SANTA MONICA COLLEGE
ACADEMIC SENATE

1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Agenda

Wednesday, September 7, 2022, 3:00 p.m.
Zoom Meeting:
Join from PC, Mac, Linux, iOS or Android: https://cccconfer.zoom.us/j/96386192571

Or iPhone one-tap (US Toll): +16699006833,96386192571# or +16694449171,96386192571#

Or Telephone:
+1 669 900 6833 (US Toll)
+1 669 444 9171 (US Toll)
+1 346 248 7799 (US Toll)
+1 253 215 8782 (US Toll)
+1 564 217 2000 (US Toll)
+1 646 876 9923 (US Toll)
+1 646 931 3860 (US Toll)
+1 301 715 8592 (US Toll)
+1 312 626 6799 (US Toll)
+1 386 347 5053 (US Toll)
Meeting ID: 963 8619 2571
International numbers available: https://cccconfer.zoom.us/u/abqJVu9Gkv

Or Skype for Business (Lync):
SIP:96386192571@lync.zoom.us

Members:

Sal Veas, *Chair*	Susan Caggiano	Sharlene Joachim	Scott Silverman
Patricia Ramos, *Vice Chair*	Javier Cambron	Jacqueline Monge	Briana Simmons
Bren Antrim	Lisa Collins	Estela Narrie	Lydia Strong
Jason Beardsley	Rachel Demski	Brandon Reilly	Audra Wells
Mary Bober	Christina Gabler	Janet Robinson	Associated Students Rep
Walter Butler	Aileen Huang	Redelia Shaw	Associated Students Rep
Fariba Bolandhemat	Alex Ibaraki		
Math Representative (TBD)			

Interested Parties:

Joelle Adams	Dione Carter	Kiersten Elliott	Maral Hyeler
Stephanie Amerian	Department Chairs	Kamiko Greenwood (A.S.)	Stacy Neal
Maria Bonin	Nathaniel Donahue	Tracie Hunter	Tammara Whitaker

Ex-Officio Members:
Jamar London

(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

Please notify Sal Veas, Patricia Ramos, and Rachel Demski by email if you are unable to attend this meeting.

The next Curriculum Committee meeting is September 21, 2022.

SANTA MONICA COLLEGE
ACADEMIC SENATE

1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Minutes
Wednesday, June 1, 2022, 3:00 p.m.
Zoom Meeting

Members Present:

Sheila Cordova, *Chair*	Hafedh Herichi	Jacqueline Monge	Redelia Shaw
Jason Beardsley, *Vice Chair*	Alex Ibaraki	Maria Muñoz	Briana Simmons
Bren Antrim	Sharlene Joachim	Estela Narrie	Esau Tovar
Fariba Bolandhemat	Bradley Lane	Patricia Ramos	Audra Wells
Susan Caggiano	Emin Menachekanian	Brandon Reilly	Dominic Prendergast (A.S.)
Walker Griffy			

Members Absent:

Lisa Collins	Lydia Strong	Denise White-Odimo (A.S.)

Others Present:

Luis Andrade	Maria Erickson	Christyanne Melendez	Howard Stahl
Lourdes Arévalo	Keith Everett	Walter Meyer	Elena Throckmorton
Dione Carter	Corinne Haynes	Marissa Moreno	Mark Tomasic
Dorothy Chin	Raymond Hunter	Dana Nasser	Toni Trives
Ed Combs	Gina Jerry	Emily Silver	Sal Veas
Rachel Demski	Nathan Khalil	Scott Silverman	

Dione Carter and Scott Silverman filled in for the roles of Administrator for VII. Action Items ww., xx., yy., and zz; IX. Old Business; and X. Adjournment.

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

I. Call to Order and Approval of Agenda
The meeting was called to order at 3:04 pm. Motion to approve the agenda with revisions: removal of ART 53C from Action Items, and addition of Revised Website Software Specialist Program Map, as posted.
Motion made by: Walker Griffy; **Seconded by:** Susan Caggiano
The motion passed unanimously.
(Bradley Lane not present for vote.)

II. Public Comments
None

III. Announcements
Thank you to Sheila Cordova, who has been an amazing Curriculum Chair for the last year, implementing changes, and bringing incredible work, updates, and changes to the committee. We will miss her as Curriculum Chair!

Also, thank you to our fantastic student representatives, Dominic Prendergast and Denise White-Odimo, who brought the much-needed student voice to the committee this year!

IV. Approval of Minutes
Motion to approve the minutes of May 18, 2022 with no revisions.

Motion made by: Susan Caggiano; **Seconded by:** Hafedh Herichi
The motion passed with the following vote: Y: 17; N: 0; A: 1 (Brandon Reilly)
(Bradley Lane not present for vote.)

V. Chair's Report
This is Sheila Cordova's last meeting as Curriculum Chair. Welcome Sal Veas, who will be Curriculum Chair starting in Fall 2022.

VI. Information Items

(Non-Substantial Changes)
1. AD JUS 5 Criminal Investigation
2. ART 52B Ceramics: Hand Building
3. COUNS 22H Adapted Computer Technology, Internet Skills for Academic Success
4. CS 8 Systems Analysis and Design
5. DANCE 12 Intermediate Hip Hop Dance
6. DANCE 20 World Dance Survey
7. DANCE 22 Mexican Dance
8. DANCE 23 Intermediate Mexican Dance
9. DANCE 24 Flamenco Dance
10. DANCE 25 African Dance
11. DANCE 25B Intermediate African Dance
12. DANCE 31 Ballet I
13. DANCE 32 Ballet 2
14. DANCE 42 Contemporary Modern Dance 2
15. HIST 62 Asian-American History

VII. Action Items

(Consent Agenda: Emergency DE to Fully Online)
a. COUNS 21H Adapted Computer Technology
b. COUNS 22H Adapted Computer Technology, Internet Skills for Academic Success
c. COUNS 26 Technology Literacy for Academic Success
d. DANCE 12 Intermediate Hip Hop Dance
e. DANCE 20 World Dance Survey
f. DANCE 22 Mexican Dance
g. DANCE 23 Intermediate Mexican Dance
h. DANCE 24 Flamenco Dance
i. DANCE 25 African Dance
j. DANCE 25B Intermediate African Dance
k. DANCE 31 Ballet I
l. DANCE 32 Ballet 2
m. DANCE 42 Contemporary Modern Dance 2
n. DANCE 62 Fundamentals of Choreography: Composition 2
o. DANCE 63 Fundamentals of Choreography: Special Topics
p. EMERITUS HEALTH E63 Body Conditioning After a Stroke
   Motion to approve Consent Agenda: Emergency DE to Fully Online and/or Hybrid (VII. a. to VII. p.)
   Motion made by: Jason Beardsley; **Seconded by:** Audra Wells
   The motion passed unanimously.
   (Bradley Lane not present for vote.)

(Consent Agenda: Program Maps)
q. Blockchain Developer Certificate of Achievement Program Map
r. Revised Cosmetology AS/Certificate of Achievement Program Map
s. Revised Website Software Specialist AS/Certificate of achievement Program Map
   Motion to approve Consent Agenda: Program Maps (VII. q. to VII. s.)

Motion made by: Susan Caggiano; **Seconded by:** Jason Beardsley
The motion passed unanimously.

(Courses: New)

t. ART 53B Wheel Throwing Processes and Techniques
Motion to approve ART 53B with revision to sample assignment #1 "Students will learn how…".
Motion made by: Briana Simmons; **Seconded by:** Alex Ibaraki
The motion passed unanimously.

u. BUS 15B Introduction to Life and Health Insurance
Motion to approve BUS 15B with no revisions.
Motion made by: Fariba Bolandhemat; **Seconded by:** Walker Griffy
The motion passed unanimously.

v. BUS 56B Entertainment Law
Motion to approve BUS 56B with no revisions.
Motion made by: Jason Beardsley; **Seconded by:** Fariba Bolandhemat
The motion passed unanimously.

w. BUS 76B Compensation and Benefits
Motion to approve BUS 76B with no revisions.
Motion made by: Jason Beardsley; **Seconded by:** Audra Wells
The motion passed unanimously.

x. EMERITUS POL SC E10 Music, Politics, and Social Change
Motion to approve EMERITUS POL SC E10 with no revisions.
Motion made by: Jason Beardsley; **Seconded by:** Audra Wells
The motion passed unanimously.

y. EMERITUS TH ART E22 Principles of Illusion: Close-up and Stage
Motion to approve EMERITUS TH ART E22 with no revisions.
Motion made by: Walker Griffy; **Seconded by:** Jason Beardsley
The motion passed unanimously.

z. ETH ST 6 Introduction to Chicana/o/x and Latina/o/x Studies
Motion to approve ETH ST 6 with revision to remove IGETC 3B, and add CSU GE Area D.
Motion made by: Susan Caggiano; **Seconded by:** Jason Beardsley
The motion passed unanimously.

aa. ETH ST 7 Introduction to African American and Black Studies
Motion to approve ETH ST 7 with revision to remove IGETC 3B, and add CSU GE Area D.
Motion made by: Susan Caggiano; **Seconded by:** Jason Beardsley
The motion passed unanimously.

bb. PSYCH 33 Introduction to Stress, Trauma, and Mental Health
Motion to approve PSYCH 33 with revision to proposed start date to Fall 2023, and addition of CSU GE Area E.
Motion made by: Jason Beardsley; **Seconded by:** Alex Ibaraki
The motion passed unanimously.

cc. SPAN 1A Elementary Spanish 1A
Motion to approve SPAN 1A with revision of start date to Fall 2023, and correction to course description, which wasn't reflected on the Course Outline on the agenda:
"This course is the equivalent to the first half of Spanish 1. Spanish 1A introduces the students to basic vocabulary and fundamental sentence structure in the present tense. Basic aural and reading comprehension is developed and students hold simple conversations and write short compositions

about habitual actions in the present. This course is taught in Spanish, except in the case of linguistic difficulty as determined by the professor."
Motion made by: Walker Griffy; **Seconded by:** Fariba Bolandhemat
The motion passed unanimously.

dd. SPAN 1B Elementary Spanish 1B (Advisory: SPAN 1A)
Motion to approve SPAN 1B with revision to start date to Fall 2023, removal of IGETC Area 3B, and correction to course description, which wasn't reflected on the Course Outline on the agenda:
"This course is the equivalent to the second half of Spanish 1. Spanish 1B introduces the students to basic vocabulary and fundamental sentence structure in the present and preterit tenses. Basic aural and reading comprehension is developed and students hold simple conversations and write short compositions about present and past actions. This course is taught in Spanish, except in the case of linguistic difficulty as determined by the professor."
Motion made by: Jason Beardsley; **Seconded by:** Susan Caggiano
The motion passed unanimously.

Motion to approve SPAN 1B advisory of SPAN 1A with no revisions.
Motion made by: Jason Beardsley; **Seconded by:** Jacqueline Monge
The motion passed unanimously.

(Courses: Substantial Changes)
ee. BUS 20 Principles of Marketing (Changed: course description, SLOs, course content, course objectives, textbooks, methods of presentation, methods of evaluation, sample assignments)
Motion to approve changes to BUS 20 with no additional revisions.
Motion made by: Audra Wells; **Seconded by:** Susan Caggiano
The motion passed unanimously.

ff. BUS 64 Business Protocol and Professionalism (Changed: SAM code (B to C), course description, hours/units (1 lecture hour/1 unit to 2 lecture hours/2 units, SLOs, course objectives, course content, methods of evaluation, methods of presentation, textbooks, sample assignments)
Motion to approve changes to BUS 64 with no additional revisions.
Motion made by: Estela Narrie; **Seconded by:** Fariba Bolandhemat
The motion passed unanimously.

gg. COSM 42 Men's Hair Styling (Removed: Advisory COSM 31A, Added: Prerequisite COSM 11A)
Motion to approve removal of advisory (COSM 31A) and addition of prerequisite (COSM 11A) to COSM 42 with no additional revisions.
Motion made by: Estela Narrie; **Seconded by:** Brandon Reilly
The motion passed unanimously.

hh. COSM 50A Written Preparation for Cosmetology State Board Exam (Changed: Course Name from "Related Science 5" to "Written Preparation for Cosmetology State Board Exam"; Added: Prerequisites: COSM 10A and COSM 10B; Changed: Advisory: "Completion of at least 800 hours in Cosmetology" to "Completion of at least 650 hours in Cosmetology")
Motion to approve changes to COSM 50A with additional revision to fix typo of 700 to 650 hours for the Skills Advisory in META.
Motion made by: Estela Narrie; **Seconded by:** Jason Beardsley
The motion passed unanimously.

Motion to approve COSM 50A skills advisory change (from 800 to 650 hours) and prerequisite addition (COSM 10A and COSM 10B) with no additional revisions.
Motion made by: Estela Narrie; **Seconded by:** Audra Wells
The motion passed unanimously.

ii. COUNS 21H Adapted Computer Technology (Changed: ~~hours, no change to units (3 lab hours to 1 lecture hour)~~, course description, SLOs, course content, methods of presentation, methods of

evaluation, textbook update)
Motion to approve changes to COUNS 21H with correction to return hours to 3 lab hours (no change made to hours or units.)
Motion made by: Jason Beardsley; **Seconded by:** Estela Narrie
The motion passed unanimously.

jj.   COUNS 25H Adapted Computer Technology, Technology Tools for Academic Success (Changed: hours and units (1.5 lab hours/0.5 units to ~~1 lecture hour/1 unit~~ 3 lab hours/1 unit), textbook update)
Motion to approve changes to COUNS 25H with additional revision to hour/unit update – from 1.5 lab hours/0.5 units to 3 lab hours/1 unit.
Motion made by: Jason Beardsley; **Seconded by:** Susan Caggiano
The motion passed unanimously.

kk.   COUNS 26 Technology Literacy for Academic Success Changed: ~~hours, no change to units (3 lab hours to 1 lecture hour)~~, SLOs, course content, methods of presentation, textbook update)
Motion to approve changes to COUNS 26 with correction to return hours to 3 lab hours (no change made to hours or units.)
Motion made by: Audra Wells; **Seconded by:** Estela Narrie
The motion passed unanimously.

ll.   GR DES 75 Mobile Design 1 (Changed: Skills Advisory from: GR DES 61 and GR DES 66, to DESIGN 13)
Motion to approve changes to GR DES 75 advisory with no additional revisions.
Motion made by: Audra Wells; **Seconded by:** Dominic Prendergast
The motion passed unanimously.

(Courses: Distance Education)
mm. BUS 15B Introduction to Life and Health Insurance
Motion to approve distance education for BUS 15B with revision to 4. Instructor's Technical Qualifications from "Instructors should have received training on…" to "Instructors should be familiar with…"
Motion made by: Estela Narrie; **Seconded by:** Bradley Lane
The motion passed unanimously.

nn.   BUS 56B Entertainment Law
Motion to approve distance education for BUS 56B with no revisions.
Motion made by: Estela Narrie; **Seconded by:** Susan Caggiano
The motion passed unanimously.

oo.   BUS 76B Compensation and Benefits
Motion to approve distance education for BUS 76B with no revisions.
Motion made by: Susan Caggiano; **Seconded by:** Jason Beardsley
The motion passed unanimously.

pp.   EMERITUS POL SC E10 Music, Politics, and Social Change
Motion to approve distance education for EMERITUS POL SC E10 with no revisions.
Motion made by: Bradley Lane; **Seconded by:** Alex Ibaraki
The motion passed unanimously.

qq.   EMERITUS TH ART E22 Principles of Illusion: Close-up and Stage
Motion to approve distance education for EMERITUS TH ART E22 with no revisions.
Motion made by: Susan Caggiano; **Seconded by:** Jason Beardsley
The motion passed unanimously.

rr.   ETH ST 6 Introduction to Chicana/o/x and Latina/o/x Studies
Motion to approve distance education for ETH ST 6 with revision to

with revision to 4. Instructor's Technical Qualifications from "Instructors should have completed training on…" to "Instructors should be familiar with…" and change "Canvas tools" to "LMS tools"
Motion made by: Estela Narrie; **Seconded by:** Susan Caggiano
The motion passed unanimously.

ss.   ETH ST 7 Introduction to African American and Black Studies
Motion to approve distance education for ETH ST 7 with no revisions.
Motion made by: Susan Caggiano; **Seconded by:** Jacqueline Monge
The motion passed unanimously.

tt.   PSYCH 33 Introduction to Stress, Trauma, and Mental Health
Motion to approve distance education for PSYCH 33 with no revisions.
Motion made by: Estela Narrie; **Seconded by:** Sharlene Joachim
The motion passed unanimously.

(Courses: Global Citizenship)
uu.   ETH ST 6 Introduction to Chicana/o/x and Latina/o/x Studies
Motion to approve Global Citizenship for ETH ST 6 with no revisions.
Motion made by: Bradley Lane; **Seconded by:** Estela Narrie
The motion passed unanimously.

(Programs: New)
vv.   Commercial Dance Certificate of Achievement
Motion to approve Commercial Dance Certificate of Achievement with no revisions.
Motion made by: Estela Narrie; **Seconded by:** Jason Beardsley
The motion passed unanimously.
(Hafedh Herichi not present for vote.)

ww.   Esports Management, Production and Performance AS/Certificate of Achievement
Motion to approve Esports Management, Production and Performance AS/Certificate of Achievement with no revisions.
Motion made by: Audra Wells; **Seconded by:** Jason Beardsley
The motion passed unanimously.
(Susan Caggiano, Hafedh Herichi, Bradley Lane, Maria Muñoz, Esau Tovar not present for vote.)

xx.   Geology AS-T
Motion to approve Geology AS-T with no revisions.
Motion made by: Estela Narrie; **Seconded by:** Audra Wells
The motion passed unanimously.
(Susan Caggiano, Hafedh Herichi, Bradley Lane, Maria Muñoz, Esau Tovar not present for vote.)

(Programs: Revisions)
yy.   Website Software Specialist AS/Certificate of Achievement
•   Total Units reduced from 31 to 27; removed CIS 55, CIS 57, CIS 88A; added CS 87A
Motion to approve changes to Website Software Specialist AS/Certificate of Achievement with no additional revisions.
Motion made by: Jason Beardsley; **Seconded by:** Dione Carter
The motion passed unanimously.
(Esau Tovar, Maria Munoz, Susan Caggiano, Hafedh Herichi, Bradley Lane not present for vote.)

zz.   Changes to degrees, certificates, and program maps as a result of courses considered on this agenda
Motion to approve changes to degrees, certificates, and program maps as a result of courses considered on this agenda.
•   ART 53B to be added to Art AA, Art History AA-T, and Studio Arts AA-T

- BUS 15B to be added to Business AS (under "Insurance"), Insurance Professional AS/Certificate of Achievement, and Insurance Specialist Certificate of Achievement
- BUS 56B to be added to Business AS (under "General Business")
- BUS 76B to be added to Business AS (under "Management/Leadership")
- ETH ST 6 to be added to Ethnic Studies AA
- ETH ST 7 to be added to Ethnic Studies AA
- PSYCH 33 to be added to forthcoming Psychology Certificate in Community Mental Health
- SPAN 1A/1B to be added to SPAN 1 degrees (Economics AA-T, History AA-T, Liberal Arts – Arts & Humanities AA

Motion made by: Audra Wells; **Seconded by:** Jason Beardsley
The motion passed unanimously.
(Susan Caggiano, Hafedh Herichi, Bradley Lane, Maria Muñoz, Esau Tovar not present for vote.)

VIII. New Business
None

IX. Old Business
- Updating AR 5110
  Two quick updates that need to be made to AR 5110:
  - The number is being changed to AR 4020, to be in line with the revised Board Policy.
  - The Curriculum Specialist is added to the summary in 1. A., of the listing of roles.

  Motion to pass AR 4020 changes, as listed above.
  Motion made by: Dione Carter; **Seconded by:** Scott Silverman
  The motion passed unanimously.
  (Susan Caggiano, Hafedh Herichi, Bradley Lane, Maria Muñoz, Esau Tovar not present for vote.)

X. Adjournment
Motion to adjourn the meeting at 5:27 pm.
Motion made by: Dominic Prendergast; **Seconded by:** Audra Wells
The motion passed unanimously.
(Susan Caggiano, Hafedh Herichi, Bradley Lane, Maria Muñoz, Esau Tovar not present for vote.)

New Course: VARSITY INTERCOLLEGIATE SPORTS 11D, Intercollegiate Strength and Conditioning Speed and Agility Development

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
Date Submitted:	April 2022
Transferability:	Transfers to CSU, UC (pending review)
CSUGE:	Area E (pending review)
Degree Applicability:	Credit – Degree Applicable
Proposed Start:	Spring 2024
TOP/SAM Code:	083550 - Intercollegiate Athletics / E - Non-Occupational
Grading:	Letter Grade or P/NP
Repeatability:	Yes
Library:	List of suggested materials has been given to Librarian
Minimum Qualification:	Coaching CSCS - certified strength and conditioning specialist
Program Impact:	Kinesiology AA-T

Rationale

This specific course is part of a series of courses (VAR PE 11) intended for intercollegiate student athletes at SMC. However, this exact course is unique because it will be dedicated completely to on-field development of speed and agility training. The complimentary courses VAR PE 11A, B, C are all designed to take place in the athletic weight room and develop strength, power, flexibility, and recovery. VAR PE 11D will be a course held on the athletic field with minimal weight room usage. Additionally, many student athletes compete at SMC for 3 years. This will provide an additional course they can take to prepare for their competition sport without running out of class repeatability options.

I. Catalog Description

This course is specifically intended to develop sprinting, change of direction, and agility technical skills to enhance on-field athletic development. This physical preparation course is recommended for those students that plan on participating on the intercollegiate varsity team.

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. Gamespeed: Movement Training for Superior Sports Performance , 3rd, Ian Jeffreys, Coaches Choice © 2021, ISBN: 1606795481

III. Course Objectives

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

1. Explain the motion required of the thigh and lower leg during acceleration and maximum velocity.
2. Provide a demonstration of how the arms and trunk move during maximum velocity sprinting.
3. Describe the key components during deceleration when changing direction.

IV. Methods of Presentation:

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

V. Course Content

% of Course	Topic
10.000%	Cool down and tissue recovery: End of the session strategies to recover and cool down the body
10.000%	1. Warm up and transfer drills:

	a. Preparatory drills and skills to enhance speed and agility outcomes b. Specific transfer exercises such as resisted sprinting c. Transfer training can include specific weight room activities

10.000%	1. Discussion, analysis, and technique break down during laboratory sessions:
	    a. Weekly class discussions regarding movement strategies and techniques
	    b. Can include videos, pictures, or small lectures

15.000%	1. Agility training application:
	    a. Visual and perceptual demands
	    b. Dynamic reactive drills

15.000%	1. Change of direction training application:
	    a. Drills, techniques, and strategies to enhance change of direction
	    b. Deceleration into the break
	    c. Variation to breaking or cutting steps
	    d. Re-accelerate out of the break

30.000%	1. Sprint training application:
	    a. Acceleration drills, techniques, and strategies
	    b. Maximum velocity drills, techniques, and strategies

10.000%	1. Performance assessments:
	    a. Throughout the semester on a weekly basis a different skill will be tested
	    b. Acceleration
	    c. Maximum velocity
	    d. Change of direction and/or agility

100.000%	Total

VI. Methods of Evaluation

% of Course	Topic
55%	Class Participation: Daily journal/workout log with specific exercise and drill names/descriptions including the instructor evaluating these workout journals between class sessions
15%	Final Project: Analysis of performance tests: acceleration, maximum velocity, and change of direction
15%	Performance: Performance tests during the semester will take place on a regular basis so student athletes can see progress or regression. Students will need to keep track of their metrics throughout the course.
15%	Projects: Sprint and agility specific warm up routine. Students will be asked to design a protocol that they can use during or before their specific sports practice.
100%	Total

VII. Sample Assignments:

Final Project: Include a written analysis comparing pre- and post-tests data, and discussion regarding how the improvements will impact the next sporting season. Additionally, what could you continue to improve on with regards to these skills.

Midterm Project: Create a specific warm up protocol that prepares the body for sprinting and agility movements that could be used before practice sessions.

VIII. Student Learning Outcomes:

1. Demonstrate appropriate acceleration mechanics regarding leg and torso actions.
2. Create a sprint specific warm up protocol that could be used before athletic events.
3. Understand and describe the differences between change of direction and agility training.
4. Competency in change of direction mechanics.

Distance Education: BUSINESS 64, Business Protocol and Professionalism

Units:	2.00
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
Date Submitted:	September 2020
Transferability:	Transfers to CSU
Degree Applicability:	Credit – Degree Applicable

I. Catalog Description

To be successful and competitive in an ever-changing business environment, individuals must be proficient in business etiquette, protocol and professionalism. Through lectures, role-playing and participation, students will become proficient in the basics of business professionalism and interaction. Appropriate proper business protocol/professionalism is a fundamental requirement for all jobs. These skills will set you apart from the competition and position your career in the right direction for growth and opportunity.

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 seven years)

1. Business etiquette Made Easy, 1st, Myka Meier, Skyhorse Publishing © 2020, ISBN: 978-1-5107-5193-4;
2. Diversity Consciousness , 4th, Richard D. Bucher, Prentice Hall, Inc. © 2015, ISBN: 9780321919069;
3. 50 Essential etiquette lessons, Katherine Flannery, Althea Press © 2019, ISBN: 978-1-64152-5930;
4. Business Etiquette , 1st, Tim Rayborn, Whalen Book Works © 2020, ISBN: 978-1-73251-269-6;
5. Students will have access to weekly packets of current articles and PDF files from the following sources: LA Times, New York Times, LA Business Journal, Apple News and a sundry of news articles pertaining to Business and networking

III. Course Objectives

Upon completion of this course, the student will be able to:
1. Demonstrate effective self introductions, introductions of others, and small talk.
2. Successfully navigate a business meal.
3. Exhibit proper dining techniques and manners.
4. Demonstrate understanding of appropriate workplace relationships.
5. Recognize appropriate business attire in various environments.
6. Define appropriate networking/conversational skills in formal meetings and in small groups to develop professional relationships for career growth.
7. Apply nonverbal communication effectively to reinforce verbal messages and recognize the meaning of the nonverbal communication of others while utilizing emotional intelligent skills.
8. Demonstrate understanding of the barriers to communication as well as the opportunities presented by cross-cultural differences in business etiquette.
9. Enhance your brand/skills for correct social media posts, proper usuage and professionalism of website media (ZOOM, Google Meet, etc.), texts, email manners, interviews, resumes and thank you notes.
10. Exhibit professionalism on business travel, client hosting and entertaining and how to introduce individuals and greet people properly in a business environment
11. Develop an action plan to improve personal professionalism.

IV. Methods of Presentation:

Lecture and Discussion, Distance Education, Observation and Demonstration, Discussion, Critique, Projects, Field Trips, Visiting Lecturers, Work Experience (internship), Other, Online instructor-provided resources, Group Work, Other Methods: Etiquette simulation from Nexus EDGE, individual presentations, company business lessons.

V. Course Content

% of Course	Topic
10.000%	Professional Presence and Demeanor
5.000%	Building Confidence and Self-Esteem

10.000%	In-person, Remote, and Virtual Workday
5.000%	Workplace Challenges and Difficulties
10.000%	Emotional intelligence (EQ)
10.000%	Effective Communication
5.000%	Communication Technology Etiquette
7.000%	Business Attire for the Setting
6.000%	Dining Etiquette and Protocols
6.000%	Social Skills in Business
6.000%	Networking
5.000%	Business and Client Hosting and Entertaining
5.000%	Business Travel
5.000%	Developing Your Brand
5.000%	Resumes, Interviews and Follow-up
100.000%	Total

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

Percentage	Evaluation Method
10 %	Class Participation - Students will engage in Discussions assignments and peer reviews
30 %	Exams/Tests - Canvas quizzes
15 %	Homework - Assignments based on course topics.
30 %	Simulation - Simulation model: Students will navigate through a meeting with etiquette, preparation and engagement topics.
15 %	Written assignments - Case studies /written assignments and peer reviews
100 %	Total

VII. Sample Assignments:

Simulations: Complete a simulation on a business etiquette scenario. Students will work on meeting etiquette with prior meeting methods, proper meeting invitations and after meeting follow-up protocol.
Situational Reviews: Videos that will be available that are entertaining but also get to the point for students business etiquette skill set. Students will have a written assignment to point out proper and improper behaviors. .

VIII. Student Learning Outcomes

1. Recognize professional behavior and standards for appearance, actions, and attitude in a business environment
2. Demonstrate proper dining techniques and wardrobe selection in various business environments.
3. Apply emotional intelligence tools and strategies to various business situations.
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, accounting and all professional careers and their personal lives

BUS 64 Distance Education Application

☑ Fully Online

1a. Instructor - Student Interaction:
The course will begin with a detailed "welcome letter" with information about the course and how the instructor will be in frequent communication with the students. The instructor will post regular and frequent announcements regarding assignments along with frequent reminders. Additionally, content pages will begin each module and will include summaries of key information and suggestions for how to approach content. Weekly discussion boards will be posted and the instructor will provide comments, input and feedback like in a regular on-ground course. Additionally, constructive feedback will be provided on the homework written assignments 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 and Peer Reviews 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 Business etiquette and protocol and a plethora of career enhancement tools. Additionally, they will be able to participate in the "general questions" discussion board where they can help each other with questions as well as hear other general questions about the course content just as in an on-ground classroom.

1c. Student - Content Interaction:
The class is organized through weekly course modules. A wealth of material is offered for students to learn and demonstrate Business Protocol and professionalism. Students will engage in discussions, case studies and written assignments on a weekly basis. Students will take 3 quizzes and complete a Business etiquette simulation model.

1d. Distance Ed-Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Discussion Boards	Discussion boards will be posted to promote student-teacher interaction and student to student interaction on a variety of Business Protocol and protocol topics. Students will have etiquette scenarios and peer reviews on networking situations .	**25%**
Online Lecture	Students will watch video lectures on different aspects of Business Professionalism and protocol for each module in the textbook. Video lectures will hone in on critical terms for the student to absorb and share their thoughts and questions with other students on the topic on the 'general questions' discussion board so that the instructor can address them and clarify the topic.	**25%**
Other (describe)	Students will work on a simulation model on Business etiquette , Protocol and professionalism utilzing a NEXUS EDGE platform and work in groups to complete the simulation.	**30%**
Written assignments	Written assignments on Business Professionalism and protocol, with dining and dressing written and video submittals .	**20%**

2. Organization of Content
The course is organized through modules that focus on being a polished professional. The first module provides an introduction on being a polished professional , including body language, appearance, and dressing for the specific occasion or meeting. Each module will address the course content as defined. To provide consistency and ensure that quality of instruction is provided, the following format is provided for each module: learning objectives, lecture video, PowerPoint summary slides, discussion board assignment, links to relevant articles, websites , current Business etiquette/protocol and business protocol videos. Discussion boards/ Peer Reviews are provided on a weekly basis. There are 2 quizzes ,one at week 8 and the final on week 16. The written assignments, case studies and simulation model are spread out and administered every four weeks. Care is given to pacing the assignments reasonably.

3. Assessments

% of grade	Activity	Assessment Method
30%	Exams/Quizzes	Exams/Quizzes 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.
35%	Homework assignments	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.
35%	Discussion Boards & Similar Activities	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 grade book.

4. Instructor's Technical Qualifications

Instructors should have completed a comprehensive Canvas course and received the appropriate certification. Additionally, instructors should be aware of the technical support that is available such as the Canvas technical support line. Knowledge of how to make sure the material is accessible is also critical for online instructors.

5. Student Support Services

Links to the following services should be provided:Santa Monica College Library, online tutoring, Canvas Smart Thinking, the bookstore, and tutorials for online classes.

6. Accessibility Requirements

All the videos have been closed captioned. Any additional videos or materials posted will be reviewed to make sure compliance is met. All images use descriptive alternative text, content pages include heading styles, content will provide sufficient color contrast, font size and font size, among others.

7. Representative Online Lesson or Activity

Threaded discussion on Business Protocol and professionalism. Students discuss which factors will affect employment in the business environment . Students will discuss where and how networking, dressing, and dining etiquette optimizes their career. path.Students will comment and review two other students' etiquette discussion and exchange valuable ideas and pros and cons of career advancement with polished skills and professional insight from the course. Describe how they will enact these new Business professionalism and protocol skills as they move forward in their chosen occupation.

Santa Monica College
Data Science Certificate of Achievement

Data science is an applied field that uses scientific methods, processes, algorithms and systems to extract knowledge and insights from both structured and unstructured data sources. Data science incorporates data mining, machine learning and big data to make predictions and identify actions that organizations can take to be more effective. Data scientists are responsible for breaking down big data into usable information and creating software and algorithms that help companies and organizations determine optimal operations. This certificate will prepare students for jobs in this field by providing students with skills in different technologies and techniques that are used for data science and machine learning. Students may also choose to transfer to four-year universities with established undergraduate programs in Data Science.

Program Learning Outcomes:
Upon completion of the program, students will be able to analyze data and employ different software tools to make certain predictions and optimize organizational operations.

Required Courses	**Units: 21.0**
CIS 30T^{DE} Tableau Desktop Essentials	3.0
CS 79A^{DE} Introduction to Cloud Computing	3.0
CS 82A^{DE} Introduction to Data Science	3.0
CS 82B^{DE} Principles of Data Science	3.0
CS 82C^{DE} R Programming	3.0
CS 87A^{DE} Python Programming	3.0
CS 87B^{DE} Advanced Python Programming	3.0

Elective – Choose One	**Units: 3.0**
CS 79F^{DE} Machine Learning on AWS	3.0
OR	
CS 79X^{DE} Data Science on Azure	3.0

Total Units: 24.0

Santa Monica College
Database Applications Developer Associate in Science (AS) / Certificate of Achievement

This program develops the skills needed to design and build a database architecture as well as interact with modern database management systems locally, remotely or in the cloud. This program will provide an understanding on how to consistently design databases in an organized structure for storing and retrieving data. With increasing concerns over security, a database developer must also be able to write secure code that runs with minimum risk of attacks.

Program Learning Outcomes:
Upon completion of this program, students will demonstrate the ability to design, develop and populate databases locally, remotely and in the cloud. Upon completion of this program, students will demonstrate the ability to properly organize and structure information for storing and retrieving different kinds of data at industry scale.

Required Courses:	Units: 12.0
CS 3DE Introduction To Computer Systems	3.0
CS 9ADE Technology Project Management I *(same as CIS 9A)*	3.0
CS 60DE Database Concepts and Applications	3.0
CS 79ADE Introduction to Cloud Computing	3.0

Select one course from the following:	Units: 3.0
CS 61DE Microsoft Sql Server Database	3.0
OR	
CS 65DE Oracle Programming	3.0
OR	
CS 79BDE Database Essentials in Amazon Web Services	3.0
OR	
CS 79YDE Microsoft Azure Database Essentials	3.0

Select 1 track from the following:	Units: 6.0
CS 55DE Java Programming	3.0
AND	
CS 56DE Advanced Java Programming	3.0
OR	
CS 87ADE Python Programming	3.0
AND	
CS 87BDE Advanced Python Programming	3.0

Total Units: 21.0

Santa Monica College
Web Developer Associate in Science (AS) / Certificate of Achievement

This program helps students develop skills to design interactive and responsive websites and apps. Web developers need to be knowledgeable on a variety of technologies such as HTML, CSS, JavaScript, programming languages, Web Frameworks, cloud hosting, networking, database management, and cybersecurity. They are chiefly responsible for code implementation and maintenance of web applications at both the front-end and back-end. Web developers are instrumental in the success of an organization's online presence.

Program Learning Outcomes:
Upon completion of this program, students will design and develop full stack web apps as well as provide the code to make websites interactive or allow users to interact with back-end applications and databases.

Required Courses (18 units):	Units: 18.0
CS 60[DE] Database Concepts and Applications	3.0
CS 70[DE] Network Fundamentals and Architecture	3.0
CS 79A[DE] Introduction to Cloud Computing	3.0
CS 80[DE] Internet Programming	3.0
CS 81[DE] Javascript Programming	3.0
CS 87A[DE] Python Programming	3.0

Select one course from the following (3 units):	Units: 3.0
CS 82 ASP.NET Programming in C#	3.0
OR	
CS 83 Server-Side Java Web Programming	3.0
OR	
CS 83R[DE] Server-Side Ruby Web Programming	3.0
OR	
CS 85[DE] PHP Programming	3.0

Select one course from the following (3 units):	Units: 3.0
CS 73A[DE] Fundamentals of Computer Security	3.0
OR	
CS 73B[DE] Computer Forensics Fundamentals	3.0
OR	
CS 73C[DE] Cybersecurity and Ethical Hacking	3.0
OR	
CS 73L[DE] Cybersecurity Literacy	3.0
OR	
CS 79D[DE] Security in Amazon Web Services	3.0

Select one course from the following (3 units):	Units: 3.0
CIS 67[DE] WordPress	3.0
OR	
CS 77A[DE] Salesforce Administration Essentials	3.0
OR	
CS 77B[DE] Salesforce Developer Essentials	3.0
OR	
CS 79B[DE] Database Essentials in Amazon Web Services	3.0
OR	
CS 79C[DE] Compute Engines in Amazon Web Services	3.0
OR	
CS 79E[DE] Best Practices in Amazon Web Services	3.0
OR	
CS 79Y[DE] Microsoft Azure Database Essentials	3.0
OR	
CS 79Z[DE] Microsoft Azure Essentials	3.0

Total Units: 27.0