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

# Curriculum Committee Agenda

**Wednesday, March 5, 2025, 3:00 p.m.**
**Drescher Hall, Loft (3rd Floor, Room 300-E)**

***Guests and members of the public may attend via Zoom:***
**https://smc-edu.zoom.us/j/88008685421**

**Meeting ID: 880 0868 5421**

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**Find your local number: https://smc-edu.zoom.us/u/kog4GeKXL**

**Members:**

| | | | |
|---|---|---|---|
| Redelia Shaw, *Chair* | Javier Cambron | Aileen Huang | Bobby Simmons |
| Dione Hodges, *Vice Chair* | Jihyeon Cha | Sharlene Joachim | Briana Simmons |
| Jason Beardsley | Evelyn Chantani | Jesus Lopez | Lydia Strong |
| Mary Bober | Rachel Demski | Jacqueline Monge | Audra Wells |
| Fariba Bolandhemat | Susan Fila | Estela Narrie | Associated Students Rep |
| Walter Butler | Christina Gabler | Kevin Roberts | Associated Students Rep |
| Susan Caggiano | Walker Griffy | Scott Silverman | |

**Interested Parties:**

| | | | |
|---|---|---|---|
| Stephanie Amerian | Sheila Cordova | Maral Hyeler | Steven Sedky |
| Clare Battista | Nathaniel Donahue | Matt Larcin | Esau Tovar |
| Maria Bonin | David Duncan (A.S.) | Maria Munoz | Guadalupe Salgado |
| Department Chairs | Kiersten Elliott | Stacy Neal | Olivia Vallejo |
| Nick Chambers | Tracie Hunter | Patricia Ramos | 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

V. Chair's Report

VI. Information Items

1. Distance Education Updates – Tammara Whitaker
2. Common Course Numbering (CCN) Updates
3. Cal-GETC Updates/Approvals

VII. Action Items

*(Courses: New)*



*(Courses: Substantial Changes)*



*(Courses: Deactivation)*



*(Programs: Revisions)*

h. Changes to degrees, certificates, and program maps as a result of courses considered on this agenda

VIII. New Business

IX. Old Business

- Finalize Local GE Pattern for Fall 2025 launch ..... 37
  - Discussion and Vote

X. Adjournment

*Please notify Redelia Shaw, Dione Hodges, and Rachel Demski by email if you are unable to attend this meeting.*

**The next Curriculum Committee meeting is March 19, 2025.**

SANTA MONICA COLLEGE ACADEMIC SENATE
1900 Pico Boulevard Santa Monica, CA 90405
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# Curriculum Committee Minutes

## Wednesday, February 19, 2025, 3:00 p.m.
## Drescher Hall, Loft (3rd Floor, Room 300-E)
## Zoom (guests/members of the public)

**Members Present:**

| | | | |
|---|---|---|---|
| Redelia Shaw, *Chair* | Susan Caggiano | Christina Gabler | Estela Narrie |
| Dione Hodges, *Vice Chair* | Javier Cambron | Walker Griffy | Kevin Roberts |
| Jason Beardsley | Jihyeon Cha | Aileen Huang | Bobby Simmons |
| Mary Bober | Evelyn Chantani | Gary Huff* | Briana Simmons |
| Fariba Bolandhemat | Rachel Demski | Jesus Lopez | Audra Wells |
| Walter Butler | Susan Fila | Jacqueline Monge | |

**Gary Huff is covering for Sharlene Joachim during the Spring 2025 semester.*

**Members Absent:**

| | |
|---|---|
| Scott Silverman | Lydia Strong |

**Others Present:**

| | | | |
|---|---|---|---|
| Nick Chambers | Alejandro Lee | Howard Stahl | Olivia Vallejo |
| Guido Davis Del Piccolo | Eric Oifer | Esau Tovar | |

*(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 3:05 pm. Motion to approve the agenda with no revisions.
**Motion made by:** Dione Hodges; **Seconded by:** Fariba Bolandhemat
The motion passed unanimously.

**II. Public Comments**
None

**III. Announcements**
A question was raised whether the Global Citizenship local GE requirement would be reintroduced for further discussion, since the new GE pattern goes into effect in Fall, and Global Citizenship requires an additional 3 units. Redelia will follow-up with Jamar regarding the Academic Senate subcommittee to re: Global Citizenship and the possible certificate idea that was mentioned during discussions in Fall 2024.

**IV. Approval of Minutes (December 4, 2024)**
Motion to approve the minutes of December 4, 2024.
**Motion made by:** Christina Gabler; **Seconded by:** Kevin Roberts
The motion passed unanimously.

**V. Chair's Report**
Tech Review is being returned to the pre-2020 format where all courses and programs are being heavily reviewed. Reminder to reps to closely check all proposals on the queue. Redelia is working on additional training materials regarding what to look for when reviewing courses/programs.

## VI. Information Items

1. Stellic Updates – Esau Tovar and Nick Chambers
    - Stellic is the new software that will be replacing MyEdPlan and Degree Audit. MyEdPlan was built in-house and is used by students and counselors to build education plans. Degree Audit was also in-house software for granting degrees and certificates.
    - Stellic allows more flexibility in both educational plans and degree audit based on new goals and additional programs students may want to pursue. Additionally, program maps are currently being built to integrate with the planning and audit side.
    - Class schedules will be loaded into Stellic once published, so students can plan out their schedule around their goals. Stellic also has reporting software which may allow department chairs to receive information on courses students are planning to take and when.
    - Additionally, we're working on the Stellic transfer module in Spring with Estela Narrie and Olivia Vallejo to integrate articulation agreements and transfer credits directly into the software.

2. Common Course Numbering Updates – Redelia Shaw and Estela Narrie
    - We haven't received any additional updates, but we're waiting to receive the Phase II templates
    - We also haven't received any updates/directives regarding issues with Phase I templates regarding student learning outcomes vs. objectives.
    - Phase II will be approximately 25 courses, and Phase III will be approximately 50 courses.

3. Cal-GETC Updates – Estela Narrie
    - We had to resubmit all CCN courses to Cal-GETC (originally, they said only COMM C1000 (formerly COM ST 11) needed to be submitted for Area 1C)
    - We haven't received any updates/decisions yet.

4. Local GE Pattern Updates – Estela Narrie and Rachel Demski
    - No updates as of yet, Estela is working with Sang to finalize the list of Ethnic Studies courses to be applied to our local GE pattern (the current plan seems to be to include all of our Ethnic Studies courses, regardless of the IGETC/CSUGE/Cal-GETC decisions for credit)
    - Also, our local GE pattern will now fulfill the lower division GE requirement for Bachelor's Degree students (prior required CSUGE or IGETC only for lower division GE)
    - Rachel is working with META to get the new GE pattern details integrated into META

5. META PLO Help Text Updates
    - The META Program Learning Outcome proposal field has help text that is now outdated (as we've moved from PLOs as a singular paragraph to separate PLOs with additional mapping instructions for mapping SLOs to PLOs.) We'll bring a proposed update to the help text at the next meeting on March 5.

*(Non-Substantial Changes)*

6. CIS 60A Photoshop I

*(SLO Updates Only)*

7. CIS 4 Business Information Systems with Applications
8. CIS 30 Microsoft Excel
9. CS 17 Assembly Language Programming
10. CS 3 Introduction To Computer Systems
11. CS 20A Data Structures with C++
12. CS 20B Data Structures with Java
13. CS 42 Digital Logic
14. CS 50 C Programming
15. CS 52 C++ Programming
16. CS 55 Java Programming
17. OFTECH 1 Keyboarding I

18. OFTECH 1A Keyboarding 1A
19. OFTECH 1B Keyboarding 1B
20. OFTECH 1C Keyboarding 1C
21. OFTECH 5 English Skills for the Office
22. OFTECH 9 Keyboarding Improvement
23. OFTECH 10 Skill Building on the Keyboard
24. OFTECH 20 Medical Vocabulary
25. OFTECH 23 Medical Billing (Medisoft)
26. OFTECH 24 Medical Coding/Billing 1
27. OFTECH 25 Medical Coding/Billing 2
28. OFTECH 26 Medical Coding/Billing 3
29. OFTECH 27 Medical Office Procedures
30. OFTECH 28 Electronic Health Records

**VII. Action Items**

*(Courses: New)*

a. SWHS 1 Introduction to Social Work and Human Services
*SWHS 1 tabled for a future meeting for additional changes to be made to course objectives and the Distance Education application (references to specific software)*

*(Courses: Substantial Changes)*

b. AQUA 3 Microbiology and Genetics for Aquaculture (Changed prerequisite- from AQUA 1 *and* AQUA 2 to AQUA 1 *or* AQUA 2)
*AQUA 3 tabled for a future meeting for questions from the committee regarding SLOs and course objectives, and whether additional documentation should be listed and/or submitted for less restrictive and/or removal of requisites and advisories.*

c. ART 35 Airbrush Techniques (changed: course description, SLOs, course objectives, course content, lab content, methods of presentation, methods of evaluation, textbooks, sample assignments)
Motion to approve changes to ART 35 with no additional revisions.
**Motion made by:** Briana Simmons; **Seconded by:** Jason Beardsley
The motion passed unanimously. *(Christina Gabler not present for vote.)*

d. GEOG 7 Introduction to Environmental Studies (changed: SLOs, textbooks, assignments)
Motion to approve changes to GEOG 7 with no additional revisions.
**Motion made by:** Susan Caggiano; **Seconded by:** Dione Hodges
The motion passed unanimously. *(Christina Gabler not present for vote.)*

e. GEOG 11 World Geography: Introduction to Global Studies (changed: SLOs, textbooks, assignments)
Motion to approve changes to GEOG 11 with no additional revisions.
**Motion made by:** Dione Hodges; **Seconded by:** Kevin Roberts
The motion passed unanimously. *(Christina Gabler not present for vote.)*

*(Courses: Distance Education)*

f. ART 35 Airbrush Techniques (Hybrid Only)
Motion to approve hybrid only distance education for ART 35 with no revisions.
**Motion made by:** Kevin Roberts; **Seconded by:** Briana Simmons
The motion passed unanimously. *(Christina Gabler not present for vote.)*

g. SWHS 1 Introduction to Social Work and Human Services (Fully Online)
*SWHS 1 tabled for a future meeting for additional changes to be made to course objectives and the Distance Education application (references to specific software)*

*(Programs: SLO/PLO Mapping)*

h. Analog Photography Certificate of Achievement
   Motion to approve the SLO/PLO mapping for Analog Photography Certificate of Achievement with no additional revisions.
   **Motion made by:** Susan Caggiano; **Seconded by:** Walker Griffy
   The motion passed unanimously. *(Christina Gabler not present for vote.)*

i. Technical Theatre AS/Certificate of Achievement
   Motion to approve the SLO/PLO mapping for Technical Theatre AS/Certificate of Achievement with no additional revisions.
   **Motion made by:** Audra Wells; **Seconded by:** Susan Caggiano
   The motion passed unanimously. *(Christina Gabler not present for vote.)*

j. Theatre Arts AA-T
   Motion to approve the SLO/PLO mapping for Theatre Arts AA-T with no additional revisions.
   **Motion made by:** Susan Caggiano; **Seconded by:** Walter Butler
   The motion passed unanimously. *(Christina Gabler not present for vote.)*

*(Programs: Revisions)*

k. Changes to degrees, certificates, and program maps as a result of courses considered on this agenda
   Motion to approve to changes to degrees, certificates, and program maps as a result of courses considered on this agenda
   **Motion made by:** Walter Butler; **Seconded by:** Susan Caggiano
   The motion passed unanimously. *(Christina Gabler not present for vote.)*

**VIII. New Business**

None

**IX. Old Business**

None

**X. Adjournment**

Motion to adjourn the meeting at 4:49 pm.
**Motion made by:** Fariba Bolandhemat; **Seconded by:** Audra Wells
The motion passed unanimously. *(Christina Gabler not present for vote.)*

## New Course: MATHEMATICS 6C, Concurrent Support for Modern Mathematical Methods For STEM Majors

| | |
|---|---|
| **Units:** | 1.00 |
| **Total Instructional Hours (usually 18 per unit):** | 36.00 |
| **Hours per week (full semester equivalent) in Lecture:** | 1.00 |
| **In-Class Lab:** | 1.00 |
| **Arranged:** | 0.00 |
| **Outside-of-Class Hours:** | 36.00 |
| **Transferability:** | NONE |
| **Degree Applicability:** | Credit – Degree Applicable |
| **Corequisite(s):** | MATH 6 |
| **Proposed Start:** | Fall 2025 |
| **TOP/SAM Code:** | 170100 - Mathematics, General / E - Non-Occupational |
| **Grading:** | P/NP Only |
| **Repeatability:** | No |
| **Library:** | Library has adequate materials to support course |
| **Minimum Qualification:** | Mathematics |
| **Program Impact:** | None |

**Rationale**
This course will provide opportunities for students to build a stronger foundation for success in their Math 6 corequisite math course by obtaining skills through a variety of instructional strategies.

I. **Catalog Description**
A review of the core prerequisite skills, competencies, and concepts needed for success in MATH 6. Intended for students who are concurrently enrolled in MATH 6 – Modern Mathematical Methods for STEM Majors. Topics include concepts from elementary algebra, geometry, and intermediate algebra that are needed to understand the more advanced concepts explored in MATH 6, as well as learning skills like time management and test preparation. Emphasis is placed on number sense and numeracy; fractions, decimals, and scientific notation; fundamental operations on numbers, algebraic expressions, and functions; algebraic manipulation; geometric figures such as circles, parabolas, and special right triangles. This corequisite course is Pass/No Pass only.

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 7 years)*
1. Precalculus: A Prelude to Calculus, 3, Axler, Wiley © 2017, ISBN: 13: 978-1-119-32151-4
2. Precalclus: Pathways to Calculus, A Poblem Solving Approach, 8, Carlson, Macmillian © 2021, ISBN: 978-1-5339-1351-7
3. Materials created by SMC Mathematics Department faculty including slides, worksheets, assignments, and supplemental notes.

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Simplify, evaluate, factor or manipulate a numerical or algebraic expression.
2. Perform arithmetic and algebraic operations on numbers and algebraic expressions.
3. Perform the operation of completing the square on any quadratic expression.
4. Describe the characteristic differences between number sets such as integers and rational numbers, rational and irrational numbers, algebraic and transcendental numbers, imaginary and real numbers.
5. Verify that a real number is algebraic when given its representative polynomial.
6. Convert a decimal representation of a number into scientific notation.
7. Demonstrate fluency with multiple interpretations of fractions with or without variables. Demonstrate fluency with proportional reasoning.
8. Recognize $|a - b|$ as the distance between two values a and b, and $(a+b)/2$ as the arithmetic mean of two values.
9. Use coordinate plane geometry to describe the location of a point in the plane.
10. Recognize basic geometric Euclidean shapes. Find the perimeter and area of two-dimensional figures and the volume of three-dimensional figures.

11. Use the distance formula to find the distance between two points in the plane. Use the midpoint formula to find the coordinates of the midpoint of the line segment joining two distinct points.
12. Interpret a relation graphically; perform graphical addition/subtraction by hand.
13. Illustrate solutions to equations on a number line or coordinate plane.
14. Graph a line on a coordinate plane.
15. Write the equation of a non-vertical line in point-slope form, slope-intercept form, and standard form
16. Use the laws of exponents to simplify expressions involving exponents.
17. Demonstrate fluency when working with exponents of any value and logarithms of any base.
18. Recognize special right triangles and apply their properties in problem solving.
19. Consistently apply effective learning strategies for success in college, such as: time management, note-taking, working productively with groups of peers in and out of the classroom, seeking help from peers, instructors, counselors, and other institutional resources.

IV. **Methods of Presentation:**
Lecture and Discussion, Group Work, Other, Discussion
Other Methods: Active in-class learning activities.

V. **Course Content**

| % of Course | Topic |
|---|---|
| 10.000% | Academic Success Strategies: growth mindset, time management, test preparation, test anxiety mitigation, counseling appointments. |
| 10.000% | Proportional Reasoning: fractions, ratios, proportionality, percent, properties of exponents. |
| 10.000% | Factoring: factoring integers and quadratic expressions, the division algorithm, common factor forms. |
| 20.000% | Algebra: manipulating algebraic expressions and equations. |
| 20.000% | Geometry: number line visualizations, planar figures, coordinate geometry, right triangles. |
| 30.000% | Number Sense: arithmetic with real or complex numbers, computational estimation, meaningful operations with numbers. |
| 100.000% | Total |

VI. **Methods of Evaluation**

| % of Course | Topic |
|---|---|
| 100% | Class Work: A student needs a minimum grade of C in Math 6 to receive a passing grade for Math 6C. |
| 100% | Total |

VII. **Sample Assignments:**
**1:** Given the expression 3^5a^2b^3c^8 how many factors of 3 are there? How many factors of a, b, and c?
**2:** Prove that the Golden Ratio phi=(1+sqrt(5))/2 an algebraic number by showing it is a zero of the polynomial p(x) = x2 − x − 1.
**3:** Use the distance formula to find an equation for the set of points (x, y) in the plane that are a fixed distance r from the origin (0, 0).
**4:** A line passes through the points (2, 5) and (−3, −6). Find a point-slope form equation of this line.
**5:** Factor x2 +3x+2 over the real numbers
**6:** Where are counseling services offered on campus or online? Where are math tutoring services offered on campus or online?

VIII. **Student Learning Outcomes:**

1. Identify personal use of college success skills and academic behaviors including time management techniques, active participation in the learning process, and utilization of institutional success resources.
2. Describe exponential and rational expressions in terms of multiplicative/proportional relationships.
3. Manipulate an expression using equivalence-preserving operations such as adding 0, multiplying by 1, factoring, and completing the square. Manipulate an equation using equivalence- preserving operations to isolate any expression of interest.
4. Estimate the location of any real number on a number line, and graph an interval of acceptable solutions to an inequality in one variable.

# Corequisite Checklist and Worksheet: MATH 6C

**Corequisite:** (Math 6) ; Modern Mathematical Methods for STEM Majors

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

| Criterion | Met | Not Met |
|---|---|---|
| 1. Faculty with appropriate expertise have been involved in the determination of the corequisite. | 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 corequisite is based on tests, the type and number of examinations, grading criteria, applicability to performance or skill, or required additional support for the successful completion of both courses. | x | |
| 4. Selection of this corequisite 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 concurrent with enrollment have been specified in writing. | x | |
| 6. The course materials presented in this corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this corequisite. | 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 corequisite. | x | |
| 8. The body of knowledge and/or skills taught in the corequisite are not an instructional unit of the course requiring the corequisite. | x | |
| 9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files. | x | |

**SECTION 2 – please explain how the corequisite will support the course and why it is necessary for students to succeed:**

Corequisite course will provide opportunities for students to build a stronger foundation for success in Math 6 by obtaining the required skills needed to understand the basics of college level math needed for STEM majors. This course will provide a review of the core prerequisite skills, competencies, and concepts needed in precalculus level course.

## New Course: MATHEMATICS 7C, Concurrent Support for Calculus 1

| | |
|---|---|
| **Units:** | 1.00 |
| **Total Instructional Hours (usually 18 per unit):** | 36.00 |
| **Hours per week (full semester equivalent) in Lecture:** | 1.00 |
| **In-Class Lab:** | 1.00 |
| **Arranged:** | 0.00 |
| **Outside-of-Class Hours:** | 36.00 |
| **Transferability:** | None |
| **Degree Applicability:** | Credit – Degree Applicable |
| **Corequisite(s):** | MATH 7 |
| **Proposed Start:** | Fall 2025 |
| **TOP/SAM Code:** | 170100 - Mathematics, General / E - Non-Occupational |
| **Grading:** | P/NP Only |
| **Repeatability:** | No |
| **Library:** | Library has adequate materials to support course |
| **Minimum Qualification:** | Mathematics |
| **Program Impact:** | None |

**Rationale**
This course will provide opportunities for students to build a stronger foundation for success in their Math 7 co-requisite math course by obtaining skills through a variety of instructional strategies.

I. **Catalog Description**
A review of the core prerequisite skills, competencies, and concepts needed for success in Calculus 1. Intended for students who are concurrently enrolled in Calculus 1. Topics include those needed to understand the more advanced concepts explored in Calculus 1, as well as learning skills like time management and test preparation. Emphasis is placed on functions and their graphs; fundamental operations on numbers, algebraic expressions, and functions; trigonometry; algebraic factoring and simplification; the theory of approximation; summation notation. This corequisite course is Pass/No Pass only.

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 7 years)*
1. Calculus, 9th, Stewart. Watson, Clegg, Cengage © 2021, ISBN: 978-1-337-62418-3.
2. Precalculus: A prelude to Calculus, 3rd, Axler, Wiley, Wiley © 2016, ISBN: 978-1-119-32151-4.
3. 3. Precalculus: Pathways to Calculus, A Problem Solving Approach, 8th, Carlson, Macmillan © 2021, ISBN: 978-1-5339-1351-7
4. Additional materials created by SMC mathematics department faculty, including supplemental notes, worksheets and assignments.

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Simplify, evaluate, factor or manipulate a numerical or algebraic expression. Perform arithmetic and algebraic operations on numbers and algebraic expressions.
2. Determine the domain and range of a function. Determine algebraically and geometrically whether a function is odd, even, or neither.
3. Demonstrate fluency with the standard mathematical notation of functions. Determine algebraic combinations and compositions of general functions and state their domains. Decompose a given function into a composition of non-identity functions.
4. Analyze and sketch the graph of a given relation or function with and without a graphing utility. Use parent graphs and transformations to sketch the graph of a relation or function.
5. Determine intervals on which functions are positive or negative by creating a sign diagram.
6. Use multiple forms of the difference quotient to calculate an average rate of change.
7. Solve equations and inequalities, and represent solutions using interval notation, set-builder notation, and graphically.
8. State and apply from memory the definitions of the six trigonometric functions of real numbers using the unit circle, and the definitions of the six trigonometric ratios of sides of right triangles.

9. Evaluate trigonometric functions at integer multiples of pi/6 and pi/4, including values outside of [0, 2pi], without the use of notes or calculators.
10. State and apply from memory relevant trigonometric identities such as the Pythagorean identities and the double angle identities. Prove trigonometric identities.
11. Evaluate, manipulate, and interpret summation notation.
12. Demonstrate an understanding of mathematics as a system which makes logical sense, rather than a set of rules to be memorized.
13. Analyze how algorithms relate to relevant mathematical theories.
14. Consistently apply effective learning strategies for success in college, such as: time management, note-taking, working productively with groups of peers in and out of the classroom, seeking help from peers, instructors, counselors, and other institutional resources.

IV. **Methods of Presentation:**
Lecture and Discussion, Group Work, Other Methods: Active in-class learning activities.

V. **Course Content**

| % of Course | Topic |
|---|---|
| 10.000% | Academic Success Strategies: growth mindset, time management, test prep, test anxiety mitigation, counseling appointments. |
| 10.000% | Summation notation, properties of finite sums. |
| 20.000% | Algebra: manipulating algebraic expressions and equations, properties of absolute value, factoring quadratic expressions and the quadratic formula, the difference quotient. |
| 30.000% | Trigonometry: radians and degrees, unit circle and right triangle trigonometry, the trigonometric functions and their graphs, fundamental trigonometric identities, solving trigonometric equations. |
| 30.000% | Functions: the definition of a function, function notation, domain and range, graphical representations of functions and relations, compositions of functions, linear functions. |
| 100.000% | Total |

VI. **Methods of Evaluation**

| % of Course | Topic |
|---|---|
| 100% | Class Work: A student needs a minimum grade of C in Math 7 to receive a passing grade for Math 7C. |
| 100% | Total |

VII. **Sample Assignments:**
**1:** Let f(x) = 3x^2+2x+1. State and simplify the difference quotient for f on the interval [a,a+h].
**2:** Sketch one period of the graph of g(x) = -(1/2)sin(2x-pi/3)+1, labeling key points.

VIII. **Student Learning Outcomes:**
1. Identify personal use of college success skills and academic behaviors including time management techniques, active participation in the learning process, and utilization of institutional success resources.
2. Manipulate an expression using equivalence-preserving operations such as adding 0, multiplying by 1, factoring, and completing the square. Manipulate equations and inequalities involving polynomial, rational, and trigonometric expressions using equivalence-preserving operations to isolate any expression of interest.
3. Analyze a given polynomial, rational, radical, trigonometric, or piece-wise function and sketch its graph including key information such as shape, symmetry, intercepts, holes, and asymptotes.

**Corequisite Checklist and Worksheet: MATH 7C**
**Corequisite: MATH 7**

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

| Criterion | Met | Not Met |
|---|---|---|
| 1. Faculty with appropriate expertise have been involved in the determination of the corequisite. | 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 corequisite is based on tests, the type and number of examinations, grading criteria, applicability to performance or skill, or required additional support for the successful completion of both courses. | x | |
| 4. Selection of this corequisite 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 concurrent with enrollment have been specified in writing. | x | |
| 6. The course materials presented in this corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this corequisite. | 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 corequisite. | x | |
| 8. The body of knowledge and/or skills taught in the corequisite are not an instructional unit of the course requiring the corequisite. | x | |
| 9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files. | x | |

**SECTION 2 – please explain how the corequisite will support the course and why it is necessary for students to succeed:**

Corequisite course will provide opportunities for students to build a stronger foundation for success in Math 7 by obtaining the required skills needed to understand the basics of college level math needed for Calculus. This course will provide a review of the core prerequisite skills, competencies, and concepts needed in Calculus.

## Substantial Change: AQUACULTURE 3, Microbiology and Genetics for Aquaculture

| | |
|---|---|
| **Units:** | 4.00 |
| **Total Instructional Hours (usually 18 per unit):** | 108.00 |
| **Hours per week (full semester equivalent) in Lecture:** | 3.00 |
| **In-Class Lab:** | 3.00 |
| **Arranged:** | 0.00 |
| **Outside-of-Class Hours:** | 108.00 |
| **Transferability:** | Transfers to CSU |
| **SMC GE Area:** | Area I: Natural Science |
| **Degree Applicability:** | Credit – Degree Applicable |
| **Prerequisite(s):** | AQUA 1 or AQUA 2 |

I. **Catalog Description**

This course addresses topics in clinical microbiology and genetics relevant to aquaculture and aquarium sciences. With consideration for environmental change, additionally, this course addresses conservation and restoration practices for endangered species.

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 7 years)*

1. Aquaculture and Fisheries Biotechnology: Genetic Approaches, 3, Dunham, Rex A., CABI © 2023, ISBN: 9781789243444
2. Recent Advances in Aquaculture Microbial Technology, 1, Editors: Jyothis, Matthew; Jose Midhun, EK Radhakrishnan, and Ajay Kumar, Elsevier/AP © 2022, ISBN: 9780323902618

III. **Course Objectives**

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

1. Appraise and differentiate between disease-causing microbes and those that are necessary for healthy, sustainable aquaculture systems.
2. Evaluate the effectiveness of disease remedies in aquaculture with consideration for best practices in sustainability and public health.
3. appraise and differentiate among genetic manipulation techniques for increased production with consideration for environmental and public health factors.

IV. **Methods of Presentation:**

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

V. **Course Content**

| % of Course | Topic |
|---|---|
| 12.500% | Ploidy Manipulation |
| 12.500% | Selective Breeding |
| 12.500% | Heredity |
| 12.500% | Introduction to Genetics |
| 10.000% | Histology |
| 10.000% | Diseases and Mitigation |
| 10.000% | Disease Identification |
| 10.000% | Microbes in the Hatchery |
| 10.000% | Introduction to microbes |

| | |
|---|---|
| 100.000% | Total |

VI. **Methods of Evaluation**

| **% of Course** | **Topic** |
|---|---|
| 10% | Class Participation: Points will be awarded for active discussion and participation in class and lab activities. |
| 15% | Quizzes: Multiple, regularly spaced quizzes will be used to assess student progress. |
| 25% | Exams/Tests: 2-4 regularly spaced exams will assess mastery of subject material. |
| 25% | Lab Reports: Reports and assignments will be used to assess skill building in laboratory techniques and concepts. |
| 25% | Final exam: A final, capstone examination will be used to assess the overall understanding and skillsets presented in this course. |
| 100% | Total |

VII. **Sample Assignments:**

**Microbe Characterization:** Design and execute an experiment to sample and characterize the microbes in the sea water tank. Report your findings in graph form. Be sure to include figure legends for each of your graphs.
**Disease assessment and treatment:** Given a set of symptoms, assess for potential microbial causes and suggest potential treatments.
**Selective Breeding for Climate Change:** Suggest a selective breeding regime to improve culture viability in open water in response to climate change (ie: increased temperature and lower pH).

VIII. **Student Learning Outcomes:**

1. Appraise and differentiate between disease-causing microbes and those that are necessary for healthy, sustainable aquaculture systems.
2. Evaluate the effectiveness of disease remedies in aquaculture with consideration for best practices in sustainability and public health.
3. Appraise and differentiate among genetic manipulation techniques for increased production with consideration for environmental and public health factors.

## Substantial Change: COSMETOLOGY 64, Salon Management

| | |
|---|---|
| **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 |
| **Transferability:** | CSU |
| **Degree Applicability:** | Credit - Degree Applicable |
| **Prerequisite(s):** | COSM 10A COSM 10B COSM 20 |
| **Proposed Start:** | Spring 2026 |

**Rationale**
Updating course and adding prerequisites.

I. **Catalog Description**
This course presents an opportunity for a student/licensee to learn clientele building, choosing the right salon, types of leases and rent agreements, business permits, how to handle supplies, labor related laws, and key points for operating a salon, as well as how to write a resume. This course provides essential theory carefully formulated to prepare a student to pass the written Barbering, Cosmetology, Esthetics, and/or Nail Care State Board Examinations.

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 7 years)*
1. Milady Standard Cosmetology & Foundations Textbooks, 14, Milady, Cengage © 2023, ISBN: 9780357871492
2. Milady Standard Cosmetology & Foundations Workbooks, 14, Milady, Cengage © 2023, ISBN: 9780357871492
3. Milady Standard Esthetics Fundamentals and Foundations Textbooks, 12, Milady, Cengage © 2019, ISBN: 9780357263792
4. Milady Standard Esthetics Fundamentals and Foundations Workbooks, 12, Milady, Cengage © 2019, ISBN: 978-0-357482-84-1
5. Milady Standard Barbering Textbook, 6, Milady, Cengage © 2017, ISBN: 9781305100558
6. Milady Standard Barbering Workbook, 6, Milady, Cengage © 2017, ISBN: 9781305100664
7. Milady Standard Nail Technology with Standard Foundations Textbooks, 8, Milady, Cengage © 2021
8. Milady Standard Nail Technology with Standard Foundations Workbooks, 8, Milady, Cengage © 2021

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Identify career paths in Barbering, Cosmetology, Nail Care, and Esthetics.
2. Evaluate business management options.
3. Demonstrate professional business ethics in a salon, spa, or barber shop.
4. Identify legal requirements for operating a business.
5. Describe general business challenges in operating a salon, spa, or barber shop.

IV. **Methods of Presentation:**
Group Work, Lecture and Discussion, Online instructor-provided resources, Projects, Discussion, Other Methods: PowerPoint, Video, Guest artists, Information sheets

V. **Course Content**

| % of Course | Topic |
|---|---|
| 25.000% | Life Skills: Principles that Contribute to Success, Mission Statement Designing, Short and long-term Goal Setting, Time Management Skills, and Developing a Positive Personality and Attitude. |

| | |
|---|---|
| 25.000% | Career Planning: Examine the State Licensing Process, Discover Potential Employers, develop an Effective Resume and Cover Letter, and Prepare for the Job Interview. |
| 25.000% | On the Job: Expectations of Transitioning from School to Work, Real World Employment Options, Money Management, Product Selling Skills, and Marketing to Expand Client Base. |
| 25.000% | Owning a Business: Understanding Booth Rental, Identifying the Elements of a Successful Salon, Spa, or Barbershop, and Marketing Strategies to Build a Business. |
| 100.000% | Total |

VI. **Methods of Evaluation**

| **% of Course** | **Topic** |
|---|---|
| 25% | Class Work |
| 25% | Exams/Tests |
| 25% | Final Project: Resume, cover letter, and business plan. |
| 25% | Other: Weekley Discussions |
| 100% | Total |

VII. **Sample Assignments:**
**#1:** Create a resume and cover letter for the cosmetology, barbering, esthetics, or nail care field
**#2:** Design a salon using the criteria we have discussed in class

VIII. **Student Learning Outcomes:**
1. Demonstrate successful salon management skills.
2. Design an industry-specific cover letter and resume to further their careers.
3. Apply the skills necessary to create a business plan to open a salon, spa, or barbering business.
4. Demonstrate strong academic behavior as assessed by the College Honor Code of Conduct on all assignments and tests both written and practical.

# Prerequisite / Corequisite Checklist and Worksheet

| Cosmetology Cosm 64 |
|---|
| |
| **Prerequisite:** Cosmetology 10A, Related Science 1A |
| Other prerequisites, corequisites, and advisories also required for this course: |
| Cosmetology 10B, Related Science 1B |
| Cosmetology 20, Related Science 2 |

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

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

**SECTION II - ADDITIONAL LEVEL OF SCRUTINY:**

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

| | |
|---|---|
| | Type 1: Standard Prerequisite (required prerequisite at UC or CSU) |
| ___ | Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.<br>**List schools here:**<br>**Complete the Prerequisite Worksheet** |
| X | Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, …)<br>**Complete the Prerequisite Worksheet** |

___ Type 3: Course in communication or computational skills as prerequisite for course other than another skills course (e.g., English 1 prerequisite for Anatomy 1)
**Complete the Prerequisite Worksheet**
**Complete Data Analysis**

___ Type 4: Program prerequisites
**Prerequisite must be required for at least one of the courses in the program. Explain:**

___ Type 5: Health and Safety
**Students who lack the prerequisite might endanger themselves, other students or staff. Explain:**

___ 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**

---

## Prerequisites using Content Review

In order to properly justify/substantiate any prerequisite, we need to first determine what skills are necessary for students to be successful (skills without which they will likely not succeed (i.e., pass the course)).

- Keep in mind that "success" in the course means "passing" the course. "Success" does not mean "more likely to get a B or higher".

Once we've identified what are the "entrance skills" necessary for success, we then need to look at the "exit skills" (objectives) of our existing courses to determine which of our courses sufficiently prepares students (based on the entrance skills) to be successful in the course in question.

- It is highly unlikely that there will be a "1-to-1 relationship" between the entrance skills and exits skills.
    - Course A, for example, may have 10 objectives, but perhaps only 5 (or even just 1) are essential for success in Course B. Only the relevant exit skills should be used to justify/substantiate a prerequisite.

### Completing the prerequisite worksheet:

The entrance skills must be worded as SKILLS. "What skills do students need to have BEFORE the course begins in order to be successful?"

For example:

- "Learn how to read college level textbooks" is NOT an entrance skill.
- "Ability to read college level textbooks" IS an entrance skill.

Once the entrance skills are determined, we can then figure out which course(s) are necessary as prerequisites (based on matching up the exit skills (objectives) of that course(s) with the entrance skills of the course in question).

# Prerequisite Worksheet

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

| | |
|---|---|
| A) | List the types and classifications of bacteria |
| B) | Explain the differences between cleaning, disinfecting, and sterilizing. |
| C) | List the types of disinfectants and how they are used. |
| D) | Describe how to safely clean and disinfect salon tools and implements. |
| E) | Define the roots of hepatitis and Human Immunodeficiency Virus (HIV) and explain how they are transmitted. |
| F) | Discuss Universal Precautions. |
| G) | Identify the anatomy of the chest, neck, head, hands and feet for the field of cosmetology. |
| H) | |

EXIT SKILLS (objectives) FOR **Cosmetology 10A, Related Science 1A**
*(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)*

| | |
|---|---|
| 1. | List the types and classifications of bacteria |
| 2. | Explain the differences between cleaning, disinfecting, and sterilizing. |
| 3. | List the types of disinfectants and how they are used. |
| 4. | Describe how to safely clean and disinfect salon tools and implements. |
| 5. | Define the roots of hepatitis and Human Immunodeficiency Virus (HIV) and explain how they are transmitted. |
| 6. | Discuss Universal Precautions. |
| 7. | Identify the anatomy of the chest, neck, head, hands and feet for the field of cosmetology. |
| 8. | |

| | | ENTRANCE SKILLS FOR Cosm 64 | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | A | B | C | D | E | F | G | H |
| EXIT SKILLS FOR Cosm 10A Related Science 1A | 1 | X | | | | | | | |
| | 2 | | X | | | | | | |
| | 3 | | | X | | | | | |
| | 4 | | | | X | | | | |
| | 5 | | | | | X | | | |
| | 6 | | | | | | X | | |
| | 7 | | | | | | | X | |
| | 8 | | | | | | | | |

# Prerequisite / Corequisite Checklist and Worksheet

| Cosmetology 64 Salon Management |
|---|
| |
| **Prerequisite:** Cosmetology 10B Related Science 1B |
| Other prerequisites, corequisites, and advisories also required for this course: Cosm 10A Related Science and Cosm 20 Related Science. |
| |
| |

**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)<br>Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.<br>**List schools here:**<br>**Complete the Prerequisite Worksheet** |
| X | Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, …)<br>**Complete the Prerequisite Worksheet** |

___ Type 3: Course in communication or computational skills as prerequisite for course other than another skills course (e.g., English 1 prerequisite for Anatomy 1)
**Complete the Prerequisite Worksheet**
**Complete Data Analysis**

___ Type 4: Program prerequisites
**Prerequisite must be required for at least one of the courses in the program. Explain:**

___ Type 5: Health and Safety
**Students who lack the prerequisite might endanger themselves, other students or staff. Explain:**

___ 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**

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## Prerequisites using Content Review

In order to properly justify/substantiate any prerequisite, we need to first determine what skills are necessary for students to be successful (skills without which they will likely not succeed (i.e., pass the course)).

- Keep in mind that "success" in the course means "passing" the course. "Success" does not mean "more likely to get a B or higher".

Once we've identified what are the "entrance skills" necessary for success, we then need to look at the "exit skills" (objectives) of our existing courses to determine which of our courses sufficiently prepares students (based on the entrance skills) to be successful in the course in question.

- It is highly unlikely that there will be a "1-to-1 relationship" between the entrance skills and exits skills.
    - Course A, for example, may have 10 objectives, but perhaps only 5 (or even just 1) are essential for success in Course B. Only the relevant exit skills should be used to justify/substantiate a prerequisite.

### Completing the prerequisite worksheet:

The entrance skills must be worded as SKILLS. "What skills do students need to have BEFORE the course begins in order to be successful?"

For example:

- "Learn how to read college level textbooks" is NOT an entrance skill.
- "Ability to read college level textbooks" IS an entrance skill.

Once the entrance skills are determined, we can then figure out which course(s) are necessary as prerequisites (based on matching up the exit skills (objectives) of that course(s) with the entrance skills of the course in question).

# Prerequisite Worksheet

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

| | |
|---|---|
| A) | List the purpose and function of the State Board of Cosmetology and Cosmetology Department Rules and Regulations. |
| B) | Explain the safety precaution to be employed to protect the public's health and safety in cosmetological establishments |
| C) | Define professional ethics. |
| D) | Demonstrate guidelines to maintain a healthy body and mind. Define personality. |
| E) | List the qualities of effective communication. Demonstrate good human relations and a professional attitude. |
| F) | |
| G) | |
| H) | |

EXIT SKILLS (objectives) FOR Cosm 10B
*(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)*

| | |
|---|---|
| 1. | List the purpose and function of the State Board of Cosmetology and Cosmetology Department Rules and Regulations. |
| 2. | Explain the safety precaution to be employed to protect the public's health and safety in cosmetological establishments |
| 3. | Define professional ethics. |
| 4. | Demonstrate guidelines to maintain a healthy body and mind. Define personality. |
| 5. | List the qualities of effective communication. Demonstrate good human relations and a professional attitude. |
| 6. | |
| 7. | |
| 8. | |

| | | ENTRANCE SKILLS FOR COSM 64 | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | A | B | C | D | E | F | G | H |
| EXIT SKILLS FOR Cosm 10B | 1 | x | | | | | | | |
| | 2 | | x | | | | | | |
| | 3 | | | x | | | | | |
| | 4 | | | | X | | | | |
| | 5 | | | | | X | | | |
| | 6 | | | | | | | | |
| | 7 | | | | | | | | |
| | 8 | | | | | | | | |

# Prerequisite / Corequisite Checklist and Worksheet

| Cosmetology Cosm 64 |
|---|
| |
| **Prerequisite:** Cosmetology 20. Related Science 2 |
| Other prerequisites, corequisites, and advisories also required for this course: |
| Cosmetology 10B, Related Science 1B |
| Cosmetology 10A, Related Science 1A |

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

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

**SECTION II - ADDITIONAL LEVEL OF SCRUTINY:**

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

| | |
|---|---|
| | Type 1: Standard Prerequisite (required prerequisite at UC or CSU) |
| ___ | Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.<br>**List schools here:**<br>**Complete the Prerequisite Worksheet** |
| X | Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, …)<br>**Complete the Prerequisite Worksheet** |

___ Type 3: Course in communication or computational skills as prerequisite for course other than another skills course (e.g., English 1 prerequisite for Anatomy 1)

**Complete the Prerequisite Worksheet**

**Complete Data Analysis**

___ Type 4: Program prerequisites

**Prerequisite must be required for at least one of the courses in the program. Explain:**

___ Type 5: Health and Safety

**Students who lack the prerequisite might endanger themselves, other students or staff. Explain:**

___ 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**

---

## Prerequisites using Content Review

In order to properly justify/substantiate any prerequisite, we need to first determine what skills are necessary for students to be successful (skills without which they will likely not succeed (i.e., pass the course)).

- Keep in mind that "success" in the course means "passing" the course. "Success" does not mean "more likely to get a B or higher".

Once we've identified what are the "entrance skills" necessary for success, we then need to look at the "exit skills" (objectives) of our existing courses to determine which of our courses sufficiently prepares students (based on the entrance skills) to be successful in the course in question.

- It is highly unlikely that there will be a "1-to-1 relationship" between the entrance skills and exits skills.
    - Course A, for example, may have 10 objectives, but perhaps only 5 (or even just 1) are essential for success in Course B. Only the relevant exit skills should be used to justify/substantiate a prerequisite.

### Completing the prerequisite worksheet:

The entrance skills must be worded as SKILLS. "What skills do students need to have BEFORE the course begins in order to be successful?"

For example:

- "Learn how to read college level textbooks" is NOT an entrance skill.
- "Ability to read college level textbooks" IS an entrance skill.

Once the entrance skills are determined, we can then figure out which course(s) are necessary as prerequisites (based on matching up the exit skills (objectives) of that course(s) with the entrance skills of the course in question).

# Prerequisite Worksheet

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

| | |
|---|---|
| A) | Discuss acidity and alkalinity. |
| B) | Identify products commonly found in the salon which contain chemicals. |
| C) | Explain why some chemicals may be harmful to worker's health, and what makes them harmful. |
| D) | Discuss the difference between acute and chronic health effects. |
| E) | Give examples of basic safety procedures to follow when using a chemical. |
| F) | List several ways to prevent chemical injuries. |
| G) | |
| H) | |

EXIT SKILLS (objectives) FOR **Cosmetology 20, Related Science 2**
*(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)*

| | |
|---|---|
| 1. | Discuss acidity and alkalinity. |
| 2. | Identify products commonly found in the salon which contain chemicals. |
| 3. | Explain why some chemicals may be harmful to worker's health, and what makes them harmful. |
| 4. | Discuss the difference between acute and chronic health effects. |
| 5. | Give examples of basic safety procedures to follow when using a chemical. |
| 6. | List several ways to prevent chemical injuries. |
| 7. | |
| 8. | |

| | | ENTRANCE SKILLS FOR Cosm 64 | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| EXIT SKILLS FOR Cosm 20, Related Science | | A | B | C | D | E | F | G | H |
| | 1 | X | | | | | | | |
| | 2 | | X | | | | | | |
| | 3 | | | X | | | | | |
| | 4 | | | | X | | | | |
| | 5 | | | | | X | | | |
| | 6 | | | | | | X | | |
| | 7 | | | | | | | | |
| | 8 | | | | | | | | |

## Substantial Change: PHOTOGRAPHY 30, Techniques of Lighting: Introduction

| | |
|---|---|
| **Units:** | 4.00 |
| **Total Instructional Hours (usually 18 per unit):** | 108.00 |
| **Hours per week (full semester equivalent) in Lecture:** | 3.00 |
| **In-Class Lab:** | 3.00 |
| **Arranged:** | 0.00 |
| **Outside-of-Class Hours:** | 108.00 |
| **Transferability:** | UC, CSU |
| **Degree Applicability:** | Credit - Degree Applicable |
| **Advisory(s):** | PHOTO 1 (concurrent enrollment allowed) |
| **Proposed Start:** | Fall 2025 |

**Rationale**
Eliminating Photo 5 as a prerequisite. Due to industry changes in technology, the skills taught in this course are being absorbed in Photo 1 and Photo 39.

I. **Catalog Description**
In this class, students will acquire a solid foundation in lighting tools and the practical application of lighting. They 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 7 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. Practice 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. Analyze camera and computer requirements for image production within a studio environment by shooting tethered to a computer and to media only.
4. Practice 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)<br>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)<br>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 Work |
| 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. Operate the control of studio and location lighting techniques utilizing continuous light, strobe and mixed lighting situations.
2. Practice 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. Create form, 3-dimensionality, and texture, background separation and mood through proper creation of lighting patterns and ratios.

## 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. |

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

## Substantial Change: PHOTOGRAPHY 39, Beginning Photoshop

| | |
|---|---|
| **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 UC, CSU |
| **Degree Applicability:** | Credit - Degree Applicable |
| **Advisory(s):** | PHOTO 1 |
| **Proposed Start:** | Fall 2025 |

**Rationale**
Eliminating Photo 5 as a prerequisite. Due to industry changes in technology, the skills taught in this course are being absorbed in Photo 1 and Photo 39.

I. **Catalog Description**
This course is an introduction to a professional editing workflow for photography majors, using Adobe Photoshop and other digital imaging software. Students will develop the basic digital asset management, digital printing, and color management skills required in the photography industry. Students learn how to enhance, retouch and composite digital images non-destructively through the use of selections, layers and masks, and prepare files for a variety of outputs, including digital prints.

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 7 years)*
1. Adobe Photoshop CS6, Classroom in a Book, Adobe, Adobe press © 2012, ISBN: 0-321-82733-3
2. Adobe Photoshop CC for Photographers, 1st, Evening, Martin, Routledge © 2018, ISBN: 978-1138086753

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Demonstrate the use of Photoshop's primary image-editing tools, including selection tools, painting tools, cloning tools, brushes, creative filters, and the adjustment layers.
2. Accurately apply adjustment layers to output "proper" color and print density.
3. Acquire images from raw camera processing, flatbed and 35mm film scanners.
4. Apply RGB color theory within Adobe Photoshop as well as to a variety of output devices.
5. Assess the relationship of each image-editing tool, and then develop a plan and execute it to complete a complex series of actions to construct digital imagery.

IV. **Methods of Presentation:**
Lab, Lecture and Discussion, Observation and Demonstration, Projects, Critique, Group Work, Other Methods: Supervised outcome-specific in class tutorial exercises

V. **Course Content**

| % of Course | Topic |
|---|---|
| 20.000% | Use of Photoshop's primary tools: selection, drawing, clone and brushes. |
| 10.000% | Use of Photoshop for basic image editing with emphasis in compositing multiple files into a single image. |
| 5.000% | Scanning theory and terminology for the acquisition of film and reflective art. Basic retouching and restoration, associated with scanned acquisitions. And, how to manipulate scanned images with digitally captured imagery seamlessly as they are being composited together in a single file. |
| 20.000% | Refining layer mask's edge for realistic results: channels, saving selections vs layer masking, refining edge of mask, black vs white vs gray tones in the mask. |

| | |
|---|---|
| 9.000% | Photoshop-specific acquisition procedures: basic color theory (RGB only) as applied in Photoshop, use of histograms, levels, and curves. |
| 5.000% | Introduction and use of the graphics tablet: pros and cons of tablet/mouse sensitivity, absolute/relative coordinates, brush sizes and shapes. |
| 5.000% | Basic creative filters: artistic, sketch, stylize and others. |
| 8.000% | Skin retouching techniques for family portraiture. |
| 15.000% | Understanding the importance of shooting for compositing. Photographing various pieces of the final image based on story or concept, background plate, distortions created by lens and perspective to subject from camera, directionality of lighting, depth of field, focus and sharpness. |
| 3.000% | Adding appropriate sharpness for inkjet print output, saving a layered file and file nomenclature. |
| 100.000% | Total |

VI. **Methods of Evaluation**

| **% of Course** | **Topic** |
|---|---|
| 20% | Class Work: In-class assignments |
| 20% | Final exam |
| 60% | Projects: 6 projects, including the final project. |
| 100% | Total |

VII. **Sample Assignments:**

**Portrait Retouching:** For this assignment, you will need to take headshots of various people. No full body portraits or from the waist up. No couples or threesomes; one person only in the frame and headshots only for this project. Headshots are usually portraits of people in which their face fills about 70% of the frame from their shoulders to the top of their head. Think about your lighting on their face and how it effects the skin texture. I would recommend that you photograph family and friends so that the end result can be appreciated by your friend or family member and you. Make it worthwhile, not just an assignment. Instructions: You will need to take three images to work on in Photoshop. The people must be of 3 completely different age groups. There has to be at least one man, and one woman included within the 3 portraits. I must see: a young person age 10 - 19. a person between the ages of 25-35 a person aged 55 and up. You must shoot RAW files of your subjects. Do not use existing images. Shoot for this project. Create a portrait of three people you like, people who mean something to you. A snapshot is not the same as a portrait. Add some fill light to the shadow side of the face by bouncing some light from a white piece of cardboard. Frame a headshot in camera; come close to your model and only include the head and shoulders. Have a simple background. If you place them near a wall, do NOT lean them against the wall as if they are a convict and this is their mug shot. Have them be at least 8 feet from the background. Window light is beautiful when the window faces towards the north. Have your subject facing the window and you and your camera are between them and the window. Or you are to the side of the window with them turn towards it for a slight profile or side light. Use f5.6 / 8 and all three images must be sharply focused on the eyes. You can render the RAW files in Adobe Camera RAW or Lightroom. You must use correct white balance for good starting skin tone. Always use the lowest ISO possible for the lighting situation that you are in - ISO100, plus a tripod is great. Then perform the necessary retouching and adjustment layers in Photoshop. Refer to the handout on retouching a portrait. See Evening, p 470. Brighten the eyes, remove any red veins in the eyes, soften the skin, help the teeth, remove stray hair, vignette, etc. You can add any additional or special skin enhancements you feel may help the images. Grading Criteria The portrait itself; was it lit well and thoughtfully photographed? Is the retouching clean and realistic? Does the skin still look like skin? Or is it too soft thus looking too fake? How do the eyes look? If you did any masking, is your mask-work clean? Not necessary, but did you do any special treatments to the image? Sharp Skin? Soft Skin? Adjustment layers? Did you submit the files as required below? To Submit: Your 3 RAW images Your 3 final layered files with all your layers sized down to 3000 pixels at the longest side. Save AS psd. One print of each file

**Color Grading/Mood/Styling:** Assignment 3 –Create a Mood - Color Grading Create a series of photos that take on a similar Mood, similar environment, similar color palette. Each image should have several adjustment layers, or

hand coloring layers that isolate specific parts of the images to help lead your eye to the subject, or 'style' the photo to suit a specific mood or feeling. Look at how much work went into this old photo of James Dean to make the image successful: 0dean.jpg Another image of Audrey Hepburn: 0hepburn.jpg You can do your work through coloring, or removing some color. BW only is NOT accepted. Toned images (images that are all toned one color) are not accepted. There should be a sense of color variety throughout the images. They can all have a vignette. They can all be warm, they can all be cool… They can all have dramatic skies… They can all be High Key… or very dark…. They can all be hand colored, or partially hand colored… They all SHOULD have the same tones to help make the images consistent and feel like a 'family' of shots, but the same artist. What is a series??? When making a series, the images should have a similar theme, yet be separate images on their own. It is usually NOT a sequence of images shot at the same time, and location and you pick your top 3 shots. It would be better to think of it as an ongoing project that you continue to shoot with the same approach, at different times, and perhaps different locations. For example, 3 separate portraits of three different people in 3 different beach-like settings, with the same compositions would contain a similar theme and approach. Then, digitally, you will add the same type of toning, coloring vignetting, to each image to help tie them all together. I must see global adjustments on your image to make them all similar, and a minimum of 5 adjustment layers that are for specific parts of each image to really 'develop' your image and keep our eye led towards the subject. I also expect retouching to help 'clean' up your shots. One portrait of a person, another photo of a beach, and a third shot of your dog that are toned similarly is not a series. Landscapes are not a series unless they were shot with a VERY similar point of view, angle, or theme. I advise against standard landscape photography. However, certain images that show a theme of urban decay, or a certain approach to shooting landscapes (like shooting various photos though holes in a fence) might give you a unique point of view towards a landscape series. Please pay attention and review the examples shown in class/videos! Think about TV shows and Movies that have distinct colors and tones and relate that to your images. Your subject should fit your color choices. Grading Criteria: Did you thoughtfully shoot for the assignment? Are all your images shot with a series in mind? Did you take the same approach when shooting and composing your images. Is the subject matter similar? How is the end product regarding the color, tone and general mood that you created? Does it help tie your 3 images together? Do they look like a family of work? Does your coloring help enhance the visual impact of your images? Technically, is all your masking, retouching and coloring done in a clean and seamless fashion? I should see a variety of adjustment layers with specific masks for specific parts of your image. At least 5 different adjustment layers must be used to enhance your image, or parts of your image to help draw the viewer's eye to the subject. Work on high resolution images for yourself. HOWEVER… You must size down your images for turning them in: Items To Submit In the ZIP folder sent via WeTransfer: Submit - Three Final files with all layers preserved - A03_yourname_Image1.psd Size them to 3000 pixels at the longest edge, AdobeRGB Submit - One 12x18 (or 18x12) 300ppi document with all 3 images on it, nicely laid out/arranged. Save as a tiff, AdobeRGB, 8 bit. Submit - Three Flattened jpeg files – A03_yourname_Image1.jpg, A03_yourname_Image2.jpg, etc 3000 pixels on the longest edge - sRGB Submit – Original RAW files of all 3 images. LIGHTROOM Presets DO NOT COUNT!! I must see layered files created in Photoshop from an original RAW photo. Compress the folder into a ZIP file, and send me the ZIP file via WeTransfer.comLinks to an external site. to withers_josh@smc.edu Fine Art Photographer Arno Minkkinen defines a series as this – "Make it different, keep it the same, add a 3rd – make it a triangle. Complete the triangle. " Your images should be similar, but different. All three images should go together but should also stand out on their own. For more examples of people with a specific look or mood to a series of photos, look up Christopher Anthony, Joyce Tennison, Robert Parke Harrison, Erik Almas..

VIII. **Student Learning Outcomes:**

1. Apply basic Photoshop techniques using various tools, layers, curves and selections with digital images.
2. Apply retouching skills and color correction knowledge consistent with industry standards.
3. Demonstrate skill in compositing multiple images.

## Advisory Checklist and Worksheet: PHOTO 39
## 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 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: **PHOTO 39**
*(It is recommended that the student to be able to do or understand the following BEFORE entering the course)*

| | |
|---|---|
| A) | Perform basic digital camera operations |
| B) | Analyze proper exposure |
| C) | Recognize and utilize effective composition and design |
| D) | Operate lens characteristics and effect of focal length |
| E) | Organize digital assets |
| F) | Perform basic modifications to digital photographs |

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

| | |
|---|---|
| 1. | Perform basic digital camera operations |
| 2. | Analyze proper exposure |
| 3. | Recognize and utilize effective composition and design |
| 4. | Operate lens characteristics and effect of focal length |
| 5. | Organize digital assets |
| 6. | Perform basic modifications to digital photographs |

| | ENTRANCE SKILLS FOR: **PHOTO 39** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| EXIT SKILLS From: **PHOTO 1** | | A | B | C | D | E | F | G | H |
| | 1 | x | | | | | | | |
| | 2 | | x | | | | | | |
| | 3 | | | x | | | | | |
| | 4 | | | | x | | | | |
| | 5 | | | | | x | | | |
| | 6 | | | | | | x | | |
| | 7 | | | | | | | | |
| | 8 | | | | | | | | |

## Deactivate Course: PHOTOGRAPHY 5, Digital Asset Management, Modification, and Output

| | |
|---|---|
| **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 UC, CSU |
| **Degree Applicability:** | Credit - Degree Applicable |

**Rationale**
Due to industry changes in technology, the skills taught in this course are being absorbed in Photo 1 and Photo 39.

I. **Catalog Description**
An introduction to digital camera exposure methods in various lighting conditions, image processing, basic color theory, color management, and various digital output techniques for both color and black & white imagery. Students are required to use outside commercial lab services and must furnish an approved digital camera with removable lenses (DSLR) which is capable of capturing in the Camera Raw format. A knowledge of basic computer functions is essential.

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 7 years)*
1. Digital Photography, Essential Skills, 4th, Galer, Mark, Focal Press © 2008, ISBN: 9780240521121
2. Adobe Photoshop Lightroom Classic CC Book for Digital Photographers (voices that matter) , Kelby, Scott, Pearson © 2018, ISBN: 0134545133

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Demonstrate skills in using image management software for cataloging, archiving, key wording, image processing and printing to color and black & white media and various screen types.
2. Demonstrate skills in metering and properly exposing a digital file for optimal output.
3. Demonstrate knowledge in computer and camera requirements for high level image production.
4. Demonstrate basic skill, knowledge and importance of calibration of digital cameras, printers and computer monitors.
5. Demonstrate ability to see and accurately correct for density, contrast, color, saturation and for neutral black & white in a color and black & white print.
6. Demonstrate the ability to choose an appropriate substrate or output for any given image.

IV. **Methods of Presentation:**
Other (Specify)
Other Methods: Course material will be presented in lecture, by Power Point, by in class demonstrations with the digital camera and printer. Students will also be required to produce images and prints to demonstrate an understanding of professional workflow and commercial output procedures. Online resources will be utilized to supplement textbook, lectures, and photographic projects. In class critiques will enhance class discussions of each project's goal in digital photography, printing, output technology, and current client delivery trends

V. **Course Content**

| % of Course | Topic |
|---|---|
| 15.000% | Use of image asset management software for image asset management and cataloging. |
| 10.000% | ACR Calibration testing for DSLR cameras. |
| 7.500% | Use of image asset management software for RAW image processing. |
| 7.500% | Use of image asset management software for controlling print output. |

| | |
|---|---|
| 15.000% | Understanding the structure of the digital image. |
| 15.000% | Photographing, processing and printing for various subject matter and lighting conditions. |
| 7.500% | Printing for true color values. |
| 10.000% | Understanding commercial application for variety of outputs and image delivery |
| 7.500% | Printing for neutral black & white images. Toning in a black & white image. |
| 5.000% | Attendance |
| 100.000% | Total |

VI. **Methods of Evaluation**

| **% of Course** | **Topic** |
|---|---|
| 100% | Other |
| 100% | Total |

VII. **Sample Assignments:**

**Project 2:** Print Samples The goal of this assignment is to encourage students to compare and contrast the many different print technologies they have access to by utilizing local professional printers, on-line print labs, one-hour type vendors, and a home photo-quality printer. Students develop and output one file and print the image using six different printers. Once they receive their prints, they study the results and write a critical analysis of each output. Project 3: Custom calibration Each digital camera comes from the factory with loose tolerance for exposure accuracy. This project is designed for each student to test their own camera equipment using a disciplined calibration technique in order to discover the true accuracy of their meter and sensor. They photograph an industry standard color reference chart under controlled conditions. Using image management software, they analyze the information contained in each photograph which reveals the exposure bias of their personal equipment. This new information allows them to adjust their exposure and processing techniques resulting in top quality images with increased shadow detail and better tonal gradations.

**Project 3:** Custom calibration Each digital camera comes from the factory with loose tolerance for exposure accuracy. This project is designed for each student to test their own camera equipment using a disciplined calibration technique in order to discover the true accuracy of their meter and sensor. They photograph an industry standard color reference chart under controlled conditions. Using image management software, they analyze the information contained in each photograph which reveals the exposure bias of their personal equipment. This new information allows them to adjust their exposure and processing techniques resulting in top quality images with increased shadow detail and better tonal gradations.

VIII. **Student Learning Outcomes:**

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.

# Associate Degree General Education Requirements 2025 - 2026

## Associate Degree General Education Requirements

A minimum of 21 semester units (28 – 31.5 quarter units) of general education in the areas described below.

**1. ENGLISH COMPOSITION, ORAL COMMUNICATION, AND CRITICAL THINKING:** (minimum of 6 semester/8 quarter units) including:

**A. English Composition:** (minimum 3 semester/4 quarter units)

- ENGL C1000 (formerly ENGL 1) ***or*** 1D ***or*** BUS 31

**B. Oral Communication and Critical Thinking:** (minimum 3 semester/4 quarter units)
Courses fulfilling this requirement must be baccalaureate-level and may include oral communication and critical thinking courses.

- BUS 32
- COM ST (11), 12$^{\nabla}$, 16, 21$^{\nabla}$
- COMM C1000 *(formerly COM ST 11)*
- ENGL C1001$^{\nabla}$ *(formerly ENGL 2$^{\nabla}$)*, 31$^{\nabla}$
- HIST 47$^{\nabla}$
- PHILOS 7, 9

**2. MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING:** (minimum of 3 semester/4 quarter units)
Courses fulfilling this requirement must be at least college-level and may include mathematics or quantitative reasoning courses, including logic, statistics, computer languages, and related disciplines.

- ACCTG 1, 2, 45 *(same as BUS 45)*
- BUS 45 *(same as ACCTG 45)*
- COM ST 21, 31
- CS 5, 6, 7, 15, 17, 18, 19, 20A, 20B, 30, 32, 33, 34A, 36, 37, 50, 51, 52, 53A, 53B, 54, 55, 56, 77B, 80, 81, 82, 83, 83R, 84, 85, 86, 87A, 87B
- HIST 47
- MATH 1, 1B ***or*** 1C *(if Math 18, 20, or 50 level satisfied)*, 2, 3, 4, 7, 8, 10, 11, 13, 15, 18, 20, 21, 26, 28, 29, 32, 41, 49, 50, (54)
- STAT C1000 *(formerly MATH 54)*
- PHILOS 7, 9
- PSYCH 7
- SOCIOL 4

**3. ARTS AND HUMANITIES:** (minimum of 3 semester/4 quarter units)

- ANIM 5
- ASL 1[GC], 2[GC]
- ARABIC 1[GC]
- ART 10A[*], 10B[*], 13, 20A[*], 20B[*], 40A[*], 40B, 43A[*], 43B
- AHIS 1[GC], 2[GC], 3[GC], 5[GC], 6[GC], 11[GC], 15, 17[GC], 18[GC], 21[GC], 22[GC], 52 *(same as PHOTO 52)*, 71[GC], 72[GC], 80[GC]
- CHNESE 1[GC], 2[GC], 3[GC], 4[GC], 8, 9[GC]
- COM ST 12, 14[GC]
- DANCE 2[GC], 5[GC], 6
- ENGL (2), C1000 *(formerly ENGL 2)*, 3, 4, 5, 6, 7, 8, 9[GC], 10[GC], 14, 15, 17, 18, 26 *(same as HUM 26)*, 30A, 30B, 31, 32, 34, 38, 39, 40, 41, 45, 49[GC], 50, 51 *(same as REL ST 51)*, 52 *(same as REL ST 52)*, 53, 54, 55, 56, 57, 58, 59, 61, 62[GC]
- ENVRN 20[GC] *(same as PHILOS 20)*
- FILM 1, 2, 5, 6, 7[GC], 8, 9, 11
- FRENCH 1[GC], 2[GC], 3[GC], 4[GC], 8
- GERMAN 1[GC], 2[GC], 3[GC], 4[GC], 8
- HEBREW 1[GC], 2[GC], 3[GC], 4[GC], 8
- HUM 9A[GC], 26 *(same as ENGL 26)*
- ITAL 1[GC], 2[GC], 3[GC], 4[GC], 8
- JAPAN 1[GC], 2[GC], 3[GC], 4[GC], 8, 9[GC]
- KOREAN 1[GC], 2[GC], 3[GC], 4[GC], 8
- LING 1[GC]
- MUSIC 1, 29[GC], 30, 31, 32, 33[GC], 36[GC], 37[GC], 39, 60A[*], 60B[*], 66 *(same as MUSIC 1 and MUSIC 60A)*
- PERSIN 1[GC], 2[GC]
- PHILOS 1, 2, 3, 4, 5, 6, 10, 11, 20[GC] *(same as ENVRN 20)*, 22, 23, 24, 41, 48, 51 *(same as POL SC 51)*, 52 *(same as POL SC 52)*
- PHOTO 52 *(same as AHIS 52)*
- POL SC 51 *(same as PHILOS 51)*, 52 *(same as PHILOS 52)*
- PORTGS 1[GC], 2[GC]
- REL ST 51 *(same as ENGL 51)*, 52 *(same as ENGL 52)*
- RUSS 1[GC], 2[GC], 8
- SPAN 1[GC], 2[GC], 3[GC], 4[GC], 8, 9[GC], 11[GC], 12[GC], 20[GC]
- TH ART 2, 5, 41
- TURKSH 1[GC]

**4. SOCIAL AND BEHAVIORAL SCIENCES:** (minimum of 3 semester/4 quarter units)

- AD JUS 1, 2
- ANTHRO 2[GC], 3, 4, 7, 14[GC], 19[GC], 20, 21[GC], 22
- ASTRON 6[GC]
- BUS 1
- COM ST 9, 30, 31, 35, 36[GC], 37[GC]
- ECE 11[GC]
- ECON 1, 2, 4[GC] *(same as ENVRN 4)*, 5[GC] *(same as GLOBAL 5 and POL SC 5)*, 6, 8[GC] *(same as WGS 8)*, 15 *(same as HIST 15)*
- ENVRN 4[GC] *(same as ECON 4)*, 7[GC] *(same as GEOG 7)*, 22[GC] *(same as POL SC 22)*, 32[GC] *(same as HIST 32)*, 40[GC] *(same as PSYCH 40)*
- ETH ST 1, 6[GC], 8, 9[GC]
- GEOG 2, 7[GC] *(same as* ENVRN *7)*, 8 *(same as URBAN 8)*, 11[GC] *(same as GLOBAL 11)*, 14[GC]
- GLOBAL 3[GC] *(same as MEDIA 3)*, 5[GC] *(same as ECON 5 and POL SC 5)*, 10[GC], 11[GC] *(same as GEOG 11)*
- HIST 1, 2, 3, 4, 5, 6[GC], 10[GC], 11, 12, 13, 14[GC] *(same as ENVRN 14)*, 15 *(same as ECON 15)*, 16, 19, 20, 21, 22, 24, 25[GC], 26, 28, 29, 32[GC] *(same as ENVRN 32)*, 33, 34[GC], 38, 39[GC], 41, 42, 43, 47, 52, 53, 55, 62
- MEDIA 1, 3[GC] *(same as GLOBAL 3)*, 4, 10[GC]
- NUTR 7[GC]
- PHILOS 48, 51 *(same as POL SC 51)*, 52 *(same as POL SC 52)*
- POLS C1000 *(formerly POL SCI 1)*
- POL SC (1), 2, 3, 5[GC] *(same as ECON 5 and GLOBAL 5)*, 7, 8, 11, 14, 21[GC], 22[GC] *(same as ENVRN 22)*, 23, 24, 31, 47, 51 *(same as PHILOS 51)*, 52 *(same as PHILOS 52)*
- PSYC C1000 *(formerly PSYCH 1)*
- PSYCH (1), 3, 5, 6, 7, 8[GC], 11, 13, 14, 19, 25, 40[GC] *(same as ENVRN 40)*
- SOCIOL 1, 1s[GC], 2, 2s[GC], 4, 12, 30, 31, 32, 33, 34[GC]
- URBAN 8 *(same as GEOG 8)*
- WGS 8[GC] *(same as ECON 8)*, 10[GC], 20[GC], 30[GC], 40[GC]

**5. NATURAL SCIENCES:** (minimum of 3 semester/4 quarter units)

- ANATMY 1, 2
- ANTHRO 1, 5, 9, 10, 11
- AQUA 1[GC], 3
- ASTRON 1, 2, 3, 4, 5, 7, 8, 9, 10 *(same as GEOL 10)*
- BIOL 2, 3, 9[GC], 10[GC], 15[GC], 15N, 21, 22, 23, 30, 31, 32, 33, 35
- BOTANY 1, 3
- CHEM 9[GC], 10, 11, 12, 19, 21, 22, 24, 31 *(**Note**: CHEM 9 is a terminal GE course, CHEM 19 is intended for CSU nursing majors and CHEM 10 is for STEM majors)*
- GEOG 1, 3, 5, 12 *(same as GEOL 12)*
- GEOL 1, 3, 4, 5, 7, 10 *(same as ASTRON 10)*, 12 *(same as GEOG 12)*, 31, 32
- MCRBIO 1
- NUTR 1, 4
- PHYSCS 6, 7, 8, 9, 12, 14, 21, 22, 23, 24
- PHYS 3
- PSYCH 2
- ZOOL 5

**6. ETHNIC STUDIES:** (minimum of 3 semester/4 quarter units)
Courses fulfilling this requirement may include baccalaureate-level courses in the four autonomous disciplines within Ethnic Studies: Black Studies; African American Studies; Africana Studies; Native American Studies; Chicano/a/x; Latino/a/x Studies/La Raza Studies; and Asian American Studies.

- ETH ST 1, 6[GC], 7, 8, 9[GC]

**7. GLOBAL CITIZENSHIP:** 3 semester units from the courses listed below or successful completion of an SMC Study Abroad experience if completed Spring 2008 or later (credit awarded through petition).
**NOTE: Many of these courses (noted with [GC] above) are also in GE areas 3, 4, 5, and 6 and can be used to satisfy BOTH areas.)**

- AHIS 1, 2, 3, 5, 6, 11, 17, 18, 21, 22, 71, 72, 80
- ANTRHO 2, 14, 19, 21
- AQUA 1
- ARABIC 1
- ASL 1, 2
- ASTRON 6
- BIOL 9, 10, 15
- BUS 51
- CHEM 9 *(satisfies GC requirement if completed Spring 2013 or later)*
- CHNESE 1, 2, 3, 4, 9
- COM ST 14, 20, 36, 37, 310
- DANCE 2, 5, 57A
- ECE 11, (18), 19
- ECON 4 *(same as ENVRN 4)*, 5 *(same as GLOBAL 5 and POL SC 5)*, 8 (*same as WGS 8)*
- ENGL 9, 10, 49, 62
- ENVRN 4 *(same as ECON 4)*, 7 *(same as GEOG 7)*, 14 *(same as HIST 14)*, 20 *(same as PHILOS 20)*, *22 (same as POL SC 22),* 32 *(same as HIST 32),* 40 *(satisfies GC requirement if completed Fall 2011 or later) (same as PSYCH 40)*
- ETH ST 6
- FILM 7
- FRENCH 1, 2, 3, 4, 9, 20 *(satisfies GC requirement if completed Spring 2023 or later)*
- GEOG 7 *(same as ENVRN 7)*, 9 *(same as GEOL 9)*, 11 *(same as GLOBAL 11)*, 14
- GEOL 9 *(same as GEOG 9)*
- GERMAN 1, 2, 3, 4
- GLOBAL 3 *(same as MEDIA 3)*, 5 *(same as ECON 5 and POL SC 5)*, 10, 11 *(same as GEOG 11)*
- HEALTH 60 *(same as NURSNG 60)*
- HEBREW 1, 2, 3, 4
- HIST 6, 10[+], 14 *(same as ENVRN 14)*, 25 *(satisfies GC requirement if completed Fall 2014 or later)*, 32 *(same as ENVRN 32)*, 34 *(satisfies GC requirement if completed Fall 2014 or later)*, 39 *(satisfies GC requirement if completed Fall 2014 or later)*
- HUM 9A
- IARC 56
- ITAL 1, 2, 3, 4
- JAPAN 1, 2, 3, 4, 9
- KOREAN 1, 2, 3, 4, 9
- LING 1
- MEDIA 3 *(same as GLOBAL 3)*, 10[+]
- MUSIC 29, 33[+], 36, 37[+]
- NURSNG 60 *(same as Health 60)*
- NUTR (4) *(satisfies area if completed prior to Winter 2017)*, 7
- PERSIN 1, 2
- PHILOS 20 *(same as ENVRN 20)*
- POL SC 5 *(same as ECON 5 & GLOBAL 5)*, 21, 22 *(same as ENVRN 22)*
- PORTGS 1, 2
- PSYCH 8, 40 *(satisfies GC requirement if completed Fall 2011 or later) (same as ENVRN 40)*
- RRM 1
- RUSS 1, 2
- SOCIOL 1s, 2s, 34
- SPAN 1, 2, 3, 4, 9, 11, 12, 20, 25
- TURKSH 1
- WGS 8 *(same as ECON 8)*, 10, 20, 30, 40

[+] HIST 10, MEDIA 10, MUSIC 33, and 37 *(satisfies area if completed Fall 2013 or later)* meet the UC Berkeley American Cultures graduation requirement.

| KEY TO SYMBOLS USED | |
|---|---|
| *("same as …")* | Courses which are offered in more than one discipline (cross listed). Students may receive credit for only one of the cross listed courses. See course descriptions for details. |
| GC | Course satisfies SMC's Global Citizenship Degree Requirement |