SANTA MONICA COLLEGE
ACADEMIC SENATE

1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Agenda
Wednesday, June 2, 2021, 3:00 p.m.
Zoom Meeting:
Join from PC, Mac, Linux, iOS or Android: https://cccconfer.zoom.us/j/94160834427

Or iPhone one-tap (US Toll): +16699006833,94160834427# or +13462487799,94160834427#

Or Telephone:
Dial:
+1 669 900 6833 (US Toll)
+1 346 248 7799 (US Toll)
+1 253 215 8782 (US Toll)
+1 301 715 8592 (US Toll)
+1 312 626 6799 (US Toll)
+1 646 876 9923 (US Toll)
Meeting ID: 941 6083 4427
International numbers available: https://cccconfer.zoom.us/u/acgqZgFhks

Or Skype for Business (Lync):
SIP:94160834427@lync.zoom.us

Members:

Dana Nasser, *Chair*	Aurélie Chevant-Aksoy	Jacqueline Monge	Briana Simmons
Jason Beardsley, *Vice Chair*	Sheila Cordova	Estela Narrie	Lydia Strong
Brenda Antrim	Guido Davis Del Piccolo	Yvonne Ortega	Esau Tovar
Heather Bennett	Sharlene Joachim	Quyen Phung	Audra Wells
Fariba Bolandhemat	Emin Menachekanian	Patricia Ramos	Caden Gicking (A.S.)
Susan Caggiano	Jennifer Merlic	Scott Silverman	

Interested Parties:

Stephanie Amerian	Kiersten Elliott	Laura Manson	Estela Ruezga
Maria Bonin	Tracie Hunter	Stacy Neal	Tammara Whitaker
Dione Carter	Maral Hyeler	Patricia Ramos	A.S. President
Rachel Demski			

Ex-Officio Members:
Nathaniel Donahue

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

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

VI. Information Items

VII. Action Items

(Courses: Distance Education)

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

VIII. New Business
- Modification of SMC General Education Pattern, Area 4.. 116
  - Group B, Option 1: Add "Math 1, 1B, or 1C (if Math 18, 20, or 50 level satisfied)"
  - Group B, Option 2: Removed, due to requirement to "Pass Math Proficiency Test", which is no longer offered

IX. Old Business

X.   Adjournment

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

SANTA MONICA COLLEGE
ACADEMIC SENATE

1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Minutes
Wednesday, May 19, 2021, 3:00 p.m.
Zoom Meeting

Members Present:

Dana Nasser, *Chair*	Susan Caggiano	Jennifer Merlic	Patricia Ramos
Jason Beardsley, *Vice Chair*	Sheila Cordova	Jacqueline Monge	Briana Simmons
Brenda Antrim	Guido Davis Del Piccolo	Estela Narrie	Lydia Strong
Heather Bennett	Sharlene Joachim	Yvonne Ortega	Esau Tovar
Fariba Bolandhemat	Emin Menachekanian	Quyen Phung	Audra Wells

Members Absent:

Aurélie Chevant-Aksoy	Scott Silverman	Caden Gicking (A.S.)

Others Present:

Joelle Adams	Rachel Demski	Colleen McGraw	Dr. Carolyn Washington

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

I. Call to Order and Approval of Agenda
The meeting was called to order at 3:07 pm. Motion to approve the agenda with revision to remove ART 10B (VII. h.) from consideration at the department's request.
Motion made by: Estela Narrie; **Seconded by:** Jason Beardsley
The motion passed unanimously.

II. Public Comments
None

III. Announcements
Estela Narrie announced we got our CSUGE and IGETC decisions back. Estela will be sharing the list soon. The courses submitted for the new CSUGE Area F: Ethnic Studies were denied. The majority of courses at community colleges throughout the state were denied. We're in conversation with CSU, discipline faculty, and the Ethnic Studies task force. We'll provide updates as we have more information.

IV. Approval of Minutes
Motion to approve the minutes of May 5 with no revisions.
Motion made by: Susan Caggiano; **Seconded by:** Audra Wells
The motion passed unanimously.

V. Chair's Report
The Chair reminded the Committee that June 2nd is that last meeting of the semester. She thanked the Committee Members for their dedication and participation in the committee over the last year.

VI. Information Items

1. Redesign of the Student Experience
   No news or updates to share at today's meeting.

2. Distance Education Modalities Discussion
Today's discussion isn't looking for answers, we're previewing defining synchronous vs. asynchronous with regards to approving and scheduling courses in a Distance Education modality.

If we have a new modality, do we need a new Distance Education application, approval process, and considerations?

After this last year everyone is familiar with the DE approval process. It all connects back to Title 5 and the California Code of Regulations, which defines the way in which DE courses should be conducted, broadly speaking, in order to distinguish them from correspondence courses. We as an institution have to ensure we're meeting the standard for substantive education, which is linked to federal guidelines in terms of financial aid, and what the federal government will and won't support – students having regular contact with the instructor, content, and one another.

This resolution from the Distance Education committee came out of the current context we're in, and specifically some disciplines wanting to continue that synchronous teaching. Also, we want to broaden our understanding of distance education while maintaining effective instruction for our students. The current resolution asks that the community broaden our understanding of distance education; it was left broad as those definitions can change and evolve. However, there's also an understanding that we'll need to get into specifics when figuring out the logistics of what this looks like, and how it works (ex: forms, approval processes, etc.)

The resolution went to the Academic Senate Executive Committee once, and has been shared with Department Chairs. In addition to the resolution, we're also coming up with best practices. The Distance Education Committee wants to support the process – what is the impact on the Curriculum Committee to help synchronous DE become a reality? The Distance Education Committee has also asked Institutional Research to begin collecting data on the various modalities.

Up until this point, distance education has been a very specific term and has meant asynchronous teaching. It was to support students who had scheduling barriers, and it seemed DE students wouldn't have an interest in synchronous teaching, but the pandemic has changed that. We're coming out of the pandemic with different demands.

Questions/Ideas:
- Could we have an addendum to the DE application for courses already approved for fully online, to add on "synchronous" as an additional component to the existing approval?
- Question whether synchronous vs. asynchronous is in the committee's purview. The scheduled vs. unscheduled is handled at the Department/Chair level currently. However, the committee has historically viewed DE applications through the lens of "asynchronous only."
- Does the curriculum committee want to change the DE application?

(Non-Substantial Changes)
3. CHEM 10 Introductory General Chemistry
4. COUNS 12 Exploring Careers and College Majors
5. KIN PE 58A Beginning Yoga
6. KIN PE 58B Intermediate Yoga
7. KIN PE 58C Advanced Yoga

VII. Action Items

(Consent Agenda: Program Maps)
a. Business Administration AS-T – Revised Map
b. Dance AA – Revised Map
c. English Transfer Map
Motion to approve the consent agenda of Program Maps with no revisions.
Motion made by: Estela Narrie; **Seconded by:** Quyen Phung

The motion passed unanimously.

(Courses: New)

d. HEALTH 985 Nurse Assistant Pre-Certification Foundational Training (Prerequisite: Admission to the Nurse Assistant/Home Health Aide Pre-certification Program, Corequisite: HEALTH 986)
Motion to approve HEALTH 985 (VII. d.) and HEALTH 986 (VII. e.) as a block with no revisions.
Motion made by: Jason Beardsley; **Seconded by:** Heather Bennett
The motion passed unanimously.

Motion to approve HEALTH 985 (VII. d.) and HEALTH 986 (VII. e.) prerequisite of "Admission to the Nurse Assistant/Home Health Aide Pre-certification Program" and corequisites (HEALTH 985 corequisite of HEALTH 986; HEALTH 986 corequisite of HEALTH 985) as a block with no revisions.
Motion made by: Estela Narrie; **Seconded by:** Briana Simmons
The motion passed unanimously.

e. HEALTH 986 Nurse Assistant Pre-Certification Foundational Clinical Training Lab (Prerequisite: Admission to the Nurse Assistant/Home Health Aide Pre-certification Program, Corequisite: HEALTH 985)
Course, prerequisite, and corequisite passed as a block with HEALTH 985 (VII. d.)

f. HEALTH 987 Home Health Aide Pre-Certification Foundational Training (Prerequisite: HEALTH 985 and HEALTH 986, Corequisite: HEALTH 988)
Motion to approve HEALTH 987 (VII. f.) and HEALTH 988 (VII. g.) with minor revision to course description.
Motion made by: Susan Caggiano; **Seconded by:** Audra Wells
The motion passed unanimously.

Motion to approve HEALTH 987 (VII. f.) and HEALTH 988 (VII. g.) prerequisite of "HEALTH 985 and HEALTH 986" and corequisite (HEALTH 987 corequisite of HEALTH 988; HEALTH 988 corequisite of HEALTH 987) as a block with no revisions.
Motion made by: Estela Narrie; **Seconded by:** Briana Simmons
The motion passed unanimously.

g. HEALTH 988 Home Health Aide Pre-Certification Training Clinical Lab (Prerequisite: HEALTH 985 and HEALTH 986, Corequisite: HEALTH 987)
Course, prerequisite, and corequisite passed as a block with HEALTH 987 (VII. f.)

(Courses: Substantial Changes)

h. ~~ART 10B Design for Life (course name: was "Design II", course description, course content, SLOs)~~

i. MATH 1 Bridge to College Mathematics (adding MATH 50 as an exit level, hours correction)
Motion to approve changes to MATH 1 (VII. i.), MATH 1B (VII. j.), and MATH 1C (VII. k.) as a block with no additional revisions.
Motion made by: Estela Narrie; **Seconded by:** Susan Caggiano
The motion passed unanimously.

j. MATH 1B Bridge to College Mathematics 2 (adding MATH 50 as an exit level, hours correction)
Passed as a block with MATH 1 (VII. i.)

k. MATH 1C Bridge to College Mathematics 3 (adding MATH 50 as an exit level, hours correction)
Passed as a block with MATH 1 (VII. i.)

(Programs: Revisions)

l. Changes to degrees and certificates as a result of courses considered on this agenda.
There were no changes to degrees and certificates as a result of courses considered on this agenda.

VIII. New Business
None

IX. Old Business
None

X. Adjournment
Motion to adjourn the meeting at 4:15 pm.
Motion made by: Susan Caggiano; **Seconded by:** Jason Beardsley
The motion passed unanimously.

2021-2022 IGETC DECISIONS

- ANTHRO 11: Approved Area 5B
- FRENCH 9: Approved Area 3B
- GEOL 7: Denied Area 5A
  - "Course does not appear to focus on teaching the basic concepts of physical sciences. Lack of subtopics and detail in course content. Unable to determine if the course emphasizes experimental methodology, testing of hypotheses, and power of systematic questioning with a focus on teaching basic concepts of physical sciences"
- GEOL 32: Approved Area 5A/5C
- PORTGS 2: Denied Area 3B; Approved Area 6A
  - "The course does not appear to teach students to analyze and appreciate works of philosophical, historical, literary, aesthetic, and cultural importance. Representative works of philosophical, historical, literary, aesthetic, and cultural importance not reflected in content, required readings, or critical thinking assignments."

2021-2022 CSUGE DECISIONS

- ANTHRO 11: Approved Area B2
- FRENCH 9: Approved Area C2
- GEOL 7: Denied Area B1
  - Not evident that this is a science course. Physical Sciences courses for CSU GE Breadth should emphasize the perspectives, concepts, principles, theories, and methodologies of the scientific discipline. Students develop knowledge of scientific theories, concepts, and data about living or non-living systems.
- GEOL 32: Approved Area B1/B3
- HEALTH 20: Denied Area E
  - "This CSU GE Breadth requirement is designed to equip learners for lifelong understanding and development of themselves as integrated physiological, social, and psychological beings. The COR is so brief that the reviewer cannot determine that these elements are sufficient for approval for Area E."
- HEALTH 21: Denied Area D; Approved Area E
  - "The course does not appear to lead to a broader understanding of the principles, methodologies, value systems, and ethics employed in social scientific inquiry. Unable to determine level of social scientific inquiry from content (no sub topics) and critical thinking assignments."
- KIN PE 56C: Approved Area E
- KIN PE 56D: Approved Area E

CSUGE Area F: Denied

The course does not meet at least 3 of the 5 CSU Area F core competencies. If discipline faculty deem it appropriate, please revise course objectives to incorporate at least 3 CSU Ethnic Studies core competencies or add Student Learning Outcomes (SLOs) that align with the core competencies (see CSU GE Breadth Requirements).

- AHIS 71/ETH ST 71
- AHIS 72/ETH ST 72
- BUS 51/ETH ST 51
- COM ST 20/ETH ST 20
- COM ST 37/ETH ST 37

- DANCE 2/ETHST 12
- ENGL 9/ETH ST 19
- ENGL 34/ETH ST 39
- ENGL 41/ETH ST 44
- ENGL 53/ETH ST 53
- FILM 7/ETH ST 17
- HIST 10/ETH ST 10
- HIST 16/ETH ST 16
- HIST 42/ETH ST 42
- HIST 43/ETH ST 43
- HIST 62/ETH ST 62
- MEDIA 10/ETH ST 14
- MUSIC 33/ETH ST 33
- MUSIC 36/ETH ST 36
- MUSIC 37/ ETH ST 38
- NUTR 7/ETH ST 18
- POL SC 21/ETH ST 21
- SOCIOL 30/ETH ST 30
- SOCIOL 31/ETH ST 31
- SOCIOL 32/ETH ST 32
- SOCIOL 34/ETH ST 34

	Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such)	Priority order of PR or RE course(s) within each semester (used to develop a part-time student ed plan)	Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY	Satisfies GE Area and/or GC (specify area)	"Gateway" course? (based on definition)	# of Units	TOTAL weekly hours (full semester)	Course Advisory (must be in map prior); do NOT include "eligibility for English 1"	Course Prerequisites (P), Corequisite (C) (must be included in proper sequence)	Intersession Option? - YES -- (MAX of 8 units)	REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET
	ART AA							**SMC GE**			
SEMESTER 1	ART 20A	1	PR / GE	III	YES	3	9			YES	
	ART 10A	2	PR		YES	3	9				
	ENGL 1		GE	IV A		3	9				
	COUNS 20		EL			3	9			YES	
	MATH		GE	IV B		3	9				
	TOTAL Semester 1					**15**	**45**				
SEMESTER 2	ART 13	1	PR			3	9				
	RE (ANY AHIS)	2	RE			3	9			YES	Dept recommends AHIS 2 for both AAT Art History and AAT Studio Art
	GE		GE	II A / GC		3	9			YES	
	EL		EL			3	9				
	EL		EL			3	9				Recommend ENGL 2 for transfer options
	TOTAL Semester 2					**15**	**45**				
SEMESTER 3	RE (ANY ART)	1	RE			3	9	ART 20A		YES	Dept recommends ART 21A
	RE (ANY ART or AHIS)	2	RE	`		3	9				Consider AHIS 5, 17 or 18 for both AAT Art History and AAT Studio Art
	GE		GE	I		3	9				
	GE		GE	II B / GC		3	9			YES	
	EL		EL			3	9				Consider transfer requirements
	TOTAL Semester 3					**15**	**45**				
SEMESTER 4	EL		EL			3	9				Consider transfer requirements
	EL		EL			3	9				Consider transfer requirements
	EL		EL			3	9				Consider transfer requirements
	EL		EL			3	9				Consider transfer requirements
	EL		EL			3	9				Consider transfer requirements
	TOTAL Semester 4					**15**	**45**				

This course sequence (program map) is for COUNSELOR USE ONLY. It is meant to assist in the preparation of student educational plans. Do NOT distribute this document to students.

New Course: ACCOUNTING 40A, Data Analytics for Accounting

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit - Degree Applicable
Proposed Start:	Spring 2022
TOP/SAM Code:	050200 - Accounting / C - Clearly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Accounting
Program Impact:	Proposed for inclusion in an existing degree or certificate - Accounting AS - CPA Track Certificate of Achievement

Rationale

Data analytics is now part of every accounting job due to the reliance and wide-spread use of accounting software systems. In addition, due to the changes in the accounting industry, data analytics is now a required part of the CPA exam (certified public accountant). Accountants are required to use their accounting knowledge to identify accounting questions that need to be answered, identify the data that can assist in answering their question(s), extract the accounting data and interpret the accounting data results with the ultimately goal of using that data to answer accounting questions. This course will teach accounting students how to answer accounting questions using accounting data. The target student populations for this course are accounting students that are planning to major in accounting and upper division accounting students that take our courses to prep for the CPA (certified public accountant) exam.

I. Catalog Description

This course introduces students to data analytics for an accounting professional. This course will teach students how to answer accounting questions by accessing accounting data, extracting accounting data, visualizing the data and how to communicate the results with others. Students will learn the IMPACT model for structuring data analysis. The primary methods for extracting data will center on data requests using system reports, SQL and XBRL. The primary tools for analyzing the data will be Excel and Tableau.

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>Data Analytics for Accounting</u>, 2nd, Vernon Richardson and Katie Terrell and Ryan Teeter, McGraw Hill © 2021

III. Course Objectives

Upon completion of this course, the student will be able to:
1. Introduce students to the use of data analytics in accounting and the IMPACT model for accounting data analysis.
2. Learn the main categories of data analytics and the types of analysis within each category.
3. Learn how to access, extract, transform and load accounting data to prepare data for analysis
4. Define accounting questions/problems and identify accounting data to extract for analysis.
5. Learn how to extract, analyze and interpret accounting data to answer previously defined questions.
6. Learn how to visualize and communicate the results of your data analysis
7. Generating Accounting Key Performance Indicators for Ongoing Tracking and Analysis

IV. Methods of Presentation:

Distance Education, Lecture and Discussion, Projects, Group Work, Discussion, Online instructor-provided resources

V. **Course Content**

% of Course	Topic
10.000%	Introduction to Data Analytics for Accounting and IMPACT Model
10.000%	Extract, Transform and Load Data
35.000%	Analyze Accounting Data
10.000%	Building Excel and Tableau Charts and Dashboards
35.000%	Visualize and Communicate Results
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
30%	Homework
20%	Quizzes
30%	Projects
20%	Class Participation
100%	Total

VII. **Sample Assignments:**
LendingClub : Students will download and consider the data for loans from LendingClub for all loans that were funded. They will be asked to analyze loan applicant data to determine what analysis model is most useful in predicting which applicants will be approved or rejected.

Dillards: Access Dillards store data and answer questions like what stores had the highest revenue in the US, what state had the highest revenue, how many stores does Dillards have in the US and what is the total revenue for all stores. Students will use Excel to download and analyze the data.

Procure to Pay days outstanding: Analyze data in the procure to pay process files to determine how long a company is taking to pay it's invoices

Balanced Scorecard: Create a balanced scorecard in Tableau. Identify which KPIs you would use to evaluate sales financial performance, customer relationships, and process efficiency and create visualizations and combine them into a dashboard for ongoing analysis and monitoring.

VIII. **Student Learning Outcomes:**
1. Utilize the IMPACT model for analyzing accounting data
2. Extract and transform accounting data using SQL, Excel, and Google Sheets
3. Analyze accounting data by using Excel and Tableau
4. Visualize and communicate results of their accounting analysis using Excel and Tableau
5. Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in accounting and their personal lives

ACCTG 40A Distance Education Application

☑ Online/Classroom Hybrid (not a delivery option when campus is closed)
☑ Fully Online

1a. Instructor - Student Interaction:

The instructor-student interaction will be based on (1) commenting on discussions, (2) posting frequent class announcements, (3) providing feedback on grades, (4) assisting students via email.

1b. Student - Student Interaction:
Student-student interaction will be based on (1) commenting on each other's discussion answers/posts, (2) reviewing each other's assignments, (3) working together through group projects.

1c. Student - Content Interaction:
Student-content interaction will be based on the following: (1) an online management system (i.e. Canvas) to post and deliver content material, (2) discussion boards to discuss content, (3) lecture videos to communicate material content, (4) publisher's online platform to apply content (i.e. homework, quizzes and projects) and (4) e-books for focused content.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Discussion Boards	Discussions on material content via online platform (i.e. Canvas). Students will post an answer to a discussion question, and other students will reply or add to the thread with their own submission. The instructor will provide discussion feedback throughout the period that the discussion is open and then provide additional feedback after the discussion assignment window is closed.	25.00%
Online Lecture	Series of topic lecture videos presenting course materials and concepts, including illustrations on computations that students need to master the homework, quizzes and projects.	35.00%
Project Presentation	Individual and group projects will be conducted using online platforms. Students will present their projects to the class.	25.00%
Exams	Exams and quizzes based on course material covered in class.	15.00%

2. Organization of Content:
The course content will be delivered via online platform (i.e. Canvas). The content will be organized into weekly topic modules and each module will explain the course objectives and student outcomes. Furthermore, the modules will be broken down into folders to indicate the covered material and assignments (homework and or quiz) due dates.

3. Assessments:

% of grade	Activity	Assessment Method
30.00%	Homework	Homework will be available each week with specific due dates to pace the work throughout the course. Feedback will be provided on the homework assignments in a timely manner so students can use that feedback on their next assignment. Students will be encouraged to contact the instructor with any questions to keep students engaged in the lessons.
20.00%	Quizzes and Exams	Quizzes and Exams will be administered to assess comprehension of the material. Quizzes and exams will be promptly graded to provide feedback to the student.
30.00%	Projects	Projects will be assigned to each student and/or group. The project will be graded based on performance and accuracy, project delivery and professionalism in presentation. Constructive feedback will be provided.
20.00%	Discussions/Class Contribution	Weekly discussion or other assignments that require submission of a student's thoughts or research on a given data topic will count towards discussions/class contribution. Students will be evaluated on presentation, communication, applied critical thinking and accuracy in answering data questions and timeliness.

4. Instructor's Technical Qualifications:
The instructor must have a full understanding of accounting, accounting data, familiarity with accounting systems and the ability to use data to answer accounting questions. Accounting analytics is an emerging area, so instructors must have specialized training, personnel and technical support in order to deliver this course successfully.

5. Student Support Services:
Students will require the usual support of financial aid, bookstore assistance, counseling and computer/internet access.

6. Accessibility Requirements:
The course will include content and material that allows a student with disabilities to access and succeed in the course.

7. Representative Online Lesson or Activity:
Objective: Learn how to extract, analyze and interpret accounting data to answer previously defined questions.
Lesson: Available as a project assignment in Canvas, students will read the assignment and download and consider the data for loans from LendingClub for all loans that were funded. They will be asked to analyze loan applicant data to determine what analysis model is most useful in predicting which applicants will be approved or rejected.
Tools used for the lesson: After reading the description of the assignment and downloading the data, students can use the following resourcs to help complete the assignment: E-book, Powerpoint summary slides, Demonstration "lecture" videos, online LendingClub data available for download (available through the publisher tools), excel or google sheets (free) for data analysis (either tool will work and it will depend on the student's computer and software that they choose to use),
Submission of assignment: Students will submit their assignment/project by uploading an excel file with 2 tabs. The first tab will contain students commentary and conclusions based on their data analysis and the second tab will include the students data analysis using the LendingClub data. Grades will be based on the accuracy of the students' conclusions and data analysis when compared to the actual loans accepted or rejected by LendingClub.
Assignment Grades and Feedback: Assignments and feedback will be provided in Canvas.

New Course: ACCOUNTING 40B, Auditing Analytics

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit - Degree Applicable
Proposed Start:	Spring 2022
TOP/SAM Code:	050200 - Accounting / C - Clearly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Accounting
Program Impact:	Proposed for inclusion in an existing degree or certificate • Accounting AS • CPA Track Certificate of Achievement

Rationale

Audit analytics is now a required part of the CPA (certified public accountant) exam. The CPA exam requires that students complete extra upper division courses, beyond their degree requirements before they can sit for the exam. One of the recommended courses is audit analytics. The target population for this course is our upper division accounting students that are looking to gain relevant skills that they can apply in their career and/or prepare for the CPA exam.

I. Catalog Description

This course introduces students to the basis of the modern audit and audit data analytics. Students will learn the impact of automation on the audit planning process. In addition, students will learn to assess different types of audit analytical procedures and determine what procedures should be used in the audit. Students will learn to execute their audit testing procedures and interpret the audit data results. Students will learn to identify key performance indicators, and they will create a dashboard to monitor business results. The primary methods for extracting data will center on data requests using system reports, SQL and XBRL. The primary tools for analyzing the data will be Excel and Tableau.

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. Data Analytics for Accounting, 2nd, Vernon Richardson and Katie Terrell and Ryan Teeter , McGraw Hill © 2021

III. Course Objectives

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

1. Introduce students to the modern audit
2. Learn how to build an audit plan
3. Define accounting questions/problems and identify accounting data to extract for analysis
4. Learn how to form a hypothesis for testing
5. Learn what type of test to perform and execute the test by extracting, analyzing and interpreting the accounting data results to answer previously defined questions
6. Learn how to visualize and communicate the results of your data analysis
7. Analyze and build financial statements using XBRL

IV. Methods of Presentation:

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

V. Course Content

% of Course	Topic
10.000%	Introduction to Data Analytics for Audit and the Modern Audit
10.000%	Extract, Transform and Load Data
35.000%	Analyze Accounting Data and Execute Audit Testing
35.000%	Visualize and Communicate Results
10.000%	Build Dashboards
100.000%	Total

VI. Methods of Evaluation

% of Course	Topic
30%	Homework
20%	Class Participation
30%	Projects
20%	Quizzes
100%	Total

VII. Sample Assignments:

Fictitious Suppliers: 1) As you've been reading about fraud, you learned that one common risk is that employees may be tempted to create fictitious suppliers that they use to embezzle money. The premise is simple enough. An employee with access to create master data adds a supplier record for a spouse. She then submits an invoice for "cleaning services" that were never performed and is promptly paid, assuming there isn't good follow-up from the accounts payable department. The employee is smart enough to know that an exact address would raise red flags, so she alters it slightly to avoid detection. Other suspicious addresses may include PO BOX addresses because they can obscure the identify of a fictitious supplier. You know one way to detect this issue is to look for fuzzy matches, and you're eager to show your manager what you know. Download the data in the "Current Audit File" folder and analyze the addresses for fraudulent activity.

Audit Plan: Prepare an audit plan using the DA Audit Working Papers and evaluate the timing and scheduling of audit procedures. In your Audit Automation Summary sheet from Lab 5-5, add two new columns: Auto/Manual to determine whether the process can occur automatically. Frequency, to determine when the task should be performed

Common Size Financial Statements: Select a Fortune 100 company, such as Apple (AAPL) or Nike (NKE) and identify three questions you might want to know about that company's financial performance over the past three years. For example, "What is the trend of operating costs? Form a hypothesis for each of your questions. For example, "I expect Nike's operating costs have gone up." Pull the XBRL data for that company into Google sheets and use iXBRLAnalyst to create common-size financial statements. Compare the results to your hypothesis and comment on the results compared to your hypothesis

VIII. Student Learning Outcomes:

1. Define the modern audit and the 4 categories of data analysis
2. Extract and transform accounting data using SQL, Excel, and Google Sheets
3. Analyze accounting data by using Pivot Tables, Excel, Google Sheets with XBRLanalyst
4. Visualize and communicate results of their accounting analysis using Excel and Powerpoint
5. Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in accounting and their personal lives

ACCTG 40B Distance Education Application

☑ Online/Classroom Hybrid (not a delivery option when campus is closed)
☑ Fully Online

1a. Instructor - Student Interaction:
The instructor-student interaction will be based on (1) commenting on discussions, (2) posting frequent class announcements, (3) providing feedback on grades, (4) assisting students via email.

1b. Student - Student Interaction:
Student-student interaction will be based on (1) commenting on each other's discussion answers/posts, (2) reviewing each other's assignments, (3) working together through projects.

1c. Student - Content Interaction:
Student-content interaction will be based on the following: (1) an online management system (i.e. Canvas) to post and deliver content material, (2) discussion boards to discuss content, (3) lecture videos to communicate material content, (4) publisher's online platform to apply content (i.e. homework, quizzes and projects) and (4) e-books for focused content.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Discussion Boards	Discussions on material content via online platform (i.e. Canvas). Students will post an answer to a discussion question, and other students will reply or add to the thread with their own submission. The instructor will provide discussion feedback throughout the period that the discussion is open and then provide additional feedback after the discussion assignment window is closed	25.00%
Online Lecture	Series of topic lecture videos presenting course materials and concepts, including illustrations on computations that students need to master the homework, quizzes and projects	25.00%
Exams	Exams and quizzes based on course material covered in class	15.00%
Project Presentation	Individual and group projects will be conducted using online platforms. Students will present their projects to the class.	25.00%

2. Organization of Content:
The course content will be delivered via online platform (i.e. Canvas). The content will be organized into weekly topic modules and each module will explain the course objectives and student outcomes. Furthermore, the modules will be broken down into folders to indicate the covered material and assignments (homework and or quiz) due dates.

3. Assessments:

% of grade	Activity	Assessment Method
30.00%	Homework	Homework will be available each week with specific due dates to pace the work throughout the course. Feedback will be provided on the homework assignments in a timely manner so students can use that feedback on their next assignment. Students will be encouraged to contact the instructor with any questions to keep students engaged in the lessons
20.00%	Discussions/Class Contribution	Weekly discussion or other assignments that require submission of a student's thoughts or research on a given data topic will count towards discussions/class contribution. Students will be evaluated on presentation, communication, applied critical thinking and accuracy in answering data questions and timeliness.
30.00%	Projects	Projects will be assigned to each student and/or group. The project will be graded based on performance and accuracy, project delivery and professionalism in presentation. Constructive feedback will be provided
20.00%	Quizzes and/or Exams	Quizzes and Exams will be administered to assess comprehension of the material. Quizzes and exams will be promptly graded to provide feedback to the student

4. Instructor's Technical Qualifications:
The instructor must have a full understanding of audit data, accounting data, familiarity with accounting systems and the ability to use data to answer audit questions. Audit analytics is an emerging area, so instructors must have specialized training, personnel and technical support in order to deliver this course successfully

5. Student Support Services:
Students will require the usual support of financial aid, bookstore assistance, counseling and computer/internet access

6. Accessibility Requirements:
The course will include content and material that allows a student with disabilities to access and succeed in the course.

7. Representative Online Lesson or Activity:
Objective: Learn how to build an audit plan.
Lesson: Prepare an audit plan using the DA Audit Working Papers and evaluate the timing and scheduling of audit procedures. In your Audit Automation Summary sheet from Lab 5-5, add two new columns: Auto/Manual to determine whether the process can occur automatically. Frequency, to determine when the task should be performed.
Location of Assignment: Canvas assignment with link to publisher's platform
Analysis: Performed in the publisher's platform and excel or Google sheets.
Submission type: The assignment is submitted when all steps in the publisher's platform are completed. The assignment syncs with Canvas.

New Course: AUTOMOTIVE TECHNOLOGY 41, Automotive Manual Transmissions and Drive Train Systems

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
Transferability:	Transfers to CSU
Degree Applicability:	Credit - Degree Applicable
Proposed Start:	Spring 2022
TOP/SAM Code:	094800 - Automotive Technology / C - Clearly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Auto Mechanics

Rationale

This course was developed to receive C-ID certification in support of curriculum alignment within the Los Angeles region. We would like to submit this course for C-ID 130X approval.

I. **Catalog Description**

This course examines the fundamental operations and repairs of the automatic manual transmissions and drive train systems. Students will also learn about shop safety and environmental concerns regarding proper oil disposal, related tools and special equipment, and relevant automotive repair industry terms and practices.

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. Automotive Technology (A Systems Approach) , 7, Ejavec/Thompson, Cengage © 2020
2. Automotive Service: Inspection, Maintenance, Repair, 6th, Gilles, Tim, Cengage © 2020

III. **Course Objectives**

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

1. Demonstrate general shop safety procedures.
2. Demonstrate an understanding of the proper handling and disposal of oil.
3. List the types of tools and equipment that are used in diagnosing and testing drive train problems.
4. Analyze how the manual transmission is distinguished from the automatic transmission.
5. Diagram the major components of a manual transmission.
6. Outline the procedures for diagnosing problems with a manual transmission.
7. Describe the common diagnostic procedures taken to address common drive train concerns.
8. Demonstrate an understanding of the rear axle assembly.
9. State the common problems associated with the front and rear axle drive systems and procedures for diagnosis.
10. Identify the major parts of a clutch and the basic operation.
11. Demonstrate an understanding of the causes of clutch slippage and necessary repairs to alleviate the problem.
12. List and diagram the components of a drive shaft assembly.
13. Identify the inspection methods for diagnosing common problems with the drive shaft assembly.
14. Demonstrate the potential repair options for manual transmission problems in accordance with industry practices.

IV. **Methods of Presentation:**

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

V. **Course Content**

% of Course	Topic
5.000%	Orientation, Safety and Environmental Concerns
10.000%	Hand tools, Special Service Tools and Shop Equipment
15.000%	Components of a Manual Transmission/transaxle and Basic Operations
25.000%	Diagnosis, Service and Repair of Manual Transmission/Transaxle
10.000%	Drive Train Systems Components and Operations Generally
3.000%	Front and Rear Axle Drive Systems Basics
7.000%	Diagnosis, Service and Repair of Front and Rear Axle Drive Systems
3.000%	Clutch Basics
7.000%	Diagnosis, Service and Repair of Clutches
3.000%	Drive Shaft Basics
7.000%	Diagnosis, Service and Repair of Drive Shafts
5.000%	Overview of Applicable Repair Industry Terms and Practices
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
20%	Exams/Tests
15%	Class Participation
30%	Class Work: Lab workshops (including personal experiences, observation and participation).
20%	Lab Reports: NATEF/ATECH Lab Sheet Completion
15%	Final exam
100%	Total

VII. **Sample Assignments:**
Assignment #1: Perform internet-based research about the environmental damage that can result from the improper handling and disposal of motor oil, In the two page paper, single spaced, discuss the results of the research and propose a shop safety plan which will outline procedures for proper disposal
Assignment #2: In groups of 4-5 students, describe the steps in diagnosing a manual transmission system problem, and also outline the corresponding recommend repair solutions.

VIII. **Student Learning Outcomes:**
   1. Pass with 70% or more the standardized test created by the ASE (Automotive Service Excellence).
   2. Perform each of the job sheet tasks developed by the NATEF (National Automotive Technician Education Foundation)
   3. Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of the course content to careers in business and automotive technology and their personal lives.

New Course: AUTOMOTIVE TECHNOLOGY 42, Automatic Transmissions and Transaxles

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
Transferability:	Transfers to CSU
Degree Applicability:	Credit - Degree Applicable
Proposed Start:	Spring 2021
TOP/SAM Code:	094800 - Automotive Technology / C - Clearly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Auto Mechanics

Rationale
These courses were developed to receive C-ID certification in support of curriculum alignment within the Los Angeles region. We are asking that this course be submitted for C-ID 120x approval.

I. **Catalog Description**
This is a course which covers the principles, operation, diagnosis, service and repair of automotive transmissions and transaxles. Additional topics include shop safety, environmental concerns and a review of the automotive industry terms and conventions.

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. Automotive Technology (A Systems Approach), 7, Ejavec/Thompson , Cengage © 2020
2. Automotive Service: Inspection, Maintenance, Repair, 6th, Gillis, Tim, Cengage © 2020
3. Modern Automotive Technology, Duffy, James, Cengage © 2017

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Demonstrate an understanding of common safety problems and steps to prevent them.
2. Explain procedures for properly disposing of automotive waste to prevent damage to the environment.
3. Identify the tools that are commonly used in the servicing of transmissions and explain their functions.
4. Demonstrate an understanding of the key parts that make up the automatic transmission.
5. Outline the common causes and corresponding fixes for transmission and transaxle mechanical problems.
6. Diagram the main parts of the drivetrain and their functions.
7. Analyze how the drivetrain interacts with the engine.
8. Explain how to diagnose and service problems related to automatic transmissions, transaxles, and drive trains in accordance with industry conventions and standard of practice.
9. Demonstrate an understanding of key repair industry terms.

IV. **Methods of Presentation:**
Lab, Observation and Demonstration, Lecture and Discussion, Group Work

V. **Course Content**

% of Course	Topic
5.000%	Introduction and Shop Safety
5.000%	Environmental Concerns

10.000%	Hand tools, special service tools and shop equipment
10.000%	Automatic transmissions/Transaxle Components
25.000%	Operations, Diagnosis, Service and Repair of transmissions and Transaxles
10.000%	Drive Train Components
25.000%	Drive train and differential operations, diagnosis, Service and repair.
10.000%	Overview of Automotive repair industry terms and conventions
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
20%	Exams/Tests
15%	Class Participation
30%	Class Work: Lab workshops (including personal learning experiences, observation and participation)
20%	Lab Reports: NATEF/ATECH Lab Sheet Completion
15%	Final exam
100%	Total

VII. **Sample Assignments:**
Assignment #1: In a presentation, demonstrate the differences between a transmission and a drivetrain, including an analysis of their components and functions.
Assignment #2: In groups of 4-5 students, describe the steps in diagnosing a transmission system problem, and also outline the corresponding applicable recommended repairs.

VIII. **Student Learning Outcomes:**
1. Pass with 70% or more the standardized test created by the ASE (Automotive Service Excellence).
2. Perform each of the job sheet tasks developed by the NATEF (National Automotive Technician Education Foundation)
3. Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and automotive technology and their personal lives.

New Course: AUTOMOTIVE TECHNOLOGY 43, Automotive Heating, Ventilation and Air Conditioning

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
Transferability:	Transfers to CSU
Degree Applicability:	Credit - Degree Applicable
Proposed Start:	Spring 2022
TOP/SAM Code:	094800 - Automotive Technology / C - Clearly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Auto Mechanics

Rationale
This course was developed to receive C-ID certification in support of curriculum alignment within the Los Angeles region. We are seeking to have this course approved for C-ID 170X.

I. **Catalog Description**
This is a course which covers the theory, diagnosis, service and repair of automotive, heating, ventilation and air conditioning systems. Other topics include related environmental concerns as well as an overview of relevant regulations and consumer protections.

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. Automotive Technology (A Systems Approach) , 7th, Ejavec/Thompson, Cengage © 2020
   2. Automotive Service: Inspection, Maintenance, Repair, 6th, Gilles, Tim, Cengage © 2020

III. **Course Objectives**
Upon completion of this course, the student will be able to:
   1. Demonstrate an understanding of the basic operations of the heating and air conditioning system.
   2. Explain safety protocols that are put in place to prevent refrigerant related environmental damage.
   3. List the types of Heating, Ventilation and Air Conditioning system (HVAC) tools and equipment that are used in diagnosing and testing.
   4. Diagram the major components in a HVAC system and their functions.
   5. Demonstrate an understanding of the common industry terms and practices related to the operation and repair of the HVAC system.
   6. Identify and Explain the purpose of basic electrical circuits and wiring and their relationship to the HVAC system.
   7. Distinguish between causes of problems to the air conditioning system including those due to refrigerant leaks, faulty compressors, or electrical problems.
   8. Demonstrate an understanding of temperature control issues in the heating and ventilation system.
   9. Outline the steps to take to inspect vehicles for temperature control problems and list potential repair solutions according to industry standards.
   10. List the different types of refrigerants and their advantages and disadvantages.
   11. Demonstrate an understanding of the proper storage of refrigerant.
   12. Analyze the regulations that have been enacted with respect to the proper handling and disposal of refrigerant and identify the safety protocols that can ensure compliance. Demonstrate an understanding of these safety requirements for preparation for the ASE or MACS EPA Freon handling certification.

IV. **Methods of Presentation:**
Lab, Observation and Demonstration, Lecture and Discussion, Group Work

V. **Course Content**

% of Course	Topic
5.000%	Introduction to Automotive Heating, Ventilation and Air Conditioning Systems (HVAC)
5.000%	Safety and Environmental Concerns
5.000%	Hand tools, Special Service Tools and Shop Equipment
10.000%	Components in an HVAC System
10.000%	HVAC Fundamentals and Review of Related Industry Terms and Conventions.
10.000%	Electricity/Electronic Principles for Automotive A/C Systems
15.000%	Air Conditioning System Diagnosis and Repair
15.000%	Heating, Ventilation, and Engine Cooling System Diagnosis and Repair
10.000%	Operating System and Related Controls, diagnosis and repair.
5.000%	Refrigerant Fundamentals
5.000%	Refrigerant Charging, Recovery, Recycling and Handling
5.000%	Consumer Protection and Regulations related to Handling, Servicing of and Disposing of Refrigerant.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
20%	Exams/Tests
15%	Class Participation
30%	Class Work: Lab workshops (including personal learning experiences, observation, and participation)
20%	Lab Reports: NATEF/ATECH Lab Sheet Completion
15%	Final exam
100%	Total

VII. **Sample Assignments:**
Assignment #1: Perform research and then address the following questions: a. How do other systems such as the electrical system cause and/or contribute to HVAC problems? b. Suggest a preventative maintenance plan for problems with the HVAC systems which includes early prevention of problems in related operating systems.
Assignment #2: In groups of 4-5 students, describe the steps in diagnosing an air conditioning system problem, and also outline the corresponding recommended repair solutions.

VIII. **Student Learning Outcomes:**
1. Pass with 70% or more the standardized test created by the ASE (Automotive Service Excellence).
2. Perform each of the job sheet tasks developed by the NATEF (National Automotive Technician Education Foundation)
3. Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and automotive technology and their personal lives.

New Course: AUTOMOTIVE TECHNOLOGY 44, Introduction to Hybrid and Electric Vehicle Technology

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
Transferability:	Transfers to CSU
Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	AUTO 46
Proposed Start:	Spring 2022
TOP/SAM Code:	094800 - Automotive Technology / C - Clearly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Auto Mechanics

Rationale
This course was developed to receive C-ID certification in support of curriculum alignment within the Los Angeles region. This course should be submitted for C-ID.

I. Catalog Description
This is an introductory course which examines the use of hybrid and electric battery power for automobiles. This course also examines the safety procedures for working with high voltage and the overall design and operation of hybrid and electric vehicles. This is a practical hands-on course where students will participate in lab activities relating to shop safety procedures and the diagnosis, maintenance and service of electric powered vehicles.

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. Hybrid and Alternative Fueled Vehicles, Halderman, James, Pearson © 2016
2. Automotive Technology (A Systems Approach), Ejavec/Thompson, Cengage © 2020

III. Course Objectives
Upon completion of this course, the student will be able to:
1. Demonstrate an understanding of the types of hybrid and electric vehicles currently in operation.
2. Explain and demonstrate safety protocols and procedures needed for working with a high voltage system.
3. List the types of main service plug disconnects drive systems.
4. Describe the design and operation of the regenerative braking system.
5. State the types of batteries that are used in hybrid and electric vehicles and their chemical composition.
6. Demonstrate an understanding of how to reference materials such as schematics and workshop manuals to solve battery system problems.
7. Describe the function of a DC to DC converter in an electrical vehicle.
8. Explain the types of monitoring sensors available in a hybrid or electrical vehicle.
9. Describe the function of high voltage wiring harnesses and their role in connecting batteries, motors and invertors.
10. Analyze different hybrid control systems and invertors.
11. Demonstrate an understanding of the operation of the hybrid and electrical vehicle air conditioning system and safety protocols for servicing high-voltage compressors.
12. Demonstrate how to diagnose a basic hybrid or electric fault using standard diagnostic equipment.
13. Illustrate how to perform basic maintenance for hybrid and electric vehicles.
14. Explain the need for alternative fuels and power sources in the future and analyze the potential options.

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

V. Course Content

% of Course	Topic
5.000%	Introduction to Electric Power for Vehicle Transportation
10.000%	High-voltage, NFPA and SAE high-voltage Standards and Safety Guidelines.
5.000%	Main Service Plug Disconnects Drive Systems
15.000%	Hybrid/Electric Vehicle Drive Systems: Design, Operations and Regenerative Braking System
8.000%	Battery Storage Considerations
10.000%	Power Management Systems
10.000%	Types of System Monitoring Sensors
15.000%	Wiring, Cables and Harnesses
10.000%	Hybrid Controllers and Inverters
10.000%	High-Voltage Air Conditioning Compressors Operations and Safety
2.000%	The Future of hybrid and Electric Vehicles.
100.000%	Total

VI. Methods of Evaluation

% of Course	Topic
20%	Exams/Tests
15%	Class Participation
30%	Class Work: Lab workshops (including personal learning experiences, observation and participation)
20%	Lab Reports
15%	Final exam
100%	Total

VII. Sample Assignments:

Sample Assignment #1: Writing Assignment: Perform internet-based research about the dangers of working with high-voltage batteries and compressors, In the two-page paper, single spaced, propose a shop safety plan which will outline procedures for the proper handling, servicing and disposal of the above parts.

Sample Assignment # 2: Group Presentation: In groups of 4-5 students, describe the design and operation of a popular hybrid vehicle and address the common problems and servicing recommendations. You should incorporate how vehicle scan tool data can be utilized in diagnosing issues. The presentation should also include visual aids such as diagrams which help to illustrate the design of the operating system.

VIII. Student Learning Outcomes:

1. Apply and demonstrate battery service on a hybrid vehicle in accordance with safety guidelines.
2. Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and automotive technology and their personal lives.

Prerequisite Checklist and Worksheet: AUTO 44 – Introduction to Hybrid and Electric Vehicle Technology

Prerequisite: AUTO 46 Automotive Electrical Systems

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

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

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

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

	Type 1: Standard Prerequisite (required prerequisite at UC or CSU)
X	Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite. **List schools here: Required by C-ID** **Complete the Prerequisite Worksheet**

ENTRANCE SKILLS FOR **(AUTO 44)**

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

A)	Demonstrate an understanding of the types of hybrid and electric vehicles currently in operation.
B)	Explain safety protocols and procedures for working with a high voltage system.
C)	List the types of main service plug disconnects drive systems.
D)	Describe the design and operation of the regenerative braking system.
E)	State the types of batteries that are used in hybrid and electric vehicles and their chemical composition.
F)	Describe the function of a DC to DC converter in an electrical vehicle.
G)	Explain the types of monitoring sensors available in a hybrid or electrical vehicle.
H)	Describe the function of high voltage wiring harnesses and their role in connecting batteries, motors and invertors.
I)	Analyze different hybrid control systems and invertors.
J)	Demonstrate an understanding of the operation of the hybrid and electrical vehicle air conditioning system and safety protocols for servicing high-voltage compressors.
K)	Explain the need for alternative fuels and power sources in the future and analyze the potential options.

EXIT SKILLS (objectives) FOR **(AUTO 46)**

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

1.	Make parallel and series circuits

modified 09/26/2012

2.	Perform basic tests with a DVOM
3.	Install an ammeter in series and measure electrical flow
4.	Perform battery capacity test and diagnose battery condition
5.	Perform starter draw tests using induction ammeter
6.	Perform an alternator output test and diagnose a charging system
7.	Demonstrate an understanding of different semiconductor functions within a circuit
8.	Test resistance for engine control inputs and outputs
9.	Use handheld scan tools to interface with onboard computers
10.	Use a lab scope to test input and output computer data

		ENTRANCE SKILLS FOR (AUTO 44)										
		A	B	C	D	E	F	G	H	I	J	K
EXIT SKILLS FOR (AUTO 46)	1	X	X	X	X	X	X	X	X	X	X	X
	2	X	X	X	X	X	X	X	X	X	X	X
	3	X	X	X	X	X	X	X	X	X	X	X
	4	X	X	X	X	X	X	X	X	X	X	X
	5	X	X	X	X	X	X	X	X	X	X	X
	6	X	X	X	X	X	X	X	X	X	X	X
	7	X	X	X	X	X	X	X	X	X	X	X
	8	X	X	X	X	X	X	X	X	X	X	X
	9	X	X	X	X	X	X	X	X	X	X	X
	10	X	X	X	X	X	X	X	X	X	X	X

modified 09/26/2012

New Course: BUSINESS 7D, Business Strategies and Social Sustainability

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit - Degree Applicable
Proposed Start:	Spring 2022
TOP/SAM Code:	050100 - Business and Commerce, General / C - Clearly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Business Sustainability Leadership Master's degree also appropriate.
Program Impact:	Proposed for inclusion in an existing degree or certificate • Business AS

Rationale
It is more critical than ever that businesses in the 21st century are focused on generating long-term value for all stakeholders and addressing the challenges we face, which will result in shared prosperity and sustainability for both business and society. This course is long overdue and will serve as a pillar for our program.

I. Catalog Description
This course provides an introduction to the varied elements of social sustainability and examines what role business should play. Socially responsible leadership, Corporate Social Responsibility (CSR), the advancement of diversity, equity, inclusion, innovation, activism and changing policies, social impacts on communities, the world's food systems, global fair trade and impact entrepreneurs will be used to highlight the increasing attention on the need to align of business practices with essential societal needs.

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 Solution Revolution: How Business, Government, and Social Enterprise are Teaming Up to Solve Society's Toughest Problems, William D. Eggers and Paul MacMillan , Harvard Business Review Press © 2013

III. Course Objectives
Upon completion of this course, the student will be able to:
1. Integrate socially responsible goals and initiatives into business organizations' framework.
2. Examine common business themes discovered through researching socially responsible organizations.
3. Building on themes discovered while researching best practices of socially responsible organizations, create a case study that details the implementation of social sustainability practices into a business as usual corporation.
4. Explore a variety of innovative communities' initiatives and how businesses contributed.

IV. Methods of Presentation:
Lecture and Discussion, Discussion, Projects, Field Trips, Visiting Lecturers, Service Learning, Group Work

V. Course Content

% of Course	Topic
25.000%	Introduction to the Social Dimension of Sustainability, Socially Responsible Organizations, Social Contracts and commitment to Diversity, Equity and Inclusion (DEI).

25.000%	Explore the Strategic Social Impact and Global business practices in sustainability. Overview of the Sustainable Development Goals (SDGs) and learn Responsible Management and 21st Century Leadership.
20.000%	Discover who are the Social Entrepreneurs, understand 21st century Leadership and Impact Entrepreneurs.
10.000%	● Responsible innovation ● Product efficacy ● Activism and Changing Industry Practices ● Public-Private sector boundaries
20.000%	● Food systems ● Globalization and Fair trade ● Not in My Back Yard (NIMBY) and the Pollution Dilemma
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
20%	Quizzes
20%	Group Projects
30%	Final Project
30%	Written assignments: Including discussion thread respond and reply in Canvas.
100%	Total

VII. **Sample Assignments:**
Discussion Posts: Discussion post and student replies to analyze social sustainability challenges for businesses and to determine socially responsible solutions.
Group project: Team slide show presentation and case study of common themes determined from studying market leaders in social sustainability.

VIII. **Student Learning Outcomes:**
1. Analyze current leaders in social sustainability to determine leadership motivation and its impact on the corporation which then influences 21st century business (the domino effect).
2. Create a business model for a socially sustainable business.
3. Demonstrate a level of engagement in the subject matter that reveals an understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and your personal life.
4. Synthesize knowledge of the principles of social sustainability efforts at the business level to develop a professional portfolio as a business practitioner/planner/marketer/enthusiast.

BUS 7D Distance Education Application
☑ Online/Classroom Hybrid (not a delivery option when campus is closed)
☑ Fully Online

1a. Instructor - Student Interaction:
The course will begin with a detailed welcome letter which includes pertinent details regarding the course and how the instructor will be in communication with the students. Each week, the instructor will post regular announcements and reminders regarding the assignments that need to be completed. Additionally, content pages will begin each module and will include key information and suggestions for how to approach content. Weekly discussion boards will be posted and the instructor will provide comments, input and feedback just as is done in a traditional classroom environment. Additionally, constructive feedback will be provided on the written assignments and projects in addition to numerical scores. The instructor will promptly respond to communication from students via email and through the Inbox on Canvas or email.

1b. Student - Student Interaction:

Students will engage in weekly discussion board groups where they will be required to reply to at least two students in the class. In the first module, for example, students are asked to introduce themselves and reply to at least two other students in the class. From the beginning, a sense of community is established in the virtual classroom. Throughout the class, they will discuss different case studies and concepts. They will also be able to participate in the "General Questions" discussion board where they can help each other with questions about the course content just as in an on-ground classroom.

1c. Student - Content Interaction:
The course is organized according to the major content headings in the syllabus. For example, the first module lays the foundation for studying the social dimensions of sustainability and defining social responsibility and social contracts of business.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Threaded Discussions	Weekly discussion boards are posted to facilitate student-instructor and student-student interaction on various sustainability topics related to business.	30.00%
Online Lecture	Students will watch a video on a pertinent Sustainability issue such as Corporate Social Responsibility. They will be asked to take notes on the video in preparation for a discussion on this topic. Students are encouraged to post any questions they have about this topic on the "General Questions" discussion board so that the instructor can address them. Students can join in on the discussion.	40.00%
Videos	Sustainable Business TED Talks Students will watch a TED TALK video on Corporate Sustainability, Social sustainability, Community and Stakeholder Engagement for example. They will be asked to take notes on the video in preparation for a discussion on this topic. Students are encouraged to post any questions they have about this topic on the "General Questions" discussion board so that the instructor can address them. Students can join in on the discussion.	10.00%
Written assignments	Students will write at least two essay assignments in the class. Prior to the due dates, students will have the opportunity to pose questions regarding the assignment instructions on the "General Questions" discussion board. These questions will be visible to other students so that everyone can benefit from the answers. Additionally, the instructor will help answer questions individually via email.	20.00%

2. Organization of Content:
The course is organized according to the major content headings in the syllabus. The first module provides an overview of (1) Introduction to the Social Dimensions of Sustainability (2) Strategic Social Impacts and Global Business practices in sustainability (3)Social Entrepreneurs and 21st century leadership.

3. Assessments:

% of grade	Activity	Assessment Method
30.00%	Discussion Board Threads	30%-Discussion Boards - After watching a video or reading the textbook, students answer questions regarding the material. They are graded upon their responsiveness to the questions and support provided for their answers. A grading rubric maybe provided. Feedback is provided via the comments section in the grade book
30.00%	Written Assignments	30%- Homework essays. - Prior to the assignment due dates, the instructor may provide rubrics with grading details. Students will have the opportunity to pose questions on the "General Questions" discussion board where all students can participate.
20.00%	Quizzes	-Two exams at 10% each. - Exams will consist of multiple choice and/or short essay questions. Prior to exams, students are asked to post questions regarding the material on the "General Questions" discussion board. The instructor gives feedback and suggestions for how to succeed on the exam. Feedback is provided on the exams via the comments section in the Grade book
20.00%	Group Project	Students will participate in a group project to analyze where a business is in their social goverance practices.

4. Instructor's Technical Qualifications:
Instructors should have received training on the learning management system in place. They should also be aware of the technical support that is available for faculty. Knowledge of how to ensure that material is accessible is also vital.

5. Student Support Services:
Links to the following services should be provided on Canvas: online tutoring and tutorials for online classes. Students should be informed of the technical support phone number.

6. Accessibility Requirements:
The course will be designed to consider students with disabilities. This includes content pages, files, multi-media, as well as accommodations for those receiving DSPS services. Content pages will include appropriate headings, formatting and color contrast. Multi-media will be captioned and provide accurate transcripts. Reading order is correctly set so that content is presented in the proper sequence for screen readers and other assistive technologies.

7. Representative Online Lesson or Activity:
Develop strategies for a business's operational systems, such as its logistics system or hiring practices, to reflect Sustainable business practices.

After reviewing the above learning objective, students will view a TED TALK or YouTube video that describes Social Sustainability in Business. Following the video viewing, students will participate in a discussion where they provide examples of the Social Responsibility in business best practices.

New Course: BUSINESS 14A, Women in Business

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit – Degree Applicable
Proposed Start:	Spring 2022
TOP/SAM Code:	050100 - Business and Commerce, General / C - Clearly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Business; Law; Management; Marketing
Program Impact:	Proposed for inclusion in an existing degree or certificate • Business AS

Rationale

Many young women today are hesitant to speak up about their strengths and their goals in company meetings and with their supervisors. Many tend to wait to be noticed. Further, young women today do not feel confident in pitching their ideas and finding backing for the projects that they believe would benefit the company or the organization in which they work. Finally, many young women need to learn to assess their value in the job market; how that value will grow with advanced education, training, and experience; and how to negotiating a salary with confidence. Finally, young women today need to learn how to develop a support network in order to achieve their career goals as well as build relationships with mentors and / or senior leaders to serve as role models that guide their career development.

I. Catalog Description

This course will explore the role women play in business management and leadership. It is geared for those interested in building a career in business. Key topics include women in leadership positions and how that relates to communication styles, teamwork, and corporate performance. Students also explore the challenges women face such as the pay gap, difficult people, and "derailment." Finally, students will explore possible career paths of interest focusing on empowering themselves to harness their strengths and to find a mentor in their field as they begin to envision and to build successful careers for themselves.

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. Women and leadership, Rhode, D. L. , Oxford University Press © 2017, ISBN: 9780190614713
2. The myth of the nice girl: Achieving a career you love without becoming a person you hate, Hauser, F. , Houghton Mifflin Harcourt Publishing Company © 2018, ISBN: 9781328832979
3. More than enough, Welteroth, E. , Penguin Books © 2019, ISBN: 9780525561590
4. Leading gracefully, Tallon, M. S. , Highest Path Publisher © 2016, ISBN: 9780996984430

III. Course Objectives

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

1. Define the theories of Leadership in particular in relation to Women in Business
2. Compare and contrast the leadership theories to identify the benefits and drawback of each as they relate to Women in Business
3. Critique the challenges women face in business both in the United States as well as globally.
4. Identify / create solutions for managing these challenges when working in Business
5. Develop a series of steps to take to build a career for themselves in Business
6. Analyze the process of salary negotiations and practice negotiating a salary based on the student's strengths and ability to contribute to the company or organization

7. Analyze the challenges women face in business such as "derailment" and the negative impact of socialization in patriarchal cultures in order to develop an understanding of and specific techniques to overcome the obsticles that they may face during their careers.

IV. **Methods of Presentation:**
Distance Education, Lecture and Discussion, Observation and Demonstration, Discussion, Critique, Projects, Visiting Lecturers, Individualized Instruction, Group Work, Online instructor-provided resources, Service Learning

V. **Course Content**

% of Course	Topic
20.000%	Theories of leadership. Male formulated theories of leadership (the classics) and models of women leadership styles that are reflected both in classical theories and those practice by the young women in today's business environment.
40.000%	Challenges women face in today's global capitialisic business environment that might include the following: challenges developing self-confidence and articulating their ideas in department meetings and to their supervisors; understanding and skillfully navigating the power networks in a company or an organization; bouncing "forward" after major career disappointments; and managing difficult supervisor, colleagues and relationships in general in the business environment.
20.000%	Salary Negotiations: Learning the research on the wage gap for women in general and ethnic backgrounds in particular. Learn how to assess the value a women brings to the business context in general and their value in particular and articulating that value with confidence. Practice negotiating a salary by stressing their accomplishments and skills during the interviewing process.
20.000%	Develop a person plan that maps out the steps to take to build a career in business, including academic degrees, possible industries to work in and companies to work for; possible mentors and how to find a person willing to serve in the mentoring role.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
30%	Final Project: End-of-term research paper that chooses a theory of leadership most meaningful to the students and presents the research on the theory: Where the theory took root, its originator / developer, and the industry where it serves the leader. Example of the specific practices of the chosen theory and the reason the student believes it well serve in her career.
20%	Group Projects: Student group project that takes on one of the challenges women face in their careers such as the wage gap or navigating a male dominated work culture - conducting research on the topic - and creating a PowerPoint presentation that delivers their research in Zoom to the class (or video upload in Canvas).
30%	Exams/Tests: Weekly quizzes that cover the reading assignment for the week.
20%	Other: Discussion forum that address the topics under discussion for the Module: Intial post to respond to a prompt using course related information and appriate intext citation (to practice academic writing skills). Three responses to peers to generate a community within the virtual classroom.
100%	Total

VII. **Sample Assignments:**
Research report on women in leadership: Research projects and reports on topics of interest to the student. Prior to the assignment due dates, the instructor will provide rubrics with grading details. Students will have the opportunity to pose questions on the "General Questions" discussion board where all students can participate.

Discussion Forum Assignment: Discussion Boards - After watching a video or reading the textbook, students answer questions regarding the material. They are graded upon their responsiveness to the questions and support provided for their answers. A grading rubric is provided. Feedback is provided via the comments section in the gradebook. The goal is for students to use the course material in their discussion as well as create a community of learning in the course.

Weekly Quiz: Weekly Quiz that covers the reading for the week as well as the videos for review.

VIII. **Student Learning Outcomes:**
1. Create a personal career plan that tracks action steps for the student. This is a practical road map to use to achieve goals and track progress.
2. Create a written paper on leadership and the student's place in business leadership, including a personal philosophy of leadership that reflects the type of leader the student wishes to be.
3. Apply concepts for negotiating a salary and developing (through practice) a level of self-confidence in order to articulate the student's value in the interviewig process as well as performance reviews.
4. Demonstrate a level of engagement in the subject matter that reveals an understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course contents to careers in business and your personal life.

BUS 14A Distance Education Application

☑ Fully Online

1a. Instructor - Student Interaction:
The course will begin with a detailed welcome letter which includes pertinent details regarding the course and how the instructor will be in communication with the students. Each week, the instructor will post regular announcements and reminders regarding the assignments that need to be completed. Additionally, content pages will begin each module and will include key information and suggestions for how to approach content. Weekly discussion boards will be posted and the instructor will provide comments, input and feedback just as is done in a traditional classroom environment. Additionally, constructive feedback will be provided on the homework essays and exams in addition to numerical scores. The instructor will promptly respond to communication from students via email and through the "General Questions" discussion board.

1b. Student - Student Interaction:
Students will engage in weekly discussion board groups where they will be required to reply to at least two students in the class. In the first module, for example, students are asked to introduce themselves and reply to at least two other students in the class. From the beginning, a sense of community is established in the virtual classroom. Throughout the class, they will discuss different case studies and intellectual property concepts. They will also be able to participate in the "General Questions" discussion board where they can help each other with questions about the course content just as in an on-ground classroom.

1c. Student - Content Interaction:
The course is organized according to the major content headings in the syllabus. For example, the first module lays the foundation by understanding leadership theories and women's place in leadership, both past and present. The content includes the following: specific learning objectives for each module, weekly discussion boards that help students to evaluate students' understanding of the concepts, relevant supplemental course materials such as information offered on how to assess one's value in the job market including one's skills, abilities, and experience and based on that information, skillfully negotiate a salary in a job interview. The above content (course content, discussions, supplemental materials and quizzes) is provided on a weekly basis. Any course that provides a learning experience via distance education must be separately reviewed and approved by the Curriculum Committee. Title 5 regulations define distance learning as instruction in which the instructor and student are separated by distance and interact through the assistance of communications technology. Title 5 regulations also require that the Curriculum Committee solicit the following information and consider it in approving a course to be offered as a distance education experience. The applying department must provide complete, detailed answers with specific illustrations to the questions located on the following pages. This form must be completed for all proposed online courses. Any course providing a distance education experience (wholly online or hybrid) must complete this form. The Curriculum Committee's review process for online course proposals includes guidelines to assure an equivalent educational experience for students. The existing course outline, updated within the past two years, is the basis for the distance education proposal. This Distance Education course is required to be equivalent and comparable to its on-campus version in all but the delivery modality. (Distance education instruction is viewed as an alternative instructional methodology only. Therefore, the existing course outline's expectations and parameters establish the requirements of the course quality for this proposal.) The following questions (along with guidelines) are to assist the course originator in demonstrating that the online interactions are appropriate and equivalent to the traditional course format and as effective as the existing course expectations. FAC 101 offers

distance education creation and pedagogy resources. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under "special courses". If you have further questions, contact Tammara Whitaker, Director, Online Services and Support whitaker_tammara@smc.edu.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Discussion Boards	Student will engage in weekly discussions in order to show an understanding of the course material as well as respond to their peers' insights in the learning community.	20.00%
Videos	Students will view TEDTALKS and other videos that discuss such topics as women in leadership, teamwork, communication, salary negotiations, confronting others skillfully and advocating for one's ideas.	10.00%
Written assignments	Students will conduct research on a topic of their choice and write a formal research paper.	20.00%
Exams	Students will have weekly quizzes that cover the reading for the week.	30.00%
Project Presentation	Students will form teams in which they will research a challenge currently faced by women in business and develop solutions for overcoming the challenge. Students will present their work in a team PowerPoint presentation that they deliver in Zoom.	20.00%

2. Organization of Content:
The course is organized according to the major content headings in the syllabus. The first module provides an overview of Women in Business today with the focus on women in leadership positions. Each Module will address one of the syllabus content specific items to provide students with a foundation of information, skills, and techniques for building a successfully career. To provide consistency and ensure that the quality of instruction is provided, the following format is provided for each module: learning objectives, PowerPoint summary slides, discussion board assignments, links to relevant articles, videos and websites.

3. Assessments:

% of grade	Activity	Assessment Method
25.00%	Threaded Discussions	Weekly discussion boards are posted to facilitate student-instructor and student-student interaction on various relevant issues.
25.00%	Weekly Quizzes	Weekly Quizzes to cover the reading.
20.00%	Team PowerPoint Presentation Delivered in Zoom	Team Research Project that is meaningful to the students' development. PowerPoint slide show and speech. (This can be submitted online in a YouTube video through Canvas if need be.)
30.00%	End-of-Term Research Paper: Leadership Style and Career Plan Road Map:	A multiphase process paper to choose a Leadership Style, identify possible mentors, and construct an "action plan" for carrying out the student's goals.

4. Instructor's Technical Qualifications:
Instructors should have received training on the learning management system in place. They should also be aware of the technical support that is available for faculty. Knowledge of how to ensure that material is accessible is also vital.

5. Student Support Services:
Links to the following services should be provided: online tutoring and tutorials for online classes. Students should be informed of the technical support phone number.

6. Accessibility Requirements:
The course will be designed to consider students with disabilities. This includes content pages, files, multi-media, as well as accommodations for those receiving DSPS services. Content pages will include appropriate headings, formatting and color contrast. Multi-media will be captioned and provide accurate transcripts. Reading order is correctly set so that content is presented in the proper sequence for screen readers and other assistive technologies.

7. Representative Online Lesson or Activity:
Develop confidence in speaking up in meetings and one's authentic voice on the job. Students will conduct research on the hesitancy many young women feel speaking up and contributing their ideas in team meetings and to their supervisor. Student will share their research in a Discussion forum post and then respond to the posts of three peers in the course. Students who choose to participate will have the opportunity to meet in Zoom office hours to practice what they have learned so that their knowledge is put into practice.

New Course: BUSINESS 40A, Introduction to Business Analytics

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit - Degree Applicable
Proposed Start:	Fall 2021
TOP/SAM Code:	050100 - Business and Commerce, General / C - Clearly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Accounting Business
Program Impact:	Proposed for inclusion in an existing degree or certificate • Business AS

Rationale

The rationale to add this class to the curriculum is due to the fact that business analytics is becoming an integral part of business decision. This course is essential to anyone interested in becoming a member of the business environment.

I. **Catalog Description**

This course is an introduction to business analytics, and it is ideal for students who do not have a background in data analytics and would like to know how to apply data driven analytics to make business decisions. A student will learn data analysis skills and tools that will help in any business area such as sales, marketing, operations, and management. This course will emphasize manipulating, analyzing, and visualizing data with the end goal of making better business decisions.

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. Business Analytics, 1, Sanjiv Jaggia and Alison Kelly and Kevin Lertwachara and Leida Chen , McGraw-Hill © 2021, ISBN: 9781260785005

III. **Course Objectives**

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

1. Identify data that can help answer business questions and solve business problems.
2. Extract, manipulate, and analyze business data to draw business insight by utilizing business analytic tools.
3. Create data visualization dashboards to communicate business data results.

IV. **Methods of Presentation:**

Lecture and Discussion, Projects, Group Work

V. **Course Content**

% of Course	Topic
20.000%	Structure business problems and identify datasets for analysis
45.000%	Extract and Analyze Business Data
15.000%	Building Data Dashboards

% of Course	Topic
20.000%	Communicate data results to draw business insight.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
35%	Homework
15%	Quizzes
35%	Projects: No one project will be worth more than 30%.
15%	In Class Writing: Discussions
100%	Total

VII. **Sample Assignments:**
1: Imagine you are a retailer that needs to analyze the business results for sales reps in different regions. Access the database containing sales rep, account, and order data. Query data using SQL to assist with answering the following questions. • How many of the sales reps have more than 5 accounts that they manage? • How many accounts have more than 20 orders? • Which account has the most orders? • Which accounts spent more than 30,000 usd total across all orders? • Which accounts spent less than 1,000 usd total across all orders? • Which account has spent the most with us? • Which account has spent the least with us? • What reps would you recommend for promotion and why? What data supports your conclusion?
2: Elizabeth Burke has received several questions from other PLE managers regarding quality, customer satisfaction, and operational performance. She would like you to summarize some data from the Performance Lawn Equipment Database using statistical tools and analysis: • Frequency distributions and histograms for the data in the Customer Survey worksheet • Descriptive statistical measures for engine pro-duction time in the worksheet Engines • A frequency distribution and histogram for the blade weight samples in the worksheet Blade Weight • The proportion of samples that failed the functional performance test in the worksheet Mower Test • PivotTables that summarize the data and provide useful insights in the worksheet Employee Retention • Correlations among the satisfaction survey variables in the worksheet Purchasing Survey Communicate the results and explain key business insights.

VIII. **Student Learning Outcomes:**
1. Identify essential business data that is relevant to solve business problems.
2. Extract, manipulate and analyze data to create knowledge that leads to informed business decisions by utilizing business analytic tools.
3. Apply data visualization dashboards to communicate business information to stakeholders for the purpose of drawing business insight.
4. Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.

BUS 40A Distance Education Application
☑ Online/Classroom Hybrid (not a delivery option when campus is closed)
☑ Fully Online

1a. Instructor - Student Interaction:
The instructor-student interaction will be based on (1) commenting on weekly threaded discussions, (2) posting frequent class announcements, (3) Proving feedback on grades, and (4) assisting students via email.

1b. Student - Student Interaction:
Student-Student interaction will be based on (1) commenting on each other's discussion answers, (2) reviewing each other's assignments and (3) working together through group projects.

1c. Student - Content Interaction:
Student-Content Interaction will be based on the following uses such as (1) an online management system (i.e. Canvas) to post and deliver content material, (2) discussion boards to discuss content, (2) lecture videos to communicate material content, (3) publisher's online platform to apply content (i.e. homework and quizzes), and (4) e-books for focus content.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Discussion Boards	Weekly discussion on material content via online platform (i.e. Canvas). Students will post an answer to a discussion question, and other students will be required to post a comment on their answers. The instructor will provide a discussion solution after all students had a chance to answer and comment.	25.00%
Project Presentation	Individual and group projects will be conducted using online platforms. Students will present their projects to the class by uploading a powerpoint presentation or video.	25.00%
Online Lecture	Series of topic lecture videos presenting course material and concepts, including illustrations on computations that student need to master to do homework, quizzes and projects.	35.00%
Exams	Midterm and chapter quizzes based on course material covered in class.	15.00%

2. Organization of Content:

The course content will be delivered via online platform (i.e. Canvas). The content will be organized into weekly topic modules, and each module will explain the course objective and student outcomes. Furthermore, the modules will be broken down into folders to indicate the covered material and assignments (homework and/or quiz) due dates.

3. Assessments:

% of grade	Activity	Assessment Method
30.00%	Homework	Homework will be assigned weekly. Each weekly homework will be due on a specific date, and feedback (i.e. grade and comments) will be issued within a week, so students can use the feedback for the next assignment. Students will be encouraged to contact the instructor with any questions to keep students engaged with the lessons.
20.00%	Quizzes	Quizzes will be administered to assess comprehension of material content. These quizzes will be graded promptly and constructive feedback will be provided.
30.00%	Projects	Projects will be issued to each student and/or group. The project will be grade based on project delivery, correctness, and professionalism. Constructive feedback will be provided.
20.00%	Discussions	Weekly discussions will be assigned, and students will be evaluated based on timeliness, correctness and proper written communication.

4. Instructor's Technical Qualifications:

The instructor must have a full understanding of accounting, business and business analytics applications for business decisions. Business analytics is a new area, so instructors must have specialized instructor training, personnel and technical support in order to delivery this course successfully.

5. Student Support Services:

Student support services could help a student by creating online sites to easily connect with departments such as counseling, financial aid, bookstore and library.

6. Accessibility Requirements:

The course will be equipped with content and material that will ensure a student with disabilities the opportunity to succeed in this class.

7. Representative Online Lesson or Activity:

Objective # 1: Develop Excel skills to manipulate, analyze and visualize data in a spreadsheet.

Discussion Board: Develop a multiple regression model with categorical variables that incorporate seasonality for forecasting 2010 housing starts using the 2008 and 2009 data in the Excel file "Housing Starts".

Student Outcome: Using the online discussion board, the student would read the discussion question and proceed to run a multiple regression model in Excel as instructed. After the student is done with the assignment, the student would upload the Excel spreadsheet in the discussion board for grading.

New Course: DANCE 26B, Intermediate Salsa Dance

Units:	2.00
Total Instructional Hours (usually 18 per unit):	72.00
Hours per week (full semester equivalent) in Lecture:	1.00
In-Class Lab:	3.00
Arranged:	0.00
Outside-of-Class Hours:	36.00
Transferability:	Transfers to CSU, UC (pending review)
Degree Applicability:	Credit – Degree Applicable
Skills Advisory(s):	DANCE 26A
Proposed Start:	Spring 2022
TOP/SAM Code:	100800 - Dance / E - Non-Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	List of suggested materials has been given to Librarian
Minimum Qualification:	Dance

Rationale
Currently, our dance program offers only one level of Dance 26 (Beginning Salsa Dance). By creating an Intermediate Salsa Dance, students can continue to learn/develop both beginning and intermediate of Salsa Dance, while having an option to enroll in the right level of the class.

I. Catalog Description
This Intermediate Salsa Dance course immerses students in the movement and music of Latin American social dance and its cultural, historic, and geographic origins. Intermediate levels of dance techniques, musical structure, and terminology are studied along with elements of body placement, style, and characteristics of the form including turning techniques, solo work and partnering. Additionally, intermediate levels of Bachata and Cha-cha-cha dance forms will also be studied in this course.

II. Examples of Appropriate Text or Other Required Reading:
(include all publication dates; for transferable courses at least one text should have been published within the last five years)
1. Spinning Mambo Into Salsa: Caribbean Dance in Global Commerce, McMains, Juliet, Oxford Press © 2015
2. The Invention of Latin American Music: A Transnational History: A Transnational History (Currents in Latin American and Iberian Music), Pablo Palomino, Oxford University Press © 2020

III. Course Objectives
Upon completion of this course, the student will be able to:
1. Describe different forms of Salsa, Bachata, and Cha-cha-cha dance within a cultural context at an intermediate level
2. Discuss the history and geography of the region(s) identified with each dance form
3. Identify and demonstrate differences in musicality of Salsa, Bachata, and Cha-cha-cha dance at an intermediate level
4. Perform elements of movement and comprehend and embody the physical/kinesthetic concepts of Salsa, Bachata, and Cha-cha-cha (including solo and partner work) at an intermediate level
5. Demonstrate the ability to improvise Salsa, Bachata, and Cha-cha-cha movements within social dance settings at an intermediate level
6. Demonstrate different styles and aesthetics inherent in Salsa, Bachata, and Cha-cha-cha dance at an intermediate level

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

V. Course Content

% of Course	Topic
25.000%	Technical elements and movement characteristics of Salsa dance
15.000%	Cultural influences and historic development
15.000%	Terminology, musicality, and the use of instrumentation
5.000%	Dance concert observation and review
25.000%	Dance/choreographic patterns for Salsa, Bachata, and Cha-cha-cha dance forms
15.000%	Body placement and alignment in relation to the dance forms studied;
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
25%	Class Participation
30%	Exams/Tests
20%	Final Performance: In-class performance of movement vocabulary
15%	Written assignments: Dance Concert Review
10%	Papers: Peer review and journal assignments
100%	Total

VII. **Sample Assignments:**
Concert review: Write a live dance concert or video review, describing the overall content of the program, and at least one dance of particular interest. Dance title, choreographer, music title, and composer should be identified. The meaning, theme, and/or traditional origin of the dance should be discussed. The movement style, quality, and compositional design should be described. The effectiveness of production elements (lighting, costuming, etc.) in supporting the intention of the work should be analyzed. A reflection of one's personal response to the dance will complete the assignment

Dance report: Write a report comparing samples of dances on YouTube contrasting styles and approaches from two different salsa choreographers. Attention to style and region of origin should be discussed.

Improvisation: Demonstrate a short, improvised movement study with a partner developed from specific vocabulary presented in class.

VIII. **Student Learning Outcomes:**
1. Demonstrate intermediate level of techniques of Salsa, Bachata, and Cha-cha-cha dance forms as well as physical knowledge of placement and anatomical structure during solo and partner work.
2. Demonstrate artistry through rhythmic phrasing, movement style/characteristics, and individual expressivity. Employ elements of improvisation and awareness of interpersonal connectivity with a partner at an intermediate level.
3. Articulate and document intermediate level knowledge regarding history, terminology, aesthetics, and culture of Salsa, Bachata, and Cha-cha-cha dance.

ADVISORY Checklist and Worksheet: DANCE 26B
Proposed Advisory: Dance 26A

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: Dance 26B
(It is recommended that the student to be able to do or understand the following BEFORE entering the course)

A)	Describe different forms of salsa, bachata, and cha-cha-cha dance within a cultural context
B)	Identify the history and geography of the region(s) identified with each dance form
C)	Identify and demonstrate differences in musicality of salsa, bachata, and cha-cha-cha dance at a beginning level
D)	Perform the basic elements of movement and comprehend the physical/kinesthetic concepts of salsa, bachata, and cha-cha-cha (including solo and partner work) at a beginning level
E)	Demonstrate the ability to improvise basic salsa, bachata, and cha-cha-cha movement vocabulary within social dance settings at a beginning level
F)	Demonstrate style and aesthetic characteristics inherent in salsa, bachata, and cha-cha-cha dance at a beginning level

EXIT SKILLS (objectives) FROM: Dance 26A
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Describe different forms of Salsa, Bachata, and Cha-cha-cha dance within a cultural context at an intermediate level
2.	Discuss the history and geography of the region(s) identified with each dance form
3.	Identify and demonstrate differences in musicality of Salsa, Bachata, and Cha-cha-cha dance at an intermediate level
4.	Perform elements of movement and comprehend and embody the physical/kinesthetic concepts of Salsa, Bachata, and Cha-cha-cha (including solo and partner work) at an intermediate level
5.	Demonstrate the ability to improvise Salsa, Bachata, and Cha-cha-cha movements within social dance settings at an intermediate level
6.	Demonstrate different styles and aesthetics inherent in Salsa, Bachata, and Cha-cha-cha dance at an intermediate level

ENTRANCE SKILLS FOR: DANCE 26B									
		A	B	C	D	E	F	G	H
EXIT SKILLS From: DANCE 26A	1	x							
	2		x						
	3			x					
	4				x				
	5					x			
	6						x		
	7								
	8								

New Course: DANCE 77, Navigating Careers in Dance

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to CSU
\Degree Applicability:	Credit - Degree Applicable
Proposed Start:	Fall 2022
TOP/SAM Code:	100810 - Commercial Dance / E - Non-Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Dance

Rationale

SMC Dance Department has witnessed many students who are interested in learning about career options in the dance industry and dance-related fields. In order to meet the students' needs, we have created Navigating Careers in Dance to service and broaden their perspectives on possible dance-related careers. This course will prepare them for an evolving dance industry and teach them how to research and understand past, current and projected industry trends reflected in numerous dance-related career paths. With expanded exposure to industry protocol and demands, students can make informed decisions about their training, skill set development, and career trajectories.

I. **Catalog Description**

This course provides students with a comprehensive understanding of dance-related industries and necessary tools for success in dance-related fields. Students will examine past, current and projected industry trends and will be exposed to numerous dance-related career paths through lectures, discussion, research, case studies, and industry guest speakers. Students will learn how to create artist materials such as resumes, bios, cover letters, video reels, and online profiles, as well as learn audition and interview techniques for various dance career contexts. Students will be familiarized with contracts, wages, agencies, and freelance strategies while learning how to locate internships and job opportunities that align with skill sets and goals.

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 Artist's Compass: The Complete Guide to Building a Life and a Living in the Performing Arts, Moore, R., Atria Books © 2017
2. A Dancer's Guide to the Business of Professional Dance, Loucadoux, M., Margheritis, S, CreateSpace Independent Publishing Platform © 2017
3. The Business of Dance, Stevenson, T., Miller, C., Russell, H, Tate Publishing © 2013
4. The Creative Habit: Learn It And Use It For Life, Tharp, T, Simon & Schuster © 2006

III. **Course Objectives**

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

1. Discuss career options in the dance industry and dance-related fields;
2. Examine past, current and projected trends in the commercial, concert, and world dance industries
3. Create artist materials such as a resume/CV, bio, cover letter, headshot, video reel, online profile, mission statement, mock grant proposal, and choreographic work submission
4. Research dance-related career options in production, marketing, administration, management, fundraising, and education
5. Implement strategies for networking, freelancing, locating internships and job opportunities, and transitioning into the professional world
6. Identify personal strengths and skills, define clear dance career goals, and create action plans
7. Demonstrate audition techniques and interview strategies for various dance industry and dance-related contexts

8. Evaluate contracts, wages, unions, and agencies/management protocol

IV. **Methods of Presentation:**
Lecture and Discussion, Individualized Instruction, Group Work, Visiting Lecturers, Projects

V. **Course Content**

% of Course	Topic
30.000%	Resumes/CVs, bios, artist statements, cover letters, work and grant proposals
25.000%	Historical perspective of the dance industry and dance-related fields including past, current and projected trends
15.000%	Digital material - video reels, headshots, websites, social media & online branding
10.000%	Dance-related career options in production, marketing, administration, management, fundraising, and education
10.000%	Audition preparation, strategies and techniques; interview and audition protocol; rehearsal and performance etiquette
5.000%	Contracts, wages, unions, agencies/management companies, freelance strategies
5.000%	Peer review and feedback
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
30%	Written assignments: Written assignments - Resumes/CVs, Bios, Artist statements and proposals, Self-reflection papers and assessments
30%	Projects: Projects - Class presentations, Video projects, Work samples
20%	Exams/Tests: Midterm and Final Exams
10%	Papers: Dance concert reviews
10%	Class Participation: Discussion and Peer feedback
100%	Total

VII. **Sample Assignments:**
Assignment 1: Students will research a job or internship in the dance industry that aligns with their goals and skill sets. They will prepare a resume/CV, cover letter, and work sample(s) that demonstrates their interest in and qualifications for that position
Assignment 2: Students will research the requirements for starting a dance company, private dance studio, or arts organization in LA County. They will create a simple business plan that includes products and services offered, mission and vision statements, marketing strategies, and budgets
Assignment 3: Students will submit a self-tape audition including slating for the camera

VIII. **Student Learning Outcomes:**
1. Identify career options in the dance industry and dance-related fields.
2. Create artist materials such as resumes, bios, cover letters, work samples, and video reels
3. Communicate professionally using visual and verbal presentation skills.
4. Implement strategies for networking, freelancing, and locating job opportunities that align with skill sets and goals.

New Course: ENGLISH 64, Graphic Literature

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to CSU, UC (pending review)
Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	ENGL 1
Proposed Start:	Fall 2021
TOP/SAM Code:	150100 - English / E - Non-Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	List of suggested materials has been given to Librarian
Minimum Qualification:	English
Program Impact:	Proposed for inclusion in a forthcoming degree or certificate • English AA-T — List C (forthcoming)

Rationale

Graphic literature, or "sequential art," is one of the world's great storytelling media with a rich contemporary history. In recent decades, it has been widely recognized as an expressive and capacious genre capable of exploring complex cultural, historical, political, and personal questions, as well as exploring the storytelling terrain of fantasy or superheroes with which it is commonly associated. Courses in graphic literature are widely offered at community colleges and universities. The popularity of comics-based film and television in recent years points to the cultural relevance and vibrancy of this field of literature. A graphic narrative course will attract students curious about the genre and those who are already devoted readers of it, and for both these populations, the course will be a portal to the department's broader literature curriculum.

I. Catalog Description

Graphic literature, also referred to as sequential art or graphic fiction, is one of the world's great storytelling media. Students will explore its rich history, and consider its evolution from its comic book origins into a multi-faceted international genre. Graphic literature is -- in the words of author and artist Eddie Campbell -- "an emerging new literature of our times in which word, picture, and typography interact meaningfully and which is in tune with the complexity of modern life." Students will learn how to read graphic literature, talk about what makes it powerful or effective, and explore a variety of critical approaches to visual storytelling as both a medium of communication and a unique form of literary art.

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. Watchmen, Moore, Alan, DC Comics © 2019, ISBN: 1779501129
2. The Best We Could Do, Bui, Thi, Harry N Abrams © 2018, ISBN: 1419718789
3. The Complete Persepolis, Satrapi, Marjane, Pantheon © 2007, ISBN: 0375714839
4. Rusty Brown, Ware, Chris, Pantheon © 2019, ISBN: 0375424326
5. Understanding Comics, McCloud, Scott, William Morrow © 1994, ISBN: 9780060976255
6. Invisible Men: The Trailblazing Black Artists of Comic Books, Quattro, Ken, Yoe Books © 2020, ISBN: 1684055865
7. The Secret History of Wonder Woman, Lepore, Jill, Vintage © 2015, ISBN: 0804173400
8. The Power of Comics: History, Form, and Culture, Duncan, Randy, Bloomsbury Academic © 2015, ISBN: 1472535707
9. Fantagraphics Books. *The Comics Journal*, tcj.com Volume 1 2021

III. Course Objectives

Upon completion of this course, the student will be able to:
1. Demonstrate knowledge about the history and development of the graphic text as an artistic, narrative form.

2. Discover and evaluate the characteristics of various subgenres of graphic literature (e.g. superheroes, graphic memoir).
3. Identify and explore the interplay between images and language in graphic narratives and analyze how they create meaning.
4. Explore and evaluate the ways graphic narratives illuminate, respond to, and are shaped by their social, historical, cultural and political contexts.
5. Demonstrate the critical thinking and research skills necessary for academic inquiry.
6. Communicate in clear and persuasive prose interpretations of the works studied.

IV. **Methods of Presentation:**
Distance Education, Lecture and Discussion, Discussion, Critique, Projects, Individualized Instruction, Group Work, Online instructor-provided resources

V. **Course Content**

% of Course	Topic
15.000%	DEFINITION, OVERVIEW, AND HISTORICAL DEVELOPMENT: Examine the origins of sequential art, its 20th century expression in pulp fantasy and comic book formats, and its more current flowering as a sophisticated, international medium. Identify and consider how works in this evolving medium challenge and disrupt genre conventions.
25.000%	TEXT AND VISUAL VOCABULARIES AND HOW THEY INTERACT TO GENERATE MEANING: Explication of the various components of graphic literature: page design, art style, writing style, coloring, panels, narration, lettering, word balloons, and how these components combine to express aesthetic, rhetorical, and thematic concepts.
10.000%	RESEARCH SKILLS AND CRITICAL DISCOURSE: Develop research skills around relevant scholarship and participate in critical discourse. Critically analyze sources to find new and independent approaches to existing works and themes.
25.000%	CRITICAL FRAMEWORKS AND EXAMINING ASSUMPTIONS: Analyze and critique the historical, social, political and cultural context of works of graphic literature and the extent to which they reflect or challenge assumptions.
25.000%	EXPLORATION OF SUBGENRE(S): Identify and explore the developments of various subgenres in the field of graphic literature. Consider and define what creates an identifiable subgenre. Explore the characteristics and development over time of one or more subgenres and the impact on the medium as a whole.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
15%	Class Participation: Weekly class discussions, peer reviews, in-class writing, pair-shares and other class activities.
15%	Group Projects: A group or paired oral presentation with a visual component accompanied by a collaborative written document, or the writing and/or design of a sample storyboard sequence of graphic literature, etc.
40%	Papers: Multiple critical, thesis-driven essays on works of graphic literature, at least one of which involves outside research.
20%	Other: A range of assignments, diverse in scope, that may be inspired by class activity, readings, discussion, or emerge from other aspects of the coursework. Examples: a modest story-boarding project in which a student employs the storytelling strategies observed in a graphic narrative, a take-home completion of an activity begun during class, brief critical oral presentations on pages from assigned works, short writing assignments that ask students to focus on a singular visual or textual element in a given literary work.

10%	Final exam: Final in-class essay or other project to demonstrate understanding of key concepts covered in the course.
100%	Total

VII. **Sample Assignments:**
One Page Critical Response: One page critical response: students perform a close reading of one page from a graphic narrative, paying close attention to both the visual and textual vocabularies and strategiees to draw analytical conclusions.
Critical Essay: Essay-length critical analysis that incorporates outside research to explore change over time in a particular sub-genre via a focused analytical prompt. For example, how has the concept of patriotism evolved in Captain America, if at all?
Discussion Prompt: Discussion prompt: students consider how a graphic narrative's visual strategies relate to content and meaning. Example: Why do you think Marjane Satrapi drew Persepolis in black and white, with no shades of gray?

VIII. **Student Learning Outcomes:**
1. Upon completion of this course, the student will demonstrate an understanding and appreciation of the development of graphic literature as a form, and identify and apply its visual and textual properties to the analysis of graphic narratives.
2. Upon completion of this course, the student will be able to identify, explore, and evaluate the ways graphic narratives illuminate, respond to, and are shaped by their social, historical, cultural and political contexts.

ENGL 64 Distance Education Application
☑ Online/Classroom Hybrid (not a delivery option when campus is closed)
☑ Fully Online

1a. Instructor - Student Interaction:
The instructor will be in regular contact with students: There will be a discussion for each individual topic as well as one for general questions concerning the course which the instructor will check daily and our goal is to respond to all questions within 24 hours. The instructor will send regular announcements to the class using the Announcement feature in the learning management system (LMS) at the beginning of every week, and during the week as needed, and will also send all announcements via email. The instructor will respond to students' comments and questions via discussion boards, email, and the mail option on the LMS. The instructor's contact information will be located both on the syllabus and in the introduction discussion. 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. 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 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, or a common issue occurring in assignment submissions, or skills assessments via announcements or discussions. Additionally, individual feedback will occur via assignments comments, writing assessments, LMS messaging, conferencing, and office hour visits. The instructor will also host weekly, online office hours when students can meet them to address any questions or concerns they may have. Instructors will also provide recorded info sessions for projects or pre-recorded lessons. Students will receive feedback on individual and group assignments as well as through group critiques that happen asynchronously.

1b. Student - Student Interaction:
Students will communicate regularly with each other via the LMS. For each module, students will interact in a threaded discussion for each assignment and/or topic. Students will respond to a discussion topic and then will 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. Students will be asked to collaborate and corroborate on assignments as well as participate in peer discussions, peer review and group critiques of each other's work, and the assigned readings.

1c. Student - Content Interaction:
Students interact with course materials several times a week. Each module will have an overview, with all the expectations, goals, and dates listed for that module explained. Within each module, students will read assigned material, including pages in the LMS; watch instructor's lectures and multimedia video lectures; and view web content.

The instructor will provide a range of assignments and activities to address different learning styles. Other assignments may ask students to research a topic and report back to the class via discussion board or other method. Students will submit assignments and activities for feedback, revision and peer review of essays and other writing assignments.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Online Lecture	Instructor presentation of concepts and discussion of examples of graphic literature.	15.00%
Videos	Students will engage with key ideas, questions, concepts and texts in the course presented in the form of video materials.	10.00%
Project Presentation	Peer to peer interaction in the form of project collaboration on both smaller, low-stakes coursework (pair shares, single-page analyses exercises, etc.) , and for more complex or formal presentation projects.	15.00%
Threaded Discussions	Students will engage regularly with the material and each other via discussion. Typically, students will respond to readings, prompts, video clips, critical questions, or other discussion starters provided by the instructor, and then, in turn, comment on and explore each other's responses.	25.00%
Written assignments	Students will engage with the coursework through multiple types of writing assignments, including short written responses to assigned prompts, formal essays, (and the scaffolded stages of work that build towards their final drafts), and other work.	25.00%
Peer Feedback	Student-to-student discussion/evaluation/feedback, peer review of essay drafts and other projects in progress.	5.00%
Other (describe)	Additional methods of group and group-to-instructor interaction which may include interactions such as special-topic online Q&A sessions (recorded), informal video posts (using Flipgrid or another video app), and/or brief project-based conferences between the instructor and single students or the instructor and small groups	5.00%

2. Organization of Content:

Content is organized into modules based on semester weeks. Objectives are included within each module and content is aligned with those objectives. Content is delivered through a variety of accessible modalities including, but not limited to, assigned textbooks, texts within LMS pages; external websites and texts; audio (with transcripts); captioned videos; and images with alternative text. Remedial and advanced learning activities are provided, including reflective writing, supplemental materials, and self-check quizzes. A typical instructional module includes (1) written assignment directions / multimedia references; (2) support materials; (3) instructional activities and practices; (4) discussion forum(s); (5) graded assignment(s); (6) other course-specific components as necessary. The material is presented through the available technologies. Assignment activities allow students to assess their performance and progress in each module at their own pace within the general deadlines provided. Class activities provide immediate feedback to ensure progressive involvement and successful completion of each module in the course. There will be opportunities to participate in synchronous office hours and live demos as well as recorded demonstrations. Content pages will include links to recorded lessons or other content (via Zoom or other recording tools) and YouTube videos placed along with text and images. Students will use Discussion boards to show work in progress and give/get feedback from other students and the instructor. Modules will have a consistently structured and sequenced pattern to allow students to better anticipate and manage their workload. A variety of modalities, such as text, audio, video, images and/or graphics, will be used to create student-centered learning. There will also be links provided on a regular basis that will bring students' attention to current events that have relevance to the course.

3. Assessments:

% of grade	Activity	Assessment Method
15.00%	Class Participation	Weekly threaded student discussion of the readings in response to short prompts by the instructor.
15.00%	Group Projects	A group or paired oral presentation with a visual component accompanied by a collaborative written document, or the writing and/or design of a sample storyboard sequence of graphic literature, etc.

40.00%	Papers	Multiple critical, thesis-driven essays on works of graphic literature, at least one of which involves outside research.
20.00%	Other	A range of assignments, diverse in scope, that may be inspired by class activity, readings, discussion, or emerge from other aspects of the coursework. Examples: a modest story-boarding project in which a student employs the storytelling strategies observed in a graphic narrative, a take-home completion of an activity begun during class, brief critical oral presentations on pages from assigned works, short writing assignments that ask students to focus on a singular visual or textual element in a given literary work.
10.00%	Final Exam	Timed essay or other project to demonstrate understanding of key concepts covered in the course.

4. Instructor's Technical Qualifications:

Instructors will need proficiency in the learning management system, video conferencing software and various other tools to produce video recorded lessons/content. Professional development in online teaching and the current LMS is highly encouraged and available through the college LMS and other trainings. Instructors will need to know how to use web-based technologies to create slideshows, screencasts, and captioned videos. An instructor may need support from the IT department, distance education department, teaching excellence center, instructors who have experience teaching online, and the LMS support hotline.

5. Student Support Services:

The instructor will provide information about and links to online and on-ground tutoring services, financial aid, counseling, special programs, emotional support center, the library, and the learning management system help features. These resources will not only be presented, but also incorporated into introductory assignments (e.g., introductions and/or quizzes or other introductory activities).

6. Accessibility Requirements:

The course will be designed in a manner that allows for easy readability for all students, including those using accessibility readers. Each module will have the same format/structure. The content pages will consistently use heading styles. Lists will be created using bullets or the numbered list tool. Underlining will only be used to denote active hyperlinks. Pages will have sufficient color contrast between the foreground and background. Hyperlinks will be embedded. Links will lead to internal material whenever possible. Only acronyms will be written in all-caps letters. All video content will be captioned, and instructors will use the LMS tools that aid and ensure accessibility.

7. Representative Online Lesson or Activity:

COURSE OBJECTIVE: Explore and evaluate the ways graphic narratives illuminate, respond to, and are shaped by their social, historical, cultural and political contexts.

Course Content: Threaded Discussion Activity
Title: Examination of two characters, Rorschach and The Comedian, in Alan Moore's "Watchmen"

Directions: Review the sections of the graphic novel focusing on these characters (for example, Chapters Two and Six). Consider how these characters:
1. Disrupt traditional notions of the "good" superhero. (3-5 sentences)
2. Relate to the social and political context in which Moore is writing -- how are they in line with the values of the time and where do they differ? (3-5 sentences)
3. Reflect, question, and/or subvert the ideals of the "American Dream." (5-7 sentences)

By Monday at 11:59pm, post your response by hitting the "Reply" button below.
By Wednesday at 11:59pm Select your favorite replies and respond to two of your peers.
Be specific and explain the reasoning for your response

Prerequisite Checklist and Worksheet: ENGL 64 Graphic Literature
Prerequisite: Engl 1; Reading and Composition 1

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

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

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

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

Type 4: Program prerequisites
x **Prerequisite must be required for at least one of the courses in the program. Explain:**
All English literature courses require English 1 as a prerequisite. English 1 skills required for success in advanced literature courses.

ENTRANCE SKILLS FOR ENGL 64
(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Analyze intent, style, logic, tone, and rhetorical devices in source materials.
B)	Employ the conventions of written English to produce essays that are free from major errors in syntax, grammar, punctuation, diction, and spelling.
C)	Synthesize information from multiple sources in order to generate a clear and coherent thesis from their reading.
D)	Write a well-developed, analytical essay that is thesis-driven, using evidence to support and develop the thesis.
E)	Formulate a focused research topic, gather appropriate information effectively from both traditional and electronic sources, and evaluate that information.
F)	Integrate quotations and source material effectively into their essays.
G)	Provide documentation of research and references, correctly using internal citations and a Works Cited page, employing MLA guidelines.

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

1.	Analyze intent, style, logic, tone, and rhetorical devices in source materials.
2.	Employ the conventions of written English to produce essays that are free from major errors in syntax, grammar, punctuation, diction, and spelling.
3.	Write a well-developed, analytical essay that is thesis-driven, using evidence to support and develop the thesis.
4.	Synthesize information from multiple sources in order to generate a clear and coherent thesis from their reading.

modified 09/26/2012

5.	Formulate a focused research topic, gather appropriate information effectively from both traditional and electronic sources, and evaluate that information.
6.	Integrate quotations and source material effectively into their essays.
7.	Provide documentation of research and references, correctly using internal citations and a Works Cited page, employing MLA guidelines.

		ENTRANCE SKILLS FOR (ENGL 64)							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR (ENGL 1)	1	X							
	2		X						
	3			X					
	4				X				
	5					X			
	6						X		
	7							X	
	8								

New Course: VARSITY INTERCOLLEGIATE SPORTS 10V, Varsity Basketball for Off-Season Skill Training

Units:	1.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	0.00
In-Class Lab:	3.00
Arranged:	0.00
Outside-of-Class Hours:	0.00
Transferability:	Transfers to CSU, UC (pending review)
Degree Applicability:	Credit - Degree Applicable
Proposed Start:	Spring 2022
TOP/SAM Code:	083550 - Intercollegiate Athletics / E - Non-Occupational
Grading:	Letter Grade or P/NP
Repeatability:	Yes
Library:	Library has adequate materials to support course
Minimum Qualification:	Coaching

Rationale

This course is needed because the student-athletes in both the men's and women's basketball programs, who train after the season is concluded are having an issue taking Spring and Summer basketball classes because of repeat-ability. Right now we offer KIN PE 9A/9B/9C and VAR PE 60. Students can repeat VAR PE 60 twice, but the other classes can only be taken once. If we offer another varsity class for student-athletes in the off-season to train, then we can pair it up with VAR PE 60 and not have a repeat-ability issue. The off-season is important for student-athletes to improve their skill level for the upcoming season in order to possibly earn a 4-year scholarship. This class would support the notion that we are behind our basketball student-athletes in allowing them to develop their talent in the Spring and Summer Semesters without having repeat-ability issues. This off-season training course enhances the student-athletes who participate on the men's and women's basketball teams to have a stronger chance to develop their individual play to possibly earn a scholarship as they matriculate on from Santa Monica College.

I. Catalog Description

This basketball course is intended for high-level skill development for the intercollegiate basketball team in the off-season. The course stresses advanced basketball skill development tailored for the upcoming intercollegiate basketball competition season. This class is recommended for those students that plan on participating on the intercollegiate varsity team. Previous experience on a club, high school, or a college team is preferred.

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. 1. Basketball Skills and Drills, Fourth Edition, Jerry V. Krause and Craig Nelson, Human Kinetics, Inc. © 2018

III. Course Objectives

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

1. Demonstrate intercollegiate-level offensive skills for basketball development.
2. Practice game-simulation offensive drills and demonstrate improvement in offensive basketball skill sets.
3. Demonstrate basketball IQ through advanced offensive concepts.

IV. Methods of Presentation:

Field Experience, Observation and Demonstration
Other Methods: Coaching, directed practice, observation, technique demonstration, instructional and game videos

V. Course Content

% of Course	Topic

20.000%	Offensive scoring moves in one-on-one play
20.000%	Perimeter catch and shooting development with an emphasis on quick release, follow-through, and preparation on receiving the ball
10.000%	Interior post moves to score around the basket
20.000%	Mid-range shooting off of the dribble and combination ball handling moves into mid-range shooting
20.000%	Three-point shooting off of the dribble and combination ball handling moves into three-point shooting
10.000%	Making reads in pick and roll play
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
60%	Class Participation
30%	Other: Offensive Skill Improvement: Shooting, scoring, and ball handling
10%	Final Performance: Offensive Skill Assessment Test: Shooting, scoring, and ball handing
100%	Total

VII. **Sample Assignments:**
First Sample Assignment: Study a professional basketball player's offensive game and how that player creates scoring opportunities for himself/herself and others. Write a 1-page reflection on how you can incorporate the professional player's game into your skill set.
Second Sample Assignment: Write an off-season basketball offensive skill development workout plan that you can perform on your own. The workout plan should have goals of shots made or attempted and how many repetitions or how much time is needed for each workout. Each daily workout should reflect about one hour of activity and the workout plan will cover four days out of a week.

VIII. **Student Learning Outcomes:**
1. Demonstrate a mastery of offensive scoring skills required for competition in community college intercollegiate basketball.
2. Implement appropriate offensive basketball IQ for competition in community college intercollegiate basketball

Substantial Change: ACCOUNTING 6, Accounting Consolidations

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to CSU
Prerequisite(s):	ACCTG 2
Skills Advisory(s):	ACCTG 10C

Rationale

Need to update course to reflect new accounting rule changes and new version of textbook.

I. **Catalog Description**

This course begins with the study of business combinations and covers in depth the preparation of consolidated financial statements. This course also covers accounting for estates and trusts.

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. Advanced Accounting, 12th, Hoye, Scaefer, and Doupnik, Irwin/McGraw Hill, Inc. © 2015, ISBN: 978-0-07-786222-0

III. **Course Objectives**

Upon completion of this course, the student will be able to:
1. Analyze and record transactions involving the equity method of accounting for investments in other companies
2. Analyze and prepare consolidated financial statements at the date of acquisition and subsequent to acquisition (including statements of cash flow) by applying principles outlined in in the FASB Accounting Standards Codification (ASC).
3. Identify and analyze changes in ownership in consolidated companies as well as other complicated transactions involving intercompany assets and liabilities.
4. Analyze and record transactions as well as prepare financial statements for estates and trusts.

IV. **Methods of Presentation:**

Other (Specify), Lecture and Discussion, Observation and Demonstration
Other Methods: PowerPoint and other computer-based demonstrations will supplement lectures. Examples of problems, calculations and solutions will be provided with feedback. Class discussions may be used to assess, clarify and enhance student understanding. Assignments and quizzes will be explained via presentation and, when offered by distance education, clarified via e-mail and phone discussions and one-on-one as needed.

V. **Course Content**

% of Course	Topic
15.000%	The Equity method of Accounting for Investments
15.000%	Consolidation of Financial Information
14.000%	Consolidations - Subsequent to the Date of Acquisition
14.000%	Consolidated Financial Statements and Outside Ownership
14.000%	Consolidated Financial Statements - Intra-entity Asset Transactions
14.000%	Variable Interest Entities, Intra-Entity Debt, Consolidated Cash Flows, and Other Issues
14.000%	Accounting for Estates and trusts

% of Course	Topic
100.000%	Total

VI. Methods of Evaluation

% of Course	Topic
12%	Class Participation
27%	Exams/Tests
29%	Final exam
12%	Homework
20%	Quizzes
100%	Total

VII. Sample Assignments:

Sample Assignment #1: Austin, Inc., acquired 10 percent of McKenzie Corporation on January 1, 2014, for $247,700 although McKenzie's book value on that date was $2,130,000. McKenzie held land that was undervalued by $167,000 on its accounting records. During 2014, McKenzie earned a net income of $323,000 while declaring and paying cash dividends of $121,000. On January 1, 2015, Austin purchased an additional 30 percent of McKenzie for $762,570. McKenzie's land is still undervalued on that date, but then by $191,900. Any additional excess cost was attributable to a trademark with a 10-year life for the first purchase and a 9-year life for the second. The initial 10 percent investment had been maintained at cost because fair values were not readily available. The equity method will now be applied. During 2015, McKenzie reported income of $387,000 and declared and paid dividends of $145,000. Prepare all of the 2015 journal entries for Austin.

Sample Assignment #2: Sample Assignment #2 During 2014 an estate generated income of $32,000: Rental income $ 13,000; Interest income 10,000 Dividend income 9,000 _____ The interest income is conveyed immediately to the beneficiary stated in the decedent's will. The dividends are given to the decedent's church. What is the taxable income of the estate?

VIII. Student Learning Outcomes:

1. Analyze and record transactions involving investments in other companies, and prepare consolidated financial statements based on published standards and Interpretations and the Conceptual Framework promulgated by the Financial Accounting Standards Board.
2. Analyze and record transactions pertaining to estate and trust based on published standards and Interpretations and the Conceptual Framework promulgated by the Financial Accounting Standards Board.
3. Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.

Prerequisite Checklist and Worksheet: ACCTG 6 – Accounting Consolidations

Prerequisite: ACCTG 2 Corporate Financial and Managerial Accounting

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

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

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

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

	Type 1: Standard Prerequisite (required prerequisite at UC or CSU)
X	Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite. **List schools here: CSUN ACCT 450 Advanced Financial Accounting** **Complete the Prerequisite Worksheet**

ENTRANCE SKILLS FOR ACCTG 6

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

A)	Identify the characteristics of a corporation and the issues relating to stockholders' equity, including the issuance and repurchase of stock (treasury stock), accounting for cash and stock dividends, and preparing corporate balance sheets and retained earnings statements, adhering to GAAP and identifying IFRS issues.
B)	Prepare, understand and analyze a corporate income statement, including the disclosure issues relating to special items and the calculation and presentation of earnings per share.
C)	Identify and illustrate issues and transactions relating to long-term liabilities, including issuance, valuation, retirement of debt, and recording, including the concept of the time value of money.
D)	Account for corporate investments in debt and equity securities, including presentation of unrealized income and comprehensive income. Identify and illustrate issues relating to international transactions, including IFRS issues.
E)	Identify the purposes of the statement of cash flows, determine cash flows from operating, investing and financing activities and analyze statement results.
F)	Prepare, understand and analyze the four basic financial statements and the annual report, and show how they satisfy the information needs of investors, creditors, and other users.
G)	Analyze and interpret corporate financial statements by computing liquidity, long term solvency, profitability and market performance ratios, and prepare vertical and horizontal analyses of financial statements.

EXIT SKILLS (objectives) FOR ACCTG 2

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

1.	Analyze and record transactions involving the equity method of accounting for investments in other companies

modified 09/26/2012

2.	Analyze and prepare consolidated financial statements at the date of acquisition and subsequent to acquisition (including statements of cash flow) by applying principles outlined in in the FASB Accounting Standards Codification (ASC).
3.	Identify and analyze changes in ownership in consolidated companies as well as other complicated transactions involving intercompany assets and liabilities.
4.	Analyze and record transactions as well as prepare financial statements for estates and trusts.

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

Substantial Change: ACCOUNTING 7, Advanced Accounting: Special Topics

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to CSU
Prerequisite(s):	ACCTG 2
Skills Advisory(s):	ACCTG 10C

Rationale
Update course to most recent textbook to reflect accounting rule changes.

I. **Catalog Description**
This course covers special accounting topics including accounting for foreign currency transactions, translation of foreign currency financial statements, accounting for partnerships, state and local governments, not-for-profit entities and accounting research.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last five years)
1. Advanced Accounting, 12th, Hoyle, Scaefer, and Doupnik, Irwin/McGraw Hill, Inc. © 2015, ISBN: 978-0-07-786222-0
2. Supporting References: www.sec.gov www.aicpa.org www.cpa-exam.org www.gasb.org www.fasb.org

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Describe and record foreign currency transactions.
2. Translate foreign currency financial statements.
3. Analyze and prepare transactions relating to partnerships including formation, recording of income or loss, adding and deleting a partner and liquidation.
4. Apply Governmental Accounting Standards to transactions and financial statements for state and local governments.
5. Analyze and record transactions, as well as prepare financial statements for not-for profit entities.
6. Demonstrate the ability to use the FASB Accounting Standards Codification website or other web resources to document and justify the recording and presentation of accounting data related to all of the above.

IV. **Methods of Presentation:**
Other (Specify)
Other Methods: PowerPoint and other computer-based demonstrations will supplement lectures. Examples of problems, calculations and solutions will be provided, with feedback. Class discussions may be used to assess, clarify and enhance student understanding. Assignments and quizzes will be explained via presentation and clarified via e-mail and phone discussions and one-on-one as needed.

V. **Course Content**

% of Course	Topic
13.500%	Foreign currency transactions and hedging exchange risk
13.500%	Translation of foreign currency financial statements
13.500%	Partnerships Formation and Income Distribution
13.500%	Partnerships: change in ownership and liquidation

27.500%	Accounting for State and Local governments
13.500%	Accounting for not-for-profit entities
5.000%	Accounting Research using the FASB Accounting Standards Codification website or other web resources
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
8%	Class Participation
30%	Exams/Tests
30%	Final exam
9%	Homework
15%	Quizzes
8%	Research Projects
100%	Total

VII. **Sample Assignments:**

Sample Assignment #1: 1. Rabato Corporation acquired merchandise on account from a foreign supplier on November 1, 2015, for 60,000 LCU (local currency units). It paid the foreign currency account payable on January 15, 2016. The following exchange rates for 1 LCU are known: November 1, 2015 $ 0.345   December 31, 2015 0.333   January 15, 2016 0.359   How does the fluctuation in exchange rates affect Rabato's 2015 income statement? 2. Under Lennon Hospital's rate structure, it earned patient service revenue of $9.6 million for the year ended December 31, 2015. However, Lennon did not expect to collect this entire amount because it deemed $1.70 million to be charity care and estimated contractual adjustments to be $860,000. During 2015. Lennon purchased medical supplies from Harrison Medical Supply Company at a cost of $4,600. Harrison notified Lennon that it was donating the supplies to the hospital. Lennon is a private not-for-profit entity: a. How much should Lennon record as patient service revenue?b. How much should Lennon record as net patient service revenue?

Sample Assignment #2: 2. Under Lennon Hospital's rate structure, it earned patient service revenue of $9.6 million for the year ended December 31, 2015. However, Lennon did not expect to collect this entire amount because it deemed $1.70 million to be charity care and estimated contractual adjustments to be $860,000. During 2015. Lennon purchased medical supplies from Harrison Medical Supply Company at a cost of $4,600. Harrison notified Lennon that it was donating the supplies to the hospital. Lennon is a private not-for-profit entity: a. How much should Lennon record as patient service revenue?b. How much should Lennon record as net patient service revenue?

VIII. **Student Learning Outcomes:**
1. Analyze and record transactions pertaining to foreign currency, partnerships, state and local government and non-profit entities, based on published standards and Interpretations and the Conceptual Framework promulgated by the Financial Accounting Standards Board and Government Accounting Standards Board.
2. Perform accounting research using web-based and published resources related to Generally Accepted Accounting Principles.
3. Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.

Prerequisite Checklist and Worksheet: ACCTG 7 – Advance Accounting: Special Topics

Prerequisite:	ACCTG 2 Corporate Financial and Managerial Accounting

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

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

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

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

	Type 1: Standard Prerequisite (required prerequisite at UC or CSU)
X	Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite. **List schools here: CSUN ACCT 450 Advanced Financial Accounting** **Complete the Prerequisite Worksheet**

ENTRANCE SKILLS FOR ACCTG 7

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

A)	Identify the characteristics of a corporation and the issues relating to stockholders' equity, including the issuance and repurchase of stock (treasury stock), accounting for cash and stock dividends, and preparing corporate balance sheets and retained earnings statements, adhering to GAAP and identifying IFRS issues.
B)	Prepare, understand and analyze a corporate income statement, including the disclosure issues relating to special items and the calculation and presentation of earnings per share.
C)	Identify and illustrate issues and transactions relating to long-term liabilities, including issuance, valuation, retirement of debt, and recording, including the concept of the time value of money.
D)	Account for corporate investments in debt and equity securities, including presentation of unrealized income and comprehensive income. Identify and illustrate issues relating to international transactions, including IFRS issues.
E)	Identify the purposes of the statement of cash flows, determine cash flows from operating, investing and financing activities and analyze statement results.
F)	Prepare, understand and analyze the four basic financial statements and the annual report, and show how they satisfy the information needs of investors, creditors, and other users.
G)	Analyze and interpret corporate financial statements by computing liquidity, long term solvency, profitability and market performance ratios, and prepare vertical and horizontal analyses of financial statements.

EXIT SKILLS (objectives) FOR ACCTG 2

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

1.	Describe and record foreign currency transactions.

modified 09/26/2012

2.	Translate foreign currency financial statements.
3.	Analyze and prepare transactions relating to partnerships including formation, recording of income or loss, adding and deleting a partner and liquidation.
4.	Apply Governmental Accounting Standards to transactions and financial statements for state and local governments.
5.	Analyze and record transactions, as well as prepare financial statements for not-for profit entities.
6.	Demonstrate the ability to use the FASB Accounting Standards Codification website or other web resources to document and justify the recording and presentation of accounting data related to all of the above.

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

Substantial Change: ART 10B, Principles of Design

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
Transferability:	Transfers to CSU, UC

I. **Catalog Description**
This studio course focuses on research based design principles and their application in real world scenarios. Critical design thinking is considered in the context of the arts, mass media, social sciences, ecology, architecture, and interactive systems.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last five years)
1. Universal Principles of Design (revised), William Lidwell, Rockport Publishers © 2018

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Experiment and become innovative in the advanced use of a variety of tools, materials, and techniques integral to the design field.
2. Develop artwork and portfolios suitable for transfer to a four year school.
3. Apply and recognize contemporary principles of design.
4. Demonstrate an understanding of the social contexts of Design ideals, and their global and historic relevance

IV. **Methods of Presentation:**
Projects, Other (Specify), Field Trips, Lecture and Discussion, Observation and Demonstration
Other Methods: Visual examples. Hands on studio work will follow and will constitute most of the class time with the parameters set by the instructor. The student is encouraged to participate in the discussion and critique. Homework will supplement the projects assigned in class.

V. **Course Content**

% of Course	Topic
30.000%	Universal Principles of Design. Students will learn to use design principles that are derived from research in the social sciences. The following principles and topics will be covered in th e course. Horror Vacui, Iteration, Cathedral Effect, Structural Forms, Propositional Density, Contour Bias, Self-Similarity, Law of Pragnanz, Scarcity, Rule of Thirds, Proximity, Design by Committee, Garbage In, Garbage Out, Framing, Personas, Mapping, Savanah Preference, Satisficing, Picture Superiority Effect, Golden Ratio, Fibonacci Numbers, Affordance , Interference Effects, Signal To Noise Ratio, Mimicry, Hick's Law, Aesthetic-Usability Effect, Attractiveness Bias, Baby Face Bias, Constraint, Entry Point, Expectation Effect (Confirmation Bias), Top-Down Lighting Bias, Face-Ism and Ratio, Orientation Sensitivity, Form Follows Function, Performance Load, Convergence, Ockham's Razor, Figure-Ground Relationship, Hierarchy of Needs, Scaling Fallacy, Modularity, von Restorff Effect, Most Average Facial Appearance Effect, Redundancy, Closure, Defensible Space, Flexibility-Usability Tradeoff, Storytelling, Wayfinding, Performance versus preference, Black Effects, White Effects, Red Effects, Blue Effects, Green Effects, Yellow Effects, Flow, Zeigernick Effect, Five Tenants of Queuing, Paradox of Unanimity, Root Cause, Selection Bias, Ikea Effect, Sunk Cost Effect,
25.000%	Sustainability. Students will learn principles and best practices for sustainable design.
25.000%	Media and Information literacy . Students will learn about framing techniques and semiotics as a means of deconstructing media narratives and understanding design in a complex mediated society.

20.000%	Color Theory
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
10%	Class Participation
20%	Homework
20%	Final Project
20%	Oral Presentation
20%	Written assignments
10%	Group Projects
100%	Total

VII. **Sample Assignments:**

Sustainable Remodel: Submit a photograph of a designed object that is not sustainably designed. What are the problems with it? Below your photograph in the same post, submit a sketch and description of how you could better design this within the principles of Cradle to Cradle and Permaculture that you have learned about thus far.

Thinking Critically about the Built Environment: Design is a manipulation of your physical, visual, auditory, or informational environment by a designer. The built environment that you inhabit is the result of planning and decisions made by other people. The design of your environment allows, and prohibits, your behaviors and interactions. After reading about the concept of affordance, and finding a few examples of it in your environment, choose a site where you can spend some time and more critically analyze the ways in which the design of the site has an effect on your behavior. The site can be any constructed environment. (Your bedroom, the DMV, The inside of a car, Instagram, Yosemite National Park... anyplace where your experience is modulated by another persons design decisions.) In a few pages, explore how you are effected by the affordances that are built into the site. What are the behaviors that are encouraged, what behaviors are restricted, discouraged, or made impossible? How are these effects achieved? Why are these forces in place? Who benefits from the manipulation of your behavior in this space? Who made the decisions about how the environment functions? Is the designer named, or anonymous? Why? Is the space designed in your best interest? Who is served by the design of the environment? How could the environment be Improved?

VIII. **Student Learning Outcomes:**
1. Demonstrate a foundational understanding of the fundamental elements of design as they apply to the broad range of related disciplines.
2. To explore design elements in a logical and increasingly complex sequential manner, completing projects that will address the integrated use of all design elements.

Substantial Change: ART 13, 3D Design

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
C-ID:	ARTS 101
Transferability:	Transfers to CSU, UC
Degree Applicability:	Credit - Degree Applicable

I. Catalog Description

This course explores the basic problems in 3-D design using plastic, metal, wood and other materials. (Recommended for design, gallery installation, ceramic and sculpture majors.) See counselor regarding transfer credit limitations.

II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Design Basics: 3D, Roth, R and Pentak, S, Cengage © 2012, ISBN: 9780495915782

III. Course Objectives

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

1. Demonstrate a level of proficiency in the use of natural and man-made materials to create valid three-dimensional form.
2. Demonstrate a level of proficiency in the creation of various models for industrial design objects.
3. Make rational and artistic decisions about design and craftsmanship and objectively judge and analyze work.
4. Demonstrate the ability to research design sources and develop original ideas.

IV. Methods of Presentation:

Lecture and Discussion, Observation and Demonstration, Other (Specify), Critique, Lab
Other Methods: Audio-visual materials are used to introduce subject matter to class.

V. Course Content

% of Course	Topic
10.000%	Elements and concepts of 3D design
10.000%	Organizing principles including proportion, balance, scale
20.000%	Problem solving using relationships of 3D elements
15.000%	Materials and techniques
15.000%	Examples of 3D design from various cultures
20.000%	Presentation and critique of work, including detailed references to design concepts
10.000%	Contemporary trends in preparation for project
100.000%	Total

VI. Methods of Evaluation

% of Course	Topic
5%	Class Participation

15%	Exams/Tests
80%	Projects 2-3 projects
100%	Total

VII. **Sample Assignments:**

First: Sample Assignment #1: After learning about indigenous culture and folk art in Mexico and Central America, students will create a three dimensional dragon, a common theme in Mexican arts and crafts. The students will build wire structures, exploring basic three dimensional design elements. They will then learn techniques of paper mache and painting and to create a finished piece of representational fantastic design. Sample Assignment #3: To introduce the subtractive method, students create a form which fits ideally in the human hand. The form is first discovered using oil based clay but is then reproduced in highly finished hardwood. This is a basic way to introduce students to the aesthetic qualities to be found in a smooth, tactile object which is pleasant to hold. Responses to this assignment can be utilitarian, such as a knife handle, or non-utilitarian forms. Students learn to work with wood by carving, sanding and polishing, as well as learning ways to fasten together wood pieces. Students also learn to use hand tools and power tools such as the band saw. Sample Assignment #4: To introduce the fabrication method, students create a contemporary functional object using cast acrylic sheets. They learn to cut and attach pieces of acrylic. Students use learned principles of three dimensional design, as well as the transparent qualities of the material, itself, to influence their designs. A finished form is then achieved by cutting, sanding and polishing. Some project examples include light fixtures, desktop items and display boxes. This is typically the last project.

Sample 2: Sample Assignment #2: To explore the concept of how an idea becomes an object, students first decide on a two word expression such as "jail bird" or a compound like "bullfrog" "watchdog" and then create a fired clay object which literally depicts the term. This is a beginning project meant to encourage students to use their imaginations to design and construct a three dimensional representation of a verbal idea. Students learn basic design elements while working in clay; they also learn techniques of working with acrylic paint.

VIII. **Student Learning Outcomes:**
1. Demonstrate an understanding of the terminology and fundamental principles of three-dimensional design.
2. Respond creatively to material and space.
3. Successfully create three dimensional forms using the knowledge and techniques learned in the course.
4. Demonstrate, during a final presentation of their work, knowledge gained from various sources throughout the semester, and develop their own artistic ideas in design and craftsmanship.
5. Demonstrate knowledge in the use of materials, tools and techniques, along with their application in design.
6. Pass a test on the safe use of power equipment.
7. Demonstrate knowledge of various historical and contemporary three dimensional design approaches, with an emphasis on aesthetics and culture.

Substantial Change: ART 21A, Figure Drawing I

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
C-ID:	ARTS 200
Transferability:	Transfers to CSU, UC
Degree Applicability:	Credit - Degree Applicable
Skills Advisory(s):	ART 20A

I. Catalog Description

This course focuses on study of the human figure through drawing utilizing observation, anatomy, and spatial structure. Beginning with proportions, volumes and gesture, drawing from the live model with class demonstrations the students will learn to identify the main landmarks of the body, the skeletal structure and the muscles of the human body. The lecture portion of the course will focus on Descriptive Anatomy directed toward artistic purposes and connected theoretical concepts, the studio portion of the course is focused toward the practical application of these notions and concepts making them directly relevant to the students that will start immediately applying them toward the practice of drawing the human figure. Various drawing techniques will also be practiced in the Studio portion of the course.

II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. <u>Atlas of Human Anatomy for the Artist</u>, Stephen Rogers Peck, Oxford University Press, USA © 1982

III. Course Objectives

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

1. Demonstrate a foundational understanding of the skeletal and muscular structure of the human figure through both drawings from the model and anatomical plates.
2. Create observational drawings from the live figure model in a wide range of drawing media that demonstrate successful development, application, and understanding of: Anatomy and structure of the human body,proportion, sighting, measurement, and foreshortening,gesture drawing and massing of form, Uses of line and value in describing the human figure, Application of the concept of volume and space to the human figure, Structural and planar analysis of the figure, Development of composition using the human figure
3. Develop expressive and formal content through manipulation of line, form, value, composition posture, and anatomical proportions.
4. Recognize formal elements as criteria for success through examples of the work of the old and modern masters. Examine and describe the major historical, contemporary, and critical trends in figure drawing.
5. Recognize how the formal elements mentioned above can be brought to bear on their own work. Evaluate and critique class projects using relevant terminology in oral or written formats.
6. Refine already developing skills and establish new goals regarding artistic growth and creative excellence in drawing.

IV. Methods of Presentation:

Observation and Demonstration, Projects, Other (Specify), Field Trips, Lecture and Discussion
Other Methods: Hands-on studio work from the live model will follow and will constitute most of the class time with the parameters set by the instructor. Homework will supplement the projects assigned in class and evaluated in the same manner as the in-class projects.

V. Course Content

% of Course	Topic

10.000%	Anatomy and structure of the human body, the skeleton, landmarks and proportion, musculature, structure of the major muscle groups that effect surface form.
10.000%	Observational drawing from the live figure model using proportion, measurement, sighting, and foreshortening.
10.000%	Gesture drawing and massing of form using line and value in describing the human figure.
10.000%	Application of the concepts of volume and space to drawing the human figure using structural and planar analysis of the figure.
10.000%	Development of composition using the human figure.
5.000%	Expressive content developed through manipulation of line, form, value, composition, pose, and anatomical proportions.
5.000%	Introduction to and use of a variety of drawing materials and techniques appropriate for drawing the human figure.
10.000%	Individualized study (to be determined by the instructor) which may include research, work in sketchbooks, anatomical plates, tests and drawings.
25.000%	Critical evaluation and critique of class projects using relevant terminology in oral or written formats.
5.000%	Study and analysis of the major historical, contemporary, and critical trends in figure drawing.
100.000%	Total

VI. Methods of Evaluation

% of Course	Topic
10%	Class Participation
30%	Class Work: Developing drawings to build a portfolio.
20%	Homework: Drawings and research
20%	Portfolios: Consisting of drawings from class work.
20%	Projects: Drawings completed out of class
100%	Total

VII. Sample Assignments:

Direct Observation: A drawing of the figure from direct observation demonstrating an understanding of the gesture, conveying volume, and proportion.

Drawing a narrative: A drawing showing a narrative of the students day using five hands demonstrating an understanding of composition, proportion, conveying volume and proportion and reflecting the interpretive use of human form.

VIII. Student Learning Outcomes:

1. Demonstrate a foundational proficiency in structuring and executing drawings using the human figure.
2. Demonstrate an understanding of the precedents set by the artists of the past and present in figure drawing, through composition, color, and use of the materials and bring these to bear on individual works in both practice and analysis.

ADVISORY Checklist and Worksheet: ART 21A
Proposed Advisory: ART 20A

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: **ART 21A**
(It is recommended that the student to be able to do or understand the following BEFORE entering the course)

A)	Fundamental familiarity with the use of the materials of drawing
B)	Ability to show light on simple forms such as cylinders and spheres with shading
C)	Understanding the basic principles of perspective
D)	Ability to measure and gauge relative proportion – measuring from observation

EXIT SKILLS (objectives) FROM: **ART 20A**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Fundamental familiarity with the use of the materials of drawing
2.	Ability to show light on simple forms such as cylinders and spheres with shading
3.	Understanding the basic principles of perspective
4.	Ability to measure and gauge relative proportion – measuring from observation

EXIT SKILLS From: ART 20A	ENTRANCE SKILLS FOR: **ART 21A**							
		A	B	C	D	E	F	G	H
	1	x							
	2		x						
	3			x					
	4				x				
	5								
	6								
	7								
	8								

Substantial Change: ART 75, Form and Information

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
Transferability:	Transfers to CSU, UC

I. Catalog Description

This course introduces fundamental concepts related to the design and fabrication of objects. Students utilize a combination of computational and mechanical tools to design, develop, refine, and construct physical forms. Through a combination of lectures, demonstrations, and hands on lab work, students develop the skills, toolsets, and experimental approaches needed for further study in the fields of sculpture, architecture, industrial design, 3D modeling, and contemporary multimedia studio art practice. In addition to lectures and readings on the historical and contemporary intersections of art and technology, topics of instruction include the safe operation of power tools, digital input and output paths, laser cutting, 3D printing, CNC routing and milling, and a survey of relevant 3D modeling software.

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. Generative Design, Hartmut Bohnacker, Benedikt Groß, Julia Laub, Princeton Architectural Press © 2012, ISBN: 9781616890773
2. Principles of 3 Dimensional Design, Wucius Wong , Van Nostrand Reinhold © 1976, ISBN: 978-0442295615
3. The Object, Edited by Antony Hudek, MIT Press © 2014, ISBN: 9780262525763
4. Systems, Edited by Edward A. Shanken, MIT Press © 2015, ISBN: 9780262527194
5. Rhinoceros . Robert McNeel & Associates, 5 for mac ed.
   Rhinoceros is primarily a free form surface modeler that utilizes the NURBS mathematical model.
6. Fusion . Autodesk, 360 ed.
   Fusion 360 is the first 3D CAD, CAM, and CAE tool of its kind that connects your entire product development process in a single cloud-based platform that works on PC, Mac, and mobile devices.
7. Processing. Processing Foundation, 3 ed.
   Processing is a flexible software sketchbook and a language for learning how to code within the context of the visual arts. Since 2001, Processing has promoted software literacy within the visual arts and visual literacy within technology. There are tens of thousands of students, artists, designers, researchers, and hobbyists who use Processing for learning and prototyping.

III. Course Objectives

Upon completion of this course, the student will be able to:
1. Use precise measurements and quantitative reasoning to design three dimensional forms that exhibit a high level of visual quality.
2. Fabricate three dimensional objects using a combination of CAD/CAM software and power tools.
3. Articulate their understanding of the historical and theoretical context surrounding the relationship between art and technology.

IV. Methods of Presentation:

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

V. Course Content

% of Course	Topic
10.000%	Survey of the historical intersections of art and technology
10.000%	Shop safety and technical demonstration

20.000%	3D modeling software survey
10.000%	Designing and fabricating polyhedra
10.000%	Laser cutting
10.000%	3D printing
10.000%	CNC machining
10.000%	Curved surfaces
10.000%	Class discussion. Review of assigned readings and critique of student work.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
20%	Class Participation: Participation in class discussions, critiques, and lab time. Participation will be measured through interactions on the LMS (e.g. Canvas) as well as attendance.
10%	Exams/Tests: Students will be given an exam on shop safety. This exam counts toward the final grade as an incentive for compliance with best practices in the shop.
20%	Oral Presentation: Students will be evaluated on the content of a presentation given on an assigned artist or artwork that is relevant to the course content.
50%	Projects: Students are evaluated on the visual/material quality and number of projects completed in the course. 5-12 projects.
100%	Total

VII. **Sample Assignments:**
Serial Planes: Design and construct a three dimensional form from a series if incrementally differing two dimensional cross sections. Two dimensional shapes may be drawn in Illustrator, programmed with Processing, or generated from a 3D model using Slicer. Cut the two dimensional planes out of wood, foamcore, acrylic, or other suitable planar material using the lasercutter, CNC router, or bandsaw as needed. Assemble the planes along a z axis with clear and specific relationships to one another. Use a box, base, spacers, or central dowel technique to make the connections between the planes. Photograph the finished object and upload the image to the course management software (i.e. Canvas).

Algorithmic Terain: Write code that uses an algorithm to generate a 3 dimensional surface. Extrude and edit the surface using 3d modeling software. Output the surface using a cnc mill. Make a rubber mold of the milled surface. Cast plaster into the mold. De-mold the cured plaster and mount it on a wall.

VIII. **Student Learning Outcomes:**
1. Employ quantitative reasoning in the conception and development of aesthetic objects.
2. Analyze complex forms and identify fundamental design elements as well as the principles by which they are organized.
3. Synthesize fundamental elements of design into more complex structures using a modular hierarchy of principles.
4. Define a problem and use research to elaborate and evaluate a set of possible solutions.
5. Develop a project from initial speculation to final product using an iterative process of refinement.
6. Critically participate in the digitally mediated information environment that is contemporary visual culture.

Substantial Change: COMPUTER APPLICATIONS 67, WordPress

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to CSU
Skills Advisory(s):	CIS 50

I. **Catalog Description**

WordPress is the world's most popular Content Management System (CMS) platform, powering personal blogs, some of the largest community/society websites, eCommerce web stores and fan sites built with cutting edge technology. This course provides students with the knowledge, skills, and hands-on experience to create, enhance, and maintain a successful WordPress site. Students learn the necessary skills to install WordPress, design, and build a WordPress website, create and sustain a blog, populate the site with content aggregation, and build a content management system. Students will be able to edit the site, integrate analytics, optimize for Search Engine Optimization (SEO), and build for multiple contributors. The design and integration of WordPress themes, widgets, and plugins 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. WordPress 3 Complete, 1st, April Hodge Silver, Packt Publishing © 2011, ISBN: 1849514100

III. **Course Objectives**

Upon completion of this course, the student will be able to:
   1. Identify and explain the differences between two different resources for installing and using WordPress, WordPress.org and WordPress.com
   2. Sketch out a WordPress website and demonstrate how to build and implement the design
   3. Create blogs and manageable content management systems with structured information using WordPress
   4. Create new content, and aggregate existing content from around the web
   5. Insert media, podcasts, RSS feeds, audio/video and their players into the WordPress site
   6. Design and build custom themes using WordPress frameworks, widgets, and plugins
   7. Publish, move, maintain, and secure a WordPress site
   8. Perform customization of a WordPress site for different form factors, from desktop to mobile
   9. Manipulate WordPress settings to create and implement a solid Search Engine Optimization plan
   10. Demonstrate an understanding of accessibility and usability issues pertaining to WordPress sites
   11. Apply critical thinking skills to case studies

IV. **Methods of Presentation:**

Projects, Other (Specify), Lecture and Discussion, Other
Other Methods: PowerPoint Presentations; Videos, Reading Assignments, Hands-on-Activities

V. **Course Content**

% of Course	Topic
5.000%	Hosting, installing and configuring WordPress and user accounts
10.000%	Building and deploying posts (blogs) and pages (website)
25.000%	Installing and modifying themes, WordPress plugins, forms, syndicated newsfeeds
25.000%	Creating custom themes and layouts using a WordPress framework
20.000%	Integrating aggregated feeds, media: photos, drawings, charts, video, and audio
10.000%	Optimizing the WordPress website for mobile and tablet by customizing themes

5.000%	Optimizing for search engine optimization & analytics using WordPress plugins
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
15%	Class Work: in class hands-on assignments
15%	Exams/Tests: Midterm exam
15%	Final exam
35%	Homework
20%	Projects
100%	Total

VII. **Sample Assignments:**
Sample Assignment 1: Sample Assignment 1: Setup User Privileges for a WordPress blog 1. Login to WordPress dashboard 2. open user menu 3. add users 4. set the privileges 5. set default roles 6. and define each user's role

Sample Assignment 2: Sample Assignment 2: Adding social network buttons to the WordPress website 1. Search the WordPress database for the Share and Follow plugin 2. install the Share and Follow plugin 3. activate the plugin 4. Open the options panel and configure the options for your site 5. add a share bar to a post 6. test the bar 7. choose the social apps to display 8. style the bar

VIII. **Student Learning Outcomes:**
1. Acting as a WordPress site administrator, students will use WordPress to build out a complete content management system that will include blogs, webpages, a WordPress theme, WordPress plugins, chats, social sharing, and various forms of media and photo galleries.
2. Students will design and build a custom WordPress theme that will be built in full compliance with W3C standards, will have enhanced web typography, and will be customized with WordPress widgets and plugins.

Prerequisite Worksheet

ENTRANCE SKILLS FOR (CIS 67, WordPress)

A)	Describe basic principles of the Internet and its history
B)	Utilize tools and information available on the Internet
C)	Compare and contrast the various Internet technologies and securities
D)	Identify Web addresses and URLs
E)	Use HTML and CSS to create a Web page containing graphic elements, hyperlinks and text in various fonts, sizes, styles, and tables
F)	Apply basic design principles in Website development
G)	Design multimedia and interactivity elements; graphics, sound, video, and animation, on the Web
H)	Identify the process of creating a Website by testing, publishing, marketing, and maintaining it

EXIT SKILLS FOR (CIS 50, Internet, HTML, and Web Design)

1.	Describe basic principles of the Internet and its history
2.	Utilize tools and information available on the Internet
3.	Compare and contrast the various Internet technologies and securities
4.	Identify Web addresses and URLs
5.	Use HTML and CSS to create a Web page containing graphic elements, hyperlinks and text in various fonts, sizes, styles, and tables
6.	Apply basic design principles in Website development
7.	Design multimedia and interactivity elements; graphics, sound, video, and animation, on the Web
8.	Identify the process of creating a Website by testing, publishing, marketing, and maintaining it

		ENTRANCE SKILLS FOR (CIS 67)							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR (CIS 50)	1	x							
	2		x						
	3			x					
	4				x				
	5					x			
	6						x		
	7							x	
	8								x

Substantial Change: DANCE 62, Fundamentals of Choreography: Composition 2

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:	April 2021
Transferability:	Transfers to CSU, UC
Skills Advisory(s):	DANCE 61 or equivalent experience

I. Catalog Description

This course focuses on intermediate compositional craft with an emphasis on developing choreographic skills for duet and small groups. Students study design concepts, and analyze elements of choreographic form, styles and trends.

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 Intimate Act of Choreography, Blom, Lynne and Chaplin, L. Tarin, University of Pittsburgh Press © 1982
2. Contemporary Choreography: A Critical Reader, 2nd , Jo Butterworth (Editor), Liesbeth Wildschut (Editor), Routledge © 2018, ISBN: 978-1138679986
3. Drawing the Surface of Dance, Annie-B Parson, Wesleyan University Press © 2019, ISBN: 9780819579065
4. The Body is a Clear Place: and Other Statements in Dance, Hawkins, Erick, Princeton Book Company © 2007

III. Course Objectives

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

1. Critically analyze compositional craft and form of noted choreographers in the US and abroad.
2. Recognize and analyze historic and contemporary style and trends in dance making.
3. Construct movement studies that utilize intermediate level application of compositional craft tools on two or more dancers.
4. Recognize and apply concepts of aesthetic quality and abstraction when transforming ideas into movement expression.
5. Create, direct, and coach group choreography with movement and form necessary to express the intention of the dance.
6. Critically analyze and discuss the integrity of movement and form when observing one's own choreography, as well as the choreography of others
7. Define and apply a unique personal movement with improvisational tools to create material for choreographic works.
8. Apply an intermediate understanding of Laban Movement Analysis as it relates to the architecture of bodies in space, time, and effort.
9. Develop movement narrative and concept by working with props, spoken word, fine art and technology.
10. Articulate and apply complex relationships of dance to music and sound score.

IV. Methods of Presentation:

Other (Specify), Field Trips, Lecture and Discussion, Observation and Demonstration, Discussion, Critique, Projects, Group Work
Other Methods: Guided experiences in movement and musicality, Presentation of audio and visual examples, Use of video recording and feedback

V. Course Content

% of Course	Topic

10.000%	Preliminary experiences in aesthetic elements of dance and inner sensing; introduction to terminology
10.000%	Historic styles and current trends
10.000%	Study of dance forms (theme and variation, ABA, rondo, etc)
10.000%	Study of experimental dance forms (chance, score dances, contact improvisation, multimedia, performance art, fusion approaches)
20.000%	Developmental process
10.000%	Dance study (choreography/improvisation) for small ensemble
15.000%	Form/compose solos, duets, and trios.
15.000%	Show and refine dances; final presentation
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
20%	Class Participation: Participation, active and involved
20%	Other: Demonstration of class concepts and skills
20%	Projects: Completion of class assignments and projects
40%	Written assignments: Participation in class presentations and completion of written assignments
100%	Total

VII. **Sample Assignments:**
Sample Assignment # 1: Video Review and Choreographic Analysis: Students will research utilizing library and external sources a work of choreography created by well-known choreographer. (Lists of well-known choreographers and title of the pieces will be provided in the class). Students will develop an analysis of the work including movement qualities, choreographic structure, formation of the piece, music, relationship with dancers, and narrative of the piece.

Sample Assignment #2: Students will create a small group work of choreograpy (3-5 minute length) from a proposed concept. Students will develop movement vocabulary based on the idea, coach dancers, apply compositional tools, edit, and reshearse the work. Students will work with selecting appropriate sound score/music, sounds, visual effects, and spoken words as appropriate to concept. Students will also engage in a critical peer review process, through faciliated feedback sessions.

VIII. **Student Learning Outcomes:**
1. Develop expressive movement vocabulary into solos, duets, and trios with focus on the forming process and compositional craft
2. Students will employ various elements of dance involved in choreographic process.
3. Students will analyze and discuss choreography¿discuss varying approaches to creating choreography.

Substantial Change: DANCE 63, Fundamentals of Choreography: Special Topics

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
Transferability:	Transfers to CSU, UC
Skills Advisory(s):	DANCE 60 Or equivalent experience

I. **Catalog Description**
   This course focuses on the interplay of choreographic principles, design, technology, and movement elements to create dance compositions in various genres. Students will learn choreographic techniques and perspectives for a specific context such as commercial dance, street dance, world dance, musical theater, and dance for camera, to expand compositional proficiency and in preparation for submission to student performance courses (Dance 55A and Dance 57A) and professional opportunities.

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. Musical Theatre Choreography: Reflections of My Artistic Process for Staging Musicals., Sabo, Linda, Farnham Academy Press © 2020
   2. Choreography: Creating and Developing Dance for Performance, Flatt, Kate, Crowood Press © 2019
   3. The Artist's Compass: The Complete Guide to Building a Life and a Living in the Performing Arts, Moore, Rachel S, Atria Books © 2017, ISBN: ISBN-13: 978-1501126642
   4. Making Video Dance: A Step-by-Step Guide to Creating Dance for the Screen, 2nd, McPherson, Katrina, Routledge © 2019
   5. The Body is a Clear Place: and Other Statements in Dance, Hawkins, Erick, Princeton Book Company © 2007

III. **Course Objectives**
   Upon completion of this course, the student will be able to:
   1. Apply understanding of the elements of dance (body, space, time, and effort) in the creation of choreography in various genres.
   2. Recognize and analyze choreographic principles through investigating diverse styles and trends in dance making.
   3. Construct movement studies that utilize intermediate level compositional tools as applied to various genres and diverse aesthetic values.
   4. Recognize and apply concepts of aesthetic value when transforming ideas into movement expression with varied stylistic approach.
   5. Create, direct, and coach group choreography with movement and form necessary to express the aesthetics of various genres.
   6. Select and edit choreographed dance material to strengthen composition and communicate ideas within a specific context.
   7. Critically analyze and discuss the integrity of movement and form in relation to genre, when observing one's own choreography, as well as the choreography of others.
   8. Recognize and describe the possibilities for theatrical lighting, costume, set design, sound design, and technological tools to further the intention of the dance.
   9. Develop movement narrative and concept by working with various editing techniques for music/soundscape and/or film/video.
   10. Design written and verbal presentational materials that articulately describe the intention of the choreographed work, in the form of program notes, press releases, and artist pre/post show discussions.

IV. **Methods of Presentation:**
   Other (Specify), Field Trips, Lecture and Discussion, Field Experience, Projects, Visiting Lecturers, Group Work
   Other Methods: Guided experiences in movement and musicality, Presentation of audio and visual examples, Use of video recording and feedback

V. Course Content

% of Course	Topic
10.000%	Experiences in applying the elements of dance (body, space, time, and effort) in the creation of choreography in various genres.
15.000%	Historic styles and current trends
15.000%	Study of dance forms and structures as applicable to various genres (dance film, commercial, etc)
20.000%	Create, direct, and coach group choreography with movement and form necessary to express the aesthetics of various genres.
20.000%	Developmental process
20.000%	Show and refine dances; final presentation
100.000%	Total

VI. Methods of Evaluation

% of Course	Topic
20%	Class Participation: Participation, active and involved
20%	Other: Demonstration of class concepts and skills
20%	Projects: Completion of class assignments and projects
40%	Written assignments: Participation in class presentations and completion of written assignments
100%	Total

VII. Sample Assignments:

Sample Assignment # 1: Movement Study: Students will review a mock treatment for a music video and research the director's visual references. Students will create movement motifs and imagery that align with the director's vision while integrating their personal style and aesthetic. Students will film three 20-second sample clips for the song's verse, bridge, and chorus.

Sample Assignment # 2: Composition : Students will create a solo or duet composition (2-3 minute length) in a specific style or genre (for example West African, Mexican Folklorico, Hawaiian, Chinese, Salsa), applying compositional concepts related to the elements of dance (body, space, time, and effort).

Sample Assignment #3: Design: Students will propose a lighting plot and costume design for a final composition, providing a rationale for how chosen production elements further the intention of the work.

VIII. Student Learning Outcomes:

1. Develop expressive movement vocabulary into solos, duets, and trios with focus on the forming process and compositional craft.
2. Students will use the interplay of the elements of dance making to create dance forms in various genres.
3. Students will analyze and discuss choreography, and discuss varying approaches to creating choreography.

ADVISORY Checklist and Worksheet: DANCE 63
Proposed Advisory: Dance 60

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: **DANCE 63**
(It is recommended that the student to be able to do or understand the following BEFORE entering the course)

A)	Describe and analyze concepts of dance as art, and art as a universal (cross cultural and timeless) means of expression.
B)	Implement individual creativity and expression through movement.
C)	Demonstrate understanding and creative application of the elements of dance through improvisational scores and exercises.
D)	Comprehend an awareness of one's own body, and apply somatic sensitivity to express inner imagery and kinetic impulses.
E)	Demonstrate the fundamentals of dance improvisation, alone and with others.
F)	Examine and interpret the relationship between dance/music/art.
G)	Apply experience and ease in numerous approaches and theories concerning improvisation.
H)	Possess a range of movement possibilities and tools for new movement generation.

EXIT SKILLS (objectives) FROM: **DANCE 60**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Recognize and analyze choreographic principles through investigating diverse styles and trends in dance making.
2.	Recognize and apply concepts of aesthetic value when transforming ideas into movement expression with varied stylistic approach.
3.	Apply understanding of the elements of dance (body, space, time, and effort) in the creation of choreography in various genres.
4.	Critically analyze and discuss the integrity of movement and form in relation to genre, when observing one's own choreography, as well as the choreography of others.
5.	Create, direct, and coach group choreography with movement and form necessary to express the aesthetics of various genres.
6.	Select and edit choreographed dance material to strengthen composition and communicate ideas within a specific context.
7.	Construct movement studies that utilize intermediate level compositional tools as applied to various genres and diverse aesthetic values.

modified 12/02/2016

		A	B	C	D	E	F	G	H
		ENTRANCE SKILLS FOR: **DANCE 63**
EXIT SKILLS From: **DANCE 60**	1	X							
	2		X						
	3			X					
	4				X				
	5					X			
	6						X		
	7							X	X
	8								

Substantial Change: ENGLISH 20, Preparation for College Reading and Writing

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

I. Catalog Description

This course is designed to help students improve intermediate reading and writing skills necessary for college success. Students will increase their reading comprehension and vocabulary; they will build their understanding of patterns of organization used in academic writing, as well as their inferential reading techniques. Through the integrated study of reading and writing, students will develop an efficient writing process appropriate to audience and purpose. The course requires classroom work, and homework. In English 20, students will also review grammar and usage and develop skill in writing essays

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 Kite Runner, Print, Hosseini, Khaled, Riverhead Books © 2003
2. America Now, 12th, Print, Atwan, Robert, Bedford St. Martin's © 2017, ISBN: 978-1319055110
3. A Writer's Reference with Writing About Literature, 10th, Hacker, Diane and Nancy Sommers, Bedford St. Martin's © 2021, ISBN: 978-1319133054
4. Ten Steps to Advancing College Reading Skills, 7, Langan, John, ed., Townsend © 2019, ISBN: 978-1591944348
5. The Least You Should Know About Vocabulary: Word Roots, Print, Friend, Carol E., Laura D. Knight, and Teresa Glazier, Wadsworth © 2015, ISBN: 978-1285430454
6. The Autobiography of Malcolm X, Reissue, X, Malcolm and Alex Haley, Ballantine © 1992, ISBN: 978-0345350688
7. The Hate You Give, Thomas, Angie, Balzer + Bray © 2017, ISBN: ISBN: 978-0062498533
8. Altman, Pam, Mari Caro, Lisa Metge-Egan, and Leslie Roberts, Sentence-Combining Workbook, 3E. Boston: Wadsworth, 2011. Print.

III. Course Objectives

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

1. Demonstrate increased vocabulary through knowledge of essential college level words and commonly found Greek and Latin word parts, and through the use of context clues and the dictionary
2. Identify main ideas and supporting details to demonstrate basic reading skills.
3. Utilize critical thinking skills, such as recognizing author's purpose, distinguishing fact from opinion, recognizing connotation, tone, and irony, developing questions of fact, inference, and speculation from specific texts.
4. Study-read through the use of overview-skimming, self-testing, oral and written paraphrasing and/or summary writing, and note-taking or annotating and underlining techniques
5. Use a variety of prewriting techniques and comprehension of the readings to generate and organize ideas into essays.
6. Write a thesis statement with a specific focus, and develop a thesis statement into a full essay
7. Read one to three full-length works (novel, book of short stories, autobiography, biography, non-fiction text) and complete a reading response journal in the form of summary and response, distinguishing what the writer says and what the reader interprets or analyzes
8. Demonstrate an understanding of the writing process, including pre-writing, planning, drafting, revising, and editing
9. Create topic outlines for multi-paragraph essays
10. Demonstrate the ability to follow instructions on tests and written assignments
11. Develop the parts of an essay, including introduction with thesis, supporting paragraphs, and conclusion
12. Based on response to a specific reading, write multi-paragraph thesis-and-support essays on a variety of topics
13. Write summaries that demonstrate comprehension of academic essays and articles
14. Use correctly the basic marks of punctuation
15. Write essays relatively free of basic mechanical errors, including comma splices, run-ons, and fragments

16. After critical reading of an article at a secondary/post-secondary level, write an essay in 80 minutes that contains a summary, an introduction, a thesis, and several supporting paragraphs, and that is relatively free of basic grammar errors
17. Act more confidently in their reading, writing, and study skills and their ability to apply those skills to their continued academic work.

IV. **Methods of Presentation:**
Other (Specify), Lecture and Discussion, Distance Education, Discussion, Projects, Group Work
Other Methods: In the classroom, AV aids may enhance activities. The class also requires outside reading and writing assignments.

V. **Course Content**

% of Course	Topic
20.000%	Reading
10.000%	Outlining, organizing information, summarizing, journaling
10.000%	Vocabulary
10.000%	Essay Final Drafts
10.000%	Prewriting
10.000%	Drafting
10.000%	Revising
10.000%	Proofreading and editing
10.000%	Sentence Skills
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
5%	Class Participation: Active Participation
25%	Exams/Tests: Tests on vocabulary and reading comprehension
15%	Homework: Written homework
55%	Papers: 7 Paragraphs/Essays Common Essay
100%	Total

VII. **Sample Assignments:**
Argumentative Essay: Write an argumentative essay in response to a current controversy reported in the New York Times. To do that, first read and annotate the article, noting main ideas and opposing viewpoints, and differentiating facts from opinions. Create a graphic organizer of the article, according to the journalist questions, Who? What? When? Where? Why? And How? Use the graphic organizer to help you write a thesis-driven essay that develops your central argument with evidence from the text and your own reasoning.
Readings: Based on an assigned reading, write three to five discussion questions based on Socratic questioning models. For each question, note the quotations or page numbers/paragraphs that prompted the question. Share your questions in class discussion . After discussion, write an evaluation of the effectiveness of the questions and note the issues and further questions that were raised. Finally, select one compelling question, refine it, and turn the question into a thesis statement that will be developed into an essay. Grammar in context: In preparation for writing argument, practice writing complex sentences. Example: Smoking has been proven to be bad, if not fatal for health. Should smoking be made illegal? Pro: Because smoking has been shown to have so many negative effects on health, the sale of tobacco should be made illegal. (cause/effect) Con: Although smoking has been

linked to various health problems, adults should have the right to make their own decisions about whether or not to smoke. Smoking should remain legal. (argument/refutation)

Self-Evaluation Essay: Self-evaluation Essay: Reread the Educational Autobiography you wrote at the beginning of the term. Where are you now in terms of the things you discussed early in the term? Consider the following: How are you doing in terms of developing mastery as an academic reader? Strengths? Areas for improvement? Are you reading differently than you did at the beginning of the term? What things have helped you to develop your mastery? How are you doing in developing mastery as a critical thinker? Strengths? Areas for improvement? What has helped you develop? Are you thinking differently than you were at the beginning of the term? What has helped you to develop your skills as a critical thinker? Give specific examples, if you can. How is your mastery of academic writing? What do you feel confident about now that you may not have been confident about at the beginning of the term? Are you writing differently? Strengths? Areas for improvement? Describe your motivation this semester. Were the moments when your motivation dropped? If so, what was going on? When was it highest? Why was it particularly high at that point?

VIII. **Student Learning Outcomes:**
1. Using a specific reading selection, demonstrate the ability to develop an essay in an 80 minute time period, employing various prewriting techniques. Essay content will demonstrate an adequate understanding of the reading. It will display basic organizational and sentence skills, including the use of thesis statement, topic sentences, and adequate development.
2. Read and decode multi-disciplinary college level texts, identifying rhetorical structure, distinguishing between main and supporting ideas, and recognizing facts and inferences.

Substantial Change: KINESIOLOGY PHYSICAL EDUCATION 29A, Pilates Mat Exercise

Units:	1.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	0.00
In-Class Lab:	3.00
Arranged:	0.00
Outside-of-Class Hours:	0.00
Transferability:	Transfers to CSU, UC
CSU GE Area:	E - Lifelong Understanding and Self-Development

I. **Catalog Description**

This course is designed to introduce the student to Pilates' mat technique of exercise. Pilates is a unique method of body control and conditioning. It consists of stretching and strengthening the muscles, while improving flexibility and balance.

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. Return to Life Through Contrology, 3rd 2010, Joseph H Pilates, Pilates Method Alliance © 1945, ISBN: 0976823209
2. Pilates For Beginners, 1st, Katherine Corp & Kimberly Corp, Althea Press © 2018, ISBN: 978-1-64152-150-5

III. **Course Objectives**

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

1. Explain the history of Joseph Pilates exercise.
2. Identify the main muscles involved in Pilates.
3. Develop core abdominal strength, increase flexibility and improve posture.
4. Perform a progressive Pilates' program.

IV. **Methods of Presentation:**

Discussion, Lecture and Discussion, Other (Specify)
Other Methods: Demonstrations Student participation in directed programs DVD

V. **Course Content**

% of Course	Topic
6.660%	Body Structure/Workout
6.660%	Joseph Pilates/Body Conditioning/Workout
6.660%	Key Muscles/Workout
6.660%	Muscles and Movement/Workout
6.660%	Muscles, Exercise and Action/Workout
6.670%	Terminology and Application
6.670%	Lifestyle and Body/Workout
13.340%	Dynamic Posture/Self-assessment/Workout
6.670%	Remodeling/Principles of Practice/Workout
6.670%	Aerobic vs. Structural Fitness/Workout
13.340%	Level 1/Level 2/Workout
13.340%	Approaching Exercise and Planning your Program/Workout

% of Course	Topic
100.000%	Total

VI. Methods of Evaluation

% of Course	Topic
65%	Class Participation: Participation and Demonstration of Skill Improvement
20%	Exams/Tests: Test/Assignment
15%	Final exam
100%	Total

VII. Sample Assignments:

Warm Up Series: Perform a warm up series using basic fundamental Pialtes exercises

Developing a Program to Heal the Body Through Pilates Exercises: How to heal the body through a Pilates Program: Student identifies the area of concern. Develops a short Pilates program to strengthen this area, stating the mucles working & muscles stretching. Student will show how the exercises will improve the identified issue.

VIII. Student Learning Outcomes:
1. Demonstrate flexibility throughout the spine by performing Pilates exercises.
2. Acquire correct posture through all exercises and stretches learned within the semester.

Substantial Change: PHOTOGRAPHY 30, Techniques of Lighting: Introduction

Units:	4.00
Total Instructional Hours (usually 18 per unit):	144.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	6.00
Arranged:	0.00
Outside-of-Class Hours:	72.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit - Degree Applicable
Pre/Corequisite(s):	PHOTO 5
Skills Advisory(s):	PHOTO 1 (concurrent enrollment allowed).

I. Catalog Description

In this class students will acquire a solid foundation in lighting tools and the practical application of lighting. Students will learn the proper selection and effective use of a light source whether photographing a portrait, a still life or any type of location photography.

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. Artificial Lighting for Photography, Joy McKenzie & Daniel Overturf, n/a © 2010, ISBN: ISBN: 978-1-4
2. Light: Science & Magic, 3rd Edition, Hunter and Fuqua, Focal Press © 2007, ISBN: ISBN: 978-0-2

III. Course Objectives

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

1. Demonstrate the necessary skills to work accurately, efficiently and safely in a studio or location environment in the production of a commercial photographic image.
2. Demonstrate skills in metering and properly exposing a digital image with the use of artificial and natural lighting.
3. Demonstrate knowledge in camera and computer requirements for image production within a studio environment by shooting tethered to a computer and to media only.
4. Demonstrate basic skills and knowledge in controlling natural lighting situations, using small flash as main and fill lights, as well as strobe and large tungsten lighting equipment in the studio environment.
5. Create form, 3-dimensionality, texture, controlled reflections, background separation and mood through proper creation of lighting patterns and ratios regardless of type of light source being utilized.

IV. Methods of Presentation:

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

V. Course Content

% of Course	Topic
5.000%	Introduction to class, obligations, expectations for the class and overview of information to be covered. Introduction to the studio, grip equipment, organization and storage, and facilities usage policies.
10.000%	Intro to Light: Direction, Controlling Color, Contrast, Intensity, Distance, Quality, Transmission, Diffusion, Refraction. Tungsten lights (lecture & in-studio demonstration)
10.000%	Metering: incident, reflective, controlling dynamic range, main light, fill light, background light and accent light. (lecture & in-studio demonstration) Create a grip equipment check-off list for location
10.000%	Lighting for shape and form. (lecture & in-studio demonstration)
10.000%	Lighting for texture. (lecture & in-studio demonstration)

5.000%	Lighting for metal. (lecture & in-studio demonstration) Strobe lighting: sync, duration, remote trigger, softbox, umbrellas, scrims, grids, tents. (lecture & in-studio demonstration)
5.000%	Differences and similarities between tungsten (continuous) light and studio strobe (burst) light. (lecture & in-studio demonstration)
10.000%	Lighting people – Rembrandt, Paramount, High key, Low key, Mid key (lecture & in-studio demonstration) Speed lights (on-camera flash), using single unit, multiple units, in studio and on location. (lecture & in-studio demonstration)
5.000%	Location: exterior architectural photography. (lecture & demonstration)
5.000%	Location: product/still life in a natural setting (lecture & demonstration
5.000%	Lighting for glass in studio. (lecture & in-studio demonstration)
10.000%	Lighting in-studio for: Advertising, Product, Still life, Editorial, Fashion and Portraits / still life assignment. (lecture & in-studio demonstration)
10.000%	Final Project: Portraiture: lighting for high and low key (white clothing on white background & black clothing on black background) (lecture & in-studio demonstration)
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
5%	Class Participation
7%	Final exam
20%	Other: 1 larger final photographic production project
68%	Projects: 9 photographic production projects (7.5% each)
100%	Total

VII. **Sample Assignments:**

Light Modifiers: Assignment: Light Modifiers Objective: For this assignment you will be photographing for the first time in the studio using the various light modifiers we have available to us. Your goal is to compare each source's quality of light, how it describes facial features, emphasizes form, dimensionality, texture, and creates mood in portraiture. Requirements: Photograph a minimum of 50 (minimum of 250 total) frames using each of the following: Umbrella Soft Box Beauty Dish Foam Core Bounce Grid Shoot digitally You may photograph a classmate, friend, or acquaintance for this assignment Use only ONE light at a time NO POST PRODUCTION (cropping, exposure adjustments, etc.) What you'll be turning in: • ONE image file from each light modifier, full resolution jpeg (5 total) • All of your digital files in JPEG format, properly named and organized into subfolders according to light modifier, and uploaded to Course Management Software. • Name your folders and files as follows: FOLDER: A02_yourlastname_initial IMAGES:A02_yourlastname_initial_modifiers_001 • Lighting diagram for each setup • Data Information Sheet for each shoot

Dramatic Portrait: Objective For this assignment, you will be using strobes in the studio to create different versions of dramatic portraiture while achieving classic lighting patterns. Requirements Part I • One "Select" portrait from each of the following categories for a total of SIX portraits: - Rembrandt - Butterfly/Paramount - Loop - Broad - Short - Split • Set your camera up to capture in raw • Shoot from the chest area up on your subject. Don't crop the head. • Use a polished 7" reflector with your choice of honeycomb grid to achieve the desired pattern of the five categories listed above. You may choose to use a piece of diffusion wrapped in front of the grid to slightly soften shadows and bring down your highlights. You may NOT use umbrellas, soft boxes, beauty dishes, fill light or reflectors, etc. • You must use a unique subject for each lighting style. Think carefully about which lighting pattern will work best for each person's facial structure, shape, and body type. You may use fellow classmates for Part I of this assignment • Use a secondary hard light to light the background. You may create any tone in the background that you wish, as long as the result has a dramatic or noir aesthetic. • Use a third hard light to create a

rim/edge/hair light on your subject. You must create separation between the subject and the background on all sides of your model that is within frame. There should be no tones merging between the person's edge and the background Part II For the second part of this assignment, you will be creating a three-quarter portrait of someone (from the shins up). This person cannot be a student in the Photography Department. You must have them sign a liability form prior to the shoot. His or her face will be lit dramatically using one of the lighting patterns from Part I. The face should be lit beautifully, while the rest of the body quickly fades to dark. The shoulders should be dark, with very little light — if any at all. The rest of your subject's body needs to fall into silhouette with NO detail. Using a second light, illuminate the background with a texture or shape that provides a mood consistent with noir films and portraiture. Remember, the ONLY part of your subject's body that should be lit is the face. The subject's eyes should be well illuminated. Think about how you want to pose the subject given their body type and shape. Try different things and be creative with your camera angle and posing/posturing of their body. Don't stop shooting too soon! Use only two lights for this portion of the assignment (no edge light). Turn in: 1. A digital folder containing your select images, converted to B&W, and uploaded as DNG files to the Course Management Software. - name your files appropriately with the lighting style as a keyword - EXAMPLE: a08_sanseri_j_broad.dng 2. SMC Liability form for each model 3. Lighting Diagrams Read: LSM – Ch8 and ALP pp38-43, ch 8

VIII. **Student Learning Outcomes:**
   1. Demonstrate skill in the control of studio and location lighting techniques utilizing continuous light, strobe and mixed lighting situations.
   2. Demonstrate the necessary skills to work accurately, efficiently and safely in a studio or location environment.
   3. Demonstrate skills in metering and properly exposing a digital image with the use of artificial and natural lighting.
   4. Demonstrate ability to create form, 3-dimensionality, and texture, background separation and mood through proper creation of lighting patterns and ratios.

Prerequisite/Corequisite Checklist and Worksheet: PHOTO 30

Corequisite: Photo 5 ; Digital Asset Management Modification and Output

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

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

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

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

Type 4: Program prerequisites / corequisite
Corequisite must be required for at least one of the courses in the program. Explain: Prior or concurrent to Photo 30, students will need the ability to create a digital asset management system for their photography workflow. Specifically, students will need to know how to use Adobe Lightroom to process, organize, enhance and add metadata to their images while working in Photo 30. This also includes Calibration procedures, proper photo input procedures and output techniques for both print and web. Instructors in this course need to concentrate on photography lighting techniques and do not have time to assist students with their computer processing. Photo 5 is a SMC photography degree requirement and therefore necessary so the student pathway throughout our program is broken.

Type 6: Recency and other measures of readiness (miscellaneous)
Data must be collected according to sound research principles in order to justify such prerequisites. Complete the Prerequisite Worksheet

X   As per the fall 2017/Spring 2018 school year, students enrolling in Photo 30 without taking the skills advisory course (Photo 5) have only a 52% success rate as compared to a 74% success rate of students who have completed the advisory. Due to the maximum capacity of the photo studio at 30 students, those that withdraw from the course because it is too difficult without the necessary pre/corequisite skills have occupied seats that students with the proper prerequisites could have used.

ENTRANCE SKILLS FOR PHOTO 30

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

A)	Demonstrate skills in using image management software for exporting, cataloging and image processing.
B)	Demonstrate skills in metering and properly exposing a digital file.
C)	Demonstrate basic skills in calibration of digital cameras, printers and computer monitors.
D)	Demonstrate ability to recognize and accurately produce high quality color corrected inkjet images.

EXIT SKILLS (objectives) FOR PHOTO 5

modified 09/26/2012

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

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

		ENTRANCE SKILLS FOR (Photo 30)							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR (Photo 05)	1	x							
	2		x						
	3			x					
	4				x				
	5								
	6								
	7								
	8								

modified 09/26/2012

ADVISORY Checklist and Worksheet: PHOTO 30
Proposed Advisory: PHOTO 1

SECTION 1 - CONTENT REVIEW:

Criterion	N/A	Yes	No
1. Faculty with appropriate expertise have been involved in the determination of the advisory.		X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.		X	
3. Selection of this advisory is based on tests, the type and number of examinations, and grading criteria.		X	
4. Selection of this advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.		X	
5. The body of knowledge and/or skills which are recommended for success before enrollment have been specified in writing (see below).		X	
6. The course materials presented in this advisory have been reviewed and determined to teach knowledge or skills recommended for success in the course requiring this advisory.		X	
7. The body of knowledge and/or skills recommended for success in this course have been matched with the knowledge and skills developed by the advisory course.		X	
8. The body of knowledge and/or skills taught in the advisory 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: **PHOTO 30**
(It is recommended that the student to be able to do or understand the following BEFORE entering the course)

A)	Operate a digital camera and it's menus.
B)	Effectively utilize the three primary exposure modes - manual, aperture priority, shutter priority
C)	Select and use different lenses with consideration for practical and aesthetic functionality of each focal length of lens.
D)	Expose correctly using in-camera light meters and Basic Daylight Exposure principles.
E)	Understand and apply the guidelines of compositional theory while photographing a variety of subjects.
F)	Discuss and critique strengths and weaknesses in photographic images.

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

1.	Operate a digital camera and it's menus.
2.	Effectively utilize the three primary exposure modes - manual, aperture priority, shutter priority
3.	Select and use different lenses with consideration for practical and aesthetic functionality of each focal length of lens.
4.	Expose correctly using in-camera light meters and Basic Daylight Exposure principles.
5.	Understand and apply the guidelines of compositional theory while photographing a variety of subjects.
6.	Discuss and critique strengths and weaknesses in photographic images.

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

DE for Non-DE Course: JAPANESE 1, Elementary Japanese I

Units:	5.00
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
Transferability:	Transfers to CSU, UC
CSU GE Area:	C2 - Humanities
IGETC Area:	6A: Languages other than English (UC Requirement Only)

I. **Catalog Description**

This course, using a communicative approach, introduces the student to Japanese sentence structure, basic vocabulary, and the two Japanese phonetic scripts of Hiragana, Katakana, plus a selected number of Kanji. Students learn to ask and answer basic questions and write about simple actions in the present/future and past tenses. They also are introduced to important elements of Japanese culture and customs of the Japanese people. This course is taught in Japanese unless in cases of linguistic difficulty as determined by the professor.

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. Genki, An Integrated Course in Elementary Japanese, Volume 1, Banno, et. al, The Japan Times © 1999
   2. Genki, An Integrated Course in Elementary Japanese, Volume 1, Workbook, Banno, et. al, The Japan Times © 2000

III. **Course Objectives**

Upon completion of this course, the student will be able to:
   1. Comprehend and use fundamental sentence patterns to carry out simple conversations in the present/future and past tenses.
   2. Read and write Hiragana, Katakana plus a selected number of Kanji, and understand the content of texts written in them.
   3. Demonstrate a basic understanding of Japanese grammar.
   4. Describe people/things/daily activities using adjectives.
   5. Use and recognize culturally-embedded daily expressions and culture-specific mannerisms.

IV. **Methods of Presentation:**

Other (Specify)

Other Methods: In class, work consists of oral activities in pairs and small groups. Outside of class, students read texts for comprehension and complete writing exercises. Homework assignments and grammar exercises are checked by the professor.

V. **Course Content**

% of Course	Topic
20.000%	Introduction and practice of Hiragana, Katakana and Kanji
10.000%	Development of vocabulary and idiomatic expressions
10.000%	Reading comprehension exercises in Hiragana, Katakana and Kanji
10.000%	Follow-up writing practice assignments (after reading comprehension exercises)
10.000%	Individual and pair oral activities in the target language
5.000%	Study of Japanese culture and lifestyle of the Japanese people
35.000%	Presentation, practice and review of the following grammar: a) "X is Y" to give questions and answers regarding oneself and other people b) Demonstrative pronouns c) Numbers used in

	giving time, dates, and prices d.) Expressions/dialog formats for purchasing items and offering invitations e) Verb types and their conjugations in order for the student to carry out simple conversations in the present/future and past tenses. f) Existence verbs (i.e., "imasu" and "arimasu") to indicate the location of people and objects. g) The two types of adjectives in Japanese for giving simple descriptions.??
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
15%	Class Participation
15%	Final exam
5%	Group Projects: Group Presentation
20%	Homework
10%	Other: Pronunciation, spelling, vocabulary acquisition, and listening comprehension activities.
5%	Oral Presentation: 5% Mini Oral Presentation
30%	Quizzes: 5 Quizzes Vocabulary Quizzes Hiranga, Katakana, Kanji, and other pop Quizzes
100%	Total

VII. **Sample Assignments:**
1.: Writing Assignment: Composition: Students write a simple composition of approximately 400 characters length using Hiragana, Katakana, and the Kanji they have learned. Assigned composition topics include those appropriate for Japanese 1 level students such as self-introduction, introduction of family members, what they did over winter/summer vacation, etc.

2.: Oral Assignment: Role-play: The professor first presents the format and grammar for offering invitations. In pairs, students invite each other to do something together, such as going out with friends to a Japanese restaurant or watching a movie, etc. They discuss and negotiate with each other such details as the meeting time, day, and place.

VIII. **Student Learning Outcomes:**
1. Students are able to comprehend and use fundamental sentence patterns to carry out simple conversations in the present/future and past tenses. As assessed by: In-class, students hold conversations in pairs or small groups using the formal style of speech.
2. Students are able to read and write the three Japanese scripts of hiragana, katakana, and a selected number of kanji, and understand the content of texts written in them. As assessed by: Students read texts and answer questions regarding their contents; write short essays on selected themes.
3. Students are expected to be aware of cultural aspects. As assessed by: Class presentations

JAPAN 1 Distance Education Application

☑ Fully Online

1a. Instructor - Student Interaction:
Throughout the semester, communication between the instructor and each student will be frequent and ongoing. The instructor will initiate such communication. In addition, the instructor will send out a pre-course welcome letter one to two weeks before the course begins, along with information about the course's content, textbooks, and expectations, as well as how to navigate the learning management system (LMS). The instructor will also provide ongoing feedback, comments, and suggestions on student work, such as listening, speaking, reading, typed, and handwritten assignments and cultural discussion activities, to assist the students and improve their performance. The instructor will send weekly announcements to the class using the announcement function in the LMS, e-mail the class at or before the beginning of each week, and contact students with important reminders and key points as needed. Assignments, exams and quizzes will be given via the LMS. There will be clear and detailed instructions embedded in each assignment, and the instructor

will answer the students' questions about assignments in a timely manner. The instructor will also hold weekly virtual office hours during which students can meet with them to address any concerns and questions. The instructor will be available to talk to students over the phone as needed.

1b. Student - Student Interaction:
Frequent student–student interaction will occur in multiple ways. Students will participate regularly in student–student interactive activities using threaded discussions, collaboration tools, and audio-recording software such as VoiceThread and Flipgrid. Typically, assignments require, at a minimum, written or oral comments to two classmates. Activities are designed to develop and reinforce students' understanding of the course materials and to build a sense of community among them. Throughout the course, students will be able to use discussion boards to communicate with each other regarding course material and assignments. A virtual student lounge will also be provided to encourage students to interact with each other concerning non-course-related topics.

1c. Student - Content Interaction:
Students will engage with course materials several times a week through video lectures, lecture notes, and semi-authentic reading and listening materials created or selected by the instructor. The instructor will provide a variety of activities for students to develop their listening, speaking, reading, and writing skills and cultural competence. To address a variety of learning styles, the instructor will present the course materials using visual and auditory methods whenever possible. The instructor will also give typed, handwritten, and speaking (recording) assignments that require students to apply their knowledge and skills in a real-world context. The instructor will provide individual feedback and comments to ensure individual learning. Handwritten assignments will be graded manually by the instructor using the annotation function in the LMS.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Videos	Recorded lectures and videos: Students will view recorded lectures to learn vocabulary terms, hiragana, katakana, kanji, and grammatical concepts; practice listening and speaking dialogues in various situations; and read semi-authentic Japanese texts. Students will also watch videos on various cultural topics to develop cultural competency.	20.00%
Other (describe)	Students will take comprehension check quizzes to self-assess their understanding of course content. Each quiz allows unlimited attempts, which provides students with the opportunity to develop an understanding of the materials through trial and error. Their highest scores will be recorded.	20.00%
Written assignments	Students will complete typed and handwritten assignments on various topics created by the instructor. These assignments will be assessed for grammatical accuracy, use of vocabulary, and spelling. For handwritten assignments, the legibility of Japanese characters will also be checked.	15.00%
Other (describe)	Recording Assignments: Students will listen to questions and record their responses orally. The assignment will be assessed in terms of vocabulary, fluency, accuracy, and effectiveness in the use of language and amount of speech. Students will also give feedback on two classmates' recordings.	15.00%
Threaded Discussions	Students will watch videos and read articles on Japanese culture, and they will share their findings comparing and contrasting Japanese culture and their own culture on the LMS discussion forums. They will also provide feedback for two classmates' posts.	10.00%
Exams	Students will be tested weekly on vocabulary and kanji. There will also be quizzes on grammatical concepts, midterm exams, and final exams that include listening, recording, reading, and hand-written compositions. The quizzes and exams will be administered via the LMS.	20.00%

2. Organization of Content:
Content is organized into modules based on the textbook chapters. Learning objectives are included within each module, and content is aligned with those objectives. Content is delivered through a variety of accessible modalities, including assigned textbooks, texts within LMS pages, external websites, audio (with transcripts), captioned videos, and images with an alternative text. A typical instructional module includes (1) recorded lectures intended to introduce grammar concepts, cultural topics, and hiragana, katakana, and kanji; (2) practice quizzes and assignments on the LMS

and external websites for mechanical drills; (3) graded assignments on the LMS for listening, speaking, reading, and writing practice; (4) discussion forum(s) for culture discussion and communicative and proficiency-oriented activities; (5) quizzes or exams for summative assessment; and (6) other course-specific components as necessary. Technologies used to deliver content include the LMS, recording programs such as VoiceThread and Flipgrid, and collaboration tools such as Google Docs.

3. Assessments:

% of grade	Activity	Assessment Method
20.00%	Comprehension check assignments and threaded discussions based on video lectures	LMS automatic feedback and written or audio comments in the comment section using a rubric
15.00%	Listening and reading assignments	LMS automatic feedback and written or audio comments in the comments section
15.00%	Speaking and writing assignments	Written or audio comment in the comments section, and handwritten feedback using the annotation function
15.00%	Speaking (recording) tests	Written or audio feedback with a rubric
15.00%	Vocabulary, grammar, and kanji quizzes	LMS automatic feedback and written or audio feedback in the comments section
20.00%	Exams	Feedback in the comments section and handwritten feedback using the annotation function

4. Instructor's Technical Qualifications:

Instructors must possess proficiency with the LMS, lecture recording software, and various other tools to deliver course content asynchronously and assess students' mastery of course materials. Instructors need to know how to use Web-based technologies to host office hours, create and upload captioned videos, communicate with students, create announcements, host discussion forums, activities requiring online submissions, manage grades, and administer exams. The instructor should also be knowledgeable about accessibility resources on and off-campus and be willing to remain current, as technology changes every day. Professional development in online teaching and the current LMS is highly encouraged and available through the college LMS and other training. Instructors should know how to get support from the IT help desk, the distance education program, and the LMS support hotline.

5. Student Support Services:

The instructor will provide information about and links to SMC key services: Student Help Desk, the Learning Management Help Desk, the Center for Students with Disabilities, the Center for Wellness and Wellbeing, Financial Aid, Campus Police, Counseling Services, International Education Office, EOPS Program and Services, Care Prevention Team, Title IX office, tutoring services, and the library. The resources will be incorporated in the syllabus and the LMS, and the instructor will refer to them in recorded lessons, during office hours, and via messages, as needed.

6. Accessibility Requirements:

The course will be designed to allow for easy readability for all students, including those using accessibility readers. All video content will be captioned, and instructors will use the LMS tools that aid and ensure accessibility. In the LMS: - assignments in the same categories will have the same format/structure. - content pages will consistently use heading styles. - lists will be created using bullets or the numbered list tool. - pages will have sufficient color contrast between the foreground and background. - hyperlinks will be embedded. - images will use alt text.

7. Representative Online Lesson or Activity:

Student Learning Objectives 4: Upon completion of the course, successful students will be able to write short messages and notes on familiar topics using memorized phrases and formulaic language in hiragana, katakana, and kanji appropriate at this level.

Students will submit responses on a topic selected by the instructor in the discussion forum and provide feedback for two classmates' posts using peer review features in the LMS. Sample topics include a thank-you letter to a host family and an ad looking for a roommate. The student will rewrite their responses by hand incorporating comments from classmates and upload it them the LMS.

The assignment will be graded in terms of the quality of content; accuracy and effectiveness in the use of language; writing words in hiragana, katakana, and kanji in a level-appropriate manner. The discussion forum is used for the first draft to give students the opportunity to learn from each other's writing.

DE for Non-DE Course:: JAPANESE 2, Elementary Japanese II

Units:	5.00
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
Transferability:	Transfers to CSU, UC
CSU GE Area:	C2 - Humanities

I. **Catalog Description**
This course is the continuation of Japanese 1. This course stresses more advanced vocabulary and more advanced sentence structures emphasizing short forms and te-forms. Students further develop oral and aural skills and reading comprehension skills by reading texts on various topics. They also hold conversations in both formal and informal styles of speech, and write compositions using short forms. This course also advances students' knowledge of Japanese culture and traditions. This course is taught in Japanese except in cases of linguistic difficulty as determined by the professor.

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. Genki, An Integrated Course in Elementary Japanese, Volume 1, Banno, et. al, The Japan Times © 2011, ISBN: 978-4789014410
   2. Genki, An Integrated Course in Elementary Japanese, Volume 1, Workbook, Banno, et. al, The Japan Times © 2011, ISBN: 978-4789014403

III. **Course Objectives**
Upon completion of this course, the student will be able to:
   1. Demonstrate more advanced communication skills in four areas: listening, speaking, reading and writing with limited proficiency.
   2. Acquire further foundational grammar, vocabulary, and kanji.
   3. Recognize differences between spoken and written Japanese and have adequate proficiency.
   4. Demonstrate proficiency in using te forms and plain forms.
   5. Understand the structures of simple noun clauses and construct them.
   6. Use request forms and express their wishes.
   7. Describe their actions and state of mind and the state that resulted from their actions and experience in the past.
   8. Use comparatives and superlatives
   9. Express intentions.

IV. **Methods of Presentation:**
Other (Specify)
Other Methods: In class, work consists of oral activities in pairs and small groups. Outside of class, students read texts for comprehension and complete writing exercises. Homework assignments and grammar exercises are checked by the professor.

V. **Course Content**

% of Course	Topic
50.000%	Grammar practice at an elementary level. The course focuses on the following grammar structures and notions in relation with the cultural elements mentioned below: describing a sequence of actions; making positive and negative requests; asking, granting and declining permissions; stating obligations and prohibitions; expressing reasons; offering assistance and politely accepting and declining offers; describing on-going actions or events; counting people; reporting thoughts and what other people said; describing one's physical appearance and characteristics; talking about personal experiences and daily activities in informal speech style expressing one's experience; comparing two or more things or people; expressing desires.

25.000%	Speaking and Comprehension activities: readings in textbook, oral questions, conversation in pairs, small groups and teacher-student exchanges, listening to the instructor, listening to selected media outlets from those mentioned in cultural section below.
25.000%	Written practice: compositions, written practice of grammatical structures and correction of exercises previously assigned, and quizzes. For all content: Cultural topics pertaining to Japan are integrated into the grammatical and vocabulary activities that are identified in the course. In addition, comparisons between Japanese culture and the US and other countries' cultures are made with respect to the topics covered in this course. These topics are covered via readings, listening comprehension activities, lectures, and grammatical and vocabulary exercises. These topics include, but are not limited to: • educational system • kinship terms • food and restaurants • letter writing etiquette • traditional performance arts • public transportations • new year's traditions • folk tales
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
10%	Class Participation
20%	Exams/Tests
25%	Final exam
15%	Homework: Homework/Pronunciation, spelling, vocabulary acquisition, and listening comprehension activities.
15%	In Class Writing
15%	Quizzes
100%	Total

VII. **Sample Assignments:**
Sample Assignment #1: (1) Self-reading: Before covering a reading material in class, students are assigned to read the material and answer comprehension questions in advance. For answering the questions, the students are instructed to: (1) locate the answer, (2) get all the information necessary to make a complete answer.
Sample Assignment #2: (2) Colloquial usage: Students work in groups of three to create a skit, "Plan a Christmas party and talk about what presents they want". The students are instructed to make an informal conversation that includes the opening and a logical ending and is as natural as possible by using fillers, exclamatory phrases, and tone modifications.

VIII. **Student Learning Outcomes:**
1. Demonstrate understanding of simple conversations and narratives on familiar topics in informal and polite speech.
2. Exchange information and ask questions in everyday situations with familiar phrases and sentence structures.
3. Interpret letters and short stories on everyday topics written in polite (-desu/masu) style and direct (-da) style in Japanese.
    4. Write letters and short narratives on familiar topics in polite (-desu/masu) style and direct (-da) style using familiar vocabulary and structures.
    5. Demonstrate recognition of a range of products, practices, and perspectives of Japanese culture related to everyday life.

JAPAN 2 Distance Education Application

☑ Fully Online

1a. Instructor - Student Interaction:

Throughout the semester, communication between the instructor and each student will be frequent and ongoing. The instructor will initiate such communication. In addition, the instructor will send out a pre-course welcome letter one to two weeks before the course begins, along with information about the course's content, textbooks, and expectations, as well as how to navigate the learning management system (LMS). The instructor will also provide ongoing feedback, comments, and suggestions on student work, such as listening, speaking, reading, typed, and handwritten assignments and cultural discussion activities, to assist the students and improve their performance. The instructor will send weekly announcements to the class using the announcement function in the LMS, e-mail the class at or before the beginning of each week, and contact students with important reminders and key points as needed. Assignments, exams and quizzes will be given via the LMS. There will be clear and detailed instructions embedded in each assignment, and the instructor will answer the students' questions about assignments in a timely manner. The instructor will also hold weekly virtual office hours during which students can meet with them to address any concerns and questions. The instructor will be available to talk to students over the phone as needed.

1b. Student - Student Interaction:

Frequent student–student interaction will occur in multiple ways. Students will participate regularly in student–student interactive activities using threaded discussions, collaboration tools, and audio-recording software such as VoiceThread and Flipgrid. Typically, assignments require, at a minimum, written or oral comments to two classmates. Activities are designed to develop and reinforce students' understanding of the course materials and to build a sense of community among them. Throughout the course, students will be able to use discussion boards to communicate with each other regarding course material and assignments. A virtual student lounge will also be provided to encourage students to interact with each other concerning non-course-related topics.

1c. Student - Content Interaction:

Students will engage with course materials several times a week through video lectures, lecture notes, and semi-authentic reading and listening materials created or selected by the instructor. The instructor will provide a variety of activities for students to develop their listening, speaking, reading, and writing skills and cultural competence. To address a variety of learning styles, the instructor will present the course materials using visual and auditory methods whenever possible. The instructor will also give typed, handwritten, and speaking (recording) assignments that require students to apply their knowledge and skills in a real-world context. The instructor will provide individual feedback and comments to ensure individual learning. Handwritten assignments will be graded manually by the instructor using the annotation function in the LMS.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Videos	Students will view recorded lectures to learn vocabulary terms, kanji, and grammatical concepts; practice listening and speaking dialogues in various situations; and read semi-authentic Japanese texts. Students will also watch videos on various cultural topics to develop cultural competency.	20.00%
Other (describe)	Comprehension check quizzes: Students will take comprehension check quizzes to self-assess their understanding of course content. Each quiz allows unlimited attempts, which provides students with the opportunity to develop an understanding of the materials through trial and error. Their highest scores will be recorded.	20.00%
Written assignments	Students will complete typed and handwritten assignments on various topics created by the instructor. These assignments will be assessed for grammatical accuracy, use of vocabulary, and spelling. For handwritten assignments, the legibility of Japanese characters will also be checked.	15.00%
Other (describe)	Recording Assignments: Students will listen to questions and record their responses orally. The assignment will be assessed in terms of vocabulary, fluency, accuracy, and effectiveness in the use of language and amount of speech. Students will also give feedback on two classmates' recordings.	15.00%
Threaded Discussions	Students will watch videos and read articles on Japanese culture, and they will share their findings comparing and contrasting Japanese culture and their own	10.00%

	culture on the LMS discussion forums. They will also provide feedback for two classmates' posts.	
Exams	Students will be tested weekly on vocabulary and kanji. There will also be quizzes on grammatical concepts, midterm exams, and final exams that include listening, recording, reading, and hand-written compositions. The quizzes and exams will be administered via the LMS.	20.00%

2. Organization of Content:

Content is organized into modules based on the textbook chapters. Learning objectives are included within each module, and content is aligned with those objectives. Content is delivered through a variety of accessible modalities, including assigned textbooks, texts within LMS pages, external websites, audio (with transcripts), captioned videos, and images with an alternative text. A typical instructional module includes (1) recorded lectures intended to introduce grammar concepts, cultural topics, and new kanji; (2) practice quizzes and assignments on the LMS and external websites for mechanical drills; (3) graded assignments on the LMS for listening, speaking, reading, and writing practice; (4) discussion forum(s) for culture discussion and communicative and proficiency-oriented activities; (5) quizzes or exams for summative assessment; and (6) other course-specific components as necessary. Technologies used to deliver content include the LMS, recording programs such as VoiceThread and Flipgrid, and collaboration tools such as Google Docs.

3. Assessments:

% of grade	Activity	Assessment Method
20.00%	Comprehension check assignments and threaded discussions based on video lectures	LMS automatic feedback and written or audio comments in the comment section using a rubric
15.00%	Listening and reading assignments	LMS automatic feedback and written or audio comments in the comments section
15.00%	Speaking and writing assignments	Written or audio comment in the comments section, and handwritten feedback using the annotation function
15.00%	Speaking (recording) tests	Written or audio feedback with a rubric in the comments section
15.00%	Vocabulary, grammar, and kanji quizzes	LMS automatic feedback and written or audio feedback in the comments section
20.00%	Exams	Feedback in the comments section and handwritten feedback using the annotation function

4. Instructor's Technical Qualifications:

Instructors must possess proficiency with the LMS, lecture recording software, and various other tools to deliver course content asynchronously and assess students' mastery of course materials. Instructors need to know how to use Web-based technologies to host office hours, create and upload captioned videos, communicate with students, create announcements, host discussion forums, activities requiring online submissions, manage grades, and administer exams. The instructor should also be knowledgeable about accessibility resources on and off-campus and be willing to remain current, as technology changes every day. Professional development in online teaching and the current LMS is highly encouraged and available through the college LMS and other training. Instructors should know how to get support from the IT help desk, the distance education program, and the LMS support hotline.

5. Student Support Services:

The instructor will provide information about and links to SMC key services: Student Help Desk, the Learning Management Help Desk, the Center for Students with Disabilities, the Center for Wellness and Wellbeing, Financial Aid, Campus Police, Counseling Services, International Education Office, EOPS Program and Services, Care Prevention Team, Title IX office, tutoring services, and the library. The resources will be incorporated in the syllabus and the LMS, and the instructor will refer to them in recorded lectures, during office hours, and via messages, as needed.

6. Accessibility Requirements:

The course will be designed to allow for easy readability for all students, including those using accessibility readers. All video content will be captioned, and instructors will use the LMS tools that aid and ensure accessibility. In the LMS: - assignments in the same categories will have the same format/structure. - content pages will consistently use heading styles. - lists will be created using bullets or the numbered list tool. - pages will have sufficient color contrast between the foreground and background. - hyperlinks will be embedded. - images will use alt text.

7. Representative Online Lesson or Activity:

Student Learning Objectives 4: Upon completion of the course, successful students will be able to write letters and short narratives on familiar topics in polite (-desu/masu) style and direct (-da) style using familiar vocabulary and structures.

Students will submit responses on a topic selected by the instructor in the discussion forum and provide feedback for two classmates' posts using peer review features in the LMS. Sample topics include a letter applying for a scholarship for study abroad in Japan. The student will rewrite their responses by hand incorporating comments from classmates and upload their final work to the LMS. The assignment will be graded in terms of the quality of content; accuracy and effectiveness in the use of language; writing words in hiragana, katakana, and kanji in a level-appropriate manner. The discussion forum is used for the first draft to give students the opportunity to learn from each other's writing.

DE for Non-DE Course:: JAPANESE 3, Intermediate Japanese I

Units:	5.00
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
Transferability:	Transfers to CSU, UC
CSU GE Area:	C2 - Humanities

I. Catalog Description

Focusing on four communication skills (listening, speaking, reading and writing), the course builds up a solid foundation for the Intermediate-Low Japanese, to achieve a practical command of language for managing everyday social interactions and routine tasks. The course also familiarizes students of different registers (spoken vs. written) and writing styles ("desu/masu" vs. essay). Reading materials include semi-authentic articles on specific topics and writing focuses on styles as well as multiple paragraph organization. Traditional and current aspects of the Japanese culture are explored throughout the course and studied in reading. This course is taught in Japanese unless in cases of linguistic difficulty as determined by the professor.

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. Genki, An Integrated Course in Elementary Japanese, Volume 2, Banno, et. al, The Japan Times © 2011, ISBN: 978-4789014434
2. Genki, An Integrated Course in Elementary Japanese, Volume 2, Workbook, Banno, et. al, The Japan Times © 2011, ISBN: 978-4789014441
3. Supplementary materials prepared by the instructor

III. Course Objectives

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

1. Listening: comprehend everyday conversation delivered in a normal speed; grasp main ideas of the talk on unfamiliar topics: understand formulaic polite expressions.
2. Speaking: handle (initiate, sustain, and close a conversation) everyday social interactions and routine tasks, with or without reworking; describe and narrate; explain and support opinion stating reasons; express wants and plans; report and gossip; switch colloquial and semi-formal registers.
3. Reading: comprehend semi-authentic materials on factual topics of personal and general interest: skim and scan; comprehend a number of Kanji words involving 224 frequently used Kanji; recognize a range of radicals to explore unknown Kanji.
4. Writing: coordinate paragraphs to write an essay; narrate using complex sentence with temporal conjunctives; write short non-personal essays such as biography; use genre-specific written styles "desu/masu" and essay styles); use 224 Kanji properly in writing
5. Culture: describe traditional and popular cultures in Japan; factual knowledge on some cultural and historical aspects of personal and general interest.

IV. Methods of Presentation:

Lecture and Discussion, Other (Specify)

Other Methods: To enhance oral and communication skills, the students particiapate in pair works, small group activties and class discussions, in which new vocabulary, idiomatic expressions and grammatical structures are reinforced. Supplementary materials are provided to maximize accuracy in the use of grammar and in reading. Three compositions (draft and revision for each) are assigned for which the students have to use different writing styles ("desu/masu" or essay) depending on topic and purposes. Informal and formal presentation by students, "Kanji" and reading activities, Presentation and discussion on culture and follow-up activities, Evaluation

V. Course Content

% of Course	Topic
50.000%	Grammar practice at an intermediate level. The course focuses on the following grammar structures and notions in relation with the cultural elements mentioned below: explaining the

	situation using "n desu"; advisory statement; obligatory statement ; the conditional "nara"; stating 'possibility'; giving/receiving verbs; giving a what-to-do suggestion; volitional verb form; relative clauses; using giving/receiving verbs for describing action as a favor; asking for a favor politely and apologize politely; "when"-clause; hearsay expression (informal and formal); giving permission; "before/after"-clause using verbs.
25.000%	Speaking and Comprehension activities: readings in textbook, oral practices in pairs/groups, teacher-student exchanges in dialogic contexts, formal and informal presentations, listening to the instructor, listening to selected media outlets from those mentioned in cultural section below.
25.000%	Written practice: compositions, written practice of grammatical structures and correction of exercises previously assigned, and quizzes. For all content: Cultural topics pertaining to Japan are integrated into the grammatical and vocabulary activities that are identified in the course. In addition, comparisons between Japanese culture and the US and other countries' cultures are made with respect to the topics covered in this course. These topics are covered via readings, listening comprehension activities, lectures, and grammatical and vocabulary exercises. These topics include, but are not limited to: • weather and climate • health system and practices • names of years • annual events • tourism and traditional accomodations • gift-giving cultures • manga • non-verbal communication
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
10%	Class Participation: Active participation
20%	Exams/Tests: 4 to 6 lesson tests
25%	Final exam
10%	Homework: Daily Homework and Additional Assignments
5%	Oral Presentation
10%	Other: Compositions
20%	Quizzes: Daily Quizzes
100%	Total

VII. **Sample Assignments:**
Sample Assignment #1: Assignment 1: Self-reading: Before covering a reading material in class, students are assigned to read the material and answer comprehension questions in advance. For answering the questions, the students are instructed to: (1) locate the answer, (2) get all the information necessary to make a complete answer and (3) translate them in English paying attention to grammatical relations.Assignment.
Sample Assignment #2: 2: Colloquial usage: Students work in group of three to create a skit, "Plan a Christmas party and talk about what presents they want". The students are instructed to make the informal conversation a meaningful dialogue that includes the opening and the logical ending) and as natural as possible by using fillers, exclamatory phrases, tone modifications, etc.

VIII. **Student Learning Outcomes:**

1. Demonstrate understanding of a relatively long stretch of conversation and narratives on familiar topics in informal and polite speech.
2. Describe and narrate various everyday topics in detail by adding descriptions and explanations in informal and polite speech.
3. Interpret relatively elaborated materials on everyday topics written in polite (-desu/masu) style and direct (-da) style in Japanese.
4. Write narratives and letters on familiar topics in polite (-desu/masu) style and direct (-da) style, consisting of multiple paragraphs
5. Compare and contrast everyday products, practices, and perspectives of Japanese culture with their own.

JAPAN 3 Distance Education Application

☑ Fully Online

1a. Instructor - Student Interaction:

Throughout the semester, communication between the instructor and each student will be frequent and ongoing. The instructor will initiate such communication. In addition, the instructor will send out a pre-course welcome letter one to two weeks before the course begins, along with information about the course's content, textbooks, and expectations, as well as how to navigate the learning management system (LMS). The instructor will also provide ongoing feedback, comments, and suggestions on student work, such as listening, speaking, reading, typed, and handwritten assignments and cultural discussion activities, to assist the students and improve their performance. The instructor will send weekly announcements to the class using the announcement function in the LMS, e-mail the class at or before the beginning of each week, and contact students with important reminders and key points as needed. Assignments, exams and quizzes will be given via the LMS. There will be clear and detailed instructions embedded in each assignment, and the instructor will answer the students' questions about assignments in a timely manner. The instructor will also hold weekly virtual office hours during which students can meet with them to address any concerns and questions. The instructor will be available to talk to students over the phone as needed.

1b. Student - Student Interaction:

Frequent student–student interaction will occur in multiple ways. Students will participate regularly in student–student interactive activities using threaded discussions, collaboration tools, and audio-recording software such as VoiceThread and Flipgrid. Typically, assignments require, at a minimum, written or oral comments to two classmates. Activities are designed to develop and reinforce students' understanding of the course materials and to build a sense of community among them. Throughout the course, students will be able to use discussion boards to communicate with each other regarding course material and assignments. A virtual student lounge will also be provided to encourage students to interact with each other concerning non-course-related topics.

1c. Student - Content Interaction:

Students will engage with course materials several times a week through video lectures, lecture notes, and reading and listening materials created or selected by the instructor. The instructor will provide a variety of activities for students to develop their listening, speaking, reading, and writing skills and cultural competence. To address a variety of learning styles, the instructor will present the course materials using visual and auditory methods whenever possible. The instructor will also give typed, handwritten, and speaking (recording) assignments that require students to apply their knowledge and skills in a real-world context. The instructor will provide individual feedback and comments to ensure individual learning. Handwritten assignments will be graded manually by the instructor using the annotation function in the LMS.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Videos	Students will view recorded lectures to learn vocabulary terms, kanji and, grammatical concepts; practice listening and speaking dialogues in various situations; and read semi-authentic Japanese texts. Students will also watch videos on various cultural topics to develop cultural competency.	20.00%
Other (describe)	Comprehension check quizzes: Students will take comprehension check quizzes to self-assess their understanding of course content. Each quiz allows unlimited attempts, which provides students with the opportunity to develop an understanding of the materials through trial and error. Their highest scores will be recorded.	20.00%

Written assignments	Students will complete typed and handwritten assignments on various topics created by the instructor. These assignments will be assessed for grammatical accuracy, use of vocabulary, and spelling. For handwritten assignments, the legibility of Japanese characters will also be checked.	15.00%
Other (describe)	Recording Assignments: Students will listen to questions and record their responses orally. The assignment will be assessed in terms of vocabulary, fluency, accuracy, and effectiveness in the use of language and amount of speech. Students will also give feedback on two classmates' recordings.	15.00%
Threaded Discussions	Students will watch videos and/ or read articles on Japanese culture, and they will share their findings comparing and contrasting Japanese culture and their own culture on the LMS discussion forums. They will also provide feedback for two classmates' posts.	10.00%
Exams	Students will be tested weekly on vocabulary and kanji. There will also be quizzes on grammatical concepts, midterm exams, and final exams that include listening, recording, and hand-written compositions. The quizzes and exams will be administered via the LMS.	20.00%

2. Organization of Content:

Content is organized into modules based on the textbook chapters. Learning objectives are included within each module, and content is aligned with those objectives. Content is delivered through a variety of accessible modalities, including assigned textbooks, texts within LMS pages, external websites, audio (with transcripts), captioned videos, and images with an alternative text. A typical instructional module includes (1) recorded lectures intended to introduce grammar concepts, cultural topics, and new kanji; (2) practice quizzes and assignments on the LMS and external websites for mechanical drills; (3) graded assignments on the LMS for listening, speaking, reading, and writing practice; (4) discussion forum(s) for culture discussion and communicative and proficiency-oriented activities; (5) quizzes or exams for summative assessment; and (6) other course-specific components as necessary. Technologies used to deliver content include the LMS, recording programs such as VoiceThread and Flipgrid, and collaboration tools such as Google Docs.

3. Assessments:

% of grade	Activity	Assessment Method
20.00%	Comprehension check assignments and threaded discussions based on video lectures	LMS automatic feedback and written or audio comments in the comment section using a rubric
15.00%	Listening and reading assignments	LMS automatic feedback and written or audio comments in the comments section
15.00%	Speaking and writing assignments	Written or audio comment in the comments section, and handwritten feedback using the annotation function
15.00%	Speaking (recording) tests	Written or audio comment in the comments section, and handwritten feedback using the annotation function
15.00%	Vocabulary, grammar, and kanji quizzes	LMS automatic feedback and written or audio feedback in the comments section
20.00%	Exams	Feedback in the comments section and handwritten feedback using the annotation function

4. Instructor's Technical Qualifications:

Instructors must possess proficiency with the LMS, lecture recording software, and various other tools to deliver course content asynchronously and assess students' mastery of course materials. Instructors need to know how to use Web-based technologies to host office hours, create and upload captioned videos, communicate with students, create announcements, host discussion forums, activities requiring online submissions, manage grades, and administer exams. The instructor should also be knowledgeable about accessibility resources on and off-campus and be willing to remain current, as technology changes every day. Professional development in online teaching and the current LMS is highly encouraged and available through the college LMS and other training. Instructors should know how to get support from the IT help desk, the distance education program, and the LMS support hotline.

5. Student Support Services:

The instructor will provide information about and links to SMC key services: Student Help Desk, the Learning Management Help Desk, the Center for Students with Disabilities, the Center for Wellness and Wellbeing, Financial Aid, Campus Police, Counseling Services, International Education Office, EOPS Program and Services, Care Prevention

Team, Title IX office, tutoring services, and the library. The resources will be incorporated in the syllabus and in the LMS and the instructor will refer to them during recorded lessons, office hours, and via messages as needed.

6. Accessibility Requirements:
The course will be designed to allow for easy readability for all students, including those using accessibility readers. All video content will be captioned, and instructors will use the LMS tools that aid and ensure accessibility. In the LMS: - assignments in the same categories will have the same format/structure. - content pages will consistently use heading styles. - lists will be created using bullets or the numbered list tool. - pages will have sufficient color contrast between the foreground and background. - hyperlinks will be embedded. - images will use alt text.

7. Representative Online Lesson or Activity:
Student Learning Objectives 4: Upon completion of the course, successful students will be able to write narratives and letters on familiar topics in polite (-desu/masu) style and direct (-da) style, consisting of multiple paragraphs

Students will submit responses on a topic selected by the instructor in the discussion forum and provide feedback for two classmates' posts using peer review features in the LMS. Sample topics include favorite travel destinations and career goals. The student will rewrite their responses by hand incorporating comments from classmates and submit the final work to the LMS. The assignment will be graded in terms of the quality of content; accuracy and effectiveness in the use of language; writing words in hiragana, katakana, and kanji in a level-appropriate manner.
The discussion forum is used for the first draft to give students the opportunity to learn from each other's writing.

DE for Non-DE Course: JAPANESE 4, Intermediate Japanese II

Units:	5.00
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
Transferability:	Transfers to CSU, UC
CSU GE Area:	C2 - Humanities

I. **Catalog Description**
The course builds up a solid foundation for the intermediate-High Japanese and further develops proficiency to be able to manage relatively complex situations. The course also introduces honorific languages, in addition to colloquial informal register. The socially and culturally appropriate use of the language is exercised in a broader range of social contexts. Reading and writing put an extra emphasis on accuracy and pragmatic components as well as fluency. This course is taught in Japanese except in cases of linguistic difficulty as determined 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. Genki, An Integrated Course in Elementary Japanese, Volume 2, Banno, et. al, The Japan Times © 2011, ISBN: 978-4789014434
2. Genki, An Integrated Course in Elementary Japanese, Volume 2, Workbook, Banno, et. al, The Japan Times © 2011, ISBN: 978-4789014441
3. Supplementary material prepared by the instructor.

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Listening: comprehend detailed information in everyday conversation; grasp main ideas in formal talk on unfamiliar topics: understand honorific expressions in service-relating situations.
2. Speaking: handle (initiate, sustain, and close a conversation) relatively complicated tasks, with or without reworking; describe and narrate with elaboration; explain and negotiate; switch colloquial and formal registers appropriately depending on the contexts; use honorifics sufficiently in immediate formal situations.
3. Reading: comprehend semi-authentic materials on specific topics: skim and scan; intensive reading with accuracy; comprehend a considerable number of Kanji words involving 320 frequently used Kanji; utilize a full range of radicals to explore unknown Kanji.
4. Writing: coordinate paragraphs to write a relatively elaborated essay; use some genre-specific written styles depending on topics and purposes; use 320 Kanji properly in writing
5. Culture: Describe traditional and popular cultures in Japan; concrete knowledge on some cultural and historical aspects of personal and general interest.

IV. **Methods of Presentation:**
Other (Specify), Lecture and Discussion
Other Methods: To enhance oral and communication skills, the students participate in pairs, small group activties and class discussions, in which new vocabulary, idiomatic expressions and grammatical structures are reinforced. Supplementary materials are provided to maximize accuracy in the use of grammar and in reading. Three compositions (draft and revision for each) are assigned for which the students have to handle different topics (personal and impersonal) using different writing styles (essay, "desu/masu" and honrofic styles). Informal and formal presentations by students, "Kanji" and reading activities, Presentation and discussion on culture and follow-up activities, Evalauation

V. **Course Content**

% of Course	Topic
25.000%	Cultural topics pertaining to Japan are integrated into the grammatical and vocabulary activities that are identified in the course. In addition, comparisons between Japanese culture and the US

	and other countries' cultures are made with respect to the topics covered in this course. These topics are covered via readings, listening comprehension activities, lectures, and grammatical and vocabulary exercises. These topics include, but are not limited to: • types of sushi • pop cultures • educational system • proverbs • business practices • college life • traditional sit-down comedy • religion-Shinto and Buddhism • Emoji-facial expressions
47.000%	Grammar practice at an intermediate level. The course focuses on the following grammar structures and notions in relation with the cultural elements mentioned above: transitive-intransitive verb pairs; describing voluntary actions and the regulative states of the objects to depict the scene: expressing regret on unexpected happenings or failures ; respect honorific verbs and expressions; describing actions of the superior, expressing gratitude to the superior; giving directions to customers; humble honorific verbs and expressions and extra-modest expressions; making a request modestly; embedded questions in a sentence ; passive construction; expressing negative affect toward a happening; telling a want for somebody to do; causative construction; instructional orders; giving advice using a conditional form; expressing attitude toward a contradictive situation; expressing similes; causative-passive construction; negative conditionals and concessions; recollecting good/bad memories; expressing a decision about the future.
15.000%	Speaking and Comprehension activities: readings in textbook, oral practices in pairs/groups, teacher-student exchanges in dialogic contexts, formal and informal presentations, listening to the instructor, listening to selected media outlets from those mentioned in cultural section above.
13.000%	Written practice: compositions, written practice of grammatical structures and correction of exercises previously assigned, and quizzes.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
10%	Class Participation: Active participation
20%	Exams/Tests: 4-6 Lesson Tests
25%	Final exam
10%	Homework: Daily Homework and additional Assignments
5%	Oral Presentation
10%	Other: compositions
20%	Quizzes
100%	Total

VII. **Sample Assignments:**
Assignment #1: Assignment 1: Composition #1. The students are assigned to write an essay (800-1000 letters) about the worst experience. For this 'personal narrative', the students are instructed to have a firm paragrah structure (Introduction-Body-Conclusion) and to open up a particular scene by depicting the scene vividly and expressing the feelings at the moment. The use of Kanji is required.
Assignment #2: Assignment 2: Honorific use. A manuscript of speech, which introduces the Man of the Internet business in Japan, Mr. Son, CEO, is given to the students. The manuscript is written in the "desu/masu" style, but it is a typical context where honorifics are called for. Each student rewrites the manuscript using honorifics. As a

follow-up, s/he practices the speech orally and prepare a similar speech to introduce a significant figure of his/her choice.

VIII. **Student Learning Outcomes:**
1. Upon completion of the course, successful students will be able to interpret detailed information from relatively long conversation and narratives on everyday topics in polite and informal speech and grasp main ideas in formal speech on familiar topics.
2. Upon completion of the course, successful students will be able to describe and narrate various topics with elaboration, switching between informal and formal registers appropriately depending on the contexts.
3. Upon completion of the course, successful students will be able to comprehend semi-authentic materials on various topics, consisting of several paragraphs.
4. Upon completion of the course, successful students will be able to write a relatively elaborated essay on familiar topics consisting of several paragraphs in polite (-desu/masu) style and direct (-da) style.
5. Upon completion of the course, successful students will be able to analyze products, practices, and perspectives of Japanese culture and demonstrate appreciation of cultural diversity by comparing and contrasting them with other cultures'.

JAPAN 4 Distance Education Application

☑ Fully Online

1a. Instructor - Student Interaction:
Throughout the semester, communication between the instructor and each student will be frequent and ongoing. The instructor will initiate such communication. In addition, the instructor will send out a pre-course welcome letter one to two weeks before the course begins, along with information about the course's content, textbooks, and expectations, as well as how to navigate the learning management system (LMS). The instructor will also provide ongoing feedback, comments, and suggestions on student work, such as listening, speaking, reading, typed, and handwritten assignments and cultural discussion activities, to assist the students and improve their performance. The instructor will send weekly announcements to the class using the announcement function in the LMS, e-mail the class at or before the beginning of each week, and contact students with important reminders and key points as needed. Assignments, exams and quizzes will be given via the LMS. There will be clear and detailed instructions embedded in each assignment, and the instructor will answer the students' questions about assignments in a timely manner. The instructor will also hold weekly virtual office hours during which students can meet with them to address any concerns and questions. The instructor will be available to talk to students over the phone as needed.

1b. Student - Student Interaction:
Frequent student–student interaction will occur in multiple ways. Students will participate regularly in student–student interactive activities using threaded discussions, collaboration tools, and audio-recording software such as VoiceThread and Flipgrid. Typically, assignments require, at a minimum, written or oral comments to two classmates. Activities are designed to develop and reinforce students' understanding of the course materials and to build a sense of community among them. Throughout the course, students will be able to use discussion boards to communicate with each other regarding course material and assignments. A virtual student lounge will also be provided to encourage students to interact with each other concerning non-course-related topics.

1c. Student - Content Interaction:
Students will engage with course materials several times a week through video lectures, lecture notes, and semi-authentic reading and listening materials created or selected by the instructor. The instructor will provide a variety of activities for students to develop their listening, speaking, reading, and writing skills and cultural competence. To address a variety of learning styles, the instructor will present the course materials using visual and auditory methods whenever possible. The instructor will also give typed, handwritten, and speaking (recording) assignments that require students to apply their knowledge and skills in a real-world context. The instructor will provide individual feedback and comments to ensure individual learning. Handwritten assignments will be graded manually by the instructor using the annotation function in the LMS.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Videos	Students will view recorded lectures to learn vocabulary terms, kanji, and grammatical concepts; practice listening and speaking dialogues in various	20.00%

	situations; and read semi-authentic Japanese texts. Students will also watch videos on various cultural topics to develop cultural competency.	
Other (describe)	Comprehension check quizzes: Students will take comprehension check quizzes to self-assess their understanding of course content. Each quiz allows unlimited attempts, which provides students with the opportunity to develop an understanding of the materials through trial and error. Their highest scores will be recorded.	20.00%
Other (describe)	Written Assignments: Students will complete typed and handwritten assignments on various topics created by the instructor. These assignments will be assessed for grammatical accuracy, use of vocabulary, and spelling. For handwritten assignments, the legibility of Japanese characters will also be checked.	15.00%
Other (describe)	Recording Assignments: Students will listen to questions and record their responses orally. The assignment will be assessed in terms of vocabulary, fluency, accuracy, and effectiveness in the use of language and amount of speech. Students will also give feedback on two classmates' recordings.	15.00%
Threaded Discussions	Students will watch videos and read articles on Japanese culture, and they will share their findings comparing and contrasting Japanese culture and their own culture on the LMS discussion forums. They will also provide feedback for two classmates' posts.	10.00%
Exams	Students will be tested weekly on vocabulary and kanji. There will also be quizzes on grammatical concepts, midterm exams, and final exams that include listening, recording, reading, and hand-written compositions. The quizzes and exams will be administered via the LMS.	20.00%

2. Organization of Content:

Content is organized into modules based on the textbook chapters. Learning objectives are included within each module, and content is aligned with those objectives. Content is delivered through a variety of accessible modalities, including assigned textbooks, texts within LMS pages, external websites, audio (with transcripts), captioned videos, and images with an alternative text. A typical instructional module includes (1) recorded lectures intended to introduce grammar concepts, cultural topics, and new kanji; (2) practice quizzes and assignments on the LMS and external websites for mechanical drills; (3) graded assignments on the LMS for listening, speaking, reading, and writing practice; (4) discussion forum(s) for culture discussion and communicative and proficiency-oriented activities; (5) quizzes or exams for summative assessment; and (6) other course-specific components as necessary. Technologies used to deliver content include the LMS, recording programs such as VoiceThread and Flipgrid, and collaboration tools such as Google Docs.

3. Assessments:

% of grade	Activity	Assessment Method
20.00%	Comprehension check assignments and threaded discussions based on video lectures	LMS automatic feedback and written or audio comments in the comment section using a rubric
15.00%	Listening and reading assignments	LMS automatic feedback and written or audio comments in the comments section
15.00%	Speaking and writing assignments	Written or audio comment in the comments section, and handwritten feedback using the annotation function
15.00%	Speaking (recording) tests	Written or audio feedback with a rubric in the comments section
15.00%	Vocabulary, grammar, and kanji quizzes	LMS automatic feedback and written or audio feedback in the comments section
20.00%	Exams	Feedback in the comments section and handwritten feedback using the annotation function

4. Instructor's Technical Qualifications:

Instructors must possess proficiency with the LMS, lecture recording software, and various other tools to deliver course content asynchronously and assess students' mastery of course materials. Instructors need to know how to use Web-based technologies to host office hours, create and upload captioned videos, communicate with students, create announcements, host discussion forums, activities requiring online submissions, manage grades, and administer exams. The instructor should also be knowledgeable about accessibility resources on and off-campus and be willing to

remain current, as technology changes every day. Professional development in online teaching and the current LMS is highly encouraged and available through the college LMS and other training. Instructors should know how to get support from the IT help desk, the distance education program, and the LMS support hotline.

5. Student Support Services:
The instructor will provide information about and links to SMC key services: Student Help Desk, the Learning Management Help Desk, the Center for Students with Disabilities, the Center for Wellness and Wellbeing, Financial Aid, Campus Police, Counseling Services, International Education Office, EOPS Program and Services, Care Prevention Team, Title IX office, tutoring services, and the library. The resources will be incorporated in the syllabus and the LMS, and the instructor will refer to them in recorded lessons, during office hours, and via messages, as needed.

6. Accessibility Requirements:
The course will be designed to allow for easy readability for all students, including those using accessibility readers. All video content will be captioned, and instructors will use the LMS tools that aid and ensure accessibility. In the LMS: - assignments in the same categories will have the same format/structure. - content pages will consistently use heading styles. - lists will be created using bullets or the numbered list tool. - pages will have sufficient color contrast between the foreground and background. - hyperlinks will be embedded. - images will use alt text.

7. Representative Online Lesson or Activity:
Student Learning Objectives 4: Upon completion of the course, successful students will be able to write a relatively elaborated essay on familiar topics consisting of several paragraphs in polite (-desu/masu) style and direct (-da) style.

Students will submit responses on a topic selected by the instructor in the discussion forum and provide feedback for two classmates' posts using peer review features in the LMS. Sample topics include a welcome message to incoming students at SMC and a thank-you letter to a professor
The student will rewrite their responses by hand incorporating comments from classmates and submit their final work to the LMS. The assignment will be graded in terms of the quality of content; accuracy and effectiveness in the use of language; writing words in hiragana, katakana, and kanji in a level-appropriate manner. The discussion forum is used for the first draft to give students the opportunity to learn from each other's writing.

DE for Non-DE Course: SUSTAINABILITY SYSTEMS AND TECHNOLOGIES - NONCREDIT 901, Fundamentals of Sustainability

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

I. **Catalog Description**

This course introduces the basic concepts of sustainability and examines connections among social, economic and environmental systems in society, and provides both non-traditional and pathway students the opportunity to develop a skill-set in the field of sustainability.

II. **Examples of Appropriate Text or Other Required Reading:**

(include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. All course materials will be provided by the instructor.

III. **Course Objectives**

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

1. Demonstrate an understanding of climate change, and how to pivot into a more sustainable world.
2. Exhibit responsibility for their own impact on the earth by living a sustainable and ethical lifestyle.
3. Demonstrate a basic understanding of how to implement sustainability into the workplace, culture, and community.
4. Develop a personal sustainability plan.
5. Identify occupations in the industry and the skill set needed to gain employment.
6. Provide an accurate definition of sustainability.

IV. **Methods of Presentation:**

Critique, Group Work, Lecture and Discussion, Observation and Demonstration, Projects, Service Learning, Other Methods: Interactive audio-visual presentations, guest speakers, discussions, and participation in Experiential activities at SMC.

V. **Course Content**

% of Course	Topic
20.000%	Introduction to Sustainability principles.
20.000%	Basic sustainability plans.
30.000%	Sustainability frameworks.
10.000%	Sustainability terminology.
10.000%	Field visit.
10.000%	Analytics and Reporting.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
30%	Class Participation
40%	Class Work

30%	In Class Assessment (noncredit)
100%	Total

VII. **Sample Assignments:**
Research Paper: Students will choose a topic/concept in one of the 3 Pillars of Sustainability to research. Students will submit a 3-5 page paper written on the chosen. Within the paper they will compare and contrast the topic using a sustainability framework verses a non sustainability framework.

Video Presentation: Students will be asked to create a 1-3 minute video describing sustainability and give an example.

VIII. **Student Learning Outcomes:**
1. Identify appropriate sustainability best practices for a given scenario.
2. Implement a sustainability best practice.
3. Evaluate an example of best practices in sustainability.
4. Identify the three pillars of sustainability
5. Determine how the the three pillars of sustainability are interdependent

SST NC 901 Distance Education Application

☑ Fully Online

1a. Instructor - Student Interaction:
There will be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration features. Examples include: frequent announcements, gradebook feedback and comments on students' work, virtual office discussion, participation in the threaded discussion boards, among others.

1b. Student - Student Interaction:
Students are expected to interact with each other throughout the course and communicate regarding the course material and homework experiences. In this course, students will use asynchronous discussion forums and email for communication and collaboration activities. This activity will include assignments where students are asked to review and reply to their peers' papers or discussion posts, provide discussion forums, and share collaborative assignments.

1c. Student - Content Interaction:
All lesson materials are provided for easy download via Canvas. Any additional reading material is provided from the instructor through email and discussion boards, lecture materials (notes/videos), self-check quizzes, and learning objectives linked to course work and writing assignments.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Discussion Boards	Students will engage in discussion boards by posting their responses to prompts given and replying to 1-2 peers posts	30.00%
Online Lecture	Student's review presentations in video mode & hear from industry professionals.	30.00%
Peer Feedback	Class presentations will be recorded by student and uploaded to Canvas. Each student will be required to reply to 1-2 of their peer's posts.	20.00%
Threaded Discussions	Instructor facilitates orderly discussion of lecture materials and guest lecturer information.	20.00%

2. Organization of Content:
Class content is organized into weekly modules in the learning management system such as Canvas in the interest of achieving course outcomes/objectives. The method of instruction is video presentations developed using PowerPoint. Each video presentation is provided via canvas to each student as a downloadable file. Content is organized into topics; Introduction of the Fundamentals of Sustainability, Social Pillar, Environmental Pillar, Climate Change and Future

Predictions, and Economic Pillar. Finally, students will utilize information in shared online group projects designed to address real world issues.

3. Assessments:

% of grade	Activity	Assessment Method
30.00%	Presentation Review	Each student is required to provide written and recorded oral presentation of their individual and/or group contribution towards class assignments and activities. A written component represents 50% of the grade while the oral component represents the other half and will be recorded and uploaded to Canvas.
10.00%	Class participation	Each student is expected to engage actively in class discussion. The instructor is expected to assure that all students are given the opportunity to discuss topics by keeping track of individual student engagement for each class module. Students can provide input through video, discussion threads, email, and upload into canvas.
30.00%	Survey Questionnaire	Students will be asked to complete a short survey identifying their retention of information and understanding of the week's topical content. The survey will be uploaded by the student in Canvas for review by the instructor.
30.00%	Written Composition	Each student will be asked to select one issue identified during the course presentations that they find engaging, thought-provoking or germane to the different principles of sustainability. Students will create a toolkit of the fundamentals of sustainability applied in the workplace, and in their personal lifestyles. Students will provide a written composition of their understanding of each of the pillars of sustainability and how they interact.

4. Instructor's Technical Qualifications: 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.):

Besides instructional qualifications, the instructor must possess the ability to provide online instruction either through CCCConfer certification or demonstrated prior college level online instructional experience. The college must be able to provide online instructional technology and support. Where needed, the college must be able to provide technical and financial assistance to students who may not have access to online learning platforms, devices, and broadband connection needed to adequately view delivered course content.

5. Student Support Services:

The existing curriculum is linked to online counseling, tutoring, library resources and services, financial aid, the bookstore, technical support, special academic programs (i.e. Black Collegians, Latinx Center, Guardian Scholars, Student Veterans, etc) and other resources as they are developed.

6. Accessibility Requirements:

The existing curriculum currently offers accessibility for students with disabilities including compliance with the regulations of Section 508 of the Rehabilitation Act.

7. Representative Online Lesson or Activity:

Objective: Identify California Laws Affecting Sustainability - This course shall include an online lesson/activity to facilitate student learning of the objective. To fully understand sustainability, the student must have an understanding of the three pillars that compose true sustainability. The desired activity is to develop a sustainability strategy that an organization can implement to reflect the adaptation of the three pillars (equity, environmental and economic) of sustainability. Students will be afforded the opportunity to use online teaching tools such as G-Suite or threaded discussion, or multimedia.

DE for Non-DE Course: SUSTAINABILITY SYSTEMS AND TECHNOLOGIES - NONCREDIT 909, Sustainable Food Systems

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

I. **Catalog Description**
This course introduces the environmental, social, and economic issues surrounding our food system. We examine food sustainability, including zero waste, on campus; at food policy in Los Angeles; and provides both non-traditional and pathway students the opportunity to develop a skill-set in the field of sustainability.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last five years)
   1. All course materials will be provided by the instructor.

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1.Identify the meaning of food sustainability; zero waste principles; effects of corporate, industrial food system on environment, health and equity.
2. Exercise agency in the food system; understand community-based networks of action and policy making in Los Angeles; be effective participants in change-making on campus, in families, neighborhoods, and workplaces.
3. Develop and begin to follow a personal food sustainability plan: grow, forage, compost, and practice zero-waste home-cooking.
4. Evaluate alternative methods of agriculture (biodynamic, permaculture, agroecology) including urban agriculture.
5. Identify occupations in a sustainable food system.

IV. **Methods of Presentation:**
Group Work, Observation and Demonstration, Projects, Service Learning, Visiting Lecturers, Field Experience, Field Trips, Other Methods: Interactive audio-visual presentations, guest speakers, discussions, and participation in experiential activities at SMC.

V. **Course Content**

% of Course	Topic
10.000%	Introduction to sustainable food systems
5.000%	Industrial and sustainable agriculture
10.000%	Food and culture: memory, identity, migration
5.000%	Ethical food/food justice
5.000%	Food access, food security, food sovereignty
10.000%	Waste reduction across the food system, zero waste principles
10.000%	Personal sustainable food plan
10.000%	Basic skills for food sustainability
10.000%	SMC garden plot
10.000%	Evaluate food sustainability on SMC campus
10.000%	Ethnographic field methods
5.000%	Effective advocacy

% of Course	Topic
100.000%	Total

VI. Methods of Evaluation

% of Course	Topic
30%	Class Participation
40%	Class Work
30%	In Class Assessment (noncredit)
100%	Total

VII. Sample Assignments:

Food Activism: 1. Write an essay or create a photo essay that is an ethnography of food activism, based on volunteering with two food-related community organizations and using anthropological fieldwork methods to collect and analyze data.

Autoethnography of food and family: Introduce yourself, your reasons for taking this class, your vision and dreams. Talk about your family's experience with food: cooking, eating, growing, selling? Emphasize what is meaningful to you. Read classmates' posts. Comment on at least two.

VIII. Student Learning Outcomes:

1. Evaluate how two community organizations practice food activism.
2. Know how to actively participate in food system change in Los Angeles.
3. Identify real needs behind policy and policy change.
4. Know how to grow your own food, make compost and revitalize soil and save seeds.
5. Develop a personal food sustainability plan and the skill set needed to implement it.

SST NC 909 Distance Education Application

☑ Fully Online

1a. Instructor - Student Interaction:

There will be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration features. Examples include: frequent Canvas announcements, gradebook feedback and comments on students' work, virtual office discussion, participation in the threaded discussion boards, opportunity for synchronous office hours with instructor if desired, among others.

1b. Student - Student Interaction:

Students are expected to interact with each other throughout the course and communicate regarding the course material and homework experiences. In this course, students will use asynchronous discussion forums and email for communication and collaboration activities. This activity will include assignments where students are asked to provide discussion posts, review and respond to their peers' projects and posts, and share collaborative assignments. Students can also meet in an online student lounge.

1c. Student - Content Interaction:

All presentation materials are provided for easy download via Canvas. Any additional reading material is provided discussion boards, lecture materials (notes/videos), self-check quizzes, and learning objectives linked to course work and writing assignments. On a geographic Padlet students will post the place of origin and migration of a favorite home cooked dish, with accompanying recipes, memories and stories garnered through oral interviews with family or friends. Students in groups of 5-6 will be assigned to a FOOD HERITAGE GROUP (according to varied geographic regions of the world, based on the heritage of students in the course) where they will collaborate in groups to create a group and individual presentations (PowerPoint or video) for the class. These presentations will be posted in a Discussion Forum for classmates to view and comment on. Students share cooking, preserving and fermenting ideas and questions in an ongoing threaded Discussion forum, Recipes! Students take the lead in an ongoing threaded Discussion forum, Ongoing Conversation and Exploration: Thoughts and Resources Students share a weekly report of the ongoing successes and challenges of their required home gardening activity in a threaded Discussion, Home Garden Report and Questions.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours

Other (describe)	Individual and group research	30.00%
Online Lecture	Students hear from instructor and from industry professionals asynchronously via recorded online lectures.	30.00%
Peer Feedback	Ongoing threaded Discussions & class presentations.	20.00%
Discussion Boards	Instructor facilitates analysis and discussion of lecture materials and guest lecturer information.	20.00%

2. Organization of Content:

The Course is organized into weekly Modules. Module 1/Week 1 is mostly information items (Welcome to Course, links to Canvas Guides, links to DSPS, Contact Information) and a 'Who Am I' assignment on a PADLET page for students to introduce themselves to their classmates. Each Module for the remainder of the course contains: Learning Objectives, asynchronous, prerecorded lectures, linked (open access) reading material, video or film (available for streaming online and free) if scheduled for that module, and Discussion Forum or a written assignment if scheduled for that module. (Students have the option of attending the lectures when they are recorded Their questions and comments enrich the lecture by contributing a Q/A and discussion section.)

3. Assessments:

% of grade	Activity	Assessment Method
30.00%	Presentation	Each student is required to provide written presentations and posts of their individual and/or group contribution towards class assignments and activities.
10.00%	Participation	Each student is expected to engage actively in class discussion. The instructor assures that all students are given the opportunity to discuss topics by keeping track of individual student engagement for each class module. Students provide input through written responses in threaded Discussion Boards.
30.00%	Hands-on skill development	Students undertake to learn some of the basic skills necessary for their personal sustainable food plan. They start a home-garden in the ground or in pots, they bake a simple bread, they make a vegetable ferment or pickle. Students share their challenges and successes with the class on a weekly basis in a threaded Canvas Discussion.
30.00%	Written assignments	Students will write and post on Canvas an Introductory Bio, an Autoethnography of Food and Family, ongoing Discussion posts and a concluding Reflection at the end of the course.

4. Instructor's Technical Qualifications:

All faculty who teach this course have previously taught fully online courses at SMC and other LA CCs. These faculty are knowledgeable of (about) the SMC online learning system (LMS) to organize and manage the course. All faculty who teach this course will have a working understanding of online conferencing programs such as Zoom and Skype. Besides instructional qualifications, the instructor must posses the ability to provide online instruction either through CCCConfer certification or demonstrated prior college level online instructional experience. The college must be able to provide online instructional technology and support. Where needed, the college must be able to provide technical and financial assistance to students who may not have access to online learning platforms, devices, and broadband connection needed to adequately view delivered course content.

5. Student Support Services:

The existing curriculum is linked to online counseling, tutoring, library resources and services, financial aid, the bookstore, technical support, special academic programs (i.e. Black Collegians, Latinx Center, Guardian Scholars, Student Veterans, etc) and other resources as they are developed.

6. Accessibility Requirements:

The existing curriculum currently offers accessibility for students with disabilities including compliance with the regulations of Section 508 of the Rehabilitation Act.

7. Representative Online Lesson or Activity:

Course Objective 2: Exercise agency in the food system, understand community-based networks of action and policy-making in Los Angeles, be effective participants in change-making on campus, in families, neighborhoods and workplaces.

Students work collaboratively in groups of 2 or 3 to research one of the policy issues the Los Angeles Food Policy Council addresses; issues such as hunger, food security, fairness for food workers and more. Students choose one issue to research. They are instructed to delve deeply into the issue, examining challenges and solutions, using online resources, and then to post their presentation for the class. The presentation should give an overview of the issue, arouse classmates' interest and entice them to want to learn more. Students post a summary of their research on Canvas for instructor and classmates to read and respond to.

IV: LANGUAGE AND RATIONALITY: 6 semester units, 3 units selected from each group:

GROUP A: Select one of the following courses

- ENGL 1 *or* 1D *or* BUS 31

GROUP B: Choose one option from the following

OPTION 1: Complete 1 of the following courses

- ACCTG 45 *(same as BUS 45) (satisfies area if completed Spring 2018 or later)*
- BUS 45 *(same as ACCTG 45) (satisfies area if completed Spring 2018 or later)*
- CS (10) *(formerly same as Math 10)*, 77A, 77B
- **MATH 1, 1B, or 1C (if Math 18, 20, or 50 level satisfied)**
- MATH 2, 3, 4, 7, 8, 10 *(formerly same as CS 10)*, 11, 13, 15, 18, 20, 21, 26, 28, 29, 32, 41, 49, 50, 54

~~**OPTION 2:** Available for those students who enrolled at SMC in Fall 2007 or later or who have not maintained continuous enrollment must:~~

- ~~Pass Math Proficiency Test** **and** successfully complete 1 of the courses listed below **OR**~~
- ~~Complete the SMC math placement process and place into Math 18, 20, 32 or higher **and** complete 1 of the following courses:~~

  - ~~ACCTG 1, 2~~
  - ~~COM ST 21, 31~~
  - ~~CS: any 3-unit course except CS 9A, 9B, 79F, 79Y, 88C, 90C~~

  - ~~HIST 47~~
  - ~~PHILOS 7, 9~~
  - ~~PSYCH 7~~
  - ~~SOCIOL 4~~

~~***Students may complete this exam any time within one year of their anticipated graduation date. Note that students may retest only once, after an 8-week wait.*~~

ADDITIONAL INFORMATION ON REVERSE. SUBJECT TO CHANGE WITHOUT NOTICE.