



CURRICULUM COMMITTEE | AGENDA

Wednesday, October 4, 2017 | 3:00 p.m.

Loft Conference Room – Drescher Hall 300-E

Members:

Brenda Antrim, <i>Chair</i>	Edgar Gonzalez (As. Students)	Emily Lodmer	Elaine Roque
Jennifer Merlic, <i>Vice Chair</i>	Maral Hyeler	Georgia Lorenz	Redelia Shaw
Eve Adler	Sasha King	Emin Menachekanian	David Shirinyan
Guido Davis Del Piccolo	William Konya	Estela Narrie	Audra Wells
Christina Gabler	Jae Lee	Dana Nasser	Joshua Withers
Karen Funk (As. Students)	Jing Liu	Judith Remmes	

Interested Parties:

Maria Bonin	Vicki Drake	Stacy Neal	Linda Sinclair
Patricia Burson	Kiersten Elliott	Patricia Ramos	Esau Tovar
Dione Carter	Pete Morris	Estela Ruezga	Julie Yarrish

Ex-Officio Members:

Jennifer Chen (As. Students) Nathaniel Donahue

AGENDA

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

- I. Call to order
- II. Public Comments *(Five minutes is allotted to any member of the public who wishes to address the Committee.)*
- III. Approval of Minutes.....3
- IV. Chair’s report:
- V. Information Items:
 - 1. Guided Pathways Update
 - 2. CSU Executive Orders Regarding Incoming Freshman and GE.....6
 - (Courses: Non-Substantial Changes)*
 - 3. ART 21A Drawing 3
 - 4. ART 34B Contemporary Art Theory And Practice
 - 5. CIS 9A / CS 9A Technology Project Management I
 - 6. CIS 9B / CS 9B Technology Project Management II
 - 7. CS 6 Virtual Worlds And Game Programming
 - 8. CS 8 Systems Analysis And Design
- VI. Action Items:
 - (Courses: New)*
 - a. BUS 9 Intellectual Property.....8
 - (Courses: Distance Ed)*
 - b. BUS 9 Intellectual Property.....8

(Programs: Revisions)

- c. Changes to degrees and certificates as a result of courses considered on this agenda
 - Addition of BUS 9 to the list of electives in Business Associate in Science degree (General Business area), Entrepreneurship Certificate of Achievement, and Business Entrepreneurship Department Certificate

VII. Consent Agenda: (Any item pulled from the Consent Agenda will be discussed and voted on separately.)

- d. Change in instructional hours to 3 lecture hours, no change in units, for CS 84

VIII. Adjournment

Please advise Jennifer Merlic (x. 4616), Brenda Antrim (x. 3538) or Irena Zugic (x. 4403) if you are unable to attend this meeting.



CURRICULUM COMMITTEE I MINUTES

Wednesday, September 20, 2017 | 3:00 p.m.

Loft Conference Room – Drescher Hall 300-E

Members Present:

Jennifer Merlic, <i>Vice Chair</i>	Maral Hyeler	Emin Menachekanian	David Shirinyan
Eve Adler	Sasha King	Estela Narrie	Audra Wells
Guido Davis Del Piccolo	William Konya	Dana Nasser	Joshua Withers
Karen Funk (Assoc. Students)	Jae Lee	Judith Remmes	
Christina Gabler	Jing Liu	Elaine Roque	
Edgar Gonzalez (Assoc. Students)	Georgia Lorenz	Redelia Shaw	

Members Absent:

Brenda Antrim, *Chair* Emily Lodmer

MINUTES

(Items for information are listed numerically; major items of business are listed alphabetically)

I. Call to order:

The meeting was called to order at 3:08pm.

II. Public Comments:

None.

III. Approval of Minutes:

The minutes of May 31, 2017 were unanimously approved. The following members abstained: Karen Funk, Edgar Gonzalez, Jae Lee, Jennifer Merlic, Dana Nasser, Judith Remmes, and Joshua Withers.

IV. Chair's report:

- Committee Welcome and Orientation
 - Curriculum Committee Roles
 - Local Approval
 - CurricUNET Review
- [Annual Report 2016-2017](#)

V. Information Items:

(Course Updates)

1. COUNS 15H Job Search Techniques
2. COUNS 21H Adapted Computer Technology
3. COUNS 22H Adapted Computer Technology, Internet Skills For Academic Success
4. COUNS 51 Test taking and Memory Strategies
5. COUNS 52 Textbook Reading and Memory Strategies
6. COUNS 54 Organizational Strategies
7. COUNS 56 Written Language Strategies
8. COUNS 57 Listening Note Taking And Memory
9. COUNS 58 Math Strategies
10. COUNS 59 Textbook Strategies Using Technology
11. COUNS 910 ABI Connections
12. COUNS 921 Learning Skills
13. CS 85 PHP Programming
14. CS 87A Python Programming

(Course Deactivations)

15. ECE 44
16. PAR ED 915, 930
17. PV 1, 2, 3

VI. Consent Agenda: (Any item pulled from the Consent Agenda will be discussed and voted on separately.)

- a. Change in instructional hours, no change in units, to 3 lecture hours for GIS/GEOG 23 (from 3 lecture, 2 arranged) and PRO CR 10 (from 3 lecture, 1 arranged)
- b. Title change for BUS 5 to “Business Law and the Legal Environment,” GEOG 1 to “Physical Geography,” and KIN PE 1A to “Adaptive Physical Education”
- c. Addition of Math 3 and 4 as Group A elective options to General Science AA degree
- d. ENGL 21B (removal of prerequisite option: ESL 21A)
- e. INTARC 47 (removal of prerequisite: INTARC 33)
- f. Requisite change to advisory, unless otherwise indicated, for the following courses:
 - DANCE 15
 - DANCE 16
 - DANCE 18
 - DANCE 23
 - DANCE 27B
 - DANCE 32
 - DANCE 33
 - DANCE 34
 - DANCE 35
 - DANCE 36
 - DANCE 37 (instructor approval remains as a prerequisite)
 - DANCE 38 (instructor approval remains as a prerequisite)
 - DANCE 42
 - DANCE 43
 - DANCE 44
 - DANCE 45
 - DANCE 46
 - DANCE 55B (audition required remains as a prerequisite)
 - DANCE 57B (audition required remains as a prerequisite)
 - DANCE 59A (audition required remains as a prerequisite)
 - DANCE 61
 - DANCE 62
 - DANCE 63
 - ESL 23
 - ESL 28
 - TH ART 10B
 - TH ART 38A
- g. The following courses were included in the “Requisite and Advisory Changes” list on the previous agenda in error and will maintain their prerequisites:
 - CHNESE 8
 - FRENCH 8
 - GEOG 94
 - GEOL 94
 - GERMAN 8
 - HEBREW 8
 - ITAL 8
 - JAPAN 8
 - RUSS 8
 - SPAN 8

Motion made by: Elaine Roque
The motion passed unanimously.

Seconded by: William Konya

VII. Other Business:

- Guided Pathways Update – presented by Guido

As one of the lead faculty of the Guided Pathways Taskforce, Guido described the composition of the taskforce and shared with the committee the goals, scope, and function of the taskforce.

VIII. Adjournment

The meeting adjourned at 4:43pm.

CALIFORNIA COMMUNITY COLLEGES

CHANCELLOR'S OFFICE

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<http://www.cccco.edu>



DATE: September 22, 2017 AA 17-53
VIA E-MAIL

TO: Chief Executive Officers
Chief Instructional Officers
Chief Student Services Officers
Academic Senate for California Community Colleges

FROM: Laura L. Hope
Executive Vice Chancellor, Educational Services and Support

SUBJECT: Response to California State University's Executive Order 1100 and 1110

Over the past few weeks, the California State University (CSU) Chancellor, Tim White, has issued two Executive Orders (EOs) regarding changes for entering freshman ([EO 1110](#)) and the general education (GE) curriculum ([EO 1100](#)). To ensure that our system-wide dialog is as accurate as possible, the following summary includes the basic changes that affect community college dual enrollment and/or transfer students:

EO 1110

This EO addresses the preparedness of incoming freshman into the CSU system and references "system-wide placement standards" that eliminate the need for students to take additional placement tests such as the EPT or the ELM, which are discontinued as of fall 2018.

EO 1110 supersedes [EO 1048](#) and [EO 665](#) and for the first time calls on the use of multiple measures as described in Section IV. Skills Assessment and Course Placement Recommendations. Specifically, "placement for general education written communication and mathematics/quantitative reasoning courses shall be based on multiple measures of academic proficiency," including "high school English and mathematics/quantitative reasoning course grades, high school grade point averages, grades in collegiate courses, ACT scores, SAT scores, Advanced Placement scores, International Baccalaureate scores, SAT subject tests or Smarter Balanced Assessment/Early Assessment Program scores."

Also, EO 1110 calls for the establishment of an Early Start program to address any foundational needs of incoming students, which may include a partnership with the local community college. Each CSU will locally determine the curriculum for Early Start. By 2019, however, all CSUs will offer Early Start programs that offer "baccalaureate credit-bearing general education written communication and mathematics/quantitative reasoning courses." "Instructional content considered pre-baccalaureate will carry a maximum of two units and shall be offered concurrently with a college-level, baccalaureate credit-bearing course." "Early Start Program participation is required for students needing skills development, as determined by system-wide placement standards. Students needing skills development in both general education written communication and mathematics/quantitative reasoning shall be required to enroll in a written communication or mathematics/quantitative reasoning course but not both during the Early Start Program."

EO 1100

This EO focuses on general education making changes to requirements as well as providing clarifications. Per 2.2.1c, once students complete CSU GE lower-division and upper-division requirements, students "shall not be required to satisfy additional exclusively general education breadth requirements."

Per 2.2.2a, "a grade of C- or better is required in each CSU or transfer course in written English (A2), oral communication in the English language (A1), critical thinking (A3), and mathematics/quantitative reasoning." Per 3.2, "GE requirements may be satisfied through courses taught in all modalities." Online courses accepted for credit at the home campus will be equally accepted at the CSU.

Per Article 4, Area B of the General Education requirements has been modified with the potential to expand the community college courses that will meet this requirement. Courses in this area will continue to demonstrate "the abilities to reason quantitatively, practice computational skills, and explain and apply mathematical or quantitative reasoning concepts to solve problems." Courses in this area may include an appropriate prerequisite; however, intermediate algebra is no longer required as an explicit prerequisite to courses meeting Area B. Instead, CSU is considering the inclusion of "computer science, personal finance, statistics, or discipline-based mathematics or quantitative reasoning" as well as traditional mathematics, like algebra, for STEM majors. "Satisfaction of CSU GE Area B4 Mathematics/Quantitative Reasoning shall fulfill CSU graduation requirements for mathematics/quantitative reasoning, exclusive of mathematics/quantitative reasoning courses necessary for satisfaction of major requirements." More specific guidance is expected on this particular point.

From these EOs from our CSU partner, several themes emerge. One theme is most certainly a commitment to students completing goals in a timely manner by eliminating unnecessary testing or additional courses. Another theme is a focus on reducing the time and energy students spend in foundational/developmental courses and sequences. Consistent with community college research, CSU leaders are acutely aware that students languish and fail through a long series of basic skills work. Conversely, evidence-based practices point to more intensive, relevant, and innovative efforts that poise students to move more quickly toward their goal-related interests and complete prerequisites in a timely manner. Finally, the evolution of Area B to include alternative math options that align to students' goals also fortify the argument in favor of guided pathways that more directly relate to students' paths and away from a less rigid route to fulfilling quantitative competencies. STEM majors, and other majors determined by discipline faculty, will continue to be required to take more traditional or foundational routes.

As we in the community college system continue reflect on our own practices and begin the process of implementing guided pathways, we should be ready to support our CSU partners with Early Start, begin to consider which quantitative reasoning courses may fulfill CSU requirements for Area B in preparation of further guidance, and continue to examine our own placement practices in light of evidence that traditional assessment methods may create obstacles rather than opportunities. Undoubtedly, the Academic Senate for California Community Colleges, the Chief Instructional Officers, Chief Student Services Officers, local curriculum committees, and other local governance committees charged with promoting student success and equity will need to continue to engage in collaborative conversations. These EOs provide additional opportunity for that dialog at the local and state level with your leadership and support, as well as the support of the Chancellor's Office.

Santa Monica College
Course: NEW or Reinstatement
Expanded Course Outline for BUS 9 - Intellectual Property

Course Cover	
Discipline	BUS-BUSINESS
Course Number	9
Full Course Title	Intellectual Property
Catalog Course Description	This course provides students with an overview of the different forms of intellectual property (IP). An emphasis is placed on analyzing the subject matter that patent, copyright, trademark and trade secret protect. In addition to learning about the different IP protections, students will also gain an appreciation of the strategies to guard against infringing upon another's intellectual property right. Finally, the course will explore the relevance of IP to business, the arts, science, music and other arenas. Although the legal rules governing the forms of intellectual property rights will be examined, this course is designed for non-law students. Due to the relevance of intellectual property in today's world, many students stand to benefit from being educated about this topic.
Rationale	SMC is the lead college for the "Michelson Intellectual Property Education Initiative". The objective of this initiative is to grow intellectual property education and make it available at the undergraduate level. Knowledge of intellectual property is vital for future entrepreneurs. Additionally, we will only be using open source materials for this class. They include the textbook and more than 35 instructional videos which lecture on the various aspects of intellectual property. Due to the significance of this topic for students across many disciplines, we expect that this course will be in great demand.
Proposal Information	
Proposed Start	Year: 2018 Semester: Fall
Proposed for Distance Ed	Yes
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)
Total Semester Instructional Hours	54.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
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:	
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	AS Degree -Business (General Business) Certificate of Achievement -Entrepreneurship Department Certificate -BUSINESS ENTREPRENEURSHIP
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Explain the philosophy underlying the granting of patents in the United States.	
2. Describe the history of patent litigation in the United States.	
3. Demonstrate an understanding of how the U.S. patent system affects the U.S. economy.	
4. List the criteria for making an invention eligible for a patent.	
5. Demonstrate an understanding of one's options in enforcing one's patent rights and in defending against patent infringement.	
6. List the creative works that are eligible for copyright protection.	
7. Explain the grounds for infringing on another's copyright	
8. Describe the alternative forms of copyright protection.	
9. Explain the four types of trademarks and state examples of each kind.	
10. Outline the benefits of establishing trademark protection.	
11. Explain the grounds for trademark infringement and the remedies available to the trademark holder.	
12. State the criteria for establishing trade secret protection.	
13. Analyze the potential remedies for misappropriation of a trade secret.	
Course Content	
5%	<u>Intellectual Property (IP) Overview</u> <ul style="list-style-type: none"> • What is Intellectual Property? • Relevance and significance of IP today • Distinguishing between different categories of IP
5%	<u>Introduction to Patents</u> <ul style="list-style-type: none"> • Patent protections • History of patents • America's democratic patent system
5%	<u>Patent Law Litigation</u> <ul style="list-style-type: none"> • Overview of patent litigation and its causes • Case studies

	<ul style="list-style-type: none"> • Patents and U.S. economic growth
5%	<u>Patent Eligibility</u> <ul style="list-style-type: none"> • patentable subject matter • The debate over software patents • Other types of patents
5%	<u>Patent Applications</u> <ul style="list-style-type: none"> • The application process • Application requirements • Checking for existing patents
10%	<u>Patent Infringement</u> <ul style="list-style-type: none"> • Enforcing patent rights • Taking claims to trial • Defending patent rights • Patent infringement trials • Alternatives to trial • Patent trolls
5%	<u>Introduction to Copyright</u> <ul style="list-style-type: none"> • Copyright protections • Early copyright systems
10%	<u>Copyright Eligibility and Limitations</u> <ul style="list-style-type: none"> • Copyright litigation • Qualifying works • Works for hire, first rights and moral rights
5%	<u>Current issues with copyright</u> <ul style="list-style-type: none"> • Copyright law and new technology • Digital works and copyright challenges • Alternatives to copyright
5%	<u>Introduction to Trademark</u> <ul style="list-style-type: none"> • Early trademark systems • Trademark value • Overview of trademark law
10%	<u>Trademark Eligibility Requirements</u> <ul style="list-style-type: none"> • Types of trademarks

	<ul style="list-style-type: none"> • Subject matter of trademarks • Distinctiveness • Limitations
10%	<u>Enforcing and Defending Trademarks</u> <ul style="list-style-type: none"> • Establishing protection • Infringement and remedies • Fair use
10%	<u>Introduction to Trade Secrets</u> <ul style="list-style-type: none"> • What are trade secrets? • Foundations of trade secret law • Current application
5%	<u>Trade Secret Eligibility</u> <ul style="list-style-type: none"> • Trade secret criteria • The Secrecy requirement
5%	<u>Trade Secret Law</u> <ul style="list-style-type: none"> • Proving misappropriation • Remedies for misappropriation
Total: 100%	
Methods of Presentation	
Methods	Lecture and Discussion Online instructor-provided resources Visiting Lecturers
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 10% - Class Participation • 45% - Exams/Tests 3 exams at 15% each. • 15% - Final exam Final exam at 15% • 30% - Homework Two homework essays at 15% per essay. • 100% - Total
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Kline, David. <i>The Intangible Advantage: Understanding Intellectual Property in the New Economy</i> , ed. The Michelson 20MM Foundation, Inc. , 2016, ISBN: 9780997542615.	

Assignments	
Sample Assignment	
<u>Homework Essay Assignments</u>	
<p>Students will complete two short essays this semester. The essays must be a minimum of 2 pages and a maximum of 3 pages in length, single spaced. The essays must be typed in 12 pt. Times New Roman.</p> <p><u>Essay #1:</u> You are an entrepreneur and just started a new internet business. Please propose a plan for protecting your intellectual property. In your plan, be sure to identify the different types of intellectual property that you are concerned about protecting and what steps you would take for each. Additionally, please outline any strategies you would take to avoid infringing the IP of others.</p> <p><u>Essay #2:</u> You have been assigned to the “Patent Troll Solution Task Force”. It is your job to review legislative solutions for deterring patent trolls from bringing lawsuits. Please prepare an essay, describing the proposed solutions and evaluating their prospects for success. In addition, suggest your own innovative solution that you think might just help in fixing the problem.</p>	
Student Learning Outcomes	
1. Given a set of facts, students will be able to identify which type of intellectual property protection is implicated and analyze whether any grounds exist for infringement of that intellectual property right.	
2. Presented with a hypothetical patent application and with hypothetical "prior art", students will be able to identify whether the invention is likely to meet the eligibility criteria for obtaining a patent and also explain the various steps in the patent application process.	
3. Students will be able to demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to the linking the relevance of course content to careers in business and their personal lives.	
Minimum Qualification	
Minimum Qualifications:	Law (Masters Required)
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes
Distance Ed	
Distance Education Application	
Delivery Methods	Online/Classroom Hybrid Fully Online
Distance Education Quality	
Quality Assurance	Course content has not changed Method of instruction meets the same standard of course quality Outside assignments meet the same standard of course quality

	<p>Serves comparable number of students per section as a traditional course in the same department Required texts meet the same standard of course quality Course objectives have not changed</p>
<p>Additional Considerations</p>	<p>Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.</p> <p>Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures.</p> <p>Adequate technology resources exist to support this course/section Library resources are accessible to students Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments Adequately fulfills ?effective contact between faculty member and student? required by Title 5.</p> <p>Will not affect existing or potential articulation with other colleges Special needs (i.e., texts, materials, etc.) are reasonable Complies with current access guidelines for students with disabilities</p>

**Guidelines and Questions for Curriculum Approval of a Distance Education Course
 Student Interactions**

<p>Student-Instructor Interaction</p>	<p>The course will begin with a detailed "welcome letter" with information about the course and how the instructor will be in frequent communication with the students. The instructor will post regular and frequent announcements regarding assignments along with frequent reminders. Additionally, content pages will begin each module and will include summaries of key information and suggestions for how to approach content. Weekly discussion boards will be posted and the instructor will provide comments, input and feedback like in a regular on-ground course. Additionally, constructive feedback will be provided on the homework essays and exams in addition to numerical scores. The instructor will promptly respond to communication from students via email and through the "general questions" discussion board.</p>
<p>Student-Student Interaction</p>	<p>Students will engage in weekly discussion board groups where they will be required to reply to at least two students in the class. In the first module, for example, students are asked to introduce themselves and reply to at least two other students in the class. From the beginning, a sense of community is established in the virtual classroom.</p> <p>Throughout the class, they will discuss different case studies and intellectual property concepts. Additionally, they will be able to participate in the "general questions" discussion board where they can help each other with questions as well as hear other general</p>

	questions about the course content just as in an on-ground classroom.	
Student-Content Interaction	The class is organized through weekly course modules. A wealth of material is offered for students to learn the intellectual property concepts. Please note that the videos and textbook are open source material provided by the Michelson Foundation. The content includes the following: specific learning objectives for each module, comprehensive video lectures regarding the various intellectual property concepts, weekly discussion boards that help students to check their understanding of the concepts, relevant supplemental course materials such as pertinent information offered on the United States Patent and Trademark web site and current articles are referenced to help the students relate the intellectual property concepts to everyday cases. The above content is provided on a weekly basis. Finally, students will take four exams and complete two essays.	
Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	Weekly discussion boards will be posted to promote student-teacher interaction and student-to student interaction on a variety of relevant intellectual property issues.	30%
Study and/or Review Sessions	Prior to an exam, I will ask students to post any questions they may have about the material that will be tested on the next exam. We then have a study session via the review discussion board. Hypotheticals can be posed to help students understand the legal application.	10%
Online Lecture	Students will watch a video lecture on an intellectual property issue such as the criteria for obtaining a patent. They will be asked to take notes and be prepared to participate in a discussion board concerning this area. Additionally, students are encouraged to post any questions they have about the topic on the "general questions" discussion board so that the instructor can address them. Students can also join in on the discussion.	35%
Written assignments	Students will write at least two essay assignments in the class. Prior to their due dates, we will have discussions via the "general questions" discussion board regarding the assignment. Additionally, I will provide input to students on an individual basis via email to help them understand the nature of the assignment.	10%
Peer Feedback	In preparation for the students' essay on their plan to protect their intellectual property for their	15%

	<p>hypothetical business, students will have the opportunity to share their ideas with their peers via a discussion board where they can gain valuable feedback. They will also be able to discuss ideas for finding valuable research regarding how to deter patent trolls which is the subject matter for another project. Students will also be asked to find articles involving a current intellectual property issue and share it with their peers.</p>	
<p>Describe how content will be organized and delivered in the interest of achieving course outcomes/objectives (e.g. what are the methods of instruction being used, technologies used, approximate time schedule, necessary instructional materials.)</p>		
<p>The course is organized through modules that focus on different categories of intellectual property (patent, trademark, copyright and trade secret). The first module provides an introduction to patents, the second module discusses the criteria for patents and finishes with defending and enforcing patents. Each category of intellectual property follows the same format.</p>		
<p>To provide consistency and insure that quality of instruction is provided, the following format is provided for each module: learning objectives, lecture video, PowerPoint summary slides, discussion board assignment, links to relevant articles, web sites such as the United States Patent and Trademark Office and cases.</p>		
<p>Discussion boards are provided on a weekly basis. The exams are spread out and administered every four weeks. Homework essay #1 is due week 5 and Homework essay #2 is due week 14. Care is given to pacing the assignments in a reasonable manner.</p>		
<p>Describe the technical qualifications an instructor would need and the support that might be necessary for this course to be delivered at a distance (e.g. the college's existing technology, CCCConfer certification, other specialized instructor training, support personnel, materials and resources, technical support, etc.)</p>		
<p>Instructors should have completed a comprehensive Canvas course and received the appropriate certification. Additionally, instructors should be aware of the technical support that is available such as the Canvas technical support line. Knowledge of how to make sure the material is accessible is also critical for online instructors.</p>		
<p>Describe any student support services one might want or need to integrate into the online classroom for this course (e.g. links to counseling, financial aid, bookstore, library, etc.)</p>		
<p>Links to the following services should be provided: online tutoring, the bookstore, and tutorials for online classes.</p>		
<p>Describe how the design of the course will ensure access for students with disabilities including compliance with the regulations of Section 508 of the Rehabilitation Act.</p>		
<p>All of the videos have been closed captioned. Any additional videos or materials posted will be reviewed to make sure compliance is met.</p>		
<p>Using one of the course objectives, describe an online lesson/activity that might be used in the course to facilitate student learning of that objective. Be sure the sample lesson/activity includes reference to the use of online teaching tools (such as drop box or threaded discussion, or multimedia such as Articulate, Flash, Jing, etc.).</p>		
<p>Learning objective: "identify the four types of trademarks". After reviewing the learning objective, students are asked to watch a video lecture which explains the four types of trademarks and gives examples of each type of trademark.</p>		

Following the video viewing, students participate in a threaded discussion where they provide examples of the different types of trademarks and critically evaluate why it is important for consumers to be able to identify the source of a good or service. They are also asked why it is important to distinguish between these types of trademarks.

Assessment Best Practices

45%-**Three exams at 15% each** - Students will take exams which cover specific topics in intellectual property. The test will consist of multiple choice and essay questions.

30%-**Homework Essays** - Students are provided with at least two homework essays where they will analyze a specific area pertinent to intellectual property. A rubric is provided.

10%-**Discussion Board Assignments** - After reading the textbook or watching a lecture video, students answer questions regarding the material. They are graded based upon their responsiveness to the question and support provided.

15%-**Final Exam** - The final exam will consist of multiple choice and essay questions.