



CURRICULUM COMMITTEE | AGENDA

Wednesday, November 20, 2013 | 3:00 p.m.
Loft Conference Room – Drescher Hall 300-E

Members:

Guido Davis Del Piccolo, <i>Chair</i>	Sandra Hutchinson	Karen Legg	Elaine Roque
Georgia Lorenz, <i>Vice Chair</i>	Maral Hyeler	Walt Louie	Jeffery Shimizu
Brenda Antrim	Josh Kanin	Walter Meyer	David Shirinyan
Teri Bernstein	Hasun Khan	Estela Narrie	Gary Taka
Sang Chi	Randal Lawson	James Pacchioli	Toni Trives
Ida Danzey	Helen LeDonne		Alex Van Dertol

Interested Parties:

Jamey Anderson	Jonathan Cohanne	Mona Martin	Linda Sinclair
Maria Bonin	Kiersten Elliott	Steven Myrow	Madeleine Sundberg
Patricia Burson	Tina Fleming	Katharine Muller	Sal Veas
		Robin Ramsdell	Chris Young

Ex-Officio Members:

Eve Adler	Ty Moura
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AGENDA

(Items for action are listed alphabetically; items for information are listed numerically)

- I. Call to order
- II. Public Comments*
- III. Approval of Minutes.....3
- IV. Chair’s report:
- V. Information Items:
 - Distance Education (update):*
 - I. ACCTG 12 Auditing
- VI. Action Items:
 - Consent Agenda:*
 - a. RES TH 70 Respiratory Pathophysiology (addition of prerequisite of RES TH 60;change in hours from four lecture hours per week to three lecture hours, three lab hours per week).....5

*Five minutes is allotted to any member of the public who wishes to address the Curriculum Committee on a specific agenda item, for general public comments, or non-agenda items.

New Courses:

- b. ASTRON 7 Cosmology.....12
- c. COM ST 10 Introduction to Communication Studies.....18
- d. DANCE 38 Intermediate Pointe.....23

New Business:

- 2. Curriculum and the GRIT Initiative – Christine Schultz and Eric Oifer
- 3. Proposed revision to AR 4111.6 Transfer Credit from Foreign Institutions.....29

VII. Adjournment

Please advise Guido Davis Del Piccolo (x. 3561), Georgia Lorenz (x. 4277) or Grace Smith (x. 4454) if you are unable to attend this meeting.



CURRICULUM COMMITTEE | MINUTES

Wednesday, November 6, 2013 | 3:00 p.m.
Loft Conference Room – Drescher Hall 300-E

Members Present:

Guido Davis Del Piccolo, <i>Chair</i>	Sang Chi	Randal Lawson	James Pacchioli
Georgia Lorenz, <i>Vice Chair</i>	Ida Danzey	Helen LeDonne	Elaine Roque
Brenda Antrim	Sandra Hutchinson	Karen Legg	David Shirinyan
Teri Bernstein	Maral Hyeler	Walter Meyer	Toni Trives
	Josh Kanin	Estela Narrie	Alex Van Dertol

Members Absent:

Hasun Khan	Walt Louie	Jeffery Shimizu	Gary Taka
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Others Present:

Madeleine Sundberg

M I N U T E S

(Items for action are listed alphabetically; items for information are listed numerically)

I. Call to order:

The meeting was called to order at 3:07pm.

II. Public Comments*:

None.

III. Approval of Minutes:

The minutes of October 16, 2013 were approved as presented.

IV. Chair's report:

- All the items approved by the Curriculum Committee on October 16, 2013 were approved by the Academic Senate on October 22, 2013, with a suggestion to include Architecture under "Minimum Qualifications" for *Energy 3: Commercial Building Science*.
- The Chair reported on the proposed change to AR 4340 "Credit Course Enrollment Limitations" by the Student Affairs Committee, which was presented to the Academic Senate as a first read on November 5.

V. Information Items:

Distance Education (update):

1. ACCTG 10A Intermediate Accounting A
2. ACCTG 10B Intermediate Accounting B

Course Updates:

3. BIOL 3 Fundamentals of Biology
4. ESL16A The Noun System And Articles

*Five minutes is allotted to any member of the public who wishes to address the Curriculum Committee on a specific agenda item, for general public comments, or non-agenda items.

5. ESL 16B Verb Tenses: Forms and Use
6. ESL 16C Sentence Structure and Punctuation
7. ESL 20A Advanced Grammar Workshop 1
8. ESL 20B Advanced Grammar Workshop 2
9. ESL 25 Composition Fundamentals Review

VI. Action Items:

New Courses:

- a. **COSM 10A Related Science IA** – presented by Helen LeDonne.
Brenda Antrim moved to approve COSM 10A with edits to be made to the *course objectives* and *student learning outcomes*, as discussed at the meeting.

Motion Made By: Brenda Antrim
The motion passed unanimously.

Seconded By: Toni Trives

- b. **COSM 10B Related Science IB** – presented by Helen LeDonne.
Brenda Antrim moved to approve COSM 10B with edits to be made to the *student learning outcomes*, as discussed at the meeting.

Motion Made By: Brenda Antrim
The motion passed unanimously.

Seconded By: Toni Trives

New Degrees:

- c. **Theatre Arts, Associate in Arts for Transfer (AA-T Theatre Arts)**

Motion Made By: Randal Lawson
The motion passed unanimously.

Seconded By: James Pacchioli

VII. New Business:

- d. **Curriculum Committee Reconfiguration Proposal - Proposed Reconfiguration (7)** – presented by the Chair.

Motion Made By: Toni Trives
The motion passed unanimously.

Seconded By: Helen LeDonne

VIII. Adjournment:

The meeting was adjourned at 3:57pm.

Santa Monica College

Course Outline For RESPIRATORY THERAPY 70, Respiratory Pathophysiology

Course Title: Respiratory Pathophysiology Units: 4
Total Instructional Hours (usually 18 per unit): 108
Hours per week (full semester equivalent) in 3 In-Class Lab: 3 Arranged: 0
Lecture:

Date Submitted: May 2011
Date Updated: October 2013
Transferability: Transfers to CSU
IGETC Area: Does NOT satisfy any area of IGETC:
CSU GE Area: Does NOT satisfy any area of CSU GE:
SMC GE Area: Does NOT satisfy any area of SMC GE:

Degree Applicability: Credit - Degree Applicable
Prerequisite(s): RES TH 60 Formal Admission to the ELAC/SMC Respiratory
Therapy Program
Pre/Corequisite(s): None
Corequisite(s): None
Skills Advisory(s): None

I. Catalog Description

The pathology and pathophysiology, diagnosis, and treatment of common diseases and disorders of the respiratory and cardiopulmonary systems are covered in detail. Techniques of laboratory evaluation and specific monitoring methods are discussed.

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

1. Clinical Manifestations and Assessment of Respiratory Diseases, 6th, Terry Des Jardins and George Burton, Mosby © 2010, ISBN: 9780323057271
2. Case studies to accompany: Clinical Manifestations and Assessment of Respiratory Diseases, 4th, Terry Des Jardins and George Burton, Mosby © 2002, ISBN: 9780323010757

III. Course Objectives

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

1. Define and describe the pathology associated with selected pulmonary diseases.
2. Identify the etiology, clinical manifestations, signs and symptoms of select pulmonary diseases.

3. Identify and interpret the expected arterial blood gas results (acid-base balance and gas exchange) of pulmonary and related disorders.
4. Describe the anticipated chest radiograph changes typically found in select pulmonary diseases.
5. Describe and list the expected physical exam findings of select diseases.
6. List and describe the expected laboratory findings and pulmonary function test results of patients with select pulmonary disorders.
7. Describe the various approaches to management (treatment) of patients with select pulmonary disorders.
8. Describe the common complications and the typical prognosis of patients with selected pulmonary disorders.

IV. Methods of Presentation:

Lecture and Discussion, Other (Specify)

Other Methods: Out of class assignments will be assigned to review the topics discussed in class.

V. Course Content

<u>% of course</u>	<u>Topic</u>
10%	Bronchial Asthma
11%	Pneumonia A. Bacterial B. Viral C. Fungal D. Mycoplasma
4%	Pulmonary Tuberculosis
1%	Respiratory Manifestations of Acquired Immune Deficiency Syndrome (AIDS)
15%	Chronic Obstructive Lung Diseases A. Chronic Bronchitis B. Emphysema C. Bronchiectasis
4%	Smoke Inhalation and Pulmonary Burn Injury
8%	Diseases of the Chest Wall, Chest Trauma & Pneumothorax
4%	Respiratory Manifestations of Sleep Disorders
4%	Bronchoscopy & Lung Carcinoma
4%	Differential Diagnosis of Upper Airway Obstruction
10%	Neuromuscular Disorders
3%	Submersion Injuries (Salt water and Fresh water near drowning)

10%	Cardiovascular Disorders
8%	Adult Respiratory Distress Syndrome
4%	Interstitial Lung Diseases
100%	Total

Vb. Lab Content:

<u>% of course</u>	<u>Topic</u>
The lab component of this course covers the pathology, assessment, diagnosis, and treatment of the common diseases and disorders of the respiratory, cardiovascular, and neuromuscular systems in detail. Emphasis is placed on the practice of patient assessment techniques, including common bedside and laboratory evaluation methods, specific patient monitoring methods, medical record review, and communication and documentation skills practice.	
11%	Classification and Diagnosis of Cardiopulmonary Diseases History, examination, epidemiologic outline, and clinical manifestations.
25%	Obstructive Diseases Cystic Fibrosis , Asthma, Emphysema, Bronchitis, Bronchiectasis
30%	Restrictive Diseases Adult Respiratory Distress Syndrome (ARDS), Neuromuscular Diseases, Interstitial fibrosis, and Structural Abnormalities
10%	Cardiovascular Diseases CHF & Pulmonary Edema, Pulmonary Emboli, Anemia, Atherosclerosis, and Shock
24%	Communicable Diseases TB, Pneumonia, Fungus, Cancer Bronchogenic Carcinoma Cancer & Smoking
100%	Total

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

<u>Percentage</u>	<u>Evaluation Method</u>
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30 %	Exams/Tests
5 %	Quizzes - and worksheets
5 %	Research Projects
30 %	Lab Reports - Lab/simulations
30 %	Final exam
100 %	Total

VII. Sample Assignments:

See attachments for examples of class assignments

VIII. Student Learning Outcomes

1. The student will be able to within the scope of practice of a respiratory care practitioner; differentiate the anatomical alterations, pathophysiological mechanisms, clinical manifestations and treatments for obstructive lung diseases. Assessment method: On an exam or quiz, the student will be given short texts containing some or all of the following: The patient's, physical examination, history, present illness, labs (ABG, electrolytes, PFT, etc.), imaging (chest x-ray, CT scans, etc), oxygenation/ventilation parameters such as shunt indicators and dead space fraction respectively... The student will analyze the data and interpret the results to help diagnose the patient's condition and come up the most appropriate treatment plan. The format of the question will be similar to questions given by national board for respiratory care (NBRC, credentialing body) for the entry level exam (Certified Respiratory Therapist, CRT), advanced level exam (Registered Respiratory Therapist, RRT) and/or a case study. Assessment Method Category: Exam or quiz Benchmark: 75% of students score 75% or more on the assessment tool.
2. The student will be able to within the scope of practice of a respiratory care practitioner; differentiate the anatomical alterations, pathophysiological mechanisms, clinical manifestations and treatments for restrictive lung diseases. Assessment method: On an exam or quiz, the student will be given short texts containing some or all of the following: The patient's, physical examination, history, present illness, labs (ABG, electrolytes, PFT, etc.), imaging (chest x-ray, CT scans, etc), oxygenation/ventilation parameters such as shunt indicators and dead space fraction respectively... The student will analyze the data and interpret the results to help diagnose the patient's condition and come up the most appropriate treatment plan. The format of the question will be similar to questions given by national board for respiratory care (NBRC, credentialing body) for the entry level exam (Certified Respiratory Therapist, CRT), advanced level exam (Registered Respiratory Therapist, RRT) and/or a case study. Assessment Method Category: Exam or quiz Benchmark: 75% of students score 75% or more on the assessment tool.

3. The student will be able to within the scope of practice of a respiratory care practitioner; differentiate the anatomical alterations, pathophysiological mechanisms, clinical manifestations and treatments for cardiovascular diseases. Assessment method: On an exam or quiz, the student will be given short texts containing some or all of the following: The patient's, physical examination, history, present illness, labs (ABG, electrolytes, PFT, etc.), imaging (chest x-ray, CT scans, etc), oxygenation/ventilation parameters such as shunt indicators and dead space fraction respectively... The student will analyze the data and interpret the results to help diagnose the patient's condition and come up the most appropriate treatment plan. The format of the question will be similar to questions given by national board for respiratory care (NBRC, credentialing body) for the entry level exam (Certified Respiratory Therapist, CRT), advanced level exam (Registered Respiratory Therapist, RRT) and/or a case study. Assessment Method Category: Exam or quiz Benchmark: 75% of students score 75% or more on the assessment tool.

Prerequisite/Corequisite Checklist and Worksheet

(Respiratory Therapy, RT 70)

Prerequisite: (Respiratory Therapy, RT 60) ; Respiratory Physiology

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.

List schools here:

Complete the Prerequisite Worksheet

X Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, ...)

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:

modified 09/26/2012

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

Prerequisite Worksheet

ENTRANCE SKILLS FOR Res Th 70 *(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)*

A)	Ability to interpret the results of arterial blood gas and identify acid-base, ventilation and oxygenation abnormalities.
B)	Ability to identify common clinical signs and symptoms of cardiopulmonary, cardiovascular and neurological disease.
C)	Ability to identify expected normal finding of a patient's chest radiograph

EXIT SKILLS (objectives) FOR Res Th 60 *(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)*

1.	Describe and identify a clinical example of the four types of hypoxia and the four primary causes of hypoxemia.
2.	Interpret patient blood gas and other physiological data to formulate an appropriate treatment plan.
3.	Compare and contrast differences between pulmonary circulation and systemic circulation.
4.	Describe the drop in PO ₂ from the ambient air to the tissues and discuss the changes that will occur with hypoventilation, shunt, diffusion defects, increased dead space, and decreased ambient PO ₂ .
5.	Describe the ventilation equation and discuss the relationship between V _A and PaCO ₂ .
6.	Describe the function of the anatomical structures from the mouth to the alveoli.
7.	Explain the structural and functional differences between the conducting and respiratory zones of the lung.
8.	List the "normal" pressures in the various areas of the circulatory system.
9.	Calculate pulmonary vascular resistance, systemic vascular resistance, mean arterial pressure and cardiac index.
10.	List the lobes and segments in the right and left lungs

		ENTRANCE SKILLS FOR RT 70							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR RT 60	1	x							
	2	x							
	3		x						
	4	x							
	5	x							
	6			x					
	7			x					
	8		x						
	9		x						
	10			x					

Santa Monica College
New SMC Course
Expanded Course Outline for ASTRON 7 - Cosmology

Course Cover	
Discipline	ASTRON-ASTRONOMY
Course Number	7
Full Course Title	Cosmology
Catalog Course Description	This course explores how our ideas surrounding the origin, evolution and future of the universe have developed from earliest times until present day. Topics discussed include creation mythology, gravity, matter and radiation, relativity, cosmic expansion and acceleration, the Big Bang, dark matter and dark energy, the cosmic microwave background, inflation and the multiverse.
Rationale	
Rationale	Cosmology is one of the most exciting and rapidly expanding areas of modern astronomy. Typically, we only have time to briefly touch on the subject in Astro 1 so I think this class would be an excellent addition to our astronomy program at SMC. The class will be very similar to Astro 6, a lower division astronomy class offered at UCLA.
Proposal Information	
Proposed Start	Year: 2014 Semester: Fall
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Weekly Laboratory Hours	Min: 0
Weekly Arranged Hours	Min: 0
Total Semester	54.00

Instructional Hours	
Load Factor	1.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Transfers to UC (pending review) Transfers to CSU	
IGETC Area:	
(pending review)	
<ul style="list-style-type: none"> • IGETC Area 5: Physical and Biological Sciences (mark all that apply) <ul style="list-style-type: none"> ○ 5A: Physical Science 	
CSU GE Area:	
(pending review)	
<ul style="list-style-type: none"> • CSU GE Area B: Scientific Inquiry and Quantitative Reasoning (mark all that apply) <ul style="list-style-type: none"> ○ B1 - Physical Science 	
SMC GE Area:	
<ul style="list-style-type: none"> • GENERAL EDUCATION PATTERN (SMC GE) <ul style="list-style-type: none"> ○ Area I: Natural Science 	
Comparable Transfer Courses:	
<ul style="list-style-type: none"> • UC UC Los Angeles Cosmology: Our Changing Concepts of the Universe Astro 6 • UC UC Santa Cruz Galaxies, Cosmology and High Energy Astrophysics Astro 13 • UC UC Irvine Cosmology: Man's Place in the Universe Astro 20B • UC UC Berkeley Descriptive Cosmology Astro 3 	
Program Applicability	
Designation	Credit - Degree Applicable

Proposed For	AA Degree -General Science
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Describe the origins of cosmology in creation mythology.	
2. Explain the fundamental principles of science and the scientific method.	
3. Distinguish between the fundamental constituents of universe and describe how they relate to each other.	
4. Describe the basic properties of electromagnetic radiation and its importance in relaying information across the universe.	
5. Explain the fundamentals of atomic structure and describe how matter interacts with electromagnetic radiation.	
6. Discuss the basic principles of Newtonian gravity and how observations of the motions of stars in galaxies and galaxies in galaxy clusters suggest the existence of large quantities of unseen dark matter.	
7. Describe the observable properties of the universe and understand how they provide vital constraints on cosmological models of the universe.	
8. Explain the significance of Einstein's General Theory of Relativity and how it can be used to predict the overall curvature of the universe based on the composition of matter and energy within it.	
9. Describe the observational evidence which supports an expanding universe and the significance of the recent discovery that the expansion is accelerating, hinting at the existence of a new, previously unidentified component of our universe called dark energy.	
10. Identify the significance of cosmic microwave background radiation and how it can be used to determine some of the fundamental properties of the universe.	
11. Describe how matter was created in the early universe and how elements are created in stars via thermonuclear fusion.	
12. Outline the evidence for the Big Bang model and how it explains the observed properties of the universe.	
13. Describe current ideas about the history of the universe from the earliest times until present and how this is related to the changing densities of matter, radiation and dark energy.	
14. Summarize why cosmic inflation is important to the Big Bang model and how its existence is supported by studies of the cosmic microwave background radiation.	
15. Describe our current ideas about the future and the ultimate fate of the universe.	
16. Describe the various forms of the Anthropic Cosmological Principle and how the concept of the multiverse is consistent with it.	
Course Content	
5%	Creation myths and the cultural origins of cosmology
5%	Scientific foundations
5%	The contents of the universe

15%	Radiation and matter
10%	Newtonian gravity and dark matter
10%	Observable properties of the universe
10%	Relativity and the curvature of the universe
5%	The expansion of the universe and dark energy
5%	The cosmic microwave background radiation
5%	Element abundances in the early universe and beyond
5%	The Big Bang model
5%	The history of the universe from earliest times to present
5%	Cosmic inflation and the development of structure
5%	The future and ultimate fate of the universe
5%	The Anthropic Principle and the multiverse
Total: 100%	
Methods of Presentation	
Methods	Lecture and Discussion
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 5% - Class Participation Students will be expected to attend class and contribute to discussion • 45% - Exams/Tests There will be three tests given during the semester worth 15% each • 20% - Final exam A comprehensive final exam will be given at the end of the semester • 15% - Homework Weekly homework will assigned from the class text or online • 15% - Quizzes Short quizzes will be given every week in class • 100% - Total
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Duncan, T. and Tyler, C.. <i>Your Cosmic Context: An Introduction to Modern Cosmology</i> , ed. Pearson, 2009	
2. Schneider, S. and Arny, T.. <i>Pathways to Astronomy</i> , ed. McGraw-Hill, 2014	
3. Bennett, J., Donahue, M., Schneider, N. and Voit, M.. <i>The Cosmic Perspective: Stars, Galaxies and Cosmology</i> , ed. Addison-Wesley, 2013	

Assignments

Sample Assignment

1. Use the SMC library database (<http://goo.gl/Z2leNm>) to find an article on Cosmology published in the journal Science within the last year. Write a two page summary (12 pt Times New Roman font, double spaced, 1 inch margins) of the article in your own words. Make sure to attach a copy of the article to your report.

Make sure your review contains the following elements:

- a. What questions are being asked?
- b. How did the paper attempt to answer these questions?
- c. How was the data collected? Observation? Theory?
- d. What were the major findings?
- e. What did you find most interesting about the paper?
- f. What questions are still unanswered?

2. Visit the web page for the online Cosmology JavaLab at Case Western Reserve University: <http://goo.gl/Z2leNm>. Click on Applet to launch the Java applet then click on Lab to open the instructions. Use the applet to answer the questions in the instructions. Fill in your answers to the following questions on the online data sheet provided to you:

1. Start with what was, for a long time, the "standard" cosmology: $H_0=50$, $\Omega_M=1$, $\Omega_\Lambda=0$
 - a. What is the current age of this universe; i.e., how old is this universe at a redshift, $z=0$?
 - b. If we change the Hubble constant to $H_0=100$, how does this change the age of the Universe? Why does the age of the Universe change?
 - c. Hubble's initial estimate (in 1929) of the current expansion rate was $H_0=500$ km/s/Mpc. What is the age of the Universe under this model? Is that reasonable?
 - d. Now reduce the mass density of the Universe to $\Omega_M=0.5$. How and why does the age change?
 - e. Increase the mass density to $\Omega_M=2.0$. Again, how and why does the age change?

Put the following data points on the age plot:

- The sun is currently about 5 billion years old.
- The age of the disk of the galaxy is about 10 billion years old.
- The oldest globular clusters in the galaxy are 12-15 billion years old.

1. Given these ages:

- a. How big can H_0 be if $\Omega_M=1$?
- b. If Ω_M is lower than 1, say $\Omega_M=0.3$, how big can H_0 be?
- c. A current estimate of H_0 is $H_0=65$. Is $H_0=65$, $\Omega_M=0.3$ consistent with the age estimates of objects in our galaxy?

Now add a cosmological constant by making Ω_Λ nonzero.

1. For a $H_0=65$, $\Omega_\Lambda =0.3$, what happens to the age of the universe as you increase Ω_Λ ? Why does the age change?

Student Learning Outcomes

1. Outline the fundamental pieces of scientific evidence which support the Big Bang model.
2. Describe the most important problems facing modern cosmology today.

Minimum Qualification

Minimum Qualifications:	Physics/Astronomy (Masters Required)
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Library

List of suggested materials has been given to librarian?	Yes
Library has adequate materials to support course?	Yes

Additional Comments/Information

Attached Files

- [Astro 7 References](#)
- [Astro 6 Syllabus UCLA](#)

Santa Monica College New SMC Course

Expanded Course Outline for COM ST 10 - Introduction to Communication Studies

Course Cover	
Discipline	COM ST-COMMUNICATION STUDIES
Course Number	10
Full Course Title	Introduction to Communication Studies
Catalog Course Description	This course is a survey of the discipline of communication studies that emphasizes the history, interest areas, major theories, and contemporary and emerging issues in the field. This course will specifically cover interpersonal, group, intercultural, mass and health communication in addition to an overview of public speaking.
Rationale	
Rationale	This course is an important transfer course to multiple UC and CSU as well as private institutions. The course provides an overview of the entire field for students in, out and considering a Communication Studies major. This course is also a recommended part of the C-id and AAT.
Proposal Information	
Proposed Start	Year: 2014 Semester: Fall
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Weekly Laboratory Hours	Min: 0
Weekly Arranged Hours	Min: 0
Total Semester	54.00

Instructional Hours	
Load Factor	1.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Transfers to UC (pending review) Transfers to CSU	
IGETC Area: (pending review)	
<ul style="list-style-type: none"> • IGETC Area 4: Social and Behavioral Sciences <ul style="list-style-type: none"> ◦ 4G: Interdisciplinary, Social & Behavioral Sciences 	
CSU GE Area:	
<ul style="list-style-type: none"> • CSU GE Area D: Social, Political, and Economic Institutions and Behavior, Historical <ul style="list-style-type: none"> ◦ D7 - Interdisciplinary Social and Behavioral Science 	
SMC GE Area:	
<ul style="list-style-type: none"> • GENERAL EDUCATION PATTERN (SMC GE) <ul style="list-style-type: none"> ◦ Area II-B: Social Science (Group B) 	
Comparable Transfer Courses:	
<ul style="list-style-type: none"> • California Community College Cañada College Introduction to Communication Studies COMM 180 • UC UC Los Angeles Introduction to Communication Studies COMM ST 10 	
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	AA-T Degree -Communication Studies
Pre/Corequisites & Advisories	
Skills Advisory ENGL 1	
Content Review	

ENGL 1 - Skills Advisory (Content to Content)	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Define key terms and concepts in interpersonal, group, intercultural, and mass communication.	
2. Demonstrate the ability to listen actively and critically to interpersonal, group and public communication.	
3. Analyze and describe the influence of culture on verbal and nonverbal communication.	
4. Employ principles of speech composition to individual and group projects.	
5. Identify and discuss specific issues in various specializations within Communication Studies, such as interpersonal, intercultural, health, and mass communication.	
6. Analyze and interpret media and mass communication messages.	
7. Employ group leadership and public communication techniques.	
8. Describe and analyze the influence of mass communication, group dynamics and culture on sex-roles and self-image.	
9. Demonstrate an understanding of basic theories and research in interpersonal, intercultural, group, health, and mass communication contexts.	
10. Demonstrate the ability to use effective and appropriate communication strategies in a variety of contexts, such as interpersonal, group, intercultural, health, and mass communication.	
Course Content	
5%	History of communication studies
10%	Foundations-Definitions and Context, such as: <ul style="list-style-type: none"> • Communication Competence • Perception • Self-concept • Levels of meaning • Transactional nature of communication • Defensiveness • Conflict
8%	Verbal and nonverbal communication
10%	Fundamentals of interpersonal communication
10%	Fundamentals of intercultural communication
10%	Fundamentals of group communication
8%	Fundamentals of mass communication
8%	Fundamentals of health communication
15%	Fundamentals of rhetoric and public speaking
5%	Fundamentals of gender and communication
6%	Emerging issues and specializations in Communication Studies
5%	Ethics and communication

Total: 100%	
Methods of Presentation	
Methods	Critique Group Work Lecture and Discussion Projects
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 10% - Class Participation Discussion, activities, exercises. • 20% - Exams/Tests Midterms, quizzes. • 20% - Final exam • 15% - Group Projects Presentations, service learning, panels. • 25% - Oral Presentation Informative and/or persuasive speeches. • 10% - Projects Johari windows, journals, group projects, creative projects. • 100% - Total
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Duck, S. . <i>Communication in Everyday Life</i> , ed. Sage, 2010, ISBN: 9781412969574.	
2. Beebe, Beebe, & Ivy. <i>Communication: Principles for a Lifetime</i> , ed. Pearson, 2013, ISBN: 780205880881.	
3. Berko, Wolvin, Wolvin, & Aitkin. <i>Communicating: A Social, Career, and Cultural Focus</i> , ed. Pearson, 2013, ISBN: 9780205883349.	
4. Wood, Julia. <i>Communication Mosaics: An Introduction to the field of communication</i> , 6 ed. Boston: Cengage/Wadsworth, 2011, ISBN: 0495794155.	
Assignments	
Sample Assignment	
<p>1. Persuasive Speech: Plan, research, prepare, and present a 7-9 minute persuasive speech using a visual aid and at least three cited sources.</p> <p>2. Group Project: In a group of 4-5 students identify a need or a problem in the community or at the college then develop a plan for addressing the need as a community service project. As a group, implement the plan. You will then give a 10 minute presentation to the class on both your project and your group communication process in developing and executing your service project.</p>	

Student Learning Outcomes	
1. Demonstrate effective and appropriate communication in a given context such as group, interpersonal, or intercultural communication contexts.	
2. Deliver a well-planned, prepared, researched and organized public speech that includes at least one visual aid.	
Minimum Qualification	
Minimum Qualifications:	Communication Studies (Masters Required)
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes
Additional Comments/Information	
Because this is a survey course introducing our other more in-depth communication courses, the materials currently available in the library and through the databases are sufficient for this course.	
Attached Files	
No Files attached	

Santa Monica College
New SMC Course
Expanded Course Outline for DANCE 38 - Intermediate Pointe

Course Cover	
Discipline	DANCE-DANCE
Course Number	38
Full Course Title	Intermediate Pointe
Catalog Course Description	This course introduces advanced ballet students to the intermediate level of pointe work. Students work on placement, body alignment and barre and center work en pointe at the intermediate level. Students will learn selected classical variations necessary for transfer and professional auditions. This class is intended for dance majors.
Rationale	
Proposal Information	
Proposed Start	Year: 2014 Semester: Winter
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 2.00
Weekly Lecture Hours	Min: 1.00 (Sem: 18)
Weekly Laboratory Hours	Min: 3.00 (Sem: 54)
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	72.00
Load Factor	0.88
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	

Transferability	
Transfers to UC (pending review)	
Transfers to CSU	
IGETC Area:	
Does NOT satisfy any area of IGETC:	
CSU GE Area:	
Does NOT satisfy any area of CSU GE:	
SMC GE Area:	
Does NOT satisfy any area of SMC GE:	
Comparable Transfer Courses:	
<ul style="list-style-type: none"> California Community College Palomar College Pointe II DNC118 	
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	AA Degree -AA - Dance
Pre/Corequisites & Advisories	
Prerequisite	
DANCE 37 or equivalent experience	
Content Review	
DANCE 37 - Prerequisite (Content to Content)	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Demonstrate body alignment and placement as it relates to dancing en pointe at an intermediate level	
2. Recognize and apply ballet terminology as applied to pointe technique at an intermediate level	
3. Demonstrate intermediate sequences at barre and centre, including eleve/releve on one foot, soussus, turns from 4th and 5th, and pirouette en dedan & en dehors.	
4. Apply a knowledge of the kinesiology of the body as it relates to pointe work, specifically of the back, hips, thighs, legs and feet, including injury prevention/care at an intermediate level	
5. Explain barre and center exercises based on the pointe vocabulary and theories of order, tempo, placement and musicality at an intermediate level	
6. Develop the artistry of pointe technique at an intermediate level	
7. Perform selected classical variations en pointe	
Arranged Hours Objectives	
Upon satisfactory completion of the course, students will be able to:	

Course Content	
5%	Body alignment and placement, as it relates to dancing en pointe at an intermediate level
10%	Discussion on injury prevention and care, anatomy and kinesiology as it relates to dancing en pointe at an intermediate level
10%	Strength-building movements for pointe work for the intermediate/advanced ballet dancer
25%	Introduction of intermediate pointe work at barre
25%	Introduction to intermediate centre work including adagio, petit allegro and grand allegro.
15%	Learning selected classical variations en pointe at an intermediate level
10%	Research and video viewing of classical, neo-classical and contemporary ballet variations (including Petipa, Balanchine, Forsythe, King, etc.)
Total: 100%	
Lab Content	
100%	Development of intermediate skills en pointe
Total: 100%	
Methods of Presentation	
Methods	Lecture and Discussion Observation and Demonstration Other
Other Methods	Video and performance viewing
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 20% - Class Participation Class participation • 20% - Class Work Includes improvement of skills • 20% - Exams/Tests Midterm exam: Practical/dance = 25% Vocabulary/written = 15% • 20% - Final exam Practical/dance = 25% Vocabulary/written = 15% • 10% - Other Concert critique • 10% - Written assignments Comparative study of classical and contemporary variations • 100% - Total
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting	APA

Style	
Textbooks	
1. Barringer, J.. <i>The Pointe Book: Shoes, Training, Technique</i> , 3rd ed. Princeton Book Co, 2012	
Assignments	
Sample Assignment	
<ol style="list-style-type: none"> 1. Student will write a research paper discussing injury prevention and care, anatomy and kinesiology as it relates to dancing en Pointe. 2. Students will write a research paper based on a comparative study of 19th and 20th century ballet variations. 	
Student Learning Outcomes	
1. Execute the intermediate level of barre and centre movement vocabulary en Pointe.	
2. Perform selected classical variations en pointe at an intermediate level.	
3. Identify classical and contemporary variations and distinguish the differences and contributions of the choreographers to the art of dance.	
4. Explain physiology of hips, legs and feet including injury prevention and care for all ballet dancers, including those working en pointe at an intermediate level.	
Minimum Qualification	
Minimum Qualifications:	Dance (Masters Required)
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes
Additional Comments/Information	
Attached Files	
Dance 38 Prerequisite Form	

Prerequisite / Corequisite Checklist and Worksheet

Dance 38

Prerequisite: Dance 37; Beginning Pointe

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.

List schools here:

Complete the Prerequisite Worksheet

x Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, ...)

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

modified 09/26/2012

prerequisites.

Complete the Prerequisite Worksheet

Prerequisite Worksheet

ENTRANCE SKILLS FOR **Dance 38 Intermediate Pointe**

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

A)	Ability to understand and embody the basics of beginning Pointe work at barre and in centre.
B)	Understand body alignment and placement as it relates to dancing en Pointe.
C)	Understand the many choices of footwear, considering width, vamp, box type and shank.
D)	Ability to incorporate classical ballet technique with Pointe exercises.
E)	Ability to execute and embody strength-building exercises for hips, legs, and feet.
F)	Ability to define and translate French classical ballet terminology.
G)	Understand and apply concepts of kinesiology as it relates to Pointe work, specifically of the back, hips, thighs, legs and feet, including injury prevention/care.
H)	Demonstrate knowledge of the historical context of pointe work in relation to the art form.

EXIT SKILLS (objectives) FOR **Dance 37 Beginning Pointe**

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

1.	Ability to understand and embody the basics of beginning Pointe work at barre and in centre.
2.	Understand body alignment and placement as it relates to dancing en Pointe.
3.	Understand the many choices of footwear, considering width, vamp, box type and shank.
4.	Ability to incorporate classical ballet technique with Pointe exercises.
5.	Ability to execute and embody strength-building exercises for hips, legs, and feet.
6.	Ability to define and translate French classical ballet terminology.
7.	Understand and apply concepts of kinesiology as it relates to Pointe work, specifically of the back, hips, thighs, legs and feet, including injury prevention/care.
8.	Demonstrate knowledge of the historical context of pointe work in relation to the art form.

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

JOINT ACADEMIC SENATE

STUDENT AFFAIRS COMMITTEE

REVISION OF AR4111.6 TRANSFER CREDIT FROM FOREIGN INSTITUTIONS NOVEMBER 12, 2013

RATIONALE FOR REVISION: This administrative regulation was last reviewed in 2003. Moreover, practices in the evaluation of foreign coursework and the need to clarify limitations on the use of such coursework necessitate the revision of this AR.

AR 4111.6 Transfer Credit from Foreign Institutions for a SMC Degree/Certificate

Santa Monica College may accept postsecondary foreign coursework toward the fulfillment of Associate degree and certificate requirements, on a case-by-case basis, subject to the limitations noted below.

1. All coursework from foreign colleges must first be evaluated by an approved agency in the United States that evaluates foreign credentials and transcripts. A current list of approved agencies may be found on the Admissions and Records website.
2. After evaluation by an approved agency, all requests for transfer credit will be reviewed by the Admissions and Records office upon submission of a written request for evaluation.
3. There is no limitation on the number of foreign coursework units that may be applied toward the Associate degree. Grades for foreign coursework will not be calculated into the SMC GPA. Students are responsible for satisfying all other degree/certificate requirements, including units in residence.
4. Final decisions on major course equivalencies will be made by department chair (or designee) at the request of Counseling or Admissions and Records. Students may be requested to provide certified translations of course descriptions and syllabi. Department chairs may deny approval at their discretion in the absence of sufficient documentation.
5. The English language requirement must be satisfied at a U.S. regionally accredited college or university. However, English language courses taken outside of the U.S. will be considered on a case-by-case basis by the English Department Chair (or designee).
6. The acceptance of foreign coursework by Santa Monica College does not in any way imply, nor guarantee, that other two- and four-year colleges/universities will accept such coursework. These institutions will conduct their own evaluations.

Reviewed and/or Updated: 4/29/03

Updated: 11/12/2013

JOINT ACADEMIC SENATE STUDENT AFFAIRS COMMITTEE

REVISION OF AR4350—GRADUATION REQUIREMENTS (SECTION C(2) ONLY) November 12, 2013

Rationale for Revision of ONE section of AR 4350—Graduation Requirements:

Although AR4111.6 (Transfer Credit from Foreign Institutions) was approved by the Academic Senate as a standalone administrative regulation on April 29, 2003, a nearly identical section in AR4350 has remained in place. In approving the revisions for AR4111.6, the Student Affairs Committee also seeks to strike AR4350 Section C(2) to minimize confusion and discrepancies. The full text for [AR4350 may be found here](#).

~~C(2)—Transfer Credit from Foreign Institutions~~

- ~~a. All course work from foreign institutions must be evaluated by an approved agency in the United States that evaluates foreign credentials and transcripts.~~
- ~~b. After evaluation by an approved agency, all requests for transfer credit from foreign institutions will be reviewed by the Admissions Office.~~
- ~~c. Each student must submit his/her own records.~~
- ~~d. There is no limitation on transfer credit from approved foreign educational institutions.~~
- ~~e. Questions on major course equivalencies will be determined by consultation between the Dean of Enrollment Services and the appropriate department chair.~~
- ~~f. The English composition requirement must be satisfied at a regionally accredited American college or university.~~
- ~~g. A minimum of 12 units in residence at Santa Monica College is required for the Associate in Arts degree.~~

Reviewed and/or Updated: 4/29/2003, 7/22/08, 5/17/11

Updated: 11/12/2013 (Removed section C(2)—Transfer Credit from Foreign Institutions; now AR 41111.6)