

ACADEMIC SENATE

AGENDA

Tuesday, April 20, 2004

The Santa Monica College Academic Senate will meet in **B144** at **11:15 a.m.**

❖ ❖ Senate agendas are available at www.academicssenate.com

AGENDA

Public Comments:

Information Items:

1. President's Report -- Lesley Kawaguchi
2. Lunch Roundtables -- Peter Morse, chair, Professional Development Committee
3. Elections -- Richard Tahvildaran-Jesswein, chair, Election and Rules Committee
4. Spam control -- Steve Hunt, chair, Information Services Committee
5. Faculty Roles, Exam Guard -- Fariba Bolandhemat, chair, Distance Education Committee
6. Proposed Honor Code and task force -- Esau Tovar, chair, Student Affairs Committee

Action Items:

1. Approval of the minutes of the March 30, 2004 Academic Senate meeting
2. Approval of honorarium for Lee Ryan Miller -- May 27, 2004 -- Executive Committee, Lesley Kawaguchi, president
3. First Reading of BP 2410 and AR 2512 -- Information Services Committee, Steve Hunt, chair
4. First Reading of revised AR 4310.1 and new AR 4352 -- Student Affairs Committee, Esau Tovar, chair
5. New courses -- Curriculum Committee, David Zehr, chair

New Business:

Adjournment

INFORMATION ITEM 4: Spam -- Information Services Committee, Steve Hunt, chair

From document handed out at ISC by Brian Sher and Bob Dammer

PROBLEM: The growing influx of "unwanted" messages -- both unsolicited commercial e-mail (UCE, or "spam") as well as direct and indirect virus-generated traffic -- into the SMC e-mail system has become a frustrating distraction for many SMC recipients and is unduly affecting the performance of the system.

SEVERITY: Apart from the loss of productivity among District employees spending an inordinate amount of time managing their electronic mailboxes, the spam and virus problems are endangering the usefulness of e-mail as a "preferred" method of

communication. Moreover, Network Services has had to commit its extremely limited resources to manage the problem, including having to allocate additional disk/backup-tape space just to store the bulk of unwanted messages and providing a tremendous number of hours of staff time educating users through hundreds of individual e-mail responses and support calls. Although statistics are difficult to gather, based on sampling, it is estimated that over 2,500 messages entering the SMC faculty/staff e-mail system daily are spurious, unsolicited, or otherwise unwanted. The problem continues to reach new peaks and will likely only get worse.

GOAL: An anti-virus/anti-spam technological solution must be found that meets the following criteria:

- Integrates well in a Microsoft Exchange e-mail environment
- Is server-based, requiring little supervision and virtually no client-side deployment/interface
- Has a high rate of detection (at least 90%) and a low rate of “false positives” (at most 10%)
- Uses rules that are customizable and can be applied according to groups/departments
- Applies rules flexibly to avoid compromising academic freedom (“breast” vs. “breast cancer”)
- Employs a method for updating itself, either directly or through Bayesian “learned” filters
- Allows for deliver-with-flag processing in addition to outright blockage (for user-level control):
 - Personal white- and blacklists
 - Modified X-Headers (for user-adjusted thresholds)
 - Amended subject lines (e.g., prepend the word “SPAM”)

COSTS: Every robust solution would involve deploying a separate “front-end” server in order to relieve the “back-end” e-mail database of the CPU-intensive task of scanning messages for indications of virus infection or spam. Users will thereby have continuous access to their mailboxes on the back-end, which will then contain only “clean” or filtered messages. In addition, there may be some licensing costs associated with running a front-end e-mail (or SMTP) gateway server. Finally, the anti-virus and spam-filtering software may have an initial fixed acquisition cost and/or a per-mailbox fee, plus an annual maintenance cost (especially if dynamic updating for virus and spam definitions is needed). All told, these components could total anywhere from \$25,000 to \$50,000 for an enterprise solution (or more, if the SMC student e-mail system with its 30,000+ e-mail accounts is to be included).

TIMEFRAME: Successful implementation will require a thorough pre-rollout planning/testing phase, a methodology for defining/updating filtering rules, and a comprehensive set of end-user training materials. Evaluation of viable solutions will likely take a month or two, then an additional month to complete the purchasing cycle, with one or more months needed to set up, install and, refine the operation of the SMTP gateway. A timeline of three to six months is a reasonable estimate for implementation, although the process might be expedited to target the beginning of the Fall 2004 semester on August 23rd.

Action Items: April 20, 2004

SUBJECT 1: APPROVAL OF THE MINUTES OF MARCH 30, 2004

It is recommended that the minutes from the following meeting of the Santa Monica College Academic Senate be approved as distributed:

Present: Brenda Antrim, Fariba Bolandhemat, Espy Bolivar-Owen, Suzanne Borghei, Alan D. Buckley, Katarina Cerovic, Fran Chandler, Mary Colavito, Guido Davis Del Piccolo, Gordon Dossett, Vicky Drake, Georgia Farber, Tina Feiger, Gilda Feldman, Laurie Frederic, Ethan Gallogly, Diane Gross, Janet Harclerode, Christian Hart, John Henderson, Steve Hunt, Sharon Jaffee, Lesley Kawaguchi, John Kennedy, Lucy Kluckhohn, Deborah Kraut, Fran Manion, Laura Manson, Moya Mazorow, Kymberlyn McBride, April Mizuki, Dana Morgan, Peter Morse, Jim Pacchioli, Toni Randall, Vicki Rothman, Saul Rubin, Barbara Schelbert, Lantz Simpson, Howard Stahl, Elena Stark, Jim Stramel, Richard Tahvildaran-Jesswein, Dayna Taus, Gary Todd, Esau Tovar, Marc Trujillo, Robert Ware, David Zehr.

Excused: Makiko Fujiwara-Skroba, Ricky Manoff, Paris Poirier, Anne Powers.

Absent: Barbara Baird, Rory Barnett, Roma Brownlie, Frank Dawson, Charles Donaldson, Gwen Dophna, Kathy Flynn, Dennis Frisch, Lynn Goodin, Janie Jones, Helen LeDonne, Suzanne McDonald, Pete Morris, Sue Ann Pinner, Elaine Roque, Michael Soldatenko, Susan Sterr, Linda Webster.

Guests: Juan B. Quevado, Robert Sammis, Patricia Brown, Sherri Lee-Lewis, Ana Jara, Teresita Rodriguez.

Public Comments: None.

Information Items:

1. President's Report, Lesley Kawaguchi, President
 - o Chair Kawaguchi moved to suspend the order of agenda items. **Approved unanimously.**
2. Accreditation, Gordon Dossett, Immediate Past President
 - o The Visitation Team completed its activities, commending the College and recommending renewal of Santa Monica College's accreditation. The Team took note of the poor campus climate and urged parties to "move beyond" recent difficulties. The Team heard faculty concerns even if it did not accept every faculty suggestion. The Team is likely to recommend a mid-term report on College compliance with its recommendations.
3. Copyright Policy, Steve Hunt, Information Service Committee
 - o The College needs to develop a comprehensive copyright policy. A Task Force will be assembled to recommend such a policy.
4. Elections, Richard Tahvildaran-Jesswein, Elections and Rules
 - o Peter Geltner will administer the Senate's online elections for Spring 2004. The ERC is considering faculty concerns about electoral areas for the Curriculum Committee and procedures for electing department chairs.
5. PDC Funds, Peter Morse, Professional Development
 - o There are no remaining funds for travel.

6. Incomplete Policy, Esau Tovar, Student Affairs, and Teresita Rodrigues, Acting Dean, Enrollment Services
 - o A proposed revision to Administrative Regulation 4310.1, "Incomplete Grades," was distributed to Senators, who were asked to share the proposal with their colleagues. Questions about the policy should be directed to Professor Tovar. The proposed policy leaves the granting of "Incompletes" to faculty.

Action Items:

1. Approval of Minutes, March 16, 2004, as perfected
 - o M/S (Frederic/Zehr). **Approved unanimously.**
2. Vote to Override Election Timeline Bylaws, Richard Tahvildaran-Jesswein, Elections and Rules
 - o The temporary override is necessary to accommodate online elections. **Approved unanimously.**
3. Sabbatical Recommendations, Sharon Jaffee, Sabbaticals and Fellowships
 - o The Committee recommends the following sabbaticals for 2004-05: Miguel Aparicio, Modern Languages, Fall 2005; Mary Bober, Life Sciences, Spring 2005; Ellen Cutler, DSPS, Fall 2004; Philip Daughtry, English, Spring 2005; Cynthia Gonzalez, Life Sciences, Fall 2004; Gail Livings, PASS, Fall 2004; Deborah Schwyter, Physical Sciences, Spring 2005; Lynette Shishido, Business, Spring 2005; and, as alternates, William Konya, Mathematics, Fall 2004, and Lisa Farwell, Psychology, Fall 2004. **Approved unanimously.**
4. Approval of New Course, David Zehr, Curriculum
 - o Approve CIS 60B, "Photoshop II." **Approved unanimously.**
5. Second Reading of Administrative Regulation 3121, "Sexual Harassment Policy," Jim Pacchioli, Personnel Policies, and Robert Sammis, Vice President Human Resources
 - o **Approved unanimously**, as perfected.
6. First Reading of Board Policy 2410 and Administrative Regulation 2515, Steve Hunt, Information Services
 - o M/S (Borghei/Manson) to postpone consideration of item until next Senate meeting. **Postponement approved unanimously.**

M/S/approved (Kennedy/Pacchioli) adjourning at 12:33 p.m.

SUBJECT 2: HONORARIUM FOR LEE RYAN MILLER -- EXECUTIVE COMMITTEE, Lesley Kawaguchi, president

Request permission for honorarium in the amount of \$100.00.

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Lessons From Sin City

The story of a young professor caught up in a whirlwind of intrigue and corruption in Las Vegas.

MODESTO, Calif.—Professor and author Lee Ryan Miller has lived and worked all over the world. It was two years in Las Vegas, however, that had the most powerful impact on his professional life. In his sublimely witty and engaging book, *Teaching Amidst the Neon Palm Trees* (now available through 1stBooks), Miller describes the series of events that led the college administration to offer him a year's salary to "go away."

Teaching Amidst the Neon Palm Trees is a true story of sex, money and politics that reads like a novel. Miller weaves an amusing tale of teaching at a community college in "Sin City" with the unpredictable twists and turns of a scandal involving some of the most powerful figures in the state, a scandal that threatens to end the careers of the top administrators at the college.

Chock full of stories about prominent Las Vegas personalities, like U.S. senator Harry Reid, congresswoman Shelley Berkley, state college regent Steve Sisolak and college president Richard Moore, it provides a fascinating look at the maelstrom in which money, influence and education collide.

Miller was a popular, young professor in Las Vegas. With the assistance of Sen. Reid, he set up an innovative study abroad program; with the help of student leaders, he made it possible for economically challenged students to participate. He had no idea that someone had other plans for the money earmarked for the needy students, someone who would stop at nothing to crush Miller's plans.

A recipient of a doctorate from the University of California, Los Angeles (UCLA), Miller has taught political science and economics at various colleges and universities in California, Nevada, and Japan. He grew up in New York and San Diego, and has studied at Brandeis University, Oxford University and Middlebury College. He is the author of two books on political science and has written two epic fantasy novels. He currently resides in Modesto, Calif., where he writes full time.

SUBJECT 3: FIRST READING OF BP 2410 AND AR 2512 -- INFORMATION SERVICES COMMITTEE, Steve Hunt, Chair

ARTICLE 2400

DISTRICT ENVIRONMENT

BP 2410

Nondiscrimination on the Basis of Disability

(Pending A.S. approval 3/30/2004)

In accordance with federal and state laws the Santa Monica Community College District prohibits discrimination on the basis of disability in the provision of services, programs, contracts, employment, and other activities. Standards for what constitutes discrimination on the basis of mental or physical disability, the definition of disability and qualified

individual with a disability, and the establishment of a complaint mechanism for resolving allegations of discrimination are also upheld as specified in public law. (Americans with Disabilities Act, Public L. 101-336)

ARTICLE 2500:INFORMATION TECHNOLOGY

AR 2512 Accessibility Standards for Electronic and Information Technology - Section 508

(Pending A.S. approval 3/30/2004)

Electronic and information technologies (EIT) are a significant means by which Santa Monica Community College District provides information to students, faculty, staff and other constituents. The need to ensure accessibility to all members of the campus community becomes critical as more administrative services and learning environments are based on EIT. It is also a part of the district's ongoing commitment to establishing a barrier free learning community, or universal access, to all qualified individuals.

Individuals with disabilities are guaranteed access to educational institutions and systems of communication under the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Amendments to Section 508 of the Rehabilitation Act clarify accessibility requirements for EIT developed, procured, maintained, or used by federal agencies.

The technical standards of Section 508 provide criteria specific to the following technologies:

- Software Applications and Operating Systems (1194.21)
- Web-based Intranet and Internet Information and Applications (1194.22)
- Telecommunications Products (1194.23)
- Video and Multimedia Products (1194.24)
- Self Contained, Closed Products (1194.25)
- Desktop and Portable Computers (1194.26)
- Functional Performance Criteria (1194.31)

Furthermore, California Government Code Section 11135 states the following:

- (1) In order to improve accessibility of existing technology, and therefore increase the successful employment of individuals with disabilities, particularly blind and visually impaired and deaf and hard-of-hearing persons, state governmental entities, in developing, procuring, maintaining, or using electronic or information technology, either indirectly or through the use of state funds by other entities, shall comply with the accessibility requirements of Section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. Sec. 794d), and regulations implementing that act as set forth in Part 1194 of Title 36 of the Federal Code of Regulations.
- (2) Any entity that contracts with a state or local entity subject to this section for the provision of electronic or information technology or for the provision of related services shall agree to respond to, and

resolve any complaint regarding accessibility of its products or services that is brought to the attention of the entity.

As mandated by federal and state laws and the California Community Colleges Chancellor's Office it is necessary that Santa Monica Community College District comply with Section 508 Standards to ensure accessibility to EIT for individuals with disabilities. The Board directs the President/Superintendent or designee to enforce compliance with the accessibility requirements of Section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794d) and its implementing regulations set forth at Title 36 CFR Part 1194.

SUBJECT 4: FIRST READING OF REVISED AR 4310.1 (INCOMPLETE GRADES) AND NEW AR 4352 (RECOGNITION OF ACADEMIC EXCELLENCE) -- Student Affairs Committee, Esau Tovar, chair

ARTICLE 4300 STUDENT PROGRESS AND GRADUATION

AR 4310.1 Incomplete Grades

~~Petitions for an incomplete grade are initiated by the student by completing a form at the Admissions Office. Incomplete grades in a course or courses may be approved when illness, accident, emergency, or special circumstances beyond the student's control prevents the student from taking the final examination or completing other immediate "end of semester" course requirements. The student must be passing the class with a C or better prior to the final exam or final project. The incomplete grade is not to be used to extend deadlines for coursework which the student might reasonably be expected to meet.~~

~~The Dean of Enrollment Services or Associate Dean, Admissions and Records, will verify that the petition for an incomplete is consistent with the requirements of Title 5 of the Education Code and meets the criteria so outlined in the Incomplete Policy.~~

~~Verification of illness or other circumstances should be provided to the Office of Admissions and Records. If such verification is not provided, the incomplete may be authorized provisionally, and the petitioning student will be required to submit authenticating documents. An incomplete grade will not be granted without the approval of the instructor.~~

To receive an Incomplete, students must complete a "Request for Incomplete" form and submit the form to the Instructor of Record prior to the College Deadline for submission of final grades. Instructors may approve the "Request for Incomplete" if they believe that such an approval is appropriate and that the student has justifiable reasons to warrant the Incomplete grade. Instructors may require documentation that supports the student's request. Instructors are not required to grant incompletes and such decisions by the instructor are final and may not be appealed by the student.

The instructor will determine the date by which the "I" must be completed; this date shall be no later than one year from the end of the term in which the original grade was assigned. ~~Incomplete grades may be made up no later than one year from the end of the term that they were it was assigned. Students may petition for a time exemption due to unusual circumstances. The instructor shall record with the Office of Admissions and Records state on the petition the conditions necessary for the removal of the incomplete, with a copy sent to the student. This record shall contain the conditions for removal of the Incomplete and the grade to be assigned (A through F) if the conditions are not met. The student and instructor will both receive copies of said conditions.~~

Incomplete grades will count in "Units Enrolled" but will not be included in "Units Attempted" or "Units Completed" and no grade points will be assigned.

Reviewed and/or Updated: 6/11/2002

ARTICLE 4300: STUDENT PROGRESS AND GRADUATION

AR 4352. Recognition of Academic Excellence

Santa Monica College prides itself in the quality of its academic programs and student services. We value our students' lifelong appreciation and commitment for education attainment and excellence. To this end, outstanding academic excellence by our students will be recognized in the following fashion:

1. Definitions:

- a. Graded units: courses in which grades of A, B, C, D, or F were received. Grades of Cr, NC, and I are excluded from consideration in granting of honors recognitions.

2. Dean's Honor List

Recognition of academic excellence shall be granted to all Santa Monica College students meeting the following criteria after each regularly scheduled semester (fall and spring) and their transcripts annotated with this designation:

- a. Completion of twelve (12) or more graded units in the qualifying semester;
- b. Earning a semester grade point average (GPA) of 3.0 or higher.

3. Honors at Graduation

Students who have consistently demonstrated outstanding academic excellence while attending Santa Monica College, shall be recognized at graduation and their transcripts annotated with the appropriate honors recognition, provided the applicable criteria are met and the student is in good academic standing (not on academic or lack of progress probation) at the time of graduation. Students who have been suspended from the college are ineligible to receive honors at graduation regardless of GPA attained.

- a. Graduating with Highest Honors
 - i. Attainment of a cumulative GPA of 4.0 (includes coursework from other colleges);
 - ii. Completion of a minimum of 12 units in residency at Santa Monica College;
- b. Graduating with High Honors
 - i. Attainment of a cumulative GPA of 3.70 – 3.99 (includes coursework from other colleges);
 - ii. Completion of a minimum of 12 units in residency at Santa Monica College;
- c. Graduating with Honors
 - i. Attainment of a cumulative GPA of 3.0 – 3.69 (includes coursework from other colleges);
 - ii. Completion of a minimum of 12 units in residency at Santa Monica College.

SUBJECT 5: NEW COURSES -- Curriculum Committee, David Zehr, chair

NEW COURSES

ET 3: Principles of Project Management --Effective project management plays a key role in the execution and completion of interactive media projects. In this introductory course, students will learn step-by-step how a project develops and evolves through the project management process. Topics include planning, time management, risk management, team management, contract administration, and budgeting. Students will identify the components of a project management team, project manager roles and responsibilities, and organizational structures in interactive media. Case studies and problem solving will provide insight into practical applications of project management techniques. CSU -- yes Department Vote: 9 yes, 0 no

ET 42: Principles of Game Development -- This course is an introductory overview of the electronic game development process that underlines the historical context, content creation strategies, and future trends in the industry. The course will also explain how games are produced, tested and released. The game industry is the fastest growing segment of the entertainment market and an excellent field for career advancement. CSU--yes
Department Vote: 9 yes, 0 no

ET 44: Game Design and Interactive Play Mechanics I -- This course covers the fundamentals of game design, prototyping and development. The focus is on building a solid understanding of play mechanics: the formal elements of play, the dramatic elements that make a game meaningful to its players, and the system dynamics that shape the overall experience. Lectures will use historical and current games and genres to illustrate key concepts. Topics include strategy and tactics, resource management, emergent complexity puzzles and puzzle games, social games, online environments, role-playing, interactive drama, stages of development, and the business of games. Students will learn the process of design through prototyping, play testing and revising their own original game concepts. CSU -- yes Department Vote: 9 yes, 0 no

Art 30C: Acrylic Painting Techniques -- This course will focus on the basics of drawing and painting with Acrylics and Mixed Media. Acrylics are a fast drying medium that is ideally suited for the beginning art student interested in the Commercial Arts as well as the Fine Arts. Students will develop skills in conceptual and observational painting through still life and assignments geared toward illustration. Assignments are based on typical areas of concentration found in the field, including conceptual, decorative, surreal, editorial, design, narrative, portrait, realistic and on the practical aspect of a career in illustration. CSU/UC -- yes Department Vote: 9 yes, 0 no

CIS 59B: Dreamweaver II -- This course examines advanced Dreamweaver tools and concepts. Topics include site architecture, Web project management, code management and site enhancements. Students will learn to enhance the development of Dreamweaver Web pages utilizing server-side includes, dynamic HTML and intelligent use of graphics and color schemes. Additional topics will include controlling layers, importing documents, passing data between Web pages and managing site-wide content. Use of library items, advanced templates, behaviors, custom cascading style sheets positioning, frame-based pages and the Dreamweaver extension manager will also be covered. CSU -
- yes Department Vote: 14 yes, 0 no

CIS 62B: Flash II -- In this course, students who are non-design majors will learn advanced Flash techniques by taking advantage of its scripting language, ActionScript, which offers a robust programming model and object-oriented programming support. Topics will include learning how ActionScript can control graphic, sounds, and text, how to create user-interface elements, and how Flash communicates with outside applications such as Web browsers. CSU -- yes Department Vote: 14 yes, 0 no

CS 37: Web Programming in VB.Net

VB.Net is an object-oriented programming language that is part of the .Net Microsoft suite. This course covers web application development, including the use of the ASP and VB.Net. Topics include ASP.Net, web forms and controls, web data access, state management, and web services. CSU -- yes Department Vote: 14 yes, 0 no

Cosmetology 28A: Skin Care 2A --This course is required for Skin Care and Cosmetology licensing. The students will demonstrate the application of both individual and strip eyelashes, the proper method of hair removal, waxing, eye lash and eyebrow tinting and makeup. Department Vote: 3 yes, 0 no, 1 abstention

Cosmetology 28B: Skin Care 2B -- This course is required for Skin Care and Cosmetology licensing. The students will learn to perform electrical facials and chemical facials and demonstrate the use of electrical facial machines. Department Vote: 3 yes, 0 no, 1 abstention

Education 01: Introduction to Careers in Teaching -- The course provides an introductory overview of the Early Childhood through 12th grade teaching profession. It will explore the philosophy, history, and sociology of the American educational system with an emphasis on elements unique to the State of California. In addition, qualities of effective educators, elements and purposes of a professional portfolio, and critical issues in diverse contemporary classrooms will be addressed. Students will record school site observations that will be archived to a professional E-Portfolio. Portfolio training will be provided within the course.

Note for schedule of courses: Field Work—As part of the course, students will perform 20 hours of observation in local K-12th grade classrooms during the last fourteen weeks of the sixteen week session. Placements in area schools will be arranged with letters of introduction and verification forms prepared by the instructor. A TB test will be required. CSU/UC -- yes Department Vote: 4 yes, 0 no

Education 02: The Early Childhood through 12th Grade Teaching Experience -- This course builds upon the foundation of Education 01. Students will gain actual tutoring experience with K through 12th graders and document observations of their experiences. Special attention to teaching strategies. Observation techniques, and engaging children with diverse learning styles and needs will be emphasized. Examination of personal suitability for the teaching profession, preparation for state teacher exams, and transfer to four-year institutions to complete teaching credentialing will be discussed. The professional E-Portfolio training of Education 01 will continue.

Note for schedule of classes regarding fieldwork—In addition to attending the three-hour lecture, students will perform hours for fieldwork in local K-12th grade school classrooms for a minimum of 30 hours total. A TB test will be required. CSU/UC -- yes Department Vote: 4 yes, 0 no

Education 20: Exceptional Children in School -- This introductory special education course provides an overview of skills necessary for paraprofessionals to support students with special needs. Based on the Professional Standards outlined by the Council of Exceptional Children for beginning special education para-educators, students will develop competencies required for employment in the K-12 school system. Topics will include the Individualized Educational Program (IEP) process (legislation and implementation), instructional content and practices, curriculum modifications and accommodations, supporting the teaching and learning environment, managing student behavior and social interactions, and developing collaborative partnerships. Class content will be to the needs of participants. CSU -- yes Department Vote: 4 yes, 0 no

ECE 60: Child Observation and Assessment -- The course will teach students how to employ and evaluate a variety of developmentally appropriate child assessments/ observations for children in early childhood education programs. Students will be taught skills that will enable them to communicate assessment information to colleagues and parents to facilitate more effective collaboration. Observation and assessment methods will promote cognitive, social, physical, creative, emotional, and literacy development of typical and atypically developing children. All topics will be addressed in a culturally sensitive and family focused framework with emphasis on at least 3 of the 5 major ethnic groups in America, specifically Native Americans, European Americans, African Americans, Asian Americans, and Latino Americans. Field Work Required: 10 hours. CSU -- yes Department Vote: 4 yes, 0 no

DISTANCE EDUCATION:

CIS 51: Web Page Design using XHTML and CSS This is an existing course. Department Vote: 14 yes, 0 no

CIS 59B: Dreamweaver II See new course above. Department vote: 14 yes, 0 no

CIS 62B: Flash II See new course above. Department vote: 14 yes, 0 no

CS 19: Advanced Visual Basic Programming This is an existing course. Department vote: 14 yes, 0 no

CS 32: Data Base Programming in VB.Net This is an existing course. Department vote: 14 yes, 0 no

CS 33: C# Programming This is an existing course. Department vote: 14 yes, 0 no

CS 37: Web Programming in VB.Net See new course above. Department vote: 14 yes, 0 no

Journalism 01: The News This is an existing course. Department vote: 11 yes, 0 no