lambda: Training serverless deep learning models using the AWS infrastructure, Feyzkhanov, Rustern, Packt Publishing © 2019;

III. Course Objectives

Upon completion of this course, the student will be able to:
1. List and describe the basics of Machine Learning, Artificial Intelligence and Deep Learning.
2. Describe the terms and processes to build a machine learning model using the Amazon Web Services platform.
3. Describe the fundamental concepts of how a business challenge can be modeled in a machine learning model.

4. Perform mass storage of business data to be used in machine learning model.
5. Describe how business data can be moved and processed through the machine learning pipeline.
6. Evaluate a machine learning trained model and predictions.

IV. Methods of Presentation:

Lecture and Discussion, Lab, Observation and Demonstration, Projects, Online instructor-provided resources, Other Methods: Lecture and discussion of various topics including group projects. Threaded Discussions.

V. Course Content

% of Course	Topic
10.00%	Introduction to ML/AI/DL and Data Lakes on AWS
10.00%	Implement and Identify data storage, ingestions and transformation
10.00%	Exploratory Data Analysis
10.00%	Introduction to Modeling business problem to Machine Learning
10.00%	Select the model for a Machine Learning problem
20.00%	Build Machine Learning solution for performance, availability, scalability and resiliency.
20.00%	Train and evaluate machine learning model solutions
10.00%	Apply AWS security to Machine Learning solutions
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
20 %	Final exam
15 %	Final Project
20 %	Homework
20 %	Projects
100 %	Total

VII. Sample Assignments:

IMDb Dataset: Using the IMDb dataset provided, which includes a comprehensive listing of files including data such as cast, synopsis and production data. It is your task to predict which movies will most likely be nominate for an award during the upcoming year by building an awards analyses prediction model. **Data Classification:** By analyzing the plant classification data provided, it is your object in the lab to train a machine learning model to predict if a plant is edible. The data set provided contains 20 attributes for training the model and class indicates if that particular variety of plant is edible.

VIII. Student Learning Outcomes

1. Select and justify the appropriate ML approach for a given business problem
2. Identify appropriate AWS services to implement ML solutions.
3. Design and implement scalable, cost-optimized, reliable, and secure ML solutions.

Proposed Advisory: CS 79A : Introduction To Cloud Computing

SECTION 1 - CONTENT REVIEW:

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

Advisory Worksheet
ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: **CS 79F**
(It is recommended that the student to be able to do or understand the following BEFORE entering the course)

A)	Describe the cloud computing model
B)	Describe examples of software as a service
C)	Use current cloud services from leading service providers

EXIT SKILLS (objectives) FROM: **CS 79A**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Describe the cloud computing model
2.	Describe examples of software as a service
3.	Use current cloud services from leading service providers

		ENTRANCE SKILLS FOR: **CS 79F**							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: **CS 79A**	1	X							
	2		X						
	3			X					
	4								
	5								
	6								
	7								
	8								

modified 12/02/2016

CS 79F 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**:**
Announcements will be posted on a weekly basis to remind students of pending work. These announcements will appear on the class website. In addition, students will be able to get a notification of these messages if they chose to get these announcements via email or text. Instructor will be using the Inbox feature from Canvas to send email messages to students at any given time. There will be threaded discussions where instructors will participate and post comments and feedback to students. In Canvas, there is a feature that you can create a rubric and it is attached to the gradebook. Students will be able to see the breakdown of their scores. Faculty will also be able to post comments that will help students improve their performance as well as comments to motivate students to continue with their outstanding performance.

1b. Interactions: Describe the nature and expected frequency of student-student interactions**:**
There will be a virtual board available to students so that they can post weekly questions about the course and the instructor and/or other students can post responses. The Inbox feature from Canvas can be used by students to interact with the instructor at any given time. There will be a discussion board at the beginning of the semester where students will be encourage to participate and to introduce themselves to the class. There will be discussion board exercises related to course material and students will be required to post the required information as well as participate on a discussion with other students.

1c. Interactions: Describe the nature and expected frequency of student-content interactions:
There will be instructional material posted on the class website including videos and articles that will be used for the completing of their assignments. Students will be submitting project assignments, thread discussions, quizzes and exams.

1d. Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	Students post weekly answers to questions. Instructor will provide a feedback and a grade based on posting.	10.00%
Online Lecture	PowerPoint slides with animation and annotations to explain the topics covered. Videos will be presented for special topics.	20.00%
Project Presentation	Students complete a final project utilizing cloud services. The instructor will be providing individual feedback for each project.	25.00%
Exams	Midterm and Final Exam (2 Exams)	20.00%
Written assignments	Students submit written programming assignments, and get individual feedback as well as sample solutions and general comments from the whole class.	25.00%

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.)
There will be weekly modules with instructional material that will include PowerPoint presentations with animation and annotation. Discussion board messages help further clarify topics, videos for special topics, and weekly assignments. During midterm and final exam, the module will include exams. Individualized feedback on each assignment, exams or projects will be provided. Also, an overall comments for the whole class will help students avoid pitfalls and adopt good cloud practices and techniques.

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%	Threaded Discussions	Students will discussion specific topics, sharing their experiences, mistakes, and providing solutions to the issues. Students will be learning from each other mistakes.
20.00%	Exams/Tests	Exams will help to summarize the extent of student learning.
20.00%	Final Project	Students will get feedback on a real-life project of their own choosing using web services discussed in class
30.00%	Homework Assignments	Students will be given instructional material and exercises related to the topic that is being covered. A sample solution with overall comments will be provided to all students.
20.00%	Quizzes	Students will be taking quizzes. These quizzes will help students to keep up with the class material. Students will receive answer keys for each quiz and they will be allowed to post questions on the discussion board if there is a need for clarification.

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.)

An instructor needs to have the proper training and the experience teaching in an online course delivery system before teaching this course. In addition, the instructor needs to have extensive knowledge in Cloud Computing to teach this class.

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.)

Students are referred to counseling, and tutoring services via announcements and the course syllabus - both posted in the online side. In addition, we encourage students to take a Canvas tutorial for online courses. There is also Canvas support available 24/7 for students.

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 materials will be 508 compliant: content will be available via reader application. All sound files, if any, will be captioned.

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.).

Students will complete reading of AWS published whitepaper and developer guides on the basics of Machine Learning, Artificial Intelligence and Deep Learning. Once the reading has been completed, students will use that knowledge to build out a basic AWS SagaMaker Machine Learning model with a written report on how the model was designed. Students will submit this assignment into dropbox for grading and individual comments.

Santa Monica College
New Course: COMPUTER SCIENCE 79Y, Microsoft Azure Database Essentials

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:	August 2019
Transferability:	Transfers to CSU
Degree Applicability:	Credit – Degree Applicable
Skills Advisory(s):	CS 79A, CS 79Z
Proposed Start:	Fall 2020
Grading Method:	Letter Grade or P/NP
Repeatable:	Yes
Library:	Library has adequate materials to support course
Minimum Qualifications:	Computer Science (Masters Required)
TOP Code:	0707.20 - Database Design and Administration*
SAM Code:	C - Clearly Occupational

Rationale

Microsoft Azure public cloud is one of the major two cloud providers in the world, specializing in Microsoft services being hosted in the cloud. Database services for both SQL and noSQL data storage solution is vital knowledge for any company planning to migrate their computing needs to a cloud environment. With Microsoft SQL Server being one the most widely used database servers currently deployed, many companies are selecting Azure Cloud provider to use.

I. Catalog Description

In this course, students will learn to deploy relational and non-relational databases in Azure. Students will define, operate and scale both SQL and noSQL data storage solutions. Principles are applied by performing exercises using the Azure SQL Database service as well as Azure Storage Explorer. Students will store, manage and analyze data in all the different storage options offered in Azure including blob storage, file storage, table storage, queue storage, Cognos DB and Azure Data Lakes.

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. Microsoft Azure SQL Database : Step-by-Step, Lobel and Boyd, Microsoft Press © 2018, ISBN: 978-0735679429;
2. Guide to NoSQL with Azure Cosmos DB, Hillar, Gaston and Yondem, Packt Publishing © 2018, ISBN: 978-1789612899;

III. Course Objectives

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

1. Describe the concepts involved in creating databases on Azure
2. Describe how SQL and noSQL database web services can be used to store data
3. Design small databases with primary and foreign keys and other constraints to be enforced by the database management system (DBMS)
4. Store and retrieve data with noSQL database web services
5. Use data lakes and Azure Storage Explorer to interact with blob storage, file storage and queue storage options

IV. Methods of Presentation:

Lecture and Discussion, Lab, Observation and Demonstration, Projects, Online instructor-provided resources, Other
Other Methods: Lecture and discussion of various topics including group projects.Threaded Discussions.

V. Course Content

% of Course	Topic
10.00%	Introduction to Development on Azure
20.00%	Introduction to databases and database management systems
10.00%	Creating a database with Azure SQL Database service
10.00%	Working with Azure Storage Explorer
20.00%	Understanding NoSQL approaches and solutions
10.00%	Working with Azure Cognos DB
10.00%	Working with Azure Data Lakes
10.00%	Working with Azure blob storage, file storage and queue storage tools
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
20 %	Final exam
15 %	Final Project
20 %	Homework
20 %	Projects
100 %	Total

VII. Sample Assignments:

Rational Database: Using Azure and its Database tools, create a relational database to store student information that supports a primary key concept and reduces data duplication
Cognos API: Using Azure and its NoSQL tools, build a database to store unstructured data and query it using the Cognos API tools.
Storage Explorer: Store various kinds of information into the Azure platform using Azure Storage Explorer

VIII. Student Learning Outcomes

1. Describe the use of a database management system language to apply the concepts by creating tables, populating them with data, retrieving data, creating indexes, and creating programs that manipulate data.
2. Explain the differences between SQL and noSQL databases and the many design principles that reduce redundancy and increase performance.

Proposed Advisory: CS 79A : Introduction To Cloud Computing

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 79Y**
(It is recommended that the student to be able to do or understand the following BEFORE entering the course)

A)	Describe the cloud computing model
B)	Describe examples of software as a service
C)	Use current cloud services from leading service providers

EXIT SKILLS (objectives) FROM: **CS 79A**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Describe the cloud computing model
2.	Describe examples of software as a service
3.	Use current cloud services from leading service providers

EXIT SKILLS From: **CS 79A**		ENTRANCE SKILLS FOR: **CS 79Y**							
		A	B	C	D	E	F	G	H
	1	X							
	2		X						
	3			X					
	4								
	5								
	6								
	7								
	8								

ADVISORY Checklist and Worksheet
CS 79Y

Proposed Advisory: CS 79Z : Microsoft Azure Essentials

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 79Y**
(It is recommended that the student to be able to do or understand the following BEFORE entering the course)

A)	Create and deploy a Web App on Azure
B)	Design and implement a serverless application on Azure
C)	Deploy containerized applications on Azure

EXIT SKILLS (objectives) FROM: **CS 79Z**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Create and deploy a Web App on Azure
2.	Design and implement a serverless application on Azure
3.	Deploy containerized applications on Azure

EXIT SKILLS From: **CS 79Z**	ENTRANCE SKILLS FOR: CS 79Y							
		A	B	C	D	E	F	G	H
	1	X							
	2		X						
	3			X					
	4								
	5								
	6								
	7								
	8								

CS 79Y 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**:**
Announcements will be posted on a weekly basis to remind students of pending work. These announcements will appear on the class website. In addition, students will be able to get a notification of these messages if they chose to get these announcements via email or text. Instructor will be using the Inbox feature from Canvas to send email messages to students at any given time. There will be threaded discussions where instructors will participate and post comments and feedback to students. In Canvas, there is a feature that you can create a rubric and it is attached to the gradebook. Students will be able to see the breakdown of their scores. Faculty will also be able to post comments that will help students improve their performance as well as comments to motivate students to continue with their outstanding performance.

1b. Interactions: Describe the nature and expected frequency of student-student interactions**:**
There will be a virtual board available to students so that they can post weekly questions about the course and the instructor and/or other students can post responses. The Inbox feature from Canvas can be used by students to interact with the instructor at any given time. There will be a discussion board at the beginning of the semester where students will be encourage to participate and to introduce themselves to the class. There will be discussion board exercises related to course material and students will be required to post the required information as well as participate on a discussion with other students.

1c. Interactions: Describe the nature and expected frequency of student-content interactions:
There will be instructional material posted on the class website including videos and articles that will be used for the completing of their assignments. Students will be submitting project assignments, thread discussions, quizzes and exams.

1d. Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	Students post weekly answers to questions. Instructor will provide a feedback and a grade based on posting.	10.00%
Online Lecture	PowerPoint slides with animation and annotations to explain the topics covered. Videos will be presented for special topics.	20.00%
Project Presentation	Students complete a final project utilizing cloud services. The instructor will be providing individual feedback for each project.	25.00%
Exams	Midterm and Final Exam (2 Exams)	20.00%
Written assignments	Students submit written programming assignments, and get individual feedback as well as sample solutions and general comments from the whole class.	25.00%

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.)
There will be weekly modules with instructional material that will include PowerPoint presentations with animation and annotation. Discussion board messages help further clarify topics, videos for special topics, and weekly assignments. During midterm and final exam, the module will include exams. Individualized feedback on each assignment, exams or projects will be provided. Also, an overall comments for the whole class will help students avoid pitfalls and adopt good cloud practices and techniques.

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%	Threaded Discussions	Students will discussion specific topics, sharing their experiences, mistakes, and providing solutions to the issues. Students will be learning from each other mistakes.
20.00%	Exams/Tests	Exams will help to summarize the extent of student learning.
20.00%	Final Project	Students will get feedback on a real-life project of their own choosing using web services discussed in class
30.00%	Homework Assignments	Students will be given instructional material and exercises related to the topic that is being covered. A sample solution with overall comments will be provided to all students.
20.00%	Quizzes	Students will be taking quizzes. These quizzes will help students to keep up with the class material. Students will receive answer keys for each quiz and they will be allowed to post questions on the discussion board if there is a need for clarification.

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.)

An instructor needs to have the proper training and the experience teaching in an online course delivery system before teaching this course. In addition, the instructor needs to have extensive knowledge in Cloud Computing to teach this class.

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.)

Students are referred to counseling, and tutoring services via announcements and the course syllabus - both posted in the online side. In addition, we encourage students to take a Canvas tutorial for online courses. There is also Canvas support available 24/7 for students.

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 materials will be 508 compliant: content will be available via reader application. All sound files, if any, will be captioned.

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.).

Students will complete required reading on how SQL and noSQL database web services can be used to store data. Once the reading has been completed students will use that knowledge to design and implement a SQL or noSQL database for a specific data set provided. A written report on why a SQL or noSQL database was selected and how the database was modeled will be submitted by the student to course dropbox for grading and individual comments.

Santa Monica College
New Course: COMPUTER SCIENCE 79Z, Microsoft Azure Essentials

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:	August 2019
Transferability:	Transfers to CSU
Degree Applicability:	Credit – Degree Applicable
Skills Advisory(s):	CS 79A
Proposed Start:	Fall 2020
Grading Method:	Letter Grade or P/NP
Repeatable:	Yes
Library:	Library has adequate materials to support course
Minimum Qualifications:	Computer Science (Masters Required)
TOP Code:	0702.00 - Computer Information Systems*
SAM Code:	C - Clearly Occupational

Rationale

This course introduces Microsoft Azure cloud computing services. Microsoft Azure is the second-largest public cloud provider, offering businesses the ability to move on-premises IT infrastructure to highly scalable cloud-based architectures using a pay as you go pricing model. The course provides a solid foundation in the use of Microsoft Azure cloud computing technologies. This course provides students with the understanding required to effectively evaluate and assess the business needs to migrate existing or new services to Azure cloud. Students analyze a variety of Azure cloud services including storage, servers and software applications. Hands-on Azure cloud bases infrastructure configuration will provide students a real-world practical experience working with Azure Cloud.

I. Catalog Description

In this course, students will gain the skillset needed to implement Infrastructure as a Service on the Azure cloud platform. The course will cover how to assess and plan a cloud migration from on premises infrastructure to Azure. Students will learn how to manage Azure resources, including deployment and configuration of virtual machines, virtual networks, storage accounts, and Azure active directory services to manage user and groups. Students will also learn how to manage a pool of nodes using batch jobs.

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. <u>Fundamentals of Azure</u>, 2, Collier and Shahan, Microsoft Press © 2018, ISBN: 97815093029;
2. <u>Azure Web Apps for Developers</u>, Rainey, Microsoft Press © 2018;

III. Course Objectives

Upon completion of this course, the student will be able to:
1. Describe the architectural approach used by Azure App Service
2. Create an Azure Web App
3. Scale and load-balance Azure Web Apps
4. Deploy applications with Docker, Kubernetes and other containerization tools
5. Create a serverless application using Azure serverless tools

IV. Methods of Presentation:

Lecture and Discussion, Projects, Observation and Demonstration, Lab, Online instructor-provided resources, Other Methods: Lecture and discussion of various topics including group projects. Threaded Discussions.

V. Course Content

% of Course	Topic
10.00%	Introduction to Development on Azure
20.00%	Azure App Service Core Concepts
10.00%	Creating a Web App using Azure App Service
10.00%	Scaling Azure Web Apps
20.00%	Implement and deploy containerized applications in Azure
20.00%	Working with Azure serverless tools
10.00%	Build functions, bindings and triggers for a serverless application
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
20 %	Final exam
15 %	Final Project
20 %	Homework
20 %	Projects
100 %	Total

VII. Sample Assignments:
Web App Coding : Using Azure, create a web app to store record, albums, track and artist information.
API Endpoint: Create a serverless custom API to determine favorite song tracks.

VIII. Student Learning Outcomes
1. . Create and deploy a Web App on Azure
2. Design and implement a serverless application on Azure
3. Deploy containerized applications on Azure

ADVISORY Checklist and Worksheet
CS 79Z

Proposed Advisory: CS 79A : Introduction To Cloud Computing

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 79Z**
(It is recommended that the student to be able to do or understand the following BEFORE entering the course)

A)	Describe the cloud computing model
B)	Describe examples of software as a service
C)	Use current cloud services from leading service providers

EXIT SKILLS (objectives) FROM: **CS 79A**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Describe the cloud computing model
2.	Describe examples of software as a service
3.	Use current cloud services from leading service providers

EXIT SKILLS From: **CS 79A**		ENTRANCE SKILLS FOR: **CS 79Z**							
		A	B	C	D	E	F	G	H
	1	X							
	2		X						
	3			X					
	4								
	5								
	6								
	7								
	8								

CS 79Z 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**:**
Announcements will be posted on a weekly basis to remind students of pending work. These announcements will appear on the class website. In addition, students will be able to get a notification of these messages if they chose to get these announcements via email or text. Instructor will be using the Inbox feature from Canvas to send email messages to students at any given time. There will be threaded discussions where instructors will participate and post comments and feedback to students. In Canvas, there is a feature that you can create a rubric and it is attached to the gradebook. Students will be able to see the breakdown of their scores. Faculty will also be able to post comments that will help students improve their performance as well as comments to motivate students to continue with their outstanding performance.

1b. Interactions: Describe the nature and expected frequency of student-student interactions**:**
There will be a virtual board available to students so that they can post weekly questions about the course and the instructor and/or other students can post responses. The Inbox feature from Canvas can be used by students to interact with the instructor at any given time. There will be a discussion board at the beginning of the semester where students will be encourage to participate and to introduce themselves to the class. There will be discussion board exercises related to course material and students will be required to post the required information as well as participate on a discussion with other students.

1c. Interactions: Describe the nature and expected frequency of student-content interactions:
There will be instructional material posted on the class website including videos and articles that will be used for the completing of their assignments. Students will be submitting project assignments, thread discussions, quizzes and exams.

1d. Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	Students post weekly answers to questions. Instructor will provide a feedback and a grade based on posting.	10.00%
Online Lecture	PowerPoint slides with animation and annotations to explain the topics covered. Videos will be presented for special topics.	20.00%
Project Presentation	Students complete a final project utilizing cloud services. The instructor will be providing individual feedback for each project.	25.00%
Exams	Midterm and Final Exam (2 Exams)	20.00%
Written assignments	Students submit written programming assignments, and get individual feedback as well as sample solutions and general comments from the whole class.	25.00%

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.)
There will be weekly modules with instructional material that will include PowerPoint presentations with animation and annotation. Discussion board messages help further clarify topics, videos for special topics, and weekly assignments. During midterm and final exam, the module will include exams. Individualized feedback on each assignment, exams or projects will be provided. Also, an overall comments for the whole class will help students avoid pitfalls and adopt good cloud practices and techniques.

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%	Threaded Discussions	Students will discussion specific topics, sharing their experiences, mistakes, and providing solutions to the issues. Students will be learning from each other mistakes.
20.00%	Exams/Tests	Exams will help to summarize the extent of student learning.
20.00%	Final Project	Students will get feedback on a real-life project of their own choosing using web services discussed in class
30.00%	Homework Assignments	Students will be given instructional material and exercises related to the topic that is being covered. A sample solution with overall comments will be provided to all students.
20.00%	Quizzes	Students will be taking quizzes. These quizzes will help students to keep up with the class material. Students will receive answer keys for each quiz and they will be allowed to post questions on the discussion board if there is a need for clarification.

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.)

An instructor needs to have the proper training and the experience teaching in an online course delivery system before teaching this course. In addition, the instructor needs to have extensive knowledge in Cloud Computing to teach this class.

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.)

Students are referred to counseling, and tutoring services via announcements and the course syllabus - both posted in the online side. In addition, we encourage students to take a Canvas tutorial for online courses. There is also Canvas support available 24/7 for students.

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 materials will be 508 compliant: content will be available via reader application. All sound files, if any, will be captioned.

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.).

Students will complete required reading of Microsoft published documentation on architectural approach used by Azure App Service. To reinforce the reading material, the student will participate in threaded discussions with the class on the various features, configurations, supported frameworks and deployment methods Azure App Service provides.

Santa Monica College
Substantial Change: ANIMATION 10, Quick-Sketch & Rapid Visualization

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

Date Submitted:	August 2019
Transferability:	Transfers to CSU
Degree Applicability:	Credit – Degree Applicable

Rationale
Updating as part of the second phase or revisions to the Entertainment Technology course offerings.

I. Catalog Description
The major emphasis in this course will be the ability to draw clear, credible, and simplified representations of complex visual phenomena. These phenomena include the human figure at rest or in motion and the spatial environment for these figures and their actions. Students will use a variety of media, some of which will be applicable spontaneous reactions to action events. Skill development will include the ability to visualize and invent figures and environments from a variety of viewing angles and light conditions.

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. Rapid Viz: A New Method for the Rapid Visualization of Ideas, 3rd, Kurt Hanks, Cengage Learning PTR © 2006;
2. Handouts and resource materials to be distributed by instructor.

III. Course Objectives
Upon completion of this course, the student will be able to:
1. Represent various simplified/abbreviated forms.
2. Create patterns of action and movement.
3. Demonstrate an understanding of the properties, application and use of a variety of media.
4. Apply visualization techniques and invention of forms to imaginary figures and environments.
5. Identify and describe the adaptation of drawings for the storyboard.

IV. Methods of Presentation:
Critique, Discussion, Lecture and Discussion, Observation and Demonstration

V. Course Content

% of Course	Topic
20.00%	Principles of abbreviating form: a. key lines of movement b. using negative space and shapes c. controlling relative proportions/positions d. drawing from memory
20.00%	Types of abbreviations: a. stick figures b. three dimensional figures c. light and shadow notation d. historical examples e. types of media
20.00%	Patterns of action: a. gesture studies of single figures b. relating multiple figures in action c. Intervals, rhythms, arcs of movement

% of course	Topic
20.00%	Notating spatial environments: a. overlapping planes b. perspective choices and viewing angles c. atmospheric depth
20.00%	Application for storyboarding: a. artist as "cinematographer" b. visualization of imagined figures c. visualizing of imagined environments
100.00%	Total

Vb. Lab Content:

% of course	Topic
100.00%	In-class drawing 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
30 %	Class Participation
30 %	Final Project
40 %	Projects - Four projects at 10% each.
100 %	Total

VII. Sample Assignments:
Drawing Volumes: Practice drawing basic shapes, box, cylinder, sphere. Quickly sketch a simple table with three basic objects (egg, fruit, etc.) on it in three views: top, front, and three-quarter perspective. Try adding shading and lighting.
Drawing an Environment: Sketch out a living room, classroom, office space, or similar environment using photographic reference. On an overlay layer, add at least 5 figures to the room. You may draw the figures with simple line and shape styles, and you may add lighting and shading.

VIII. Student Learning Outcomes
1. Students will exhibit strong academic behaviors including regular attendance, timeliness, participation in class and activities and adherence to the college honor code.
2. Students will demonstrate mastery of the course content by creating abbreviated visualizations of figures and environments in a variety of media.

Santa Monica College
Substantial Change: ANIMATION 11, Figure Drawing

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

Date Submitted:	August 2019
Transferability:	Transfers to CSU
Degree Applicability:	Credit – Degree Applicable

Rationale
Part of the second phase of a major update to the Entertainment Technology course offerings.

I. Catalog Description
Students completing this course will have a familiarity with all major issues involved in drawing and visualizing the figure as an animate, three-dimensional form, and will have developed perceptual and manual skills equal to the challenge of understanding the human body as a structure in space, in both static and dynamic modes. Comprehension of figure structure will be both anatomical and perspectival with special emphasis on developing a model of the human figure that can be easily visualized in the imagination and adapted for use in animation and related disciplines.

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. Figure Drawing: Design and Invention, 4th, Michael Hampton, Perfect Paperback © 2011, ISBN: 0615272819;

III. Course Objectives
Upon completion of this course, the student will be able to:
1. Incorporate the gestural and proportional organization of the figure
2. Understand the structure and function of the skeleton
3. Apply the principles of perspective as related to the figure
4. Demonstrate the characteristics of musculature; form and function
5. Evaluate the surface of the figure using Planar Analysis
6. Use tone in the rendering of the figure in space

IV. Methods of Presentation:
Critique, Discussion, Lecture and Discussion, Observation and Demonstration

V. Course Content

% of Course	Topic
15.00%	Gestural/Proportional organization of the figure: A. Direction/axial relationships of the body B. Relationship of body movement to equilibrium C. Methods of proportional analysis
15.00%	Skeletal Structure and Function: A. The main body masses and their relationship B. The characteristics of joints C. Surface landmarks related to bones

%	
15.00%	Perspective analysis of the figure: A. Foreshortening of major planes B. Visualization of corners and cross-sections C. Develop a simple geometric model of the body
15.00%	Major form/function characteristics of the musculature: A. Muscle patterns/masses B. Flexion and extension relationships C. Characteristic forms/landmarks related to muscle
15.00%	Planar analysis of figure surface: A. Perception of directional structure of surface B. Methods of planar differentiation (direction/tone)
15.00%	Tonal rendering of the figure in space: A. Control of tonal range B. Atmospheric perspective and the laws of contrast
10.00%	Final project
100.00%	Total

Vb. Lab Content:

% of course	Topic
100.00%	In-class drawing 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
30 %	Class Participation
30 %	Final Project
40 %	Projects - Four projects at 10% each.
100 %	Total

VII. Sample Assignments:
Assignment 1: Use the methods of proportional analysis demonstrated in class to create gesture drawings of the figure. Focus on correctly rendering the internal rhythm and line of action.

Assignment 2: Using the overlapping of forms to show depth, develop a simple geometric model of the figure in space. Focus on the foreshortening of major planes.

VIII. Student Learning Outcomes
1. Students will exhibit strong academic behaviors including regular attendance, timeliness, participation in class and activities and adherence to the college honor code.
2. Students will demonstrate mastery of the course content by creating drawings that correctly render figures in three dimensions.

Santa Monica College
Substantial Change: ANIMATION 12, Figure in Motion

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:	3.00
Arranged:	0.00
Outside-of-Class Hours	72.00

Date Submitted:	August 2019
Transferability:	Transfers to CSU
Degree Applicability:	Credit - Degree Applicable

Rationale
Updating as part of the second phase of major revisions to the Entertainment Technology course offerings.

I. Catalog Description
This foundation course helps 2D and 3D animators to understand key poses and breakdown poses by drawing the figure in motion. Students will learn to visualize and render the figure three-dimensionally as it moves through space. Emphasis is placed on construction, volume, gestures and posing as the figure moves through a given action.

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. Classic Human Anatomy in Motion, Winslow, V, Watson-Guptill © 2015, ISBN: 0770434142;
2. The instructor provides instructional handouts.

III. Course Objectives
Upon completion of this course, the student will be able to:
1. Create realistic drawings of the human figure in motion.
2. Demonstrate an understanding of animal or human joints and pivot points.
3. Apply an understanding of muscular dynamics to figure drawing.
4. Break down any movement in terms of arches and weight.

IV. Methods of Presentation:
Observation and Demonstration, Critique, Lecture and Discussion

V. Course Content

% of Course	Topic
20.00%	Elements of the figure
20.00%	Rendering the figure in motion
20.00%	Joints and pivot points
20.00%	Muscular dynamics
20.00%	Break down of movements in terms of arches and weight
100.00%	Total

Vb. Lab Content:

% of course	Topic
100.00%	In-class drawing exercises.
100.00%	Total

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

Percentage	Evaluation Method
20 %	Class Participation
30 %	Final Project
50 %	Projects - 5 projects
100 %	Total

VII. Sample Assignments:

Assignment 1: Draw a sequence of 5 quick study drawings emphasizing line of action as the model transitions from pose to pose.

Assignment 2: Create in-between drawings and rough timing for an 48-frame animated sequence using key poses based on the models actions.

VIII. Student Learning Outcomes

1. Students will exhibit strong academic behaviors including regular attendance, timeliness, participation in class and activities and adherence to the college honor code.
2. Students will demonstrate mastery of the course content by creating effective drawings of the figure in motion for portfolio development.

Santa Monica College
Substantial Change: ANIMATION 13, Costumed Figure Drawing

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

Date Submitted:	August 2019
Transferability:	Transfers to CSU
Degree Applicability:	Credit – Degree Applicable

Rationale
Updating as part of second phase of major revisions to Entertainment Technology course offerings.

I. Catalog Description
Students who successfully complete this course will learn to both understand and predict the physical correlation between the figure and its costume, acquiring in the process knowledge of the structural topology of draping. Attention will be given to the planar surface structure (tonal and directional) of draped fabric in relation to linear perspective and light source.

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. Fashion, New Edition: The Definitive Visual Guide (Smithsonian), DK, DK © 2019, ISBN: 1465486402;
2. The Artist's Guide to Drawing the Clothed Figure: A Complete Resource on Rendering Clothing and Drapery, Michael Masson, Watson-Guptill © 2011, ISBN: 0823001199;
3. Appropriate handouts and resource materials to be distributed by instructor

III. Course Objectives
Upon completion of this course, the student will be able to:
1. Understand the topology of draping fabric and wrinkles resulting from the form and movement of a clothed figure.
2. Analyze the perspective of draping forms in relation to viewpoint and eye-level.
3. Utilize both quick and extended techniques to achieve accurate tonal rendering of costumed figures.
4. Harmonize competing fabric structures, textures, and surface designs in complex, layered costumes.

IV. Methods of Presentation:
Critique, Discussion, Lecture and Discussion, Observation and Demonstration, Other Methods: group and one-on-one critique

V. Course Content

% of Course	Topic
15.00%	The Topology of Draping: a. Draping forms resulting from the structure of costume b. Draping forms resulting from the costume's response to the figures' form and movement c. Topology of wrinkle patterns
15.00%	Costume and Gesture: a. Draping patterns resulting from figure gesture

	b. Multi-directional relationships c. Rhythmic patterns
15.00%	Perspective Analysis of Drapery Forms: a. Form types b. Relationships to viewpoint and eye-level c. Elliptical cross sectioning of surface form in relation to modeling
15.00%	Tonal Rendering of Costume: a. Shadow types b. Control of tonal range c. Quick vs. Extended rendering techniques
10.00%	Complex Costumes: a. Visualization of the figure within the layered costume b. Harmonizing competing fabric structures, textures, and surface designs
10.00%	Full-Tonal Rendering of the Figure in Complex Costume: a. Controlling complex tonal differentiation b. Differentiating textures c. Application of atmospheric perspective
20.00%	Final Project
100.00%	Total

Vb. Lab Content:

% of course	**Topic**
100.00%	In-class drawing 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
20 %	Final Project
60 %	Projects - Six projects at 10% each.
100 %	Total

VII. Sample Assignments:
Assignment 1: Use the quick rendering techniques demonstrated by the instructor to accurately render areas of light and shadow on the costumed figure.
Assignment 2: Using elliptical cross sectioning of surface forms as demonstrated by the instructor, correctly analyze and render the perspective of draping fabric.

VIII. Student Learning Outcomes
1. Students will exhibit strong academic behaviors including regular attendance, timeliness, participation in class and activities and adherence to the college honor code.
2. Students will demonstrate mastery of the course content by creating effective costumed figure drawings for portfolio development.

Santa Monica College
Substantial Change: ANIMATION 14, Animal Drawing

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

Date Submitted:	August 2019
Transferability:	Transfers to CSU
Degree Applicability:	Credit – Degree Applicable

Rationale
Updating as part of second phase of major revisions to Entertainment Technology course offerings.

I. Catalog Description

This course provides students with a working understanding of animal anatomy and movement and its comparison to human anatomy and movement. Students will develop skills in proportional and perspective analysis of animal forms. This class will teach students to sketch a variety of animals both from life and from other visualization techniques.

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

1. The Art of Animal Drawing: Construction, Action Analysis, Caricature, Ken Hultgren, Greenpoint Books © 2016, ISBN: 1621389820;
2. Appropriate handouts and resource materials to be distributed by instructor

III. Course Objectives

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

1. Demonstrate an understanding of skeletal and muscular anatomy in drawings of a variety of animal species.
2. Create drawings that accurately capture the gesture, proportion, and perspective of both still and moving subjects.
3. Render surface qualities of animals such as hair and fur using texture and tone.

IV. Methods of Presentation:

Critique, Discussion, Lecture and Discussion, Observation and Demonstration, Other (Specify), Field Trips

V. Course Content

% of Course	Topic
10.00%	Proportion and Gesture in Animals: a. Proportional models of various animals b. Gestural axes of major forms c. Movement and equilibrium of four-legged animals
15.00%	Skeletal Anatomy: Structure and Function: a. Animal skeletons in comparison to humans b. Basic body masses formed by the skeleton c. Surface landmarks related to bones

%	Topic
10.00%	Perspective Analysis of Animal Forms: a. Simplified visualization of major body units b. Effects of eye-level and viewing angle on form
15.00%	Animal Musculature: a. Animal musculature in comparison to humans b. Muscle group patterns and function c. Muscle groups as masses
20.00%	Sketching From Life: a. Strategies for dealing with movement b. Drawing from a standing position c. Priorities of subject matter and focus
10.00%	Surface Qualities: Texture and Tone a. Rendering hair b. Tonal organization on hairy animals
20.00%	Final Project
100.00%	Total

Vb. Lab Content:

% of course	Topic
100.00%	In-class drawing 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
20 %	Final Project
60 %	Projects - Six projects at 10% each
100 %	Total

VII. Sample Assignments:
Assignment 1: Use simple volumes to accurately represent the perspective of major body units in drawings of at least three different four-legged animal species. Consider how eye-level and viewing angle impact form.
Assignment 2: Use a series of quick sketches to capture the movements of an active animal. Focus on the gestural aspects of your drawings.

VIII. Student Learning Outcomes
1. Students will exhibit strong academic behaviors including regular attendance, timeliness, participation in class and activities and adherence to the college honor code.
2. Students will demonstrate mastery of the course content by creating effective animal drawings for portfolio development.

Santa Monica College
Substantial Change: CHEMISTRY 12, General Chemistry II

Units	5.00
Total Instructional Hours (usually 18 per unit):	162.00
Hours per week (full semester equivalent) in Lecture:	3.50
In-Class Lab:	5.50
Arranged:	0.00
Outside-of-Class Hours	180.00

Date Submitted:	August 2019
Transferability:	Transfers to CSU, UC
IGETC Area:	• 5A: Physical Science • 5C: Physical or Biological Science LABORATORY
CSU GE Area:	• B1 - Physical Science • B3 - Laboratory Sciences
SMC GE Area:	• Area I: Natural Science
Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	CHEM 11 General Chemistry I and MATH 2 or (MATH 3 and MATH 4)

Rationale

Update course content to include Coordination Chemistry and Nuclear Chemistry for C-ID requirements.

I.   Catalog Description

This course is a continuation of Chem 11. Topics covered include kinetics, equilibrium, acid-base chemistry, precipitation reactions, coordination chemistry, thermodynamics, electrochemistry, and nuclear chemistry.

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. Chemistry, 10th edition, Zumdahl, Zumdahl, DeCoste, Cengage © 2018, ISBN: 9781305957404;
2. Chemistry: A Molecular Approach, 5th edition, Tro, Pearson © 2020, ISBN: 9780134989129;
3. General Chemistry, fourth, McQuarrie, D.A., Rock, P.A., Gallogly, E.B., University Science Books © 2011, ISBN: 978-1-891389-;
4. Chemistry, 2nd edition, Flowers, Theopold, Langley, Robinson, Openstax © 2019, ISBN: 978-1-947172-62-3;
5. Online laboratory manual for Chem 12 developed by SMC faculty, accessible via the Physical Science Department website on www.smc.edu.

III.   Course Objectives

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

1. Use differential and integrated rate laws to study a chemical reaction.
2. Use the temperature dependence of the rate to determine the activation energy of a chemical reaction.
3. Propose an appropriate mechanism for a simple chemical reaction given its rate law.
4. Describe the collision theory of reaction rates.
5. Relate simple reaction profiles to the reaction mechanism.
6. Describe basic nuclear structure and processes including alpha, beta, and gamma radiation and the kinetics of nuclear decay.
7. Describe the concept of equilibrium.
8. Solve problems involving the concept of equilibrium constant.
9. Write equilibrium constant expressions for homogeneous and heterogeneous reactions.
10. Convert between K_c and K_p for homogeneous gas-phase reaction.
11. Predict the effect of changes in condition upon an equilibrium system (Le Chatelier's Principle).

12. Describe acids and bases according to the Arrhenius, Bronsted-Lowry, and Lewis models.
13. Predict acid strength based on structural factors.
14. Determine Ka for an acid and Kb for a base given appropriate data.
15. Solve problems involving mixtures of acids.
16. Solve problems involving polyprotic acids.
17. Describe the properties of a buffer solution and solve problems involving buffer solutions.
18. Solve problems involving titration techniques.
19. Distinguish between the concept of end point and equivalence point.
20. Choose the appropriate indicator for a given titration.
21. Describe the concept of solubility product constant and solve related problems.
22. Describe the concept of complex ion equilibrium and solve related problems.
23. Demonstrate a basic understanding of the 2nd and 3rd law of thermodynamics
24. Describe the thermodynamic concepts of enthalpy, entropy, and free energy and solve problems involving these concepts.
25. Describe how the standard free energy change for a chemical reaction is related to its equilibrium constant.
26. Calculate the free energy change for a chemical reaction under non-standard state conditions
27. Use thermodynamics to calculate the equilibrium constant for a chemical reaction at any temperature.
28. Identify and balance a redox reaction, describe electrolytic and galvanic (voltaic) cells, and solve related problems.
29. Show how the concept of cell potential is related to the concept of free energy.
30. Describe the colligative properties of solutions and solve related problems.
31. Describe the energetics of solution formation and factors affecting solubility.
32. Describe coordination compounds with respect to ligands, coordination number, isomerism, and nomenclature.
33. Explain the spectra of coordination compounds using crystal field theory.
34. Effectively use a pH-meter.
35. Solve problems involving the concepts of pH and pOH, for weak acids, strong acids, weak bases, strong bases, and salts.
36. Prepare a buffer solution.
37. Standardize a solution of strong base and use it to determine the molar mass of an unknown acid.
38. Perform experiments involving qualitative analysis of aqueous solutions containing inorganic ions.
39. Demonstrate a working knowledge of laboratory safety.
40. Demonstrate knowledge of the importance of proper waste disposal.
41. Demonstrate good observational skills.
42. Demonstrate laboratory note taking skills.
43. Demonstrate proper usage of the laboratory balance.

IV. Methods of Presentation:

Lecture and Discussion, Other (Specify), Lab, Experiments
Other Methods: "Lab" refers to student centered activities like worksheets, discussions, and problems solving sessions. "Experiments" refers to activities where students use laboratory equipment to solve problems like identifying the chemical composition of an unknown compound or determining the kinetic properties of a chemical reaction.

V. Course Content

% of Course	Topic
10.00%	Chemical kinetics and reaction mechanisms
5.00%	Nuclear Chemistry
10.00%	Chemical equilibrium
15.00%	Equilibria of acids and bases, titrations, and buffers

%	Topic
10.00%	Solubility equilibria and complex ion equilibria
10.00%	Entropy, enthalpy and free energy
5.00%	Relationship between standard free energy change and the equilibrium constant
10.00%	Electrochemistry
10.00%	Properties of solutions
5.00%	Reduction-oxidation reactions
10.00%	Coordination Chemistry
100.00%	Total

Vb. Lab Content:

% of course	**Topic**
45.00%	Student centered activities including worksheets, exercises, models, and problem solving.
5.00%	Measuring the rate of a chemical reaction and kinetics
5.00%	Determining an equilibrium constant
5.00%	Qualitative analysis of chemical equilibrium and Le Chatlier's principle
5.00%	Standardization of a base solution and detemination of the equivalent mass of an acid by titration
5.00%	Measurement of pH and applications
5.00%	Qualitative analysis of Group 1 cations
5.00%	Qualitative analysis of group 3 cations
5.00%	Qualitative analysis of anions
5.00%	Electrolytic determination of the equivqlent mass of a metal
5.00%	Measuring the freezing point depression of a solution in order to determine the molar mass of a solute
5.00%	Determination of unknown solids using qualitative analysis
100.00%	Total

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

Percentage	Evaluation Method
60 %	Exams/Tests - 3-4 exams per semester
25 %	Final exam
15 %	Lab Reports - 11-13 labs per semester
100 %	Total

VII. Sample Assignments:

See attached files

VIII. Student Learning Outcomes

1. The student will demonstrate the ability to solve scientific problems by following logical procedures based on well-established scientific principles.
2. (a) The student will follow written procedures used in the general chemistry laboratory accurately and safely. (b)When completing a lab report, the student will correctly apply the scientific method by making reasonable estimates of experimental uncertainties and drawing appropriate conclusions based on the gathered data and scientific principles.
3. The student will be able to relate microscopic theories to macroscopic observations specifically using the chemical principles developed in Chemistry 12 to explain observable phenomena.

Santa Monica College
Substantial Change: CHEMISTRY 19, Fundamentals of General, Organic, and Biological Chemistry

Units	5.00
Total Instructional Hours (usually 18 per unit):	135.00
Hours per week (full semester equivalent) in Lecture:	4.00
In-Class Lab:	3.50
Arranged:	0.00
Outside-of-Class Hours	144.00

Date Submitted:	August 2019
Transferability:	Transfers to CSU, UC
IGETC Area:	• 5A: Physical Science • 5C: Physical or Biological Science LABORATORY
CSU GE Area:	• B1 - Physical Science • B3 - Laboratory Sciences
SMC GE Area:	• Area I: Natural Science
Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	MATH 31, MATH 50 Or eligibility for Math 54

Rationale

Update: Chemistry 19 primarily serves students completing a set of courses preparing them for nursing programs and other allied-health programs. One course in that set is Math 54, Statistics. Math 50 is a relatively new course to the college designed as a pre-statistics course to prepare students for Math 54. The topics of Math 50 seem well suited for preparation for Chemistry 19 as well. So, it makes sense for many Chem 19 students take courses along the statistics path.

I. Catalog Description

This one-semester course is designed for students preparing for studies in nursing or related allied health professions. Topics include measurements, unit conversions, atomic and molecular structure, chemical reactions and equations, gases, solutions and acid/base chemistry. There will be a special emphasis on properties and reactions of organic and biologically relevant compounds. NOTE: This course is NOT equivalent to CHEM 10 and does NOT meet the prerequisite requirement for CHEM 11.

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. Chemistry: An Introduction to General, Organic, and Biological Chemistry, 13th, Timberlake, K, Pearson © 2018, ISBN: 978-1-4292-3124-4;
2. General, Organic, and Biological Chemistry, 3rd, Frost, L.D. and Deal, T. S, Pearson © 2017, ISBN: 9780134161938;
3. General, Organic, and Biological Chemistry - An Integrated Approach, 4th, Raymond, K.W, John Wiley & Sons, Inc. © 2014, ISBN: 978-1-118-35258-8;
4. Deal, T. S.. Laboratory Manual for General, Organic, and Biological Chemistry, Prentice Hall , 01-13-2013

III. Course Objectives

Upon completion of this course, the student will be able to:
1. Describe the three states of matter, distinguish different forms of energy and express numerical values in scientific notation and units of measurement in the metric system.
2. Illustrate the subatomic structures of various isotopes of an atom, explain the general arrangement of atoms in the periodic table.
3. Generate a Lewis structure drawing from a chemical formula and follow a set of rules with which to name those compounds.
4. Define the term "mole" and calculate the molar mass for an atom or compound.

5. Use the IUPAC system for naming some organic compounds and discriminate between structural isomers and stereoisomers of those compounds.
6. Read, write out and interpret balanced chemical equations. Apply Le Chatelier's Principle to predict the direction of a reaction.
7. Quantitatively show the relationship between the parameters that govern the behavior of gases such as: Volume vs. Pressure, Volume vs. Temperature, Volume vs. Mole amount, The Ideal Gas Law, Dalton's Law for Mixtures of Gases, Henry's Law for Dissolved Gases.
8. Quantitatively express the concentration of a solute in a solution in % (mass/volume) as well as molarity and calculate changes in concentration upon the dilution of a solution.
9. Classify strong vs. weak acids and bases, calculate the pH of a solution of strong acid or strong base, and describe how the components of a buffer resist change in pH.
10. Predict the products of oxidation-reduction, esterification, amidation, hydrolysis, hydration, and dehydration reactions of organic compounds.
11. Cite the chemical characteristics of various classes of monosaccharides, identify common disaccharides. and compare and contrast the structural features of polysaccharides.
12. Cite the chemical characteristics of various classes of lipids including fatty acids, triglycerides, waxes, membrane lipids, sterols/ steroids, illustrate the composition of biological membranes and discuss the function of each component, and summarize the functions of the various lipoproteins.
13. Describe the primary, secondary, tertiary, and quaternary structures of proteins and discuss the mechanism of protein denaturation by heat, agitation, and detergents.
14. Compare and contrast competitive vs. allosteric enzyme inhibitors.
15. Summarize the net reactions of glycolysis, fermentation, the citric acid cycle, electron transport, oxidative phosphorylation, and the oxidation of fatty acids. Discuss how ATP, NADH, $FADH_2$, and Acetyl CoA act to drive energetically unfavorable reactions.
16. Recognize the components of a nucleotide and describe the strucutre of bothe RNA and DNA. Generate a flowchart for the important steps of DNA replication, DNA transcriptions, and RNA translation

IV. Methods of Presentation:

Lab, Lecture and Discussion, Experiments
Other Methods: Lab refers to problem-solving activities occurring both during lecture and experiment time. Experiments refer to carrying out chemistry experiments in the laboratory, for example using the technique of thin-layer chromatography to separate organic compounds.

V. Course Content

% of Course	Topic
7.00%	Basic Concepts - Matter, Energy, and Measurements
6.00%	Atomic Structure
7.00%	Chemical Compounds and Molecular Structure
7.00%	Chemical Quantities
6.00%	Chemical Reactions
7.00%	Gases
6.00%	Mixtures and Solutions
7.00%	Acids and Bases - pH
7.00%	Organic Compounds
6.00%	Reactions of Organic Compounds
6.00%	Carbohydrates

% of course	Topic
7.00%	Lipids and Membranes
7.00%	Amino Acids, Proteins, and Enzymes
7.00%	Nucleotides and Nucleic Acids
7.00%	Metabolism
100.00%	Total

Vb. Lab Content:

% of course	Topic
6.00%	Safety in the Chemistry Lab
7.00%	The Scientific Method
9.00%	Measurements: Length, Volume, Mass, and Density
8.00%	Ionic vs. Molecular Compounds - Models, Lewis Structure, and Nomenclature
8.00%	Standard Curve for Determining Concentration
8.00%	Reactions of Inorganic Compounds
8.00%	Gas Laws
7.00%	Titration for Determining the Concentration of an Acid
8.00%	Acids, Bases, and Buffers
7.00%	Reactions of Organic Compounds
8.00%	Organic Compounds - Models, Lewis Structures, Isomerism, and Nomenclature
8.00%	Separation and Characterization of Organic Compounds by Thin Layer Chromatography
8.00%	Enzyme Catalyzed Reactions - Specificity and Inhibition
100.00%	Total

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

Percentage	Evaluation Method
60 %	Exams/Tests - 4 or more exams and/or quizzes.
25 %	Final exam - Comprehensive, covering both Lecture and Lab.
15 %	Lab Reports - 5- 10 Lab Reports
100 %	Total

VII. Sample Assignments:
1: Calculate the number of calories required to raise the temperature of the following substances from 20.0^oC to 37.0^oC. a) 25.0 g of water b) 25.0 g of copper c) 25.0 g of aluminum d) 25.0 g of ethanol
2: a) Write the chemical equation for the reaction that takes place between carbonic acid and water to generate the hydronium ion and the bicarbonate ion. b) Use LeChatelier's Principle to explain how the loss of CO_2 through hyperventilation affects the concentration of the hydronium ion.
3: Name and define the four levels of 3-dimensional structure commonly found in proteins.

VIII. Student Learning Outcomes

1. Follow a logical process based on well-established scientific principles and demonstrate the ability to use the appropriate problem-solving techniques to solve a scientific problem such has predicting the products of a reaction between water and an amide under acidic conditions or calculating the concentration of a dissolved solute in a solution.
2. Follow written procedures to conduct experiments such as determining the density of a substance or separating organic compounds by chromatography.
3. Explain observable phenomena using appropriate scientific theories, such as explaining the consequences of adding an inhibitor to an enzyme catalyzed reaction or how soap is generated in the alkaline hydrolysis of a triglyceride.

Prerequisite / Corequisite Checklist and Worksheet
Chemistry 19 Fundamentals of General, Organic, and Biological Chemistry

Prerequisite: Math 50 Pre-Statistics

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

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

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

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

x	Type 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:** **CSULA MATH 1090 acceptable pre-req for Chemistry 1090** **CSULB STAT 108 acceptable pre-req for Chemistry 140**
x	Type 3: Course in communication or computational skills as prerequisite for course other than another skills course (e.g., English 1 prerequisite for Anatomy 1) **Complete the Prerequisite Worksheet** **Complete Data Analysis**

ENTRANCE SKILLS FOR **Chemistry 19**
(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Recognize and use common mathematical symbols and language to describe mathematical processes.
B)	Proficiency with adding, subtracting, multiplying and dividing numbers expressed as fractions, as decimals, as square roots and in exponential notation.
C)	Translate verbal problems into algebraic equations.

modified 09/26/2012

D)	Simplify algebraic expressions involving addition, subtraction, multiplication, division, and logarithms.
E)	Solve algebraic equations for one variable.
F)	Plot points on a Cartesian coordinate system.
G)	Write the equation of a line given the slope and y-intercept of that line.

Exit Skills for Math 50

1)	Graph positive and negative rational numbers on the number line.
2)	Compare rational numbers using comparative symbols.
3)	Use correct statistical vocabulary and notation when translating phrases from English.
4)	Reasonably estimate the answer to a numerical problem.
5)	Evaluate, apply, and simplify algebraic expressions.
6)	Use linear expressions, equations, and inequalities in application problems.
7)	Solve systems of linear equations using matrix row reduction.
8)	Produce data through random sampling and analyze the data collected.
9)	Analyze real data sets by finding measures of central tendency, position, and spread, including standard deviation, and by constructing various charts and graphs.
10)	Apply linear, exponential, logarithmic, and other functions to solve application problems including linear regression analysis.
11)	Use data to calculate and analyze the slope, y-intercept, and equation of a line in two variables and construct a graph of the linear equation and regression line.
12)	Solve and analyze basic probability problems using ratios, proportions, two-way tables and percentages.

		Entrance Skills for Chemistry 19						
		A	B	C	D	E	F	G
Exit Skills for Math 50	1						X	
	2							
	3							
	4		X	X				
	5	X	X	X		X		
	6			X			X	
	7							
	8							
	9							
	10					X		
	11							X
	12							

modified 09/26/2012

Santa Monica College
Substantial Change: COSMETOLOGY 50R, Written Preparation for Barbering State Board Exam

Units:	1.00
Total Instructional Hours (usually 18 per unit):	27.00
Hours per week (full semester equivalent) in Lecture:	1.00
In-Class Lab:	0.50
Arranged:	0.00
Outside-of-Class Hours	36.00

Date Submitted:	October 2019
Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	Possession of a cosmetology license or COSM 31A and COSM 50A and completion of 1,250 hours in barbering coursework

I.   Catalog Description

This course is designed to prepare students for the National-Interstate Council of State Boards of Cosmetology (NIC) exam required to obtain a barbering license. The course covers all topics in the written exam, including: disinfection, sanitation, health and safety, rules and regulations, bacteriology, anatomy, and physiology, advanced shaving and facial hair design, men's hair cutting and styling, men's chemical services and men's facial massage and treatments.

II.   Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)
    1. Standard Barbering, 6th, Milady, Milady, Cengage © 2017, ISBN: 978-1-3051-0055-8;
    2. Barberering Standard Exam Review, 6th, Milady, Milady, Cengage © 2017, ISBN: 9781305100671;
    3. Standard Barbering Workbook, 6th, Milady, Milady, Cengage © 2017, ISBN: 978-1-305-10066-4;

III.   Course Objectives

Upon completion of this course, the student will be able to:
    1. Demonstrate the ability to pass the California State exam by understanding the theory and passing the class assessments.
    2. Integrate proper State Board theory procedures in written form for the following subjects: disinfection and sanitation, health and safety, bacteriology, anatomy and physiology, advanced shaving and facial hair design, men's hair cutting and styling, men's chemical services and men's facial massage and treatments.
    3. Demonstrate the proper use of barbering tools and equipment.

IV.   Methods of Presentation:

Other (Specify), Lab
Other Methods: Computer based state Exam Practice

V.   Course Content

% of Course	Topic
10.00%	California Barbering Rules and Regulations
10.00%	Men's facial massage and treatments as covered by the state exam
40.00%	Men's shaving as covered by the state exam
10.00%	Men's hair cutting as covered by the state exam

10.00%	Men's hairstyling as covered by the state exam
10.00%	Chemical texture services as covered by the state exam
10.00%	Disinfection and sanitation procedures
100.00%	Total

Vb.   **Lab Content:**

% of course	Topic
100.00%	Application of advanced techniques covered by lecture
100.00%	Total

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

Percentage	Evaluation Method
20 %	Class Participation
20 %	Class Work
20 %	Exams/Tests
20 %	Final exam
20 %	Final Performance
100 %	Total

VII.   **Sample Assignments:**

Assignment #1: Write a paper on the steps of sanitation and its importance in each service in barbering.
Assignment # 2: Research steps for draping, following safety procedures, and designing facial hair with a razor.

VIII.   **Student Learning Outcomes**

1. Analyze and follow all State Board mandated procedures in its written forms
2. Demonstrate and utilize techniques that lessen anxiety commonly associated with test taking
3. Compare and contrast correct and incorrect written procedures as would be presented on the state exam
4. Given the NIC test, demonstrate and understand the theory of the proper procedures to: Disinfect and sanitize all barber tools and equipment.
5. Exhibit strong academic behavior, consistent with the College Honor Code of Conduct, on all assignments and tests, both written and practical

Santa Monica College
Substantial Change: COSMETOLOGY 77, Barbering

Units:	6.00
Total Instructional Hours (usually 18 per unit):	180.00
Hours per week (full semester equivalent) in Lecture:	4.00
In-Class Lab:	6.00
Arranged:	0.00
Outside-of-Class Hours	144.00

Date Submitted:	October 2019
Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	Possession of a cosmetology license or Completion of 1,250 hours in barbering coursework and COSM 31A

I. Catalog Description

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

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)
1. Standard Barbering, 6th, Milady, Milady © 2017, ISBN: 978-1-3051-0055-8;
2. Standard Barbering Workbook, 6th, Milady, Milady © 2017, ISBN: 978-1-305-10066-4;
3. Barbering Standard Exam Review, 6th, Milady, Cengage © 2017, ISBN: 9781305100671;

III. Course Objectives

Upon completion of this course, the student will be able to:
1. Demonstrate an understanding of the fundamentals of shaving.
2. Discuss the importance of sanitation and safety precautions associated with straight razor shaving.
3. Identify the 14 shaving areas of the face and neck.
4. Demonstrate a facial and neck shave along with a mustache and beard trim.
5. Explain the important characteristics used to determine a mustache design based on the individual client's needs.
6. Explain the skin's structure, disorders, and diseases.

IV. Methods of Presentation:

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

V. Course Content

% of Course	Topic
50.00%	The art of shaving
35.00%	Beard and mustache sculpting
15.00%	Men's Facials
100.00%	Total

Vb. Lab Content:

% of course	Topic

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

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

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

VII. Sample Assignments:

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

Assignment # 2: Explain the guidelines of designing a man's beard and mustache to complement the shape of his face. Given a practical assignment of shaving, present your work via pictures or video, step by step, and explain in writing your achievement.

VIII. Student Learning Outcomes

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

Substantial Change: COSMETOLOGY 78, Barbering 2

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:	3.00
Arranged:	0.00
Outside-of-Class Hours	72.00

Date Submitted:	October 2019
Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	Possession of a cosmetology license or COSM 50A and Completion of 1,250 hours in barbering coursework

I. Catalog Description

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

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

1. Standard Barbering, 6th, Milady, Milady, Cengage © 2017, ISBN: 978-1-3051-0055-8;
2. Standard Barbering Workbook, 6th, Milady, Milady, Cengage © 2017, ISBN: 978-1-305-10066-4;
3. Barbering Standard Exam Review, 6th, Milady, Milady, Cengage © 2017, ISBN: 9781305100671;

III. Course Objectives

Upon completion of this course, the student will be able to:
1. Demonstrate the necessary skills in shaving techniques to pass the state board examination.
2. Describe the process of taking and passing the California state board examination.

IV. Methods of Presentation:

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

V. Course Content

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

Vb. Lab Content:

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

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

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

VII. Sample Assignments:
Assignment #1: Given a practical assignment, present your work via pictures or video, step by step, and explain in writing your achievement.
Assignment #2: Given a client, execute a haircut, style, shave, and beard sculpting within the state board guidelines.

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

Santa Monica College
Substantial Change/Distance Education: MEDIA STUDIES 20, Introduction to Media Writing and Producing Short-form Content

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

Date Submitted:	September 2019
Transferability:	Transfers to CSU
Degree Applicability:	Credit – Degree Applicable

Rationale
Update

I. **Catalog Description**

Basic introductory course in writing for all forms of screen and new media. Emphasis on preparing scripts in proper formats, including fundamental technical, conceptual and stylistic issues related to writing scripts for sports, informational and entertainment purposes. This course also offers basic training and practical experience in writing, producing, shooting, music selection, and directing voice-over talent for short-form media projects. These project forms include on-air promos, commercials, public service announcements, web series, and special marketing campaigns. The course will take a hands-on approach to enable the development of basic copywriting and production skills, and will provide students with an introductory understanding of television, radio, and alternative media branding and marketing strategies. Includes a writing evaluation component as a significant part of the course requirement. Storytelling, scriptwriting, and coordinating essential production elements will be emphasized.

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. An Introduction to Writing for Electronic Media: Scriptwriting Essentials Across the Genres, Musburger, Robert B., Ph.D., Focal Press © 2007;
   2. Audio in Media, 9th , Alten, Stanley R. , Wadsworth Publishing © 2010;
   3. From Concept to Screen: An Overview of Film and Television Production, Benedetti, Robert, Allyn & Bacon © 2001;
   4. The Visual Story: Seeing the Structure of Film, TV, and Digital Media, 2nd , Block, Bruce A. , Focal Press © 2007;
   5. Video Production Handbook, Sixth Edition, Jim Owens, Routledge, Focal Press © 2017, ISBN: 978-1138693494;

III. **Course Objectives**

Upon completion of this course, the student will be able to:
   1. Analyze a television series promo, film trailer and commercial spot
   2. Write a 30-second topical radio or television promotion spot or commercial
   3. Develop a short-form media project proposal
   4. Create a slogan that promotes a brand, and describe its marketing strategy
   5. Prepare and record a 30-second voice-over script
   6. Pitch a promotional concept for approval
   7. Storyboard a commercial, promo, public service announcement or trailer
   8. Select appropriate and complimentary music beds
   9. Demonstrate a basic understanding of storytelling and story structure

IV. Methods of Presentation:

Discussion, Lecture and Discussion, Projects, Observation and Demonstration, Group Work, Critique, Visiting Lecturers, Field Trips, Field Experience, Other Methods: Lecture and discussion, screening of videos and audio with applicable information, production activities, field trips to local stations, networks and commercial production studios.

V. Course Content

% of Course	Topic
25.00%	Script formats, storyboards, concept development, pitching
20.00%	Writing, storyboarding and producing feature packages, promotional spots (promos), public service announcements (PSAs) and commercials.
12.00%	Analysis and feedback
10.00%	Peer critique
8.00%	Webisodes and short form project development
6.25%	Fundamentals of storytelling and story structure
6.25%	Organizing project proposals, timelines and workflow
6.25%	Visuals: shot selection, sequences, framing, composition
6.25%	Understanding market research, demographics, marketing strategies and network identities.
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
90 %	Written assignments - 15% Storyboards 15% Oral pitch 15% Write a 30-second spot 15% Write short form project proposal 30% Produce 30-second promo
100 %	Total

VII. Sample Assignments:

Promo Script and Pitch: Students will view a network television program, and develop a 30-second topical promo script that sells that particular episode of the series Students will deliver an oral presentation that describes a marketing concept for promoting a new feature film, commercial, or television/internet series

Promo Script: After shooting the interviews and collecting soundbites and images students should assemble a rough cut and write the promo script for their Group Project in TV Script format. Look over all of your footage and see what soundbites grab you the most. Those should be included in the script with a description of the video images the reader will see on screen.

Television Show Proposal: Students will write a TV show proposal. The students should reference examples in the Student Samples and Writing Tips/Sample Scripts folders in our class Google drive. Students should have a synopsis of the show that identifies the purpose of the program and answers the following questions: 1. Who are the potential stars of the show? 2. What is the format and plot of the

show? 3. When would the producer like the show to air on television (specific days and times)? 4. Where should the show be broadcast (network, cable or online)? 5. Who is the target market for this show? 6. What kinds of visual images, music and voice over they would like to incorporate. 7. Why is this good television and why should people watch the show? After the introductory synopsis, the student should present an outline of the show complete with potential commercial breaks. List where program elements occur.

Write a PSA for TV & Radio: 1. Write a 60-second, two-column AV script of your PSA that will be shot and broadcast for a visual medium. 2. Create storyboards for TV broadcast version of your PSA. 3. Write 60-, 30- and 20-second RADIO scripts that can be recorded and broadcast for the audio medium. NOTE: For your radio scripts, you should write the 60-second script first, then pull 30-seconds from that for the shorter version, and then pull out a 20-second version. Even if your digital video script does not have dialogue you should create a voice over script for the radio for your PSAs.

VIII. Student Learning Outcomes
1. Demonstrate the ability to use digital video and audio workstations to produce promotional spots, commercials, public service announcements, and various other digital media projects.
2. Exhibit a basic understanding and competence in writing, producing, music selection, and directing voice-over talent for digital marketing and alternative media branding campaigns.

MEDIA 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:
- 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

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 be in regular contact with students. There will be regular threaded discussion posts for each topic, where students respond to each other and where the instructor will comment on students' work and the general topic. The instructor will send regular announcements to the class using the Announcement feature in the campus learning management system (LMS) platform at the beginning of every week, and during the week as needed. The instructor will respond to students' comments and questions via chats, email, and the mail option on the LMS. Contact information for the instructor is easy to find and includes expected response times. The instructor will provide support as needed for course navigation - the instructor will send out a welcome letter before the class starts with information about course content, expectations, how to navigate online courses, and references for the students to review about online courses and the campus LMS. During the class, the instructor will regularly communicate with students about assignments, quizzes, and exams. There will be clear and detailed instructions embedded in each module and activity, and the instructor will also contact students with important reminders and with key points. The instructor will provide feedback to students individually as well as to the entire class. For example, the instructor may post a general feedback message to the class about a topic.

1b. Interactions: Describe the nature and expected frequency of student-student interactions**:**
Students will communicate with each other weekly. For each module, students will interact in a threaded discussion forum. Students will respond to a discussion topic and will then respond to each other. Student-student interaction is designed to reinforce the course material and learning outcomes as well as to build a sense of community among learners. For example, students respond to introductory camera phone video uploads to get to know each other and have opportunities to share their personal responses to issues and experience with topics.

1c. Interactions: Describe the nature and expected frequency of student-content interactions**:**
Students interact with course materials several times a week. Each unit has an overview, with all of the expectations, goals, and dates listed for that unit. For each module, students will read the assigned chapter, review the instructor's lecture notes, answer discussion questions, interact with each other, complete an assignment, and take a quiz. The instructor will provide a range of assignments and activities to address different learning styles. For some units, students will produce a short-form presentation, such as a social media video, and class peers will watch and give feedback in the LMS discussion section. For some units, students will review a media artifact (a TV promo, for example) and analyze it according to certain criteria. All course materials will be accessible. Students will interact with the materials several times a week, and the due dates are staggered throughout the week.

1d. Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Online Lecture	There will be a weekly online lecture, which will include instructor voice over where more information is provided to the students.	20.00%
Threaded Discussions	Threaded discussions for each module.	20.00%
Written assignments	There will be weekly short written assignments for each module.	20.00%
Project Presentation	Students will produce four short-form media projects and upload their content to the LMS.	20.00%
Exams	There will be weekly quizzes, midterm exam, and final exam.	10.00%
Videos	There will be weekly videos, online digital projects, and documentaries that enhance the weekly content.	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 content is organized in to weekly modules. For a regular 16 week semester, one module is covered each week, following the same general schedule as the on-ground class. The approximate schedule is as follows and will be changed as needed: Discussion posts will be due by Friday, peer responses to prompt will be due by Sunday. Weekly writing assignments will be due Sunday. Weekly quizzes will open starting on Monday and due on Sunday. For each module, there is 1) an agenda (with the learning objectives, goals, assignment list, and deadlines, as well as links to all of the content), 2) the instructor's lecture notes (which may include written notes, PowerPoint, or a video), 3) a discussion forum, 4) an assignment, and 5) a quiz. Class content is presented in visibly distinct modules. Modules are consistently structured and sequenced to allow students to better anticipate and manage their workload. A variety of modalities, such as text, audio, video, images and/or graphics are used to create student-centered learning.

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%	Discussion Forum	Students may earn up 10 points for each discussion. Students may earn up to 8 points for the individual post and up to 2 points for each peer response (1 points for each of the two required peer responses). Students are assessed on a rubric. To earn "excellent" (9-10 points) for example, students should 1) provide an effective analysis that answers all aspects of the question, 2) support main ideas with substantial, relevant, & accurate evidence, and 3) include a response with a strong structure and a logical flow. The rubric is listed in the syllabus and under each Module's discussion forum.

25.00%	Quizzes	There will be a quiz for each module. Quiz questions will be based on the assigned reading. Quizzes will be multiple choice and true/false.
25.00%	Writing Assignments	Writing assignments are assessed using a rubric. Each of the writing assignments will vary for each module depending on the content covered for that week in class. For some assignments, students will create a music video treatment and deck. Other assignments will ask students to write a script and storyboard their public service announcement (PSA). Each writing assignment is worth 20 points.
20.00%	Media Projects	Students will produce four media projects, which will be assessed using a rubric. The media projects will be digitally recording using their camera phones or DSLR/video cameras. Students will use a consumer software readily available on the PC or Apple operating systems to edit their projects for presentation. Students may earn up to 25 points for each media project.
10.00%	Midterm and Final Exam	Exams may include image identification, short answer, multiple choice, true false, and matching questions. Exams will include 50-100 questions.

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.)

An instructor would need to be trained for teaching online. For example, an instructor could take the @One training course, as well as attend workshops at SMC, consult with other faculty, and participate in distance education activities offered, such as the peer review of course shells.

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 course links to Canvas support (the technical support phone number and the link to submit an online form), the SMC Distance Ed page, the Smart-Thinking Online Tutoring program, and other services offered at SMC, such as the Disability Office, the bookstore, and the Center for Wellness, etc. All of this information is also included in the syllabus. Some information, such as technical support, are listed in numerous places on Canvas (such as the home page, at the end of assignment instructions, in the FAQ page, etc), so students can always find that information.

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 will ensure access for students with disabilities. All video will be captioned, all PowerPoints and Word documents will be accessible, all photos on Canvas will include a description that can be read by screen readers.

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.).

One course objective is to "Write a 30-second voice over script." First, students will be assigned readings, which define and gives examples of PSA's. Next, students will respond to a discussion prompt given by the instructor in a threaded discussion. For the discussion prompt, students will be asked to view and analyze an audio and video version of the same PSA. They will compare selection of music beds, graphics, voiceovers, messaging and closing call-to-action. They will compare and contrast how the PSA conveyed the same message for the eyes and ears. Students will post their analysis, and then students would respond to each other in the discussion forum. In addition to the threaded discussion, students will decide on a topic for their (PSA) and write a 30-second voice over A/V script for this project. The completed written assignment will be submitted to LMS under assignments.

Santa Monica College
Distance Education: MATHEMATICS 54, Elementary Statistics

Units	4.00
Total Instructional Hours (usually 18 per unit):	72.00
Hours per week (full semester equivalent) in Lecture:	4.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours	144.00

Date Submitted:	October 2019
Transferability:	Transfers to CSU, UC
IGETC Area:	• 2A: Mathematic
CSU GE Area:	• B4 - Mathematics/Quantitative Thinking
SMC GE Area:	• Area IV-B: Language and Rationality (Group B)
Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	MATH 20 or MATH 18 or MATH 49 or MATH 50

I. Catalog Description

This course covers concepts and procedures of descriptive statistics, elementary probability theory and inferential statistics. Course content includes: summarizing data; computation and interpretation of descriptive statistics;; classical probability theory; probability distributions; binomial, normal, T, Chi-square and F distributions; making inferences; decisions and predictions. This course develops, analyzes, and interprets confidence intervals for population parameters, hypothesis testing for both one and two populations, correlation and regression, ANOVA, and test for independence. This course develops statistical thinking through the study of applications in variety of disciplines. The use of a statistical/graphing calculator and/or statistical analysis software is integrated into 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. Statistics Informed Decisions Using Data, 4th, M. Sullivan III, Pearson © 2013, ISBN: 0321757270;

III. Course Objectives

Upon completion of this course, the student will be able to:
1. Summarize and interpret data.
2. Identify the standard methods of obtaining data and identify advantages and disadvantages of each.
3. Analyze and interpret graphical presentations of data.
4. Find and interpret measures of central tendency and dispersion
5. Solve basic probability problems
6. Analyze and interpret probability distributions including the discrete binomial distribution and the continuous normal distribution. Calculate the mean and variance for both discrete and continuous distributions
7. Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem.
8. Formulate, test, and interpret the statistical significance of a hypothesis made about one-population parameters including the p-value and type I and type II errors.
9. Formulate, test, and interpret the statistical significance of a hypothesis made about the difference between the means and proportions of two populations, including the p-value and type I and type II errors.
10. Formulate and analyze point and confidence interval estimates for the difference between the means and proportions of two populations.
11. Formulate, test, and interpret a hypothesis of independence between two variables.
12. Formulate, test, and interpret for equality of three or more population means using ANOVA.

13. Find and interpret the correlation between two variables.
14. Find the regression line, interpret associated values in context, and evaluate the goodness of fit of the regression model.
15. Use the calculator and/or statistical analysis software to effectively implement the above objectives.
16. Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life sciences, health science, and education.

IV. Methods of Presentation:

Lecture and Discussion, Projects, Directed Study (independent study and internships), Group Work

V. Course Content

% of Course	Topic
21.00%	Descriptive Statistics: *Summarize data graphically and numerically. Determine measures of central tendency, variation, relative position and levels/scales of measurement.*
8.00%	Probability: *Sample spaces and probability*
21.00%	Probability Distributions: *random variables, expected value, discrete distribution – binomial, continuous distribution – Normal. Sampling and sampling distributions.*
10.00%	Estimation: *Confidence intervals for one sample and two samples for the mean, proportion and standard deviation.*
22.00%	Hypothesis Testing: One and Two Populations: *Perform t-test and chi-square test for one population. Perform, z-test, t-test and f-test for two populations. Apply these techniques to application problems using data from disciplines including business, social sciences, psychology, life sciences, health science, and education. Perform statistical analysis using technology such as SPSS, Microsoft Excel, Minitab, or a graphing calculator.*
7.00%	Correlation and Regression: *Perform statistical analysis using technology such as SPSS, Microsoft Excel, Minitab, or a graphing calculaor*
11.00%	ANOVA, Test for Independence, Non-Parametric Tests *Perform statistical analysis using technology such as SPSS, Microsoft Excel, Minitab, or a graphing calculator.*
100.00%	Total

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

Percentage	Evaluation Method
54 %	Exams/Tests - 3 In-class Exams
30 %	Final exam - In-class Final Exam
13 %	Other - Homework, Quizzes, Discussion, and Class Participation
3 %	Projects
100 %	Total

VII. Sample Assignments:

#1: Use your TI-83/84 calculator and generate two sets of sample data that represent simulated IQ scores, as shown below. IQ Scores of treatment Group: Generate 10 sample values from a normally

distributed population with mean 100 and standard deviation 15. IQ Scores of Placebo Group: Generate 12 sample values from a normally distributed population with mean 100 and standard deviation 15. After generating the two data sets, use a 0.10 significance level to test the claim that the two samples come from populations with the same mean. If this experiment is repeated many times, what is the expected percentage of trials leading to the conclusion that the two population means are different? How does this relate to a type I error? If your generated data should lead to the conclusion that the two population means are different, would this conclusion be correct or incorrect in reality? How do you know?

#2 Demonstration of the Central Limit Theorem: Use a calculator or software to simulate 100 rolls of a die. Select a random generator that produces the whole numbers 1, 2, 3, 4, 5, 6, all randomly selected. Find and record the mean of the 100 results. Repeat the first two steps until 50 sample means have been obtained. Enter the 50 sample means, and then generate a histogram and descriptive statistics for those means. Without actually generating a histogram, what is the approximate shape of the histogram for the 5000 simulated rolls of a die? How does it compare to the histogram found in step d? What is the mean of the 50 sample means? How does it compare to the mean of many rolls of a fair die? What is the standard deviation of the 50 sample means? How does it compare to the standard deviation of outcomes when a single die is rolled a large number of times? Describe how the preceding results demonstrate the central limit theorem.

VIII. Student Learning Outcomes
1. When given a data set, analyze the data set and design a presentation of the information using tables, graphs and statistical calculations.
2. When given sample data, decide on and use appropriate estimation strategies to make inferences about the important characteristics of population data, including the mean, proportion and variation
3. When given sample data, decide on and use an appropriate test to reach conclusions about a hypothesis made about a population parameter.

MATH 54 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**:**
There will be multiple, frequent and on-going communication between the instructor and each student via threaded discussions, email and online chats that occur throughout the course. These communications can be initiated by either the instructor or the student as needed. The instructor will provide on-going feedback, comments, and suggestions to assist and improve student performance. The instructor will also provide instruction and support as needed for course navigation. Further clarification will also be provided regarding content, exams, and assignments.

1b. Interactions: Describe the nature and expected frequency of student-student interactions**:**
Students will participate in student-student interactions using threaded discussions. Using this asynchronous forum, students will be able to communicate with each other throughout the course regarding course material and assignments.

1c. Interactions: Describe the nature and expected frequency of student-content interactions**:**
Students will engage with the content regularly throughout the course. Each chapter will include online supplemental notes, video links, power point presentations and/or detailed examples that will allow the student

to assess their comprehension of the course content before they complete online homework and quizzes. The online assignments will provide immediate feedback to support different student learning styles.

1d. Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Online Lecture	Online PowerPoint presentations with notes and/or reading assignments from an online text along with links to video lectures.	60.00%
Discussion Boards	Students will be required to respond to questions posted both by the instructor and other students.	30.00%
Exams	There will be approximately 10 to 15 online quizzes throughout the term. A few quizzes will be proctored using an online proctoring service such as Protorio, ProctorU, etc. There will be three exams and a cumulative final exam. All four of these exams will be proctored using an online proctoring service. Hybrid: exams will be given on campus.	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 units. Each unit will be broken down into smaller modules. Each module will have introductory material in the form of a PowerPoint presentation and/or a reading assignment from an online text, video presentations/animations, a discussion board and/or a quiz. Towards the end of the term, there will be an individual/group project and student(s) present the project by recording a video and posting it to a discussion board. Hybrid: students will present their project on campus.

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
13.00%	Threaded Discussions, Online Homework, and Online Quizzes	Students will be expected to contribute and respond to questions posted both by the instructor and other students in threaded discussions. Students will be required to complete online homework and online quizzes. Some of the quizzes may be proctored using an online proctoring service.
54.00%	3 Exams	There will be a proctored exam approximately every quarter of the term to assess the understanding of the material covered during that period. These exams will be proctored using an online proctoring service. Hybrid: there will be an exam on campus approximately every quarter of the term to assess the understanding of the material covered during that period.
3.00%	Project	Towards the end of the term, students will work on a project and will do a video presentation and post it to a discussion board. Hybrid: students will do a class presentation on campus.
30.00%	Final Exam	A comprehensive closed-book and closed-notes final exam will be given at the end of term using an online proctoring service. Hybrid: the final will be given at the end of the term on campus.

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.)

The instructor will have familiarity with statistics learning software such as but not limited to MyStatLab, WebAssign, or MyOpenMath, graphing calculators such as TI-84 Plus, and statistical packages such as but not limited to StatCrunch, Minitab, or Excel. Instructors will offer weekly, virtual office hours through videoconferencing during specific hours.

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 online tutoring services such as Smarthinking would be helpful for students who require additional 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.

Online lecture presentations, videos, and assignments will be made accessible through captioning, edits to the documents, and any other appropriate changes. Whenever possible, links to additional materials that are likewise accessible will be chosen; when that is not possible, appropriate alternative accommodations will be made by the instructor.

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.).

Online activity based on objective 10: A data set will be posted in the class discussion board. Students are required to analyze a data set using either a graphing calculator such as TI-84 Plus or a statistical package such as StatCrunch. They need to check all the necessary conditions in order to formulate the confidence interval for the difference of two means. Once the conditions are verified, they determine and interpret the confidence interval. Finally, they post their results and reply to other students' posts on the threaded discussion board for this activity.

Santa Monica College
Deactivation: EDUCATION 1, Careers in Education

Units	3.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	5.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours	180.00

Date Submitted:	October 2019
Transferability:	Transfers to CSU, UC
Degree Applicability:	Credit – Degree Applicable

Rationale
This course has been replaced by EDUC 12.

I. Catalog Description
The course provides an introductory overview of the Early Childhood through 12th grade teaching profession. It will explore the philosophy, history and sociology of the American educational system with an emphasis on elements unique to the state of California. In addition, qualities of effective educators, elements and purposes of a professional portfolio, and critical issues in diverse contemporary classrooms will be addressed. Students will record school site observations that will be archived to a professional e-portfolio. Portfolio training will be provided within the course. Note for schedule of courses: Field work: As part of the course, students will perform 20 hours of observation in local K-12th grade classrooms during the last fourteen weeks of the sixteen week session. Placements in area schools will be arranged with letters of introduction and verification forms prepared by the instructor.

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. Becoming a Teacher, 6th, Parkay, F.W. and Hardcastle, B., Allyn and Bacon, Inc. © 2004;
2. Touch the Future, Teach!, Diaz, C.F.; Pelletier, C.M.; Provenzo, E.F., Allyn and Bacon, Inc. © 2005;
3. Students will be required to read six articles from Education journals; some required and others recommended by the instructor. Students will be asked to utilize American Psychological Association writing rules and to prepare reports in the prescribed format recommended by the instructor.

III. Course Objectives
Upon completion of this course, the student will be able to:
1. Examine key issues and terminology for the various levels of school organization.
2. Select appropriate teaching strategies for the learning styles of a diverse population of Pre-K through 12th grade children.
3. Demonstrate an understanding of the philosophy, history and sociology of Pre-K through 12th grade education.
4. Review and analyze educational journals.
5. Observe a variety of classroom-related experiences to gain an orientation into the "culture" of K-12 classrooms.
6. Observe teaching strategies used in teaching core subjects.
7. Demonstrate their K-12th grade teaching skill compatibility.
8. Demonstrate E-Portfolio skill by archiving a portfolio item.

IV. Methods of Presentation:
Lecture and Discussion, Other (Specify)

Other Methods: •Lectures-Notes upload / articles •Group Activities- Threaded Discussion / Small Group Activities •Videos – Upload to the course

V. Course Content

% of Course	Topic
8.00%	Introduction to Education I and to Each Other: •Class organization and planning for the semester •Overview of education program •History of Education in the U.S. •Financing, Federal Government Issues •Why I think that I will make a good teacher
8.00%	Driving Forces: •County and Local Education Agencies •Unions and Advisory Committees •Modern School Systems Since the 19th Century •Districts, Types of Schools, Compulsory Education
10.00%	Early Childhood Education: •Early childhood experience, Curriculum and Job descriptions •Evaluation and Assessment for ECE
10.00%	Anti-Bias/Multicultural Education: Ethnicity, Gender, and Race: 19th Century Social Change Social Dynamics and Diversity
9.00%	How Learners Learn: •Approaches to Education: Multiple Intelligences, The Progressive Era vs. Traditional Teaching. •Classroom Variables: The Classroom Environment and Educational Reform Tapping the Best of Differing Approaches
10.00%	Elementary School: •Elementary School Experience •Developmental Considerations: Kindergarten-Elementary grades •Teacher Supply in California: Which level is hiring?
8.00%	Modern Day Considerations: •Education in Postwar America: The Human Capital Revolution •Education for Children with Special Needs •The "Least Restrictive Environment" •NCLB: No Child Left Behind
9.00%	Standards: For Teachers/For Students: •Teaching Job Standards •Student Characteristics •Teaching Duties •Grade-level Requirements •Reform: Class-Size
10.00%	Middle School, Junior High, High School: •The Teacher's Work Day •Extra-Curricular Activities •Reform: High School •Educational Standards

8.00%	Educational Politics: •Contract Negotiations •Union Representation •Administrator Associations •Current Issues Affecting Education: Teacher Certification, Reform, Financing, Student Achievement, National Standards and the Federal Role, English Only, Anti-Immigration Sentiment.
10.00%	Demonstrating What You Know: •Oral Presentations on Subject Matter Teaching •Electronic Journal Reports
0.00%	Note: Students will perform a minimum of 20 hours of fieldwork to be arranged with the instructor.
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 - 40
35 %	Oral Presentation - Oral Subject Matter Presentation Written assignment or WIMBA
30 %	Other - Observation Journal 30 Post in Threaded Discussion / DROPBOX. Observation Journal 30 Online Journal / DROPBOX.
15 %	Papers - Subject Matter Paper 5% DROPBOX Self-Assessment Paper 10% DROPBOX
100 %	Total

VII. Sample Assignments:
NA
NA

VIII. Student Learning Outcomes
1. Students will learn the different pathways to becoming a credentialed teacher (Prek-K12) in the state of California, and understand the methodologies and issues relevant to teaching in culturally and linguistically diverse classrooms. Assessed by: Research paper
2. Students will create an electronic portfolio that will contain the following items: 2 analytic write-ups of academic journal articles; 2 observation narratives of selected classrooms; teaching philosophy; professional vitae Assessed by: E-Portfolio

Santa Monica College
Deactivation: EDUCATION 2, The Early Childhood Through 12th Grade Teaching Experience

Units	3.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	5.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours	180.00

Date Submitted:	October 2019
Transferability:	Transfers to CSU, UC
Degree Applicability:	Credit – Degree Applicable

Rationale
This course has been replaced by EDUC 12.

I. Catalog Description
This course builds upon the foundation of Education 1. Students will gain actual tutoring experience with K through 12th graders and document observations of their experiences. Special attention to teaching strategies, observation techniques, and engaging children with diverse learning styles and needs will be emphasized. Examination of personal suitability for the teaching profession, preparation for state teacher exams and transfer to four year institutions to complete teaching credentialing will be discussed. The professional E-portfolio training will be continued from Education 1. Note for schedule of classes regarding fieldwork: In addition to attending the three-hour lecture, students will perform a minimum of 25 hours of fieldwork to be arranged with the instructor. hours for fieldwork in local K-12th grade school classrooms for a minimum of 30 hours total. A TB test will be required.

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. Approaches to Teaching, Fenstermacher, G. and Soltis, J., N.Y. Teachers College Press © 2009;
2. California Commission on Teacher Credentialing , -, California Standards for the Teaching Profession. © 1997;
3. Education II Mentor/Apprentice Packet (A "reader" which will include information regarding how to observe and record carefully, selections from several state curriculum frameworks, and research studies of classroom life. Students will be asked to apply ideas from the "reader" and the required texts in their observations in and reflections on local schools

III. Course Objectives
Upon completion of this course, the student will be able to:
1. Identify the characteristics of effective teaching.
2. Determine and demonstrate appropriate teaching strategies for specific learning styles and disabilities.
3. Propose strategies and resources needed to teach diverse students effectively.
4. Demonstrate knowledge of the California and National Standards for the Teaching Profession.
5. Demonstrate activities for the professional E-Portfolios.
6. Evaluate the appropriate approaches to contemporary problems and issues in the classroom.
7. Formalize a decision regarding multiple versus single subject credentialing.
8. Formalize a plan for passing state required teaching exams.
9. Construct a personal plan for obtaining a California teaching credential, passing state teaching exams and transferring to a teacher credentialing institution.

IV. Methods of Presentation:
Activity, Lecture and Discussion, Other (Specify)

Other Methods: group Activities, Videos, Guest Lectures, Fieldwork visitations

V. Course Content

% of Course	Topic
5.00%	Introduction to Education II and to Each Other: Class organization, field placements and planning for the semester Securing field placement before the third week of class Mentor/SMC student "line-of-site" supervision during fieldwork. Behaviors to expect/appropriate responses to model in K-12 classrooms A Teacher I Have Known: Mentioned and unmentioned teacher characteristics
3.00%	Teaching in U.S. Schools: From Mr. Ditto to Mr. Gradgrind: Is teaching in the U.S. a matter of being well-organized, efficient and orderly? Creativity: To stifle or to encourage?
4.00%	Teaching as Executive Management: The Managerial image of teacher as mentor and the learner as apprentice How much control is too much? Emergent vs. Teacher Centered Curriculum Inclusion regarding diversity and children with special needs
8.00%	Observing, Recording Observations, and Reflecting on Them: What is difficult about observing and participating? Observations and theories you use regarding what is important in classrooms. The value of sharing field notes with classmates. The influence of research and policy on practice and vise versa. Planning an Activity with Your Mentor Teacher's Blessings: Arranging to demonstrate a teaching activity based on the classroom teacher's planned agenda Mentor evaluation of the demonstrated activity Honesty as the best policy: Written reflection of the activity's successes and failures
8.00%	First Impressions: Discussion of first "official" observation in a local school: Seeing everything Similarities between classmate observations regardless of classrooms observed: Teacher role, student role, curriculum, surrounding contexts. E-Portfolio update and renewed training: Planning to enter a demonstrated activity
7.00%	Second Impressions: What Teachers do in the Classroom Essentials to good teaching: The California Commission on Teacher Credentialing Does the teaching embody the recommendations itemized in the Standards? Engaging students: Teacher tone of voice, arrangement of space, routines, behavior management techniques Second Impressions: What Teachers do in the Classroom Essentials to good teaching: The California Commission on Teacher Credentialing Does the teaching embody the recommendations itemized in the Standards? Engaging students: Teacher tone of voice, arrangement of space, routines, behavior management techniques Second Impressions: What Teachers do in the Classroom Essentials to good teaching: The California Commission on Teacher Credentialing Does the teaching embody the recommendations itemized in the Standards? Engaging students: Teacher tone of voice, arrangement of space, routines, behavior management techniques What questions would you like to ask the teacher to clarify your impressions?

8.00%	Discussion of Observations and Participation: What K-12 Students do in the Classroom Observing the entire class, groups of students within the class, individual children, cliques The viewpoint of the teacher: Teacher grouping vs. how children would group themselves The viewpoint of the child: The sub-rosa world of the child operating separately from the teacher's official world Outside of the classroom: The playground Questions you would ask a child
8.00%	Curriculum Approaches: Traditionalist, Constructivist, Personal Relevance Evidence of Emergent, Child-Centered Curriculum
7.00%	The College Student as Student-Teacher The experience of doing an actual activity Archiving items to the E-Portfolio
8.00%	Discussion of Observations: Language Arts The organization of language arts/reading curriculum in the classroom How children know a lesson is about the above Content: phonics, a story, how to write a sentence Teaching the language arts/reading lesson: methods ranging from worksheets to computer exercises Student response to the above and teacher response to the frustrated child Appropriate practices vs. inappropriate practices based on Teaching Reading Archiving E-Portfolio items
8.00%	Discussion of Observations: Science and Math Same as above
6.00%	Discussion of Observations: Social Studies Same as above
7.00%	Discussion of Observations: Physical Education and the Arts Same as the above Final archiving of E-Portfolio items
4.00%	The Classroom "World" and the School The "wider school": how it shapes classrooms and is shaped by them Discussion of classrooms as holistic ecologies rather than as separate components.
9.00%	Demonstration of E-Portfolio results Field Work Experience
100.00%	Total

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

VII. Sample Assignments:
Students will develop a Professional Library & Professional Website Bookmark; these summaries are included in the professional E-Portfolio which allows a potential employer to see the extent of their knowledge and ability to utilize resources. Each student is responsible for researching and preparing a PowerPoint presentation on a local teacher preparation program. This exercise exposed students to a myriad of local universities with varying styles of preparing students to become teachers. It is a wonderful prelude to creating a formal map of their journey towards teaching.

VIII. Student Learning Outcomes
1. Students will utilize 3 different tools to observe children's behaviors in a classroom setting.
   Assessed by: Written summary comparing the 3 different tools used during the observations.

Front Desk Receptionist
Certificate of Completion (Noncredit)

This certificate of completion will provide students with basic computer and Internet skills. Students will demonstrate proficiency in using basic Windows and Microsoft Office Online applications. Students will apply interpersonal customer services techniques in an office environment needed in hospitality, health, sales and service industries. Upon the completion of this certificate, students can apply for positions such as front desk receptionist, customer service associate, receptionist, and front desk coordinator.

Program Learning Outcomes:

Upon completion of the program, students will demonstrate proficiency in using basic Windows features, Microsoft Office Online applications, and basic Internet skills.

Upon completion of the program, students will apply interpersonal and customer service techniques in an office environment.

Area of Emphasis

BUS NC 911 - Customer Services 1
CIS NC 902 - Basic Computer Skills
CIS NC 903 - Fundamentals of Microsoft Office

Narrative for Certificate of Completion in
Front Desk Receptionist

1. Program Goals:

This program is consistent with SMC's Mission to assist students in the development of skills needed to succeed in college and prepare students for careers in hospitality, health, sales and service industries. Students completing the noncredit short-term vocational or workforce preparation certificate may qualify for entry into the careers below or pursue credit study.

This program prepares students for the following occupations:

- Front Desk Receptionist,
- Customer Service Associate,
- Receptionist,
- Front Desk Coordinator

Program Learning Outcomes, **including Occupational Competencies:**

1. *Upon completion of the program, students will demonstrate proficiency in using basic Windows features, Microsoft Office Online applications, and basic Internet skills.*
2. *Upon completion of the program, students will apply interpersonal and customer service techniques in an office environment.*

Estimated Cost of Program Materials and Equipment:

Books: $ 150

Students needs a computer with Windows 10 Operating Systems

2. Catalog Description:
This certificate of completion will provide students with basic computer and Internet skills. Students will demonstrate proficiency in using basic Windows and Microsoft Office Online applications. Students will apply interpersonal customer services techniques in an office environment needed in hospitality, health, sales and service industries. Upon the completion of this certificate, students can apply for positions such as front desk receptionist, customer service associate, receptionist, and front desk coordinator.

Program Learning Outcomes, **including Occupational Competencies:**

1. *Upon completion of the program, students will demonstrate proficiency in using basic Windows features, Microsoft Office Online applications, and basic Internet skills.*
2. *Upon completion of the program, students will apply interpersonal and customer service techniques in an office environment.*

Condensed from instructions in the **Program and Course Approval Handbook, 5th Edition Appendix G p. 225-228**

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This program prepares students for the following occupations:

- Front Desk Receptionist,
- Customer Service Associate,
- Receptionist,
- Front Desk Coordinator

The Front Desk Receptionist is an entry-level position for individuals with no previous working experience.

3. Program Requirements:

To earn the Certificate of Completion in *Front Desk Receptionist*, students must successfully complete the following courses:

Dept Name/#	Full Name	Minimum Hours
CIS NC 902	Basic Computer Skills	27
CIS NC 903	Fundamentals of Microsoft Office	27
BUS NC 911	Customer Service Level 1	18

It is recommended that students complete the courses in the following order:

1.	CIS NC 902
2.	CIS NC 903
3.	BUS NC 911

4. Master Planning

This program is consistent with SMC's Mission to assist students in the development of skills needed to succeed in college and prepare students for careers in hospitality, health, sales and service industries and is part of the College's current career technical initiatives supported and integrated via the Strong Workforce and Adult Education Block Grant (AEBG) programs.

This Certificate of Completion promotes commitment to lifelong learning among students and the community it serves. The College's mission is to support students learning and to contribute to the local and global community as they develop an understanding of their relationship to diverse social, cultural, political, economic, technological, and natural environments.

The average hourly rate of a receptionist in Santa Monica is between $14 to $19 (statistics per Indeed.com). The average annual salary range is from $31,468 to $41,987. The Computer Science and Information System department at Santa Monica College has been working with local industry advisors to create and maintain effective curriculum that represents the needs and standards of the current industry. Employers in the areas of hospitality, health, sales and services industries will be able to hire these students who will have basis computer skills, as well as, customer services skills needed in these industries. A few employers in the Santa Monica area reviewed our proposed curriculum and felt these skills are needed for the Front Desk Receptionist position.

Condensed from instructions in the **Program and Course Approval Handbook, 5th Edition Appendix G p. 225-228**