

- b. COSM 77A Barbering (Prerequisite: A student must possess a Cosmetology license or have completed 1250 hours in barbering and have completed COSM 31A and 38)..... 12
- c. COSM 77B Barbering 2 (Prerequisite: A student must possess a Cosmetology license or have completed 1250 hours in barbering and have completed COSM 50A.) 16

(Courses: Substantial Changes)

- d. GEOL 5 Historical Geology with Lab (Updated: Course Objectives, Textbooks, Lab Content, Sample Assignments, SLOs)..... 19
- e. PHOTO 2 Basic B&W Darkroom Techniques (Updated: Course Name, Catalog Description, Methods of Evaluation) 25

(Courses: Distance Education)

- f. ANTHRO 2 Cultural Anthropology 29
- g. GEOG 26 Introduction to Remote Sensing 36
- h. GIS 27 Applications in GIS 41
- i. MEDIA 3 Global Media 46

(Courses: Deactivation)

- j. CIS 62B Flash II 51

VIII. New Business

IX. Old Business

X. Adjournment

Please notify Jennifer Merlic (x4616), Brenda Antrim (x3538), or Rachel Demski (x4649) if you are unable to attend this meeting.



Curriculum Committee Minutes

Wednesday, March 20, 2019, 3:00 p.m.
Loft Conference Room – Drescher Hall 300-E

Members Present:

Brenda Antrim, <i>Chair</i>	Sheila Cordova	William Konya	Lee Pritchard
Jennifer Merlic, <i>Vice Chair</i>	Guido Davis Del Piccolo	Jing Liu	Toni Trives
Wynn (Robert) Armstrong	Christina Gabler	Dana Nasser	Audra Wells
Jason Beardsley	Sasha King	Yvonne Ortega	

Members Absent:

Eve Adler	Maral Hyeler	Estela Narrie	Lydia Strong
Eric Hwang (A.S. Rep)	Jae Lee	David Shirinyan	

Others Present:

James Bergman	Rachel Demski	Helen LeDonne	Deborah Perret
James Cheesman			

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

I. Call to Order and Approval of Agenda

The meeting was called to order at 3:08 pm. Motion to approve the agenda with no revisions.
Motion made by: Dana Nasser; **Seconded by:** Jing Liu
The motion passed unanimously.
(Guido Davis Del Piccolo and Lee Pritchard were not present for vote)

II. Public Comments

None

III. Announcements

None

IV. Approval of Minutes

Motion to approve the minutes of the March 6 meeting with no revisions.
Motion made by: Jason Beardsley; **Seconded by:** Toni Trives
The motion passed unanimously.
(Guido Davis Del Piccolo and Lee Pritchard were not present for vote)

V. Chair's Report

- All courses and programs, and the Redesign Areas of Interest and Academic and Career Paths, were approved at the Senate meeting March 8.
- Update on Curriculum Regional meeting 3/16/19. Presentation topics included: updates from the Chancellor's office; Title 5 revisions; the intersection of equity, guided pathways and curriculum on our campuses; the AB 705 Revision Project/MIS recoding; and an update on the noncredit curriculum approval process. That same day, the Curriculum Committee of the California Community Colleges (5C) approved equalization of the approval process between credit and noncredit courses as supported by Resolution 9.02 at the Fall plenary of the Academic Senate for California Community Colleges (ASCCC)

adopted November 3, 2018. 5C approved noncredit streamlining – local approval of noncredit courses and programs, with the exception of CDCP short-term vocational noncredit programs as these require Chancellor's Office approval by law. Noncredit approval streamlining still requires Board of Governors and Consultation Council approval, and will hopefully be officially announced at the 2019 summer Curriculum Institute.

- Articulation officer Estela Narrie brought forth the information that from Summer 2015 through Spring 2018 there was a 63% increase in AD-Ts awarded, and the number of AD-Ts offered rose from 15 to 20 during that same time period.

VI. Information Items

1. Redesign of the Student Experience
None

(Courses: Non-Substantial Changes)

- ~~2. COSM 10A Related Science 1A~~
- ~~3. COSM 10B Related Science 1B~~
4. COSM 11A Hair Cutting 1
5. COSM 11B Hair Styling 1
6. COSM 11C Hair Coloring 1
7. COSM 11D Permanent Wave 1
8. COSM 11E Curly Hair Techniques 1
9. COSM 16 Nail Care 1
10. COSM 18 Skin Care 1
11. COSM 20 Related Science 2
12. COSM 21A Hair Cutting 2
13. COSM 21B Hair Styling 2
14. COSM 21C Hair Coloring 2
15. COSM 21D Permanent Waving 2
16. COSM 21E Curly Hair Techniques 2
17. COSM 26 Nail Care 2
- ~~18. COSM 28A Skin Care 2A~~
19. COSM 28B Skin Care 2B
20. COSM 30 Related Science 3
21. COSM 31A Hair Cutting 3
22. COSM 31B Hair Styling 3
23. COSM 31C Hair Coloring 3
24. COSM 31E Curly Hair Techniques 3
25. COSM 36 Nail Care 3
26. COSM 38 Skin Care 3
27. COSM 38B Mechanical Exfoliation
28. COSM 38C Chemical Exfoliation
29. COSM 40 Related Science 4
30. COSM 41B Hair Styling 4
31. COSM 42 Men's Hair Styling
32. COSM 46 Nail Care 4
33. COSM 48 Skin Care 4
34. COSM 48B Advanced Make-Up
- ~~35. COSM 50A Related Science 5~~
36. COSM 50B Practical Preparation For State Board Exam
- ~~37. COSM 50C Written Preparation For State Board Exam~~
- ~~38. COSM 50E Written Preparation For Esthetician State Board Exam~~
- ~~39. COSM 50N Written Preparation For Nail Care State Board Exam~~

- 40. COSM 64 Salon Management
- 41. COSM 71 Cosmetology Instructional Techniques Theory
- 42. COSM 72 Applied Instructional Techniques
- 43. COSM 73 Cosmetology Instructional Materials
- 44. COSM 74 Techniques For Assessment
- 45. COSM 75A Instructional Techniques In Salon
- 46. COSM 75B Instructional Techniques In Salon
- 47. COSM 75C Instructional Techniques In Salon
- 48. COSM 75D Instructional Techniques In Salon
- 49. COSM 88A Independent Studies In Cosmetology
- 50. COSM 95A Salon Experience
- 51. COSM 95B Salon Experience
- 52. COSM 95C Salon Experience
- 53. COSM 95D Salon Experience
- 54. PHOTO 33 Lighting for Products
- 55. PHOTO 37 Advanced Black And White Printing Techniques
- 56. PHOTO 50 Basic Color Printing

VII. Action Items

(Courses: New)

- a. COSM 77A Barbering (Prerequisite: California Cosmetology license or completion of 1250 hours in barbering and COSM 38)
Motion to table COSM 77A, 77B, and 77C following discussion regarding possible sequential nature of the courses
Motion made by: Dana Nasser; **Seconded by:** William Konya
The motion passed unanimously.
- b. COSM 77B Barbering 2 (Prerequisite: California Cosmetology license or completion of 1250 hours in barbering and COSM 38)
COSM 77B tabled with COSM 77A (see VII. a.)
- c. COSM 77C Barbering 3 (Prerequisite: California Cosmetology license or completion of 1250 hours in barbering and COSM 38)
COSM 77C tabled with COSM 77A (see VII. a.)
- d. HUM 9A South Asia: Culture and Civilization
Motion to approve HUM 9A with minor revisions
Motion made by: Jing Liu; **Seconded by:** Jason Beardsley
The motion passed unanimously.
- e. MUSIC 38 A World of Music
Motion to approve MUSIC 38 with minor revisions
Motion made by: Jing Liu; **Seconded by:** Lee Pritchard
The motion passed unanimously.

(Courses: Deactivation)

- f. CIS 61 Fireworks
Motion to deactivate CIS 61
Motion made by: Dana Nasser; **Seconded by:** Jing Liu
The motion passed unanimously.

- g. CIS 62A Flash I
Motion to deactivate CIS 62A
Motion made by: Dana Nasser; **Seconded by:** Jing Liu
The motion passed unanimously.
- h. CIS 65 Flash Catalyst
Motion to deactivate CIS 65
Motion made by: Dana Nasser; **Seconded by:** Jing Liu
The motion passed unanimously.

(Courses: Substantial Change)

- i. CIS 62B Flash II (removal of Prerequisite: CIS 62A due to deactivation)
Motion to approve changes to CIS 62B with no additional revisions
Motion made by: Jason Beardsley; **Seconded by:** Christina Gabler
The motion passed unanimously.

(Courses: Global Citizenship)

- j. HUM 9A South Asia: Culture and Civilization
Motion to approve HUM 9A Global Citizenship component with no revisions
Motion made by: Audra Wells; **Seconded by:** Jennifer Merlic
The motion passed unanimously.
- k. MUSIC 38 A World of Music
Motion to approve MUSIC 38 Global Citizenship component with no revisions
Motion made by: Jason Beardsley; **Seconded by:** Audra Wells
The motion passed unanimously.

(Programs: Revisions)

- l. Changes to degrees and certificates as a result of courses considered on this agenda
- Add MUSIC 38 to Music AA Degree (Option 2); Liberal Arts – Arts and Humanities AA Degree (Area A, Group 6); and Global Studies AA Degree/Certificate of Achievement (World History)
 - Add HUM 9A to Liberal Arts - Arts and Humanities (Area B, Group 3) AA Degree; Asian Studies Department Certificate (Liberal Arts Focus Area); and Global Studies AA Degree/Certificate of Achievement (World History)
- Motion to pass all changes to degrees and certificates as a block
Motion made by: Toni Trives; **Seconded by:** Sasha King
The motion passed unanimously.

VIII. New Business

Brenda Antrim presented a condensed PowerPoint of forthcoming changes from the Chancellor's Office announced at the ASCCC Spring Curriculum Regional Meeting

IX. Old Business

None

X. Adjournment

The meeting was adjourned at 4:58 pm

Santa Monica College

Course: NEW or Reinstatement: COSM 50S - Written Preparation for Barbers State Board Exam

Course Cover	
Discipline	COSM-COSMETOLOGY
Course Number	50S
Full Course Title	Written Preparation For Barbers State Board Exam
Catalog Course Description	This theory course is designed to successfully prepare the student to take the written portion of the National-Interstate Council of State Boards of Barbering (NIC) exam required to obtain a barbering license. Written testing includes: disinfection, sanitation, health and safety, rules and regulations, bacteriology, anatomy, and physiology, advanced shaving and facial hair design, men's hair cutting and styling, men's chemical services and men's facial massage and treatments.
Rationale	There is a growing need today in the work force for barbers. Barbering is a trendy, popular career, and the need for licensed barbers is in demand. There are barbering chains popping up all over and preparing students for this career will increase the enrollment with the male population and supply the workforce with skilled barbers.
Proposed Start	Year: 2019 Semester: Fall
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 1.00
Weekly Lecture Hours	Min: 1.00 (Sem: 18)
Weekly Laboratory Hours	Min: 0.50 (Sem: 9)
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	27.00
Total Outside-of-Class Hours	36.00
Load Factor	
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	Does NOT transfer to CSU or UC
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	AS Degree/Certificate of Achievement -Barbering (Forthcoming)
Pre/Corequisites & Advisories	
Prerequisite: A student must possess a Cosmetology license OR have completed 1250 hours in barbering coursework and have completed COSM 50A, 31A and 38.	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Demonstrate the ability to pass the California State exam by understanding the theory and passing the class assessments.	
2. Integrate proper State Board theory procedures in written form for the following subjects: disinfection and sanitation, health and safety, bacteriology, anatomy and physiology, advanced shaving and facial hair design, men's hair cutting and styling, men's chemical services and men's facial massage and treatments.	
3. Demonstrate the proper use of barbering tools and equipment.	
Course Content	

10%	California Barbering Rules and Regulations
10%	Men's facial massage and treatments as covered by the state exam
40%	Men's shaving as covered by the state exam
10%	Men's hair cutting as covered by the state exam
10%	Men's hairstyling as covered by the state exam
10%	Chemical texture services as covered by the state exam
10%	Disinfection and sanitation procedures
Total: 100%	
Lab Content	
100%	Application of advanced techniques covered by lecture
Total: 100%	
Methods of Presentation	
Methods	Lab
Other Methods	Computer based state Exam Practice
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 20% - Class Participation • 20% - Class Work • 20% - Exams/Tests • 20% - Final Performance • 20% - Final exam • 100% - Total
Appropriate Textbooks	
Formatting Style	APA
Textbooks	
1. Milady. <i>Standard Barbering</i> , 6th ed. Milady, Cengage, 2017, ISBN: 978-1-3051-0055-8.	
2. Milady. <i>Barbering Standard Exam Review</i> , 6th ed. Milady, Cengage, 2017, ISBN: 9781305100671.	
3. Milady. <i>Standard Barbering Workbook</i> , 6th ed. Milady, Cengage, 2017, ISBN: 978-1-305-10066-4.	
Assignments	
Sample Assignment	
1. Write a paper on the steps of sanitation and its importance in each service in barbering.	
2. Research steps for draping, following safety procedures, and designing facial hair with a razor.	
Student Learning Outcomes	
1. Analyze and follow all State Board mandated procedures in its written forms	
2. Demonstrate and utilize techniques that lessen anxiety commonly associated with test taking	
3. Compare and contrast correct and incorrect written procedures as would be presented on the state exam	
4. Given the NIC test, demonstrate and understand the theory of the proper procedures to: Disinfect and sanitize all barber tools and equipment.	
5. Exhibit strong academic behavior, consistent with the College Honor Code of Conduct, on all assignments and tests, both written and practical	
Minimum Qualification	
Minimum Qualifications:	Cosmetology
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes

Santa Monica College
Course: NEW or Reinstatement COSM 77A - Barbering

Course Cover	
Discipline	COSM-COSMETOLOGY
Course Number	77A
Full Course Title	Barbering
Catalog Course Description	This course provides training and is required for the barbering license for the state of California. This course will include facial hair design, health and safety, and preparation and performance of shaving.
Rationale	There is a growing need today in the work force for barbers. Barbering is a trendy, popular career, and the need for licensed barbers is in demand. There are barbering chains popping up all over and preparing students for this career will increase the enrollment with the male population and supply the workforce with skilled barbers.
Proposed Start	Year: 2019 Semester: Fall
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 6.00
Weekly Lecture Hours	Min: 4.00 (Sem: 72)
Weekly Laboratory Hours	Min: 6.00 (Sem: 108)
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	180.00
Total Outside-of-Class Hours	144.00
Load Factor	
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	Does NOT transfer to CSU or UC
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	AS Degree/Certificate of Achievement -Barbering (Forthcoming)
Pre/Corequisites & Advisories	
Prerequisite: A student must possess a Cosmetology license or have completed 1250 hours in barbering and have completed COSM 31A and COSM 38.	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Demonstrate an understanding of the fundamentals of shaving.	
2. Discuss the importance of sanitation and safety precautions associated with straight razor shaving.	
3. Identify the 14 shaving areas of the face and neck.	
4. Demonstrate a facial and neck shave along with a mustache and beard trim.	
5. Explain the important characteristics used to determine a mustache design based on the individual client's needs.	
6. Explain the skin's structure, disorders, and diseases.	
Course Content	
50%	The art of shaving
35%	Beard and mustache sculpting
15%	Men's Facials

Total: 100%	
Lab Content	
100%	Application of skills learned in lecture.
Total: 100%	
Methods of Presentation	
Methods	Critique Field Trips Lab Lecture and Discussion Observation and Demonstration Projects Visiting Lecturers
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 50% - Class Participation • 10% - Exams/Tests • 10% - Final Performance • 10% - Final exam • 10% - Homework • 10% - Quizzes • 100% - Total
Appropriate Textbooks	
Formatting Style	APA
Textbooks	
1. Milady. <i>Standard Barbering</i> , 6th ed. Milady, 2017, ISBN: 978-1-3051-0055-8.	
2. Milady. <i>Barbering Standard Exam Review</i> , 6th ed. Cengage, 2017, ISBN: 9781305100671.	
3. Milady. <i>Standard Barbering Workbook</i> , 6th ed. Milady, 2017, ISBN: 978-1-305-10066-4.	
Assignments	
Sample Assignment	
<ol style="list-style-type: none"> 1. In the Milady Standard Barbering workbook complete chapter 13. 2. Explain the guidelines of designing a man's beard and mustache to complement the shape of his face. 3. Given a practical assignment of shaving, present your work via pictures or video, step by step, and explain in writing your achievement. 	
Student Learning Outcomes	
1. Given appropriate tools, students will give examples of proper sanitation and disinfection techniques.	
2. Given a client, students will demonstrate the proper way to shave a client using the 14 areas of the face and neck.	
3. Given a client, students will demonstrate the proper beard and mustache style for the appropriate face shape.	
4. Explain cutting techniques using clippers and razor on facial hair.	
Minimum Qualification	
Minimum Qualifications:	Barbering; Cosmetology
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes

Santa Monica College
Course: NEW or Reinstatement COSM 77B - Barbering 2

Course Cover	
Discipline	COSM-COSMETOLOGY
Course Number	77B
Full Course Title	Barbering 2
Catalog Course Description	This course is required for the barbering license for the state of California. This course will prepare students for the practical portion of the comprehensive test with emphasis on shaving techniques.
Rationale	There is a growing need today in the work force for barbers. Barbering is a trendy, popular career, and the need for licensed barbers is in demand. There are barbering chains popping up all over and preparing students for this career will increase the enrollment with the male population and supply the workforce with skilled barbers.
Proposed Start	Year: 2019 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: 2.00 (Sem: 36)
Weekly Laboratory Hours	Min: 3.00 (Sem: 54)
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	90.00
Total Outside-of-Class Hours	72.00
Load Factor	
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	Does NOT transfer to CSU or UC
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	AS Degree/Certificate of Achievement -Barbering (Forthcoming)
Pre/Corequisites & Advisories	
Prerequisite A student must possess a current Cosmetology license or have completed 1250 hours in barbering and have completed COSM 50A.	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Possess the necessary skills in shaving techniques to pass the state board examination.	
2. Describe the process of taking and passing the California state board examination.	
Arranged Hours Objectives	
Upon satisfactory completion of the course, students will be able to:	
Course Content	
50%	Shaving methods as mandated by the state board examination
50%	Preparation for licensure
Total: 100%	
Lab Content	
100%	Application of skills learned in lecture.

Total: 100%	
Methods of Presentation	
Methods	Critique Field Trips Lab Lecture and Discussion Observation and Demonstration Projects Visiting Lecturers
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 50% - Class Participation • 10% - Exams/Tests • 10% - Final Performance • 10% - Final exam • 10% - Homework • 10% - Quizzes • 100% - Total
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Milady. <i>Barbering Standard Exam Review</i> , 6th ed. Milady, Cengage, 2017, ISBN: 9781305100671.	
2. Milady. <i>Standard Barbering</i> , 6th ed. Milady, Cengage, 2017, ISBN: 978-1-3051-0055-8.	
3. Milady. <i>Standard Barbering Workbook</i> , 6th ed. Milady, Cengage, 2017, ISBN: 978-1-305-10066-4.	
Assignments	
Sample Assignment	
1. Given a practical assignment, present your work via pictures or video, step by step, and explain in writing your achievement.	
2. Given a client, execute a haircut, style, shave, and beard sculpting within the state board guidelines.	
Student Learning Outcomes	
1. Describe the process of taking and passing your state licensing examination.	
2. Explain shaving techniques using a razor.	
3. Describe the differences between various facial-hair designs.	
4. Demonstrate cutting beard designs.	
Minimum Qualification	
Minimum Qualifications:	Barbering Cosmetology
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes

Santa Monica College
Course Outline for GEOLOGY 5, Historical Geology with Lab

Course Title:	Historical Geology with Lab	Units:	4.00
Total Instructional Hours (usually 18 per unit):	108		
Total Outside-of-Class Hours:	108		
Hours per week (full semester equivalent) in Lecture:	3.00	In-Class Lab:	3.00 Arranged:
Date Submitted:	May 2011		
Date Updated:	February 2019		
Transferability:	Transfers to UC Transfers to CSU		
IGETC Area:	<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○ 5C: Physical or Biological Science LABORATORY		
CSU GE Area:	<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○ B3 - Laboratory Sciences		
SMC GE Area:	<ul style="list-style-type: none">• GENERAL EDUCATION PATTERN (SMC GE)<ul style="list-style-type: none">○ Area I: Natural Science		
Degree Applicability:	Credit - Degree Applicable		
Prerequisite(s):	None		
Corequisite(s):	None		
Skills Advisory(s):	None		

I. Catalog Description

This course is an introduction to the history of Earth and its evolution including surface environments, atmosphere, oceans, and life. Sedimentary rocks are studied for stratigraphic relationships, environmental indicators, and biologic significance to reconstruct the geological and biological evolution of Earth over time. Numerical methods, like geochronology, are also employed to assign absolute ages to past environments. The combination of both relative and numerical methods to the study of plate tectonics and geologic structures will allow the student to understand how Earth history is reconstructed. A particular emphasis is placed on the study of North American sequences.

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

1. Historical Geology, 8th, Wicander, R., J. Monroe, Cengage Learning © 2016, ISBN: 978-1305119567
2. Earth System History, 4th, Stanley, S., J. Luczaj, W. H. Freeman © 2015, ISBN: 978-1429255264
3. Laboratory Studies in Earth History, 10th, Levin H., M. Smith, McGraw-Hill Education © 2014, ISBN: 978-0078096129
4. Interpreting Earth History, 8, Ritter, S., M. Peterson, Waveland Press Inc. © 2015, ISBN: 978-1478611455

III. Course Objectives

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

1. Distinguish between the major rock types and their origins.
2. Introduce the features and processes associated with the three main plate margins as explained by the theory of plate tectonics.
3. Discern the chronological order of key geological and biological events that characterize Earth's history by applying relative and absolute age-dating techniques to stratigraphic columns and cross sections.
4. Describe the key geological and biological events that characterize the major divisions of geologic time.
5. Explain the applications and limitations of relative and absolute dating as they are applied to understand the timing of geologic events throughout Earth's history.
6. Interpret depositional environments using facies analysis and construct facies maps to distinguish tectonically active and passive phases in the geologic past.
7. Explain how the scientific method was applied to geologic evidence to understand the geological and biological evolution of Earth.

8. Differentiate between the various methods of fossilization and date fossil assemblages using overlapping geologic ranges.
9. Correlate mass extinctions with global-scale environmental changes as interpreted from paleoclimate data, stratigraphic columns, and cross sections and make predictions about the potential impact of present-day global-scale environmental changes on the biosphere.
10. Analyze and interpret cladograms in the context of major global environmental change.
11. Using the rock record, identify and interpret transgressive and regressive sequences on Earth and the major environmental changes that caused them.
12. Examine evolutionary pathways through Darwin's theory of natural selection and distinguish between the major kingdoms.
13. Describe the evolution of multi-cellular life on Earth with the ability to identify the significant events that led to the evolution of vertebrate life.
14. Describe how the theory of plate tectonics explains the Supercontinent cycle with a focus on the major tectonic events in the evolution of North America.
15. Identify the major steps in the origin of the solar system and Earth. Describe how plate tectonics, the atmosphere and the oceans evolved on early Earth.

IV. Methods of Presentation:

Other (Specify), Lab , Lecture and Discussion

Other Methods: Geology is a visual science, which generally requires presentation via PowerPoint, sketches on a whiteboard/chalkboard, and rock, mineral, and fossil samples. Lectures also include videos to help students visualize three-dimensional concepts over time. Course material is supplemented with discussions of current geology in the news, which includes geologic hazards and recent discoveries.

V. Course Content

<u>% of course</u>	<u>Topic</u>
4%	Formation and Origin of the Earth
6%	Plate Tectonics and the Supercontinent Cycle
6%	Earth Materials: Minerals and the Rock Cycle
6%	Fossils and Modes of Preservation
6%	Principles of Ecology, Evolution, and Extinction
7%	Sedimentary Environments
12%	Geologic Time and Dating Methods
8%	Stratigraphy and Stratigraphic Correlation
8%	Geologic Maps and Cross Sections
6%	The Fossil Record
7%	The PreCambrian
6%	The Paleozoic
6%	The Mesozoic
6%	The Cenozoic
6%	The Pleistocene, Holocene and Anthropocene
100%	Total

Vb. Lab Content:

<u>% of course</u>	<u>Topic</u>
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10%	Plate Tectonics
10%	Rock and Mineral Identification
10%	Fossil Identification
10%	Modes of Preservation
10%	Geologic Cross Sections
10%	Stratigraphic Columns
10%	Relative Dating Techniques
10%	Absolute Dating Techniques
10%	Facies and Paleogeographic Map Reconstructions
10%	Depositional Environments - Sedimentary Structures and Sequences
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>
20 %	Exams/Tests - Two mid-term exams
50 %	Lab Reports - Fifteen lab exercises
20 %	Final exam
10 %	Other - Home and class activities, including quizzes
100 %	Total

VII. Sample Assignments:

Assignment 1:

Using Transform Fault Models to Explore the Relationship between Seafloor Spreading, Transform Boundaries, and Magnetic Seafloor Anomalies (Adapted from Earle, 2004)

Overview

In a sense, the field of geology wasn't firmly established until the advent of the theory of plate tectonics. The theory essentially states that the Earth's lithosphere is broken up into plates that move with respect to one another and it is these relative motions that explain the major features we see on Earth's surface and some of the most hazardous expressions of geologic activity that we experience (i.e. earthquakes and volcanic activity). The theory is a piecemeal assemblage of interpretations of evidence suggesting that there are three dominant forms of plate motion: convergent, divergent, and transform motion. Convergence and divergence are considered to be dominant plate motions, effectively driving plate tectonics. In contrast, transform motion, a motion not fully recognized until it was proposed by J. Tuzo Wilson (1965), is thought to be a byproduct of dominant convergent and divergent motion. One location where this is particularly well illustrated is along mid-ocean ridges. A mid-ocean ridge consists of offset diverging segments of lithosphere that, as they spread, subject the lithosphere in between the segments to lateral stress resulting in transform motion. The effect is the evolution of transform boundaries between diverging segments of the mid-ocean ridge. These breaks in the crust are preserved as spreading continues and eventually become fracture zones where the crust on either side of the zone is moving in effectively the same relative direction.

As mentioned above, convergent and divergent motions are central to the plate tectonics theory. In this explanation, new oceanic crust is forming at mid-ocean ridges as the seafloor spreads apart. One of the most compelling forms of evidence supporting this explanation is the existence of magnetic seafloor anomalies:

symmetrical patterns of magnetization on the ocean floor on either side of a mid-ocean ridge. Aside from the assertion that new oceanic crust is forming at mid-ocean ridges as the preexisting oceanic crust moves apart, there is no other way to explain these patterns. We know from layered sequences of magnetized lava flows that the Earth's magnetic field has reversed throughout history. As new oceanic crust forms at mid-ocean ridges, magnetic minerals in the newly forming oceanic crust become magnetized in the direction of Earth's current magnetic field, effectively acting like a tape recorder, capturing changes in Earth's magnetic field

When students are introduced to the theory of plate tectonics, emphasis is placed on mid-ocean ridges because they exemplify the relationship between the dominant divergent motion and subsidiary transform motion, but also because mid-ocean ridges display magnetic seafloor anomalies. Despite the significance of these locations, the concepts of transform motion as a secondary process and the importance of magnetic seafloor anomalies are difficult to articulate and even more challenging to understand, from a student perspective. Using a simple paper model (Earle, 2004), students can "experience" seafloor spreading, witness the creation of magnetic seafloor anomalies, and see how seafloor spreading can lead to transform motion.

Instructions

Instructor

- Print copies of the Transform fault model (below) prior to class to accommodate class size. The model is designed to be operated by students in pairs. One model per pair is sufficient. Students can take turns manipulating different parts of the paper model.
- Prepare the models in advance by:
 - Using a razor blade to cut along the fracture zone from point a to point b.
 - Folding the paper on either side of the fracture zones as indicated.
 - Making 90° downward folds at the four locations marked *Fold down*, and 180° upward folds at the two locations marked *Pinch together*.
 - Following these modifications, the model should be about half as long as the original and will have two folds of paper projecting down from the surface.
- The magnetic anomalies shown on the model are an accurate representation of Earth's magnetic reversal chronology for approximately the last 2.4 million years.
- Plan to demonstrate how to manipulate the paper model in class.

Student

- Working in pairs, one of you will hold the ridge segments together by gently pinching each of the downward folds just below the surface.
- The other student will hold the paper at either end (adjacent to points a and b on the model) and slowly pull the new sea floor out of the ridge crests.
- Practice this once, to get the general motion. Be sure to move slowly.
- On your second attempt, answer the following questions:

Questions:

- Before beginning the exercise, write a short paragraph describing how magnetic seafloor anomalies and transform boundaries form at mid-ocean ridges. Don't forget to include what type of plate boundary mid-ocean ridges are associated with.
- Exchange your explanation with your partner and read each other's explanations.
- List any questions you still have about this process below.
- Use the space provided below to draw the configuration of the mid-ocean ridge shown on your model.
- The two shaded segments on your model represent the diverging portions of this mid-ocean ridge. Are these two segments in a line or are they offset?
- Notice that the shaded area refers to a period of normal polarity. What does this mean?
- How is Earth's magnetic field preserved in rocks?
- As you begin to pull the paper at either end, focus your attention on one segment. What do you notice about the pattern on either side of the divergent portion of the ridge?
- Then begin the exercise again, focusing your attention on the other segment. What do you notice about the pattern on either side of this divergent segment, especially in comparison to the other segment that you just observed?

- What could explain these patterns?
- Now return the model to its original position. This time focus your attention on the space in between the diverging segments (along line a – b). How would you describe the relative motion of the paper on either side of the a-b line? *Hint: draw arrows to help you describe how the sides of paper are moving relative to one another along the a-b line.*
- What is causing this motion?
- How does the relative motions between the paper on either side of the a-b line change when it moves past a divergent segment of the ridge (it is no longer between two divergent segments)? What would you call this portion of the a-b line?
- Revisit the paragraph you wrote for question 1. How does this activity change your understanding of how magnetic seafloor anomalies and transform boundaries form at mid-ocean ridges?
- List any unresolved questions you have below for class discussion.

Grading

Students will be graded on participation and their responses to the questions listed above. The participation grade should be based on a post-activity discussion regarding the outcomes of this activity. The grade is also based on students' responses to the questions above.

References

- Wilson, J. T., 1965, A new class of faults and their bearing on continental drift, *Nature*, v. 207, p. 343-347.
- Earle, S., 2004, A Simple Paper Model of a Transform Fault at a Spreading-Ridge, *Journal of Geoscience Education*, v. 52, n. 4, p. 391-392

Figure 1: Transform fault model adopted from Earle (2004).

Assignment 2:

Understanding earth's history is a core component of this course. Students often struggle to wrap their minds around the enormity of geologic time and the idea that the Earth is a dynamic environment which has changed rapidly and in profound ways over geologic. This exercise is designed to help students engage with the idea of the age of the earth, how long life has evolved on earth, and just how short modern human's time on earth has been.

The Evolution of Earth through Time

Students will start with a basic geologic time scale showing the major periods in Earth history and how many years before present they occurred. Students will work in groups of 2-3 to complete this assignment.

Part I: Events throughout Earth history

1. What percent (%) of Earth history passed before earliest life appeared on Earth roughly 3.5 billion years ago?
2. Based on your answer to #1, what percent (%) of Earth history was life-free?
3. Based on your answers to #'s 1 and 2, what percent (%) of Earth history has included life forms living on Earth?
4. The first hard fossils are approximately 540 million years old. What percent (%) of Earth history passed before this first evidence was preserved?
5. Which type of organisms colonized the land first, plants or animals? Why do you think this is?
6. The dinosaurs were wiped out 65 million years ago. What percent of Earth history had already passed when this happened?
7. What percent of Earth history AGO did this happen?
8. Refer to the geologic time scale at the end of the exercise. The dinosaurs existed during the Mesozoic era. For what percentage of Earth history did the dinosaurs exist?
9. Our earliest human ancestors appeared about 5 million years ago. What percent of Earth history is 5 million years?
10. Did dinosaurs and humans coexist? Explain your reasoning.

Part II: Geological time Consider the table of geological time shown below. The Earth's history is divided into eons, eras, and periods. These divisions represent millions, tens of millions, hundreds of millions, or even thousands of millions of years!

11. During the Precambrian Eon, constant crustal movement due to plate tectonics caused Arizona to be located deep under the ocean at the South Pole. Undersea volcanic eruptions were the main source of heat (and thus energy) in this setting. What types of organisms would you expect to find living in such harsh conditions? Explain your reasoning.

12. At the end of the Precambrian Eon, the future continent of North America began to shift northward. By the beginning of the Ordovician Period, Arizona had moved to the equator but was still underwater. How was Arizona's climate at this time different from the climate during the Precambrian Eon?
13. A paleontologist working in Arizona uncovers fossils from the Ordovician Period. Using the scientific method, make some predictions about the fossils.
- Is it possible that these fossils had hard body parts?
 - Can you tell if the fossil represents a land organism? A sea organism?
 - Using your answer to question 12, what was the local climate like during the time that this organism lived?
 - Can you think of any modern environments that are similar to the one in which the fossil organism lived?
14. You're out hiking in the Grand Canyon with your family. A sign at the top of the canyon says that the trail goes through rocks from the Permian Period. How long ago were the rocks deposited?
15. A company hires you to prospect for coal deposits as part of a plan to install a new power plant near Phoenix. From taking this class, you know that Arizona's coal deposits were formed about 300 Ma when the climate was warm and wet. The company suggests that you start your prospecting in rocks from the Devonian Period. How do you feel about this plan? Support your position with scientific evidence.

Part III: Human perspectives on Earth history

Many Earth processes occur on such a long scale that they are difficult for us, as human beings with finite lives, to comprehend. The Earth that we observe may not appear to change much during our lifetimes but can undergo incredible changes over longer timescales.

16. The State of Arizona celebrates its first centennial anniversary (100 year birthday) on February 14, 2012. If the average generation interval of a family is 30 years, how many generations of humans have come and gone since Arizona became a state?
17. Anthropologists believe that humans first migrated to North and South America about 13,000 years ago. How many generations of humans have come and gone since the Americas were first populated?
18. The Yellowstone Caldera catastrophically erupted 640,000 years ago and covered much of North America with deadly volcanic ash. If such an eruption occurred today, millions would perish instantly due to the eruption. Countless millions around the globe would perish because the ash cloud would block sunlight and affect climate and food production. How many generations of humans could have theoretically come and gone during this time frame?
19. Earthquakes are constantly occurring on Earth, but most are low magnitude (3 or less), and are not felt. In 1989, the Loma Prieta earthquake, a magnitude 7.1 earthquake on the San Andreas Fault, struck the San Francisco Bay Area. It killed 63 people, injured thousands, and cost \$6 billion in damage. Another section of the fault in central California is known to experience one magnitude 6 earthquake approximately every 25 years.
- Using the average rate from above, how many magnitude 6 earthquakes would you expect to occur along this fault over a period of 100 years?
 - Using the average rate from above, how many magnitude 6 earthquakes would you expect to occur along this fault over a period of 1,000 years?
 - Seismologists believe that the San Andreas Fault has been active for about 5 million years. If this is the case, how many magnitude 6 earthquakes have occurred along this single section of the fault?

VIII. Student Learning Outcomes

- Students will be able to understand and apply the governing principles and theories that geologists use, including age-dating techniques, interpretation of stratigraphic columns, use of paleogeographic maps, and facies analysis to interpret Earth's history.
- Students will be able to identify the physical characteristics of sedimentary rocks and the major phyla of invertebrates to analyze Earth's geologic history.
- Students will be able to communicate complex course concepts effectively in writing and diagrams through the completion of laboratory exercises.
- Students will be able to recognize the major geological and biological events that characterize the major divisions of geologic time.

Santa Monica College
Course Outline for PHOTOGRAPHY 2, Basic B&W Darkroom Techniques

Course Title: Basic B&W Darkroom Techniques Units: 2.00
 Total Instructional Hours (usually 18 per unit): 72
 Total Outside-of-Class Hours: 36
 Hours per week (full semester equivalent) in Lecture: 1.00 In-Class Lab: 3.00 Arranged:
 Date Submitted: May 2011
 Date Updated: December 2018
 Transferability: Transfers to CSU
 Degree Applicability: Credit - Degree Applicable
 Prerequisite(s): None
 Corequisite(s): None
 Skills Advisory(s): PHOTO 1

I. Catalog Description

This introductory lab course prepares students for general specialization in photography. Black and white film exposure, development, and printing techniques are examined. Various shooting and printing assignments explore a variety of natural light situations and shooting challenges. Weekly lectures support practical supervised laboratory periods. Required for photography majors.

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

1. Black & White Photography, 2nd, Glenn Rand & David Litschel, Delmar/Thompson Learning © 2002, ISBN: 0766818179

III. Course Objectives

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

1. Properly expose and develop black-and-white film for maximum tonal detail (simplified Zone System methodology)
2. Print using black-and-white multigrade RC and fiber-base papers for optimal image quality and tonal richness
3. Compose for effect in black-and-white, making use of tonal rather than color differences and placement
4. Understand and make use of films of various ISO ratings
5. Understand and employ localized print exposure techniques (dodging and burning in)
6. Understand and utilize the black-and-white enlarger and its controls
7. Observe and employ print toning for archival preservation and/or image enhancement
8. Understand and employ on-camera filters to modify scene contrast at the time of exposure

IV. Methods of Presentation:

Critique , Lab , Lecture and Discussion , Other (Specify)
 Other Methods: AV Presentations

V. Course Content

<u>% of course</u>	<u>Topic</u>
2%	Introduction to the class. Tour of the black-and-white lab. Introduction to the enlarger and printmaking tools. Rules of darkroom behavior, etiquette, check-in/check-out procedures.
3%	Printing demonstration. Student printing from instructor-supplied negatives.
3%	Film processing demo. Developing your first roll of film. Basic development theory.
10%	Student processing of assignment 1 negatives.
5%	Student printing of prior week's assignment. Lecture on characteristic curve and contrast control during film development. Procedures, benefits and problems.
5%	Continue printing of previous week's negatives. Continuing lecture on contrast and exposure basics for black-with-detail.

5%	Composition in black-and-white.
5%	Appearance of contrast vs. actual contrast in the print
5%	Contrast control during exposure. Color filters for local contrast control.
12%	Assignment 2 due. Critique.
5%	Printing fiber-base papers. Water bath development. Drying considerations.
5%	Print mounting techniques. Lecture on spotting.
12%	Assignment 3 due. Critique.
5%	Zone System & everyday exposure techniques.
5%	Selenium toning for contrast and preservation.
13%	Final exam. Final project presentations. Critique.
100%	Total

Vb. Lab Content:

<u>% of course</u>	<u>Topic</u>
100%	Application of course content.
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>
15 %	Exams/Tests
20 %	Class Participation - Participation in Class/Critique
40 %	Homework
10 %	Final exam
15 %	Final Project
100 %	Total

VII. Sample Assignments:

Assignment Sample 1

Objective

To create dramatic, dynamic, and stunning B&W landscape images in the spirit of master photographer Ansel Adams.

Instructions

Shooting:

- Load a roll of Ilford FP4 35mm film into your camera
- Set your ISO to 80
- If you have access to a tripod, utilize it.
- Using your in-camera meter, use the manual exposure controls to capture beautiful, natural landscape images. (Mountains, beach, rivers, creeks, trees, etc.)

- For each composition you make, bracket your exposure one stop in each direction. That will give you three frames for each picture: (-1, N, +1)
- Look for unique vantage points to shoot from. Also, try to shoot either early or late in the day when the sun is low in the sky. The sun produces harsh light in the middle of the day, with very little character.

Darkroom:

- Process your film using the techniques demonstrated in class (5.5" @ 68?)
- Once your film is dry, carefully cut the negatives into strips of five, and sleeve them in your negative sleeves
- Produce a contact proof sheet
- Consult with me as to which images will be best for printing
- Create three 8X10 prints
- Borders must be equal on all four sides
- Paper should be free of fog marks
- Print should be sharp, with detail in darks, a good range of midtones, and highlight detail

Turn in:

- 3 prints, sleeved and placed in a three ring binder
- Negatives
- Exposure Log
- Make sure your name is clearly printed on exterior of binder

Assignment Sample 2 Custom Film Processing -

Goals

Often times a scene we want photograph has far more exposure latitude than our film is capable of capturing. We can manipulate our film's latitude by exposing for the shadows in a scene and developing for the highlights. The result is a negative that contains a broader range of tones more accurate to how our eye sees a scene naturally.

Procedure

Load your camera with Ilford PanF film and manually set the ISO to 50. Look for a scene that has a contrast range greater than 5 stops. You'll do this by spot or close-up metering the darkest part of an image as well as the brightest part of the image. Note the meter readings for these highlight and shadows on your Exposure Log and count how many stops of contrast your scene contains. For each stop in contrast above 5 stops, you will need to pull your film by 15%.

Exposure

Set your camera's exposure at two stops below the shadow's meter reading. This will place your shadows properly in Zone III. For instance, if you spot metered your shadow and it gave you an exposure value of 1/60 @ f/4, you would set your exposure to 1/60 @ f/8 or equivalent. Be sure to bracket your exposure one full stop in each direction, one half stop at a time for a total of five exposures. This will give you more options when deciding which negative is best for printing.

Processing

For each stop of contrast greater than five stops, you will reduce your development time by -15% (N-1). For example, if your scene metered to have six stops between its highlights and its shadows, and your normal development time is 10 minutes, you would reduce the time by 15% and develop for 8.5 minutes. Check the development chart in the darkroom to find the normal development/temperature combination, and adjust from there.

Prints

- Choose the best negative from each scene
- Print one 11X14 from each scene
- Begin with a #2 filter, adjust as necessary
- If metered/photographed/processed correctly, minimal darkroom work will be necessary
- Prints should be spotted with clean borders!

Turn in

- Processed film
 - 3 beautifully printed 11X14's
 - Exposure Log w/detailed exposure notes
 - Print Log
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- PLEASE sleeve prints in plastic sleeves and place everything in 3-ring binder

VIII. Student Learning Outcomes

1. Demonstrate the skills necessary to expose film accurately using in-camera metering.
2. Demonstrate ability to process B&W film.
3. Demonstrate skill in printing B&W negatives in an analog darkroom
4. Demonstrate ability to mount and present finished B&W prints
5. Demonstrate knowledge of darkroom procedures and safety issues

Santa Monica College
Course: DE for non-DE course ANTHRO 2 - Cultural Anthropology

Course Cover	
Discipline	ANTHRO-ANTHROPOLOGY
Course Number	2
Full Course Title	Cultural Anthropology
Catalog Course Description	Cultural Anthropology is the study of human society and culture, analyzing both similarities and differences amongst cultural groups. This course will introduce students to important socio-cultural concepts used by cultural anthropologists including material culture, social organization, religion, kinship, ritual and symbolic systems, race, ethnicity, and language amongst others. Students will examine how cultural anthropologists understand the notion of culture in the study of human behavior in different regions of the world. The ethnographic method as a key methodology will be stressed throughout this course.
Rationale	This is the most popular cultural anthropology course, it transfers as IGETC Area 4A requirement, fulfills the Global Citizenship Degree Requirement, and we currently do not have any anthropology courses that are DE.
Proposed Start	Year: 1986 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)
Weekly Laboratory Hours	Min:
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	54.00
Total Outside-of-Class Hours	108.00
Load Factor	
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	Transfers to UC Transfers to CSU
IGETC Area:	IGETC Area 4: Social and Behavioral Sciences 4A: Anthropology and Archaeology
CSU GE Area:	CSU GE Area D: Social, Political, and Economic Institutions and Behavior, Historical D1 - Anthropology and Archeology
SMC GE Area:	GENERAL EDUCATION PATTERN (SMC GE) Area II-B: Social Science (Group B) Area V: Global Citizenship
Program Applicability	
Designation	Credit - Degree Applicable
Pre/Corequisites & Advisories	
Skills Advisory: Eligibility for English 1	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Explain how anthropologists investigate and understand the notion of culture.	
2. Describe the methodology of, and methods used, in the field of cultural anthropology.	
3. Explain the interrelationship between the four fields of anthropology.	

4. Analyze the significance of cross-cultural comparison within the field of cultural anthropology.
5. Compare and analyze the use of key socio-cultural anthropological concepts including ritual, race, ethnicity, political organization, economic systems, kinship, and religion in different regions and cultures throughout the world.
6. Explain the ethical issues anthropologists encounter, and professional ethical obligations that must be met in the study of cultural groups different from their own.
7. Explain the approach of cultural anthropology, analyzing similarities and differences with other social science disciplines.
8. Explain the increasing interconnectedness of the economic, political, and socio-cultural forces of globalization amongst disperse cultural groups in the world.
9. Explain the importance of the ethnographic method in the study of culture.

Course Content

5%	Introduction to anthropology
10%	Notion of culture
5%	Cultural anthropology methodology and methods
10%	Ethnography
5%	Ethics
10%	Economic systems
10%	Political systems
7.5%	Gender systems
5%	Religion & spirituality
5%	Ritual & symbols
7.5%	Race & ethnicity
5%	Globalization
5%	Language
5%	Kinship
5%	Applied Anthropology (5th Field of Anthropology)

Total: 100%

Methods of Presentation

Methods	Group Work Lecture and Discussion Online instructor-provided resources Other
Other Methods	Lecture, discussion, videos, exams & quizzes, written assignments

Methods of Evaluation

Methods	<ul style="list-style-type: none"> • 20% - Class Participation Discussion boards • 30% - Exams/Tests 2-3 Exams • 20% - Final exam • 10% - Quizzes 2-3 quizzes • 20% - Written assignments • 100% - Total
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Appropriate Textbooks

Formatting Style	APA
Textbooks	
1. Haviland, William et al.. <i>Cultural Anthropology: The Human Challenge</i> , 15 ed. Cengage, 2016, ISBN: 1305633792.	
2. Nanda, Serena. <i>Culture Counts: A Concise Introduction to Cultural Anthropology</i> , ed. Cengage, 2018, ISBN: 9781337109680.	

3. Leinkeit, Roberta. *High Heels and Bound Feet*, 2 ed. Waveland Press, Inc., 2019, ISBN: 9781478637684.

4. McCurdy, David et al.. *Conformity and Culture: Readings in Cultural Anthropology*, 15 ed. Pearson, 2016, ISBN: 9780205990795.

Assignments

Sample Assignment

1. READING REVIEW:

Students are required to complete one reading review from a selected chapter of the student's choice in the text *High Heels*; see your syllabus for which chapters are permissible for this assignment, and for the due date of the reading review. Each typed reading review should be 1-2 pages in length, single-spaced, and 12-point font (submit as a Word document). This assignment is worth 25 points towards your final grade in this course.

Each written reading review should include all the following:

- Key points of reading
- Key terms (if there are any)
- Summary of reading
- Questions that arise from the reading – not yes/no, true/false type questions, but questions that are thought provoking and require some analysis to answer them. (You should write at least two questions from the reading.)

(*Here is an example of the format and style of a reading review.)

BURNS & CHARLIP – pp. 96-109

Key points:

- New Latin American nations feared intervention by European powers in Americas.
- Regional blocks of large land masses into one political unit in Latin America quickly splintered into smaller nation-states. Ex.: Gran Colombia broke up to become the nations of Venezuela, Ecuador, and Colombia.
- Economic instability plagued new nations. Led to dependence on foreign loans (mostly Britain).
- Slavery abolished by many of newly independent Latin American nations in early post-independence from European powers.

Key terms:

- *Ejido*: In Mexico, common land belonging to a village. Previous to the Salinas government (1988-1994), this land could not be bought or sold, and owned by private individuals.
- *Monroe Doctrine*: Issued by US President James Monroe in 1823 declaring the Americas closed to further European colonization and that the US would view any European nation that attempted to do so as a hostile threat to the United States.

Summary:

The newly independent Latin American nations, though no longer ruled by European powers, were still militarily and politically weak and feared intervention in the Americas by European nations. Their fears were not unfounded as the European nations repeatedly intervened in the affairs of the new governments: Spain – Mexico (1829), Central America (1832), Peru (1860); French – Mexico (1838, 1862-1866), Argentina (1838-1840, 1845-1848). The United States under President James Monroe issued the Monroe Doctrine in 1823 as a warning to European nations to refrain from intervention in the Americas.

The lack of the idea of national unity combined with a strong commitment to regional identification, led to the dissolution of the Bolivarian dream of Latin American unity. In Central America, the United Provinces of Central America broke up into 5 nation-states in 1838-1839, and Gran Colombian in South Am broke up in the countries of Venezuela (1829), Ecuador (1830), and Colombia (1863). Interstate hostilities between newly independent Latin American nations led to wars between neighboring nations including Argentina and Brazil (1825-1828); Chile, Peru, Bolivia (1836, 1879-1883); Haiti and Dominican Republic (1844); Argentina, Brazil, Uruguay vs. Paraguay (1865-1870). Internal conflicts between conservatives and liberals led to often bloody conflict.

Economic instability led the newly independent Latin American nations to seek European lenders for loans and investments for industrialization and urbanization. Latin American nations exported raw materials to Europe and imported manufactured goods from Europe. Most Latin American nations incurred heavy debt financed mostly by European nations.

Slavery was abolished by many of the new Latin American nations in the early years of independence from Europe. Only Brazil (1888) and Cuba (1886) continued with the slave system in the late 19th century. Elite families and the Catholic Church came to control large landholdings, while indigenous and poor campesinos worked small plots for subsistence agriculture and on the haciendas of the elites. The economic ideas of Adam Smith and David Ricardo of free trade and industrialization captured the hearts and minds of the new Latin American leaders.

Questions:

- What were some of the forces that led to political instability in the newly independent Latin American nations?
- How did European nations continue to influence the affairs of the Americas after they lost the wars for independence in Latin America?

2. **CLASSMATE ETHNOGRAPHIES**

Ethnography is the life-blood of anthropology. It is one of the key methods in which anthropologists use to understand culture. Traditionally, ethnography entailed detailed and prolonged *fieldwork* of a year or more in small, and often times, isolated villages and communities in the developing world. Today, anthropologists also work in modern, industrial and post-industrial countries, and also virtually (via electronic communication) as you will experience in this assignment.

Ethnographers generally live with the groups and communities they are studying, participating in the daily lives of these families and individuals. They both participate with, and observe, their neighbors as they go about creating their livelihoods and lives (= *participant observation*). They record their observations of mundane and routine everyday events, as well as the spectacular (wars, hurricanes etc.) and occasional events (weddings, baptisms, New Year's celebrations etc.) that occur throughout the lives of the peoples under study. Anthropologists attempt to get a *holistic* view of the peoples they are studying, describing as much as is possible, and therefore investigate such things as personal and group histories, kinship relationships, political and economic systems, gender dynamics in the household and wider community, and relationships with outside groups and communities amongst others. Ethnographers attempt to understand the *symbols* (something verbal or non-verbal that stands for something else) and *rituals* (repeated use of symbols) that constitute the culture of the group under study.

Instructions:

In this assignment you will conduct ethnographies of your fellow classmates. Each student will be paired with a fellow classmate, and you will meet virtually, conversing about your lives and noting the responses of your counterpart. Every other week (extending over a period of 10 weeks), I will give you a new theme/topic related to material we are exploring in this course that you are to discuss with your counterpart and record their observations of the topic at hand. You will type up your results, and submit them online. The first 5 meetings you will conduct ethnographies based on your counterparts responses. After the 5th meeting has been turned in, you will exchange your ethnographies with each other so that your counterpart will have the chance to read what you have written about them in each of these 5 "mini-ethnographies." Your 6th and final ethnography will be your written response to what your counterpart has written about you over the course of these ethnography assignments.

Grading:

You are required to submit a typed 1 to 2 page, double spaced summary of each of your visits with your counterpart. As is standard for all written assignments in this class, you are to use 1" margins on all four sides of the paper, 12 point font, and Times New Roman font. In the upper right portion of the first page you will put your name, the number of the ethnography (Ethnography #1, Ethnography #2 etc.), and the name of your counterpart. Each of the six "mini-ethnographies" is worth 25 points each. Points will be subtracted if you do not follow the above mentioned guidelines.

Each ethnography is graded based on the criteria specified below:

- Summary of your visit – what did your counterpart talk about, how you felt about discussing this subject with your counterpart etc. Did you capture the most important ideas, beliefs, and feelings based on the theme for that week, as expressed by your counterpart?

- Analysis of the theme for that week based on course material presented in this course. Tie in what you present in your ethnography with course material. How does what your counterpart has told you coincide, or contradict, with course material?
- Write in a coherent and clear manner with correct sentence structure, spelling, grammar and proper word use.

Ethnography #1:

Take a brief history of your counterpart – where they are from, important events that have occurred in their life, their family history, their future plans... These are just a few of the ideas that you should explore in this first meeting. Be creative and positive in your interaction with each other. Respect each person’s needs and desires.

Student Learning Outcomes

1. Evaluate how culture is constructed and maintained within different cultural contexts throughout the world.
2. Evaluate and analyze the variety of solutions employed by different cultures to cope with basic human problems in different environmental conditions.

Minimum Qualification

Minimum Qualifications:	Anthropology (Masters Required)
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Library

List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes

Distance Education Application

Delivery Methods	Fully Online
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Distance Education Quality

Quality Assurance	<p>Course objectives have not changed Course content has not changed Method of instruction meets the same standard of course quality Outside assignments meet the same standard of course quality Serves comparable number of students per section as a traditional course in the same department Required texts meet the same standard of course quality</p>
Additional Considerations	<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. 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. 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. 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

Student-Instructor Interaction	<p>There will be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration features such as discussion threads, comments on student work, links to outside materials pertinent to course material, and individual e-mail. The instructor will regularly initiate communication with the students (at a minimum bi-weekly), and respond to communication initiated by the students within 48 hours (holidays excepted) to ensure effective participation and clarity of material and assignments. The instructor will also provide instructions and support as needed for course</p>
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	navigation and information assistance, clarification about content, assignments, discussion boards, quizzes, and exams. On an on-going basis, the instructor will also provide performance feedback, comments, recommendations, and suggestions. The instructor will inform the students of the expected frequency and times of any type of interaction with students throughout the course.
Student-Student Interaction	Students are expected to interact with each other throughout the course and communicate regarding the course material and assignments on a weekly basis. Typically, students use discussion threads and email for communication and collaboration activities. (Please see Assignment #2 which requires on-going student collaboration throughout the course.)
Student-Content Interaction	Students will interact on a weekly basis with the material provided by the instructor throughout the course. Additionally, to ensure a student-centered e-learning environment, a variety of assignments and activities will be provided. Assignments and activities will be designed for each week, so that students may assess their comprehension of the course material before they complete a graded assignment. These activities will be designed to ensure individualized learning, providing immediate and specific instructional feedback while addressing different learning styles. Course material will be easily accessible by all students. Students will frequently (several times per week) interact with online course materials.

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	Weekly discussions requiring student response to professor led prompts, and also responses to student-to-student comments and questions.	25%
Online Lecture	Weekly PowerPoint lecture presentations.	30%
Videos	Where applicable: Access to outside SMC videos available on the web (ex. YouTube).	5%
Exams	Two to three midterm exams, and one final exam - mostly pertaining to lecture material. Two to three quizzes based on required reading material.	15%
Written assignments	Bi-weekly written assignments. (For example, see Assignment #2 in this proposal.)	20%
Other (describe)	Quizzes: 2-3 short answer question quizzes on assigned reading material.	5%

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.)

The course will be divided into 3-4 main sections, each subdivided into weekly units of 1-3 lecture topics/week. Each unit will be broken down into smaller activities comprised of weekly reading assignments, threaded discussion boards, and instructional PowerPoint lecture presentations. Where applicable online links to video presentations will supplement course topics. A reading quiz and summative exam will culminate at the conclusion of each of the 3-4 main sections.

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.)

Familiarity with online Learning Management Systems (such as CANVAS). No other specialized training or support will be required.

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.)

Links will be provided to the following SMC sites: library, bookstore, DSPPS, Admissions, Financial Aid, Tutoring Center, Wellness and Well-being, Counseling, Earth Science Department (and Anthropology Program). Links will also be provided to online material outside of SMC including the American Anthropological Association (AAA), the UTLANIC database, and 4-year UC and CSU anthropology transfer programs.

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.

All online course material such as lecture presentations, videos, assignments and other assessment forms, will be made accessible by incorporating design features such as alternative text, headings for data tables, and skip navigation. Outside web links to additional materials that are appropriate for the course will likewise be accessible to all students.

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.).

Online student collaboration based on Objective 5 (Compare and analyze the use of key socio-cultural anthropological concepts including ritual, race, ethnicity, political organization, economic systems, kinship, and religion in different regions and cultures throughout the world.) & 9 (Explain the importance of the ethnographic method in the study of culture.)

As written in Assignment 2...

"In this assignment you will conduct ethnographies of your fellow classmates. Each student will be paired with a fellow classmate, and you will meet virtually, conversing about your lives and noting the responses of your counterpart. Every other week (extending over a period of 10 weeks), I will give you a new theme/topic related to material we are exploring in this course that you are to discuss with your counterpart and record their observations of the topic at hand. You will type up your results, and submit them online. The first 5 meetings you will conduct ethnographies based on your counterparts responses. After the 5th meeting has been turned in, you will exchange your ethnographies with each other so that your counterpart will have the chance to read what you have written about them in each of these 5 "mini-ethnographies". Your 6th and final ethnography will be your written response to what your counterpart has written about you over the course of these ethnography assignments."

Assessment Best Practices

30% - **Midterm Exams** - Two to three timed exams culminating at conclusion on a course section.

15% - **Final Exam** - Final cumulative exam.

25% - **Written assignments** - Assessment based on quality/accuracy of work submitted, following assignment directions, and submitting assignment on due date specified in assignment details.

10% - **Reading quizzes.** - Short answer reading quizzes assessing comprehension and critical analysis of readings assigned.

20% - **Threaded discussions** - Weekly discussion threads requiring students to respond to professor led prompts, and also to comment and interact with fellow students.

Santa Monica College

Course: DE for non-DE course GEOG 26 - Introduction to Remote Sensing

Course Cover	
Discipline	GEOG-GEOGRAPHY
Course Number	26
Full Course Title	Introduction to Remote Sensing
Cross Listed Course	GIS 26
Catalog Course Description	This course introduces students to the basic concepts of remote sensing, characteristics of remote sensors, and remote sensing applications in academic disciplines and professional industries. Emphases are placed on remote sensing data acquisition; digital image processing and interpretation. The course is designed for students interested in the Earth Observing System, environmental monitoring techniques, and image analysis.
Rationale	Working professionals are the main student body in the geospatial technology certificate program. Distance Education will better meet their needs to learn new geospatial technology skills and accommodate their working and life schedules. It will also help the program capture more students in remote locations and expand to serve broader student population.
Proposed Start	Year: 2018 Semester: Spring
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)
Weekly Laboratory Hours	Min:
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	54.00
Total Outside-of-Class Hours	108.00
Load Factor	1.00
Load Factor Rationale	3-hour lecture format
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	Transfers to CSU
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	Department Certificate -Geospatial Technology
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Define and describe remote sensing and explain its applications and history.	
2. Define and describe basics of electromagnetic spectrum and interactions with various types of media.	
3. Describe sensors and image acquisition methods.	
4. Analyze and explain remote sensing purposes, advantages, and limitations.	
5. Describe basic characteristics of remote sensing imagery.	
6. Describe industry-specific image sources.	
7. Apply basic digital image processing and interpretation techniques to obtain useful information from remote sensing images.	
Course Content	

5%	History of remote sensing for earth observation
20%	Remote Sensing Basics: Electromagnetic Radiation, Atmospheric Energy-Matter Interactions, Remote Sensing Process, Remote Sensing Data Collection, Earth Observing System (EOS).
10%	Satellite-based Sensors in Visible and Infrared Wavelengths.
10%	Active Sensors: Radar and Lidar
10%	Aerial Imagery and Visual Interpretation
10%	GIS Integration
15%	Digital Image Processing and Interpretation: Image Restoration and Rectification; Image Enhancement; Image Classification.
20%	Remote Sensing Applications

Total: 100%

Methods of Presentation

Methods	Lecture and Discussion Projects
Other Methods	Exercises, Homework assignments

Methods of Evaluation

Methods	<ul style="list-style-type: none"> • 40% - Exams/Tests 4 Exams • 30% - Final Project An integrated project to synthesize knowledge and skills learned throughout semester • 30% - Homework 6 homework exercises • 100% - Total
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Appropriate Textbooks

Formatting Style	MLA
Textbooks	<p>1. Jensen, J.R.. <i>Introductory Digital Image Processing: A Remote Sensing Perspective</i>, 4th ed. Pearson, 2015, ISBN: 978-0134058160.</p> <p>2. Campbell, J.B., R.H. Wynne. <i>Introduction to Remote Sensing</i>, 5th ed. The Guilford Press, 2011, ISBN: 978-1609181765.</p> <p>3. Lillesand, T., R.W. Kiefer, J. Chipman. . <i>Remote Sensing and Image Interpretation</i>, 7th ed. Wiley, 2015, ISBN: 978-1118343289.</p>

Assignments

Sample Assignment

Knowledge-focused Assignment example:

1. Explain the process of supervised classification with different techniques.
2. Differentiate unsupervised classification and supervised classification.
3. What is contrast enhancement and explain different methods of enhancing contrast.
4. How can RS and GIS be used in an integrated manner in the field of agriculture/urban planning/climate change.

Skill-focused Assignment Example:

The purpose of this exercise is to familiarize the student with major types of satellite remote sensing images.

1. Open an image in lab1 image collection with ENVI software and examine the following information: file size, the sensor used to capture this image, Date and Time, EMR bands, swath width.
2. Display the image with gray scale, and describe the general environment shown in this image.
3. Use the Image Enhancing Tool to perform a user-defined linear stretch on the image.
4. Load the 3 available bands into the R, G, B fields and perform a color image analysis.

Student Learning Outcomes

1. Demonstrate an understanding of basic concepts of Remote Sensing.
2. Describe commonly used remote sensing sensors and image acquisition methods.
3. Apply basic digital image processing and interpretation methods to extract useful information from remote sensing images

4. Describe the application of remote sensing in various fields, including forest management, water resources, agriculture, global environmental science.

Minimum Qualification

Minimum Qualifications:	Geography (Masters Required)
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Library

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

Delivery Methods	Fully Online
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Distance Education Quality

Quality Assurance	<p>Course objectives have not changed</p> <p>Course content has not changed</p> <p>Method of instruction meets the same standard of course quality</p> <p>Outside assignments meet the same standard of course quality</p> <p>Serves comparable number of students per section as a traditional course in the same department</p> <p>Required texts meet the same standard of course quality</p>
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Additional Considerations	<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</p> <p>Library resources are accessible to students</p> <p>Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments</p> <p>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</p> <p>Special needs (i.e., texts, materials, etc.) are reasonable</p> <p>Complies with current access guidelines for students with disabilities</p>
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Guidelines and Questions for Curriculum Approval of a Distance Education Course

Student Interactions

Student-Instructor Interaction	<p>Instructor-student Interaction: All of the course expectations and requirements will be outlined in the syllabus and sent to students via announcements. The instructor will regularly send out multiple announcements to the class every week regarding the weekly content, tasks, resources, and tips. Each unit will contain a discussion forum for students to post questions. The instructor will monitor the discussion forum every day and respond promptly (within 24 hours) to provide help to students as needed. Students can also email the instructor via the course inbox or directly through email for any personal questions or extra help. All graded student assignments will provide a rubric explaining the grade received and the instructor will give additional comments with recommendations, feedback, and tips to help students improve their remote sensing skills. An overview video will help students learn how to navigate the course and its content. Weekly office hours are provided by appointment (i.e. student request) at the request of the student. The student can have virtual face-to-face individual interaction (skype, zoom, or by phone) with the instructor to ask for additional clarification and assistance. With the ability to share computer screens via online appointments, the instructor is able to provide more individualized assistance as you would receive in person.</p>
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Student-Student Interaction	<p>Student-student Interaction: Students will be able to help one another through the discussion forums. To facilitate collaborative learning, students are encouraged to contribute to the course discussion forums by both asking and answering questions regarding the course material and weekly assignments. They can also email one another through the canvas inbox and share</p>
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	resources through the class via email. Additionally, students are invited to participate in peer review on the assignments. This will enable further student-to-student interaction as well as expose them to the process and outcomes that other students undertook.
Student-Content Interaction	Student-content Interaction: Students will interact with material on the course website set up from the instructor. Every week, a new unit will be released, with various text headers organizing the content by conceptual lectures, technical screencasts, assignment instructions, resources, and a discussion forum. The mix of both conceptual and technical videos give students access to address the what?, why?, and how? to complete their weekly assignments. Every few weeks a graded quiz will assess their comprehension of the material. Each assignment will help students learn different techniques and concepts in remote sensing and the grading rubrics with additional instructor comments give individualized feedback and learning opportunities. In addition to lecture content, supplemental information such as external links, readings, and resources provide various modes of information to address different learning styles.

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	Weekly discussion boards will provide students with a place to ask general, conceptual, and technical questions. While the instructor will monitor and answer questions on the forum, it is encouraged that students also interact with one another by also answering questions and providing other tips or resources they come across.	5%
Videos	Conceptual lectures and technical screencasts will cover the material that students need to obtain background information in remote sensing and the technical expertise to complete assignments.	20%
Exams	Graded quizzes will be given every few weeks covering the lecture/conceptual material over the previous weeks.	5%
Written assignments	Students will find an article that applies remote sensing and submit a one-page review once every few weeks to engage them in real-world applications.	5%
Other (describe)	Sixteen weekly assignment covering an application in remote sensing that give students the opportunity to learn and master various skills in remote sensing	64%
Peer Feedback	Students have the opportunity to give brief feedback on each assignment in the form of a short peer review.	1%

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.)

The course includes conceptual and technical information and communication/collaboration features that coincide with student learning outcomes specified in the course outline. The course is divided into modules or units that coincide with those concepts and objectives described on the course outline. A typical instructional module includes (1) overview of the expectations and materials covered in the unit; (2) content for review including resources and a conceptual video lecture; (3) technical screencast(s) walking students through a remote sensing exercise that will help them complete and master the remote sensing skills to complete their assignment; (4) a graded assignment with instructions, links to data, and references for specific tools they will utilize; (5) occasional quizzes to test their comprehension of the material; (6) discussion forum; (7) other course-specific components as necessary. The material is presented through the available technologies. Assignment activities allow students to assess their performance and progress in each module at their own pace within the general deadlines provided. Class activities provide immediate feedback to ensure progressive involvement and successful completion of each module in the course.

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.)

The instructor should be familiar with SMC online learning system (e.g. canvas) to manage the online class. He/She should also be able to use the Citrix Server in SMC to guide student in using the GIS and Remote Sensing software installed on the server (e.g. ArcMap, ArcPro, ENVI).

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.)

Website links to SMC library, bookstore, DSPS, Admissions, Financial Aid, Tutoring Center, Wellness and Well-being, Counseling, and Earth Science Department will be posted on the class website. Students will also be given remote access to the needed software (such as ArcMap, ArcPro, and ENVI) through Citrix Server. In addition, useful links to remote sensing data sources, articles, software online help documents and other professional discussion forum will be posted on the class website. Instructor will offer online office hours (e.g. through skype, zoom etc), share screens, host discussion forums and publish technical screencasts to help students solve problems.

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.

All online course materials including lecture presentations, videos, assignments and other assessment forms, will be made accessible by incorporating design features such as alternative text, headings for data tables, and skip navigation. Outside web links to additional materials that are appropriate for the course will likewise be accessible to all students.

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.).

Course Objective: Apply basic digital image processing and interpretation techniques to obtain useful information from remote sensing images.

Assignment: Students will perform a supervised classification whereby they will acquire satellite imagery, process the imagery through a supervised classification method using digital image processing, then interpret the results by comparing them to other classification methods. They will have access to the lecture content that describes background information on conceptual theories relevant in remote sensing as well as the technical screencast that gives them video instructions on how to complete the assignment. Students will have access to a discussion forum with threaded responses in order to ask the instructor and other students questions and offer other resources or tips they come across.

Assessment Best Practices

10%-**Article Reviews** - Four article reviews will be assigned to give students the opportunity to see real-world applications in remote sensing.

50%-**Assignments** - About 16 assignments will be assigned on a weekly basis to reinforce the understanding of basic concepts. Assessment will be based on the quality/accuracy of work submitted.

10%-**Unit Quizzes** - Every couple weeks students will take a short quiz to test their content knowledge and expertise on the information provided in lectures.

20%-**Final Project** - A final project will be assigned to allow students to synthesize the knowledge and skills learned throughout the semester. Assessment will be based on the quality of work submitted. Student will be encouraged to use the discussion board to exchange project ideas, and to interact with the instructor and classmates in the process of projects.

10%-**Midterm Practical Assignment** - A project will be assigned to allow students to synthesize the knowledge and skills learned throughout the semester. Assessment will be based on the quality of work submitted. Student will be encouraged to use the discussion board to exchange project ideas, and to interact with the instructor and classmates in the process of projects.

Santa Monica College
Course: DE for non-DE course GIS 27 - Applications in GIS

Course Cover	
Discipline	GIS-GEOGRAPHIC INFORMATION SYSTEMS
Course Number	27
Full Course Title	Applications in GIS
Catalog Course Description	This course focuses on utilizing Geographic Information Systems (GIS) in real world applications such as disaster management, crime analysis, environmental sustainability analysis, and marketing. Students will use ArcGIS and other open source GIS software to process, analyze and map geospatial data, extract geospatial information, and develop geospatial wisdom. Emphases are placed on developing geospatial thinking and utilizing GIS to answer geospatial questions.
Rationale	Working professionals are the main student body in the geospatial technology certificate program. Distance Education will better meet their needs to learn new geospatial technology skills and accommodate their working and life schedules. It will also help the program capture more students in remote locations and expand to serve broader student population.
Proposed Start	Year: 2018 Semester: Spring
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)
Weekly Laboratory Hours	Min:
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	54.00
Total Outside-of-Class Hours	108.00
Load Factor	1.00
Load Factor Rationale	3-hour lecture format
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	Department Certificate -Geospatial Technology
Pre/Corequisites & Advisories	
Skills Advisory: GIS 20 or GEOG 20	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Demonstrate a basic, practical knowledge of GIS concepts, techniques and real world applications.	
2. Form real world geospatial questions and choose appropriate spatial analysis methods to answer those questions.	
3. Use basic GIS spatial analysis tools, including: Spatial Analyst, Network Analyst, and 3-D Analyst.	
4. Identify the variety of GIS career options.	
Course Content	

10%	GIS and Cartography Reviews
10%	Thinking spatially and asking geographic questions
10%	GIS project management concepts and practice
10%	Locate, evaluate and process the existing data sources for use in a GIS project
20%	Creating one's own spatial data through digitizing and from tabular information
10%	Perform basic spatial analysis (attribute and spatial queries, buffering, overlays) to answer basic geographic questions
10%	Use model builder tools to synthesize a geospatial model to answer complex geographic questions
10%	Produce high-quality maps and associated graphics and text that clearly communicate spatial information and analyses
10%	Presenting and critiquing projects

Total: 100%

Methods of Presentation

Methods	Lecture and Discussion Projects
Other Methods	Exercises, student projects

Methods of Evaluation

Methods	<ul style="list-style-type: none"> • 25% - Homework • 10% - Other Critiques and Student mutual evaluation • 40% - Projects 10% project proposal, 10% mid-term report, 20% final outcomes and presentation • 25% - Quizzes • 100% - Total
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Appropriate Textbooks

Formatting Style	MLA
Textbooks	
1. Tomaszewski, B.. <i>Geographic Information Systems (GIS) for Disaster Management</i> , 1 ed. CRC Press, 2014, ISBN: 9781482211689.	
2. Brimicombe, A.. <i>GIS, Environmental Modeling and Engineering</i> , 2 ed. CRC Press, 2010, ISBN: 9781439808702.	
3. Gorr, W., K. Kurland. <i>GIS Tutorial for Crime Analysis</i> , 2nd ed. ESRI Press, 2012, ISBN: 978-1589482142.	
4. Allen, D.. <i>GIS Tutorial 2: Spatial Analysis Workbook</i> , ed. ESRI Press, 2015, ISBN: 978-1589483378.	
5. Zhu, X.. <i>GIS for Environmental Applications: A practical approach</i> , 1st ed. Routledge, 2016, ISBN: 978-0415829076.	
6. Radke, S., Hanebuth, E.. <i>GIS Tutorial for Homeland Security</i> , 1st ed. Esri Press, 2008, ISBN: 978-1589481886.	

Assignments

Sample Assignment
<p>Assignment 1: Students will be guided into developing geospatial thinking by analyzing a given map (e.g. air quality map of Los Angeles) and answering the following questions:</p> <ol style="list-style-type: none"> 1. Theme: This map is about _____; the color coding and symbols on this map are about _____ 2. Where (make observations): What do you see on this map? What spatial pattern do you observe? What outliers can you spot? 3. Why there (form geospatial questions): Based on your observations, why does the phenomenon demonstrate the spatial patterns shown on the map? In other words, what natural and/or social-economic factors may explain the layout of the spatial patterns? 4. Improve: What other factors do you think may explain the locations of outliers? What other natural and/or socio-economic data you may want to add to improve the analysis? <p>Assignment 2:</p>

The Universal Soil Loss Equation (USLE) is a widely used mathematical model that describes soil erosion processes. It is composed of six factors to predict the long-term average annual soil loss (A). The six factors are the rainfall erosivity factor (R), the soil erodibility factor (K), the topographic factors (L and S) and the cropping management factors (C and P). The equation takes the simple product form: $A=R*K*L*S*C*P$

Use the Model Builder in ArcGIS to produce a workflow of spatial analysis methods that need to be used in the modeling process. Run your workflow and produce the soil loss map in your study area.

Student Learning Outcomes

1. Student will be able to apply geospatial thinking to develop location-based questions from real world problems
2. Student will demonstrate knowledge of the basic steps to establish and manage a GIS project
3. Student will be able to appropriately choose, process and use various GIS data sources
4. Student will be able to create their own geospatial data and metadata, and manage them along with the data from other sources in a geospatial database.
5. Student will be able to apply appropriate GIS tools in the interpretation and analysis of geographical data
6. Student will be able to present the outcomes of a GIS project with appropriate map designs, graphics, texts and web-based interactions

Minimum Qualification

Minimum Qualifications:	Geography (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

Distance Education Application

Delivery Methods	Fully Online
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Distance Education Quality

Quality Assurance	<p>Course objectives have not changed</p> <p>Course content has not changed</p> <p>Method of instruction meets the same standard of course quality</p> <p>Outside assignments meet the same standard of course quality</p> <p>Serves comparable number of students per section as a traditional course in the same department</p> <p>Required texts meet the same standard of course quality</p>
Additional Considerations	<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</p> <p>Library resources are accessible to students</p> <p>Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments</p> <p>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</p> <p>Special needs (i.e., texts, materials, etc.) are reasonable</p> <p>Complies with current access guidelines for students with disabilities</p>

Guidelines and Questions for Curriculum Approval of a Distance Education Course

Student Interactions

Student-Instructor Interaction	<p>All of the course expectations and requirements will be outlined in the syllabus and sent to students via announcements. The instructor will regularly send out multiple announcements to the class every week regarding the weekly content, tasks, resources, and tips. Each unit will contain a discussion forum for students to post questions. The instructor will monitor the discussion forum every day and respond promptly (within 24 hours) to provide help to students</p>
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	as needed. Students can also email the instructor via the course inbox or directly through email for any personal questions or extra help. All graded student assignments will provide a rubric explaining the grade received and the instructor will give additional comments with recommendations, feedback, and tips to help students improve their GIS skills. An overview video will help students learn how to navigate the course and its content. Weekly office hours are provided by appointment (i.e. student request) at the request of the student. The student can have virtual face-to-face individual interaction (skype, zoom, or by phone) with the instructor to ask for additional clarification and assistance. With the ability to share computer screens via online appointments, the instructor is able to provide more individualized assistance as you would receive in person.
Student-Student Interaction	Students will be able to help one another through the discussion forums. To facilitate collaborative learning, students are encouraged to contribute to the course discussion forums by both asking and answering questions regarding the course material and weekly assignments. They can also email one another through the canvas inbox and share resources through the class via email. Additionally, students are invited to participate in peer review on the assignments. This will enable further student-to-student interaction as well as expose them to the process and outcomes that other students undertook.
Student-Content Interaction	Students will interact with material on the course website set up from the instructor. Every week, a new unit will be released, with various text headers organizing the content by conceptual lectures, technical screencasts, assignment instructions, resources, and a discussion forum. The mix of both conceptual and technical videos give students access to address the ?what?, ?why?, and ?how? to complete their weekly GIS assignments. Every few weeks a graded quiz will assess their comprehension of the material. Each assignment will help students learn different techniques and concepts in GIS and the grading rubrics with additional instructor comments give individualized feedback and learning opportunities. In addition to lecture content, supplemental information such as external links, readings, and resources provide various modes of information to address different learning styles.

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	Discussion Boards will provide students with a place to ask general, conceptual, and technical questions. While the instructor will monitor and answer questions on the forum, it is encouraged that students also interact with one another by also answering questions and providing other tips or resources they come across.	5%
Videos	Conceptual lectures and technical screencasts will cover the material that students need to obtain background information in GIS and the technical expertise to complete assignments.	20%
Exams	Graded quizzes will be given every few weeks covering the lecture/conceptual material over the previous weeks.	5%
Written assignments	Students will find an article that applies GIS and submit a one-page review once every few weeks to engage them in real-world applications.	5%
Other (describe)	Sixteen weekly assignment covering an application in GIS that give students the opportunity to learn and master various skills in GIS.	64%
Peer Feedback	Students have the opportunity to give brief feedback on each assignment in the form of a short peer review.	1%

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.)

The course includes conceptual and technical information and communication/collaboration features that coincide with student learning outcomes specified in the course outline. The course is divided into modules or units that coincide with those concepts and objectives described on the course outline. A typical instructional module includes (1)

overview of the expectations and materials covered in the unit; (2) content for review including resources and a conceptual video lecture; (3) technical screencast(s) walking students through a GIS exercise that will help them complete and master the GIS skills to complete their assignment; (4) a graded assignment with instructions, links to data, and references for specific tools they will utilize; (5) occasional quizzes to test their comprehension of the material; (6) discussion forum; (7) other course-specific components as necessary. The material is presented through the available technologies. Assignment activities allow students to assess their performance and progress in each module at their own pace within the general deadlines provided. Class activities provide immediate feedback to ensure progressive involvement and successful completion of each module in the course.

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.)

The instructor should be familiar with SMC online learning system (e.g. canvas) to manage the online class. He/She should also be able to use the Citrix Server in SMC to guide student in using the GIS and Remote Sensing software installed on the server (e.g. ArcMap, ArcPro, ENVI).

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.)

Website links to SMC library, bookstore, DSPS, Admissions, Financial Aid, Tutoring Center, Wellness and Well-being, Counseling, and Earth Science Department will be posted on the class website. Students will also be given remote access to the needed software (such as ArcMap, ArcPro, and ENVI) through Citrix Server. In addition, useful links to GIS data sources, articles, software online help documents will be posted on the class website. Instructor will offer online office hours (e.g. through skype, zoom etc), share screens, host discussion forums and publish technical screencasts to help students solve problems.

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.

All online course materials, including lecture presentations, videos, assignments and other assessment forms, will be made accessible by incorporating design features such as alternative text, headings for data tables, and skip navigation. Outside web links to additional materials that are appropriate for the course will likewise be accessible to all students.

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.).

Course Objective: Use basic GIS spatial analysis tools, including: Spatial Analyst, Network Analyst, and 3-D Analyst. Assignment: Students will perform a site suitability assessment that requires them to use multiple tools from the spatial analyst toolbox in ArcGIS to complete the assignment. They will have access to the lecture content that describes background information on conceptual theories relevant in GIS as well as the technical screencast that gives them video instructions on how to complete the assignment using spatial analyst. Students will have access to a discussion forum with threaded responses in order to ask the instructor and other students questions and offer other resources or tips they come across.

Assessment Best Practices

20%-Final Project - A final project will be assigned to allow students to synthesize the knowledge and skills learned throughout the semester. Assessment will be based on the quality of work submitted. Student will be encouraged to use the discussion board to exchange project ideas, and to interact with the instructor and classmates in the process of projects

10%-Article Reviews - Four article reviews will be assigned to give students the opportunity to see real-world applications in GIS.

10%-Unit Quizzes - Every couple weeks students will take a short quiz to test their content knowledge and expertise on the information provided in lectures.

50%-Assignments - About 16 assignments will be assigned on a weekly basis to reinforce the understanding of basic concepts. Assessment will be based on the quality/accuracy of work submitted.

10%-Midterm Practical Assignment - A project will be assigned to allow students to synthesize the knowledge and skills learned throughout the semester. Assessment will be based on the quality of work submitted. Student will be encouraged to use the discussion board to exchange project ideas, and to interact with the instructor and classmates in the process of projects.

Santa Monica College
Course: DE for non-DE course MEDIA 3 - Global Media

Course Cover	
Discipline	MEDIA-MEDIA STUDIES
Course Number	3
Full Course Title	Global Media
Cross Listed Course	GLOBAL 3
Catalog Course Description	This course provides a detailed introduction to global media systems around the world, examining the main economic and cultural dimensions of the international media environment. Key theoretical approaches to international and global communication will be examined. Consideration will be given to the key issues, main actors, and significant developments in global media.
Rationale	This proposes distance ed for this course.
Proposed Start	Year: 2015 Semester: Spring
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)
Weekly Laboratory Hours	Min: 0
Weekly Arranged Hours	Min: 0
Total Semester Instructional Hours	54.00
Total Outside-of-Class Hours	108.00
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 Transfers to CSU
IGETC Area:	IGETC Area 4: Social and Behavioral Sciences 4G: Interdisciplinary, Social & Behavioral Sciences
CSU GE Area:	CSU GE Area D: Social, Political, and Economic Institutions and Behavior, Historical D7 - Interdisciplinary Social and Behavioral Science
SMC GE Area:	GENERAL EDUCATION PATTERN (SMC GE) Area II-B: Social Science (Group B) Area V: Global Citizenship
Comparable Transfer Courses:	
<ul style="list-style-type: none"> • California Community College Foothill College Global Media VART 8 • California Community College Cypress College Global Media JOUR 110C • UC UC Riverside World Cinema MCS 024 	
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	AA Degree

	-Global Studies (Culture & Society elective) AA-T Degree -Communication Studies
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Analyze global media systems around the world.	
2. Examine the main economic and cultural dimensions of global media.	
3. Compare approaches to international and global communication.	
4. Identify the key issues and actors involved in the global media environment.	
Course Content	
10%	Introduction to globalization: Relationship between globalization and the media
20%	Specific media industries (such as film industry, global music, global advertising, international news/news agencies)
20%	Regional examples and cross-national case studies (Regions such as Europe, Asia, Africa and the Middle East. Case studies such as the Americas and US Spanish language broadcasting, reality TV shows and local adaptations, Arab satellite television)
15%	Theoretical approaches to international and global communication: Development research traditions and global communications, the NWICO Debate, Cultural dependency and globalization; Media imperialism
5%	Economics of international media
5%	Process of conglomeration; Globalization and global media corporations; International strategies of media companies
5%	Cultural studies in global media; Global audiences' reception studies
5%	Transnationalization of culture; National identity in a global environment
5%	Contra-flow in global media
5%	Globalization, Americanization, and Hybridity
5%	Regulatory issues: Global communication governance
Total: 100%	
Methods of Presentation	
Methods	Group Work Lecture and Discussion Online instructor-provided resources Projects Visiting Lecturers
Other Methods	videos and websites
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 5% - Class Participation • 30% - Exams/Tests • 25% - Group Projects • 10% - Quizzes • 30% - Written assignments • 100% - Total
Appropriate Textbooks	
Formatting Style	APA
Textbooks	
1. Flew, T. <i>Understanding Global Media</i> , ed. Hampshire, UK: Palgrave Macmillan, 2007, ISBN: 1403920494.	
2. McPhail, T.. <i>Global Communications: Theories, Stakeholders, and Trends</i> , 4th ed. Wiley, 2014, ISBN: 978-1-118-62202-5.	
3. Thussu, D. <i>International Communication: Continuity and Change</i> , 3rd ed. Hodder Arnold, 2018, ISBN: 1780932650.	
4. Thussu, D. <i>International Communication: A Reader</i> , ed. Routledge, 2008, ISBN: 978-0-415-44456-9.	

Assignments

Sample Assignment

1. The Internet is a global network. The Internet has been used to repress information and to help spread information. For example, during the Arab Spring, the Internet and social media were used to organize protests. In January 2011, the Egyptian government shut down electronic communication, including Twitter and Facebook. This further enraged the Egyptian people who took to the streets protesting the regime of President Hosni Mubarak. Do you think the Egyptian government had a right to shut down the Internet? What other governments have shut down the Internet and for what reasons? How do different countries view the role of the Internet? Are there any times when a government should have the right to shut down the Internet and electronic communications? Explain.

Write a 450 word minimum essay.

2. In the US, we may take free speech for granted. However, press freedom varies greatly around the world. Review the "Map of Freedom in the World" interactive map on Freedomhouse's website. (<http://www.freedomhouse.org>) Find two countries that share a border: one green (with free media) and one purple (with government controlled media). For example, Israel and Egypt. Write about and compare the current state of the media in each country. How are these neighboring countries so different that one has free media and one has government-controlled media?

Write a 500 word minimum essay.

Student Learning Outcomes

1. Identify key issues and significant developments in global media.

2. Identify key theoretical approaches to global media.

Minimum Qualification

Minimum Qualifications:	Communication Studies (Masters Required)
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Library

List of suggested materials has been given to librarian?	No
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Library has adequate materials to support course?	Yes
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Additional Comments/Information	Instructor will provide a copy of the textbook for the library reserves.
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Distance Education Application

Delivery Methods	Fully Online
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Distance Education Quality

Quality Assurance	<p>Course objectives have not changed</p> <p>Course content has not changed</p> <p>Method of instruction meets the same standard of course quality</p> <p>Outside assignments meet the same standard of course quality</p> <p>Serves comparable number of students per section as a traditional course in the same department</p> <p>Required texts meet the same standard of course quality</p>
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Additional Considerations	<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</p> <p>Library resources are accessible to students</p> <p>Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments</p> <p>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</p> <p>Special needs (i.e., texts, materials, etc.) are reasonable</p> <p>Complies with current access guidelines for students with disabilities</p>
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Guidelines and Questions for Curriculum Approval of a Distance Education Course

Student Interactions

<p>Student-Instructor Interaction</p>	<p>The instructor will be in regular contact with students. There will be regular threaded discussion posts for each topic, where students respond to each other and where the instructor will comment on students' work and the general topic.</p> <p>The instructor will send regular announcements to the class using the Announcement feature on Canvas at the beginning of every week, and during the week as needed. The instructor will respond to students' comments and questions via chats, email, and the mail option on Canvas. Contact information for the instructor is easy to find and includes expected response times.</p> <p>The instructor will provide support as needed for course navigation - the instructor will send out a welcome letter before the class starts with information about course content, expectations, how to navigate online courses, and references for the students to review about online courses and Canvas.</p> <p>During the class, the instructor will regularly communicate with students about assignments, quizzes, and exams. There will be clear and detailed instructions embedded in each module and activity, and the instructor will also contact students with important reminders and with key points. The instructor will provide feedback to students individually as well as to the entire class. For example, the instructor may post a general feedback message to the class about a topic.</p>
<p>Student-Student Interaction</p>	<p>Students will communicate with each other weekly. For each module, students will interact in a threaded discussion forum. Students will respond to a discussion topic and will then respond to each other.</p> <p>Student-student interaction is designed to reinforce the course material and learning outcomes as well as to build a sense of community among learners. For example, students respond to introductory "icebreakers" to get to know each other and have opportunities to share their personal responses to issues and experience with topics.</p>
<p>Student-Content Interaction</p>	<p>Students interact with course materials several times a week. Each unit has an overview, with all of the expectations, goals, and dates listed for that unit. For each module, students will read the assigned chapter, review the instructor's lecture notes, answer discussion questions, interact with each other, complete an assignment, and take a quiz. The instructor will provide a range of assignments and activities to address different learning styles. For some units, students will watch a segment of a documentary and answer discussion questions. For some units, students will review a media artifact (an advertisement, for example) and analyze it according to certain criteria. Other assignments will ask students to research an issue and write a short paper. All course materials will be accessible. Students will interact with the materials several times a week, and the due dates are staggered throughout the week.</p>

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Online Lecture	Lecture for each module.	20%
Videos	Documentaries and short videos based on class content.	10%
Exams	Quizzes for each module, midterm exam, final exam.	20%
Written assignments	Assignments for each module	20%
Peer Feedback	Peer feedback and discussion	10%
Threaded Discussions	Threaded discussion for each module.	20%

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.)

The content is organized in to weekly modules. For a regular 16 week semester, one module is covered each week, following the same general schedule as the on-ground class. The approximate schedule is as follows and will be changed as needed: Discussion posts will be due by Thursday, peer responses will be due by Friday, the assignment will be due by Sunday, and the quiz will be open from Friday - Sunday.

For each module, there is 1) an overview (with the learning objectives, goals, assignment list, and deadlines, as well as

links to all of the content), 2) the instructor's lecture notes (which may include written notes, powerpoint, or a video), 3) a discussion forum, 4) an assignment, and 5) a quiz.

Class content is presented in visibly distinct modules. Modules are consistently structured and sequenced to allow students to better anticipate and manage their workload.

A variety of modalities, such as text, audio, video, images and/or graphics are used to create student-centered learning.

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.)

An instructor would need to be trained for teaching online. For example, an instructor could take the @One training course, as well as attend workshops at SMC, consult with other faculty, and participate in distance education activities offered, such as the peer review of course shells.

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.)

The course links to Canvas support (the technical support phone number and the link to submit an online form), the SMC Distance Ed page, the Smart-Thinking Online Tutoring program, and other services offered at SMC, such as the Disability Office, the bookstore, and the Center for Wellness, etc. All of this information is also included in the syllabus.

Some information, such as technical support, are listed in numerous places on Canvas (such as the home page, at the end of assignment instructions, in the FAQ page, etc), so students can always find that information.

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.

The course will ensure access for students with disabilities. All video will be captioned, all PowerPoints and Word documents will be accessible, all photos on Canvas will include a description that can be read by screen readers.

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.).

One course objective is "Analyze global media systems around the world." For this objective, one lesson could look at the different types of press systems that exist in different regions. First, students would be assigned a reading that discussed the Four Theories of the Press and analyze press systems around the world. Next, students would respond to a discussion prompt given by the instructor in a threaded discussion. For the discussion prompt, students would be asked to pick a country and look up how free its press is (which is analyzed by several international non profit groups that would be linked to). Students would post about their country, discuss which theory of the press best applies and why and answer any other questions. Students would then respond to each other in the discussion forum. In addition to the threaded discussion, students would complete a written assignment that would be submitted to Canvas Assignments. Students would watch a segment of a documentary, respond to discussion questions about the documentary in a short essay. Finally, students would complete a quiz about the material.

Assessment Best Practices

20%-Assignments - Assignments are assessed using a rubric. Assignments vary for each module. For some assignments, students will watch a documentary and answer discussion questions. Other assignments will ask students to research a particular issue. Each assignment is worth 20 - 30 points.

20%-Discussion Forums - Students may earn up to 20 points for each discussion. Students may earn up to 14 points for the individual post and up to 6 points for each peer response (3 points for each of the two required peer responses). Students are assessed on a rubric. To earn "excellent" (12-14 points) for example, students should 1) provide an effective analysis that answers all aspects of the question, 2) support main ideas with substantial, relevant, & accurate evidence, and 3) include a response with a strong structure and a logical flow. The rubric is listed in the syllabus and under each Module's discussion forum.

20%-Quizzes - There will be a quiz for each module. Quiz questions will be based on the assigned reading. Quizzes will be multiple choice and true/false.

20%-Midterm Exam - Exams may include multiple choice, true false, and matching questions. Exams will include about 50 questions.

20%-Final Exam - Exams may include multiple choice, true false, and matching questions. Exams will include about 50 questions.

Santa Monica College
Course: Deactivation CIS 62B - Flash II

Course Cover	
Discipline	CIS-COMPUTER APPLICATIONS
Course Number	62B
Full Course Title	Flash II
Catalog Course Description	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 learn how Flash communicates with outside applications such as Web browsers.
Rationale	Program is no longer supported by manufacturer; SMC is no longer offering Flash courses
Proposed Start	Year: 2009 Semester: Spring
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:
Total Semester Instructional Hours	54.00
Total Outside-of-Class Hours	108.00
Load Factor	
Repeatability	May be repeated 0 time(s)
Grading Methods	
Transfer/General Ed	
Transferability	Transfers to CSU
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Explain advanced techniques for graphics and animation.	
2. Discuss basic components of ActionScript, the scripting language in Flash; basic commands, functions, and operators.	
3. Utilize Actions panel to construct meaningful code.	
4. Describe the basic programming terminology.	
5. Demonstrate how to dynamically control the basic elements of any Flash movie; its graphic and sound through ActionScript.	
6. Create sophisticated interactive Flash projects.	
Course Content	
15%	Advanced Animation
15%	Understanding ActionScript
25%	Navigating Timelines and Communications
20%	Transforming Graphics and Sounds
25%	Working with Interactive Information
Total: 100%	
Methods of Presentation	
Methods	Lab Lecture and Discussion

Other Methods	Classroom lectures, handouts, demonstrations, and discussions to introduce students to each advanced feature. Hands-on exercises, with questions and answers between instructor and students to analyze how various techniques are applied to create an interactive Flash Project. Out of class project and homework assignments to review and practice the topics discussed in the class.
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 25% - Final exam • 30% - Homework • 20% - Projects • 75% - Total
Appropriate Textbooks	
Formatting Style	APA
Textbooks	1. Todd Perkins, Lynda.com. <i>ActionScript 3.0 for Adobe Flash CS3 Professional Hands-On Training</i> , ed. Peachpit Press, 2008
Assignments	
Sample Assignment	
<ol style="list-style-type: none"> 1. Using ActionScript, make the characters in a Flash file to walk, talk, and stop. 2. Create a Flash movie as a drawing canvas and using ActionScript provide user drawing capability 	
Student Learning Outcomes	
1. Given objects to be animated, students will use ActionScript to create interactive movies. As assessed by: projects and exams.	
2. Functioning as a Website creator, students will incorporate advanced multimedia techniques to enhance interactivity on a Web page. As assessed by: projects and exams.	
Minimum Qualification	
Minimum Qualifications:	No Minimum Qualifications For this Course
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	No

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