



# CURRICULUM COMMITTEE | AGENDA

Wednesday, April 4, 2012 | 3:00 p.m.

Loft Conference Room – Drescher Hall 300-E

## Members:

Guido Davis Del Piccolo, <i>Chair</i>	Diane Gross	Emily Lodmer	Jeffery Shimizu
Georgia Lorenz, <i>Vice Chair</i>	Aileen Huang	Walter Meyer	David Shirinyan
Brenda Benson	Maral Hyeler	Eric Minzenberg	Edie Spain
Ellen Cutler	Narhyn Johnson	Estela Narrie	Gary Taka
Karin Chan	Randal Lawson	James Pacchioli	Marco Vivero
Jasmine Delgado	Helen LeDonne	Deborah Schwyter	Carol Womack
Keith Fiddmont			Julie Yarrish

## Interested Parties:

Maria Bonin	Mary Colavito	Mitra Moassessi	Linda Sinclair
Patricia Burson	Kiersten Elliott	Steven Myrow	Eleanor Singleton
Jamie Cavanaugh	Mona Martin	Katharine Muller	Chris Young
Jonathan Cohanne			

## Ex-Officio Members:

Janet Harclerode	Harrison Wills
------------------	----------------

## AGENDA

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

- I. Call to order
- II. Public Comments\*
- III. Approval of Minutes.....3
- IV. Chair’s report
- V. Information items:
  - 1. Accounting 1: course name change from “Accounting 1” to “Intro to Financial Accounting”
  - 2. Accounting 2: course name change from “Accounting 2” to “Corporate Financial and Managerial Accounting”
  - 3. ESL 900: English as a Second Language Level 0
  - 4. ESL 901: English as a Second Language Level 1
  - 5. ESL 902: English as a Second Language Level 2
  - 6. ESL 903: English as a Second Language Level 3
  - 7. ESL 904: English as a Second Language Level 4
  - 8. ESL 905: English as a Second Language Level 5
  - 9. ESL 906: English as a Second Language Level 6
  - 10. ESL 911: Beginning Listening, Speaking, and Pronunciation
  - 11. ESL 913: Intermediate Listening Speaking And Pronunciation Update
  - 12. ESL 915: Advanced Listening Speaking And Pronunciation
  - 13. ESL 961: Beginning Reading And Writing
  - 14. ESL 963: Intermediate Reading And Writing

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

15. ESL 965: Advanced Reading And Writing Update

VI. Action items:

(New Courses)

- a. Dance 70: Dance Staging Technique.....6

(New Business)

- b. Revision of Ecological Literacy Criteria (Global Citizenship requirement).....12

VII. Adjournment

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



# CURRICULUM COMMITTEE I MINUTES

Wednesday, March 21, 2012 | 3:00 p.m.

Loft Conference Room – Drescher Hall 300-E

## Members Present:

Guido Davis Del Piccolo, <i>Chair</i>	Maral Hyeler	Estela Narrie	Edie Spain
Georgia Lorenz, <i>Vice Chair</i>	Helen LeDonne	James Pacchioli	Gary Taka
Brenda Benson	Emily Lodmer	Deborah Schwyter	Marco Vivero
Ellen Cutler	Walter Meyer	Jeffery Shimizu	Carol Womack
Aileen Huang	Eric Minzenberg	David Shirinyan	Julie Yarrish

## Members Absent:

Karin Chan	Keith Fiddmont	Diane Gross	Narhyn Johnson
Jasmine Delgado			Randal Lawson

## M I N U T E S

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

### I. Call to order:

The meeting was called to order at 3:12 p.m.

### II. Public Comments\*:

None.

### III. Approval of Minutes:

The minutes of March 7, 2012 were approved as presented.

### IV. Chair's report:

- The Academic Senate approved the following on March 20, 2012:

(Consent Agenda)

- a. ASTRON 4 – course name change from “Solar System with Laboratory” to “Planetary Astronomy with Laboratory”
- b. GRDES 71 – course name change from “Motion Graphics” to “Motion Graphics I”
- c. INTARC 28: course name change from “Interior Illustration” to “Visual Studies 2”; prerequisite of INTARC 32 added
- d. INTARC 30- course name change from “Fundamentals of Interior Architectural Design” to “Principles of Interior Architectural Design”
- e. INTARC 31- course name change from “Fundamentals of Interior Architectural Design Lab” to “Interior Architectural Design Studio I”, co requisite of INTARC 32 added
- f. INTARC 32- course name change from “Beginning Drafting for Interior Architectural Design” to “Visual Studies I”
- g. INTARC 33- course name change from “Interior Architectural Design Careers” to “Interior Architectural Design Career and Portfolio”, adding prerequisite of INTARC 40
- h. INTARC 35- course name change from “Computer-Aided Design and Drafting” to “2D Digital Drafting”, adding prerequisite of INTARC 29
- i. INTARC 37- Set Design and Art Direction for Film and T.V., adding prerequisite of INTARC 32

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

- j. INTARC 38- course name change from “Advanced Computer Aided Design and Drafting” to “3D Digital Drafting I”
- k. INTARC 40- course name change from “CAD Space Planning” to “Interior Architectural Design Studio 2”, prerequisite change to INTARC 31, adding corequisite of INTARC 38
- l. INTARC 44: Fundamentals of Lighting – prerequisites changed from INTARC 30 and 32 to INTARC 30 and 35
- m. INTARC 45- course name change from “Interior Design Studio II: CAD Commercial Design” to “Interior Architectural Design Studio 3”, prerequisite change to INTARC 40
- n. INTARC 46- course name change from “CAD Working Drawings” to “Construction Documents”
- o. INTARC 52- Production Design for Film and TV, prerequisite change from INTARC 32 and 28 to INTARC 32 and 37
- p. INTARC 57- course name change from “Interior 3-D CAD Modeling” to “3D Digital Drafting 2”, prerequisite changed from INTARC 53 to 38
- q. INTARC 60-course name change from “Contemporary Furniture” to “Twentieth Century Furniture and Interiors”
- r. INTARC 65- course name change from “Digital Rendering for Interiors” to “Digital Illustration for Interiors,” prerequisite of INTARC 28 added
- s. INTARC 70- course name change from “Interior 3-D Computer Rendering and Animation” to “3D Digital Rendering and Animation”, prerequisite change to INTARC 38

(Degrees/Certificates)

- t. Associate Degree in Arts, Interior Architectural Design, revised
- u. Interior Architectural Design, Certificate of Achievement, Level 2, revised (increase in required units from 18 to 48 which includes 24 units of Level 1 coursework in addition to 24 units of Level 2 coursework)
- v. Set Design and Art Direction for Film and TV Department Certificate, revised (reduced to 15 units)
- w. CAD Production and Design Department Certificate renamed “Digital Production and Design” and revised (reduced to 15 units)

(Distance Education)

- x. Dance 5: Dance History

- The Chancellor’s Office sent notice of approval of the following on March 20, 2012: Athletic Coaching, A.S. Degree and Certificate of Achievement

## V. Discussion items:

### (Old Business)

#### I. CLEP Exams and SMC Credit (Degree, GE, and Course Equivalency):

The Chair discussed the new CLEP chart which he and Estela Narrie have been revising. This chart was presented at the Chairs Meeting on March 9, 2012. (Earlier version of table approved by Curriculum Committee on May 4, 2011 and tabled for further consideration by the Academic Senate on May 17, 2011).

The Chair asked the Curriculum representatives to encourage the departments they represent to consider appropriate course equivalencies and appropriate (General Education and Degree) credit for each CLEP exam. The updated chart with completed course information from the departments will return for the Committee’s consideration.

**2. CurricUNET issues, concerns, questions:**

The Chair answered questions about the CurricUNET approval process and the role of Curriculum representatives in the process. He reported on the workshop which was conducted during Institutional Flex Day on March 15, 2012 and was well attended. Additional training sessions will be conducted in April and May.

**(New Business)****3. Establishing Prerequisites: Understanding new statewide policies and revisiting SMC practices:**

The Chair handed out excerpts of the booklet (Guidelines for Title 5 Regulations Section 55003: Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation) detailing the recent changes in Title 5 which grant institutions the ability to approve prerequisites and corequisites based on content review only (without statistical validation). The full booklet can be found on the Curriculum Committee website under "Curriculum Resources". The Chair also mentioned that the Administrative Regulation (AR) regarding establishment of prerequisites will likely need to be changed.

There was a discussion on the issue of computer-enforced prerequisites and the logistical and enrollment challenges involved. Committee members asked if it would be possible to get institutional area/department-specific data which could be customized for statistical validation. The Chair and Vice Chair will ask Institutional Research if this is a possibility.

The Chair suggested that the Committee should flesh out a stronger process for establishing prerequisites which will eventually be reflected in the CurricUNET curriculum submission process, as well as to revise/establish the AR on prerequisites. He recommended the establishment of a sub-committee to achieve those goals and called for volunteers.

Gary Taka (Math) agreed to serve on the sub-committee for the revision of the prerequisite establishment process. There were no other volunteers. James Pacchioli (English rep) will convey the request for volunteers to his department.

**VI. Adjournment:**

The meeting was adjourned at 4:23 p.m.

The next meeting will be held on Wednesday, April 4, 2012 at Drescher Hall – Loft 300E at 3:00 p.m.

Respectfully submitted,

Georgia Lorenz, Vice Chair  
GL/gs

## Course Outline of Record

# Santa Monica College

### Course Outline For Dance 70

<b>Course Title:</b>	Dance Staging Technique	<b>Units:</b>	1		
Total Instructional Hours: (usually 18 per unit)	72				
Hours per week (full semester equivalent) in Lecture:	0	In-Class Lab:	0	Arranged:	4
<b>Date Submitted:</b>	November 21, 2011				
<b>Date Updated:</b>	March 26, 2012				
		<b>Transfer:</b>	CSU		
<b>Prerequisite(s):</b>	None				
<b>Skills Advisory:</b>	None				

#### I. Catalog Description:

This course is designed to develop stage production skills for dance performances. Students will learn how to transfer a dance work from the rehearsal studios to a professional stage, using the elements of staging, lighting, scenery/props, and make-up for various styles of dance productions. Students will also learn about the process of touring with a production, site selection and fundamentals of arts management.

#### 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. Joan Schlaich & Betty DuPont. Dance: The Art of Production: A Guide to Auditions, Music, Costuming, Lighting, Makeup, Programming, Management, Marketing, Fundraising; Princeton Book Company; Third edition, 1998
2. Peter Dean. Production Management: Making Shows Happen: A Practical Guide; Crowood Press. 2002.
3. [www.artsmanagement.net](http://www.artsmanagement.net), International Information Service for Culture and Management, Arts Management Network, Culture Management, Arts Administration, 2011.
4. [www.backstage.com](http://www.backstage.com), The Actor's Toolbox: Your Personal Career Center: Entertainment Career Advice (Unions). New York University: 2011
5. Rob Roznowski and Kirk: Collaboration in theatre: a practical guide for designers and directors; Palgrave Macmillan. 2009
6. Dennis Parichy, Illuminating the play : the artistry of lighting; Heinemann; Pap/Cdr edition, 2009

#### III. Course Objectives:

Upon completion of the course students will be able to:

1. Mount a dance piece on stage implementing skills of spacing, stage dimensions, wings, and other theatrical elements.
2. Describe how lighting can influence the representation of time, place, mood, theme of a dance presented on stage.
3. Apply theatrical stage make-up appropriate to specific role, character, costume, and style of a dance.
4. Use stage terminology correctly

#### IIIb. Arranged Hours Objectives:

If this course has any "arranged hours" listed above, provide the specific objectives related to those arranged hours.

Upon completion of the arranged hours students will be able to:

1. Demonstrate skills to plan and oversee theatrical rehearsals specific to particular dance repertory, whether dramatic, cultural, abstract, historic, or regional.
2. Arrange and organize community venues such as high school, middle school and senior center

**IV. Methods of Presentation:**

Lecture, video and project participation.

**IVb. Arranged Hours Instructional Activities:**

If this course has any "arranged hours" listed above, provide the specific instructional activities related to those arranged hours.

1.	Students will work in project teams under the direction of the instructor on the elements of staging a production
2.	Students will develop skills in staging, lighting, scenery, and make-up for a given dance production under the direction of the instructor and in collaboration with the director.
3.	Project teams will conduct rehearsals

**V. Course Content:**

<b>% of course</b>	<b>Topic</b>
20%	Theatrical staging of dance, stage dimensions, wings, use of cyclorama, backdrops specific to the choreography
20%	Costume and props specific to dance pieces
10%	Stage make-up designed to support the look of the dance
20%	Conducting/planning theatrical rehearsals on stage to various styles of dance repertory.
20%	Create a portfolio including the master plan of the performance.
10 %	Arrange and confirm community venues

**VI. Methods of Evaluation: (Specific percentages will vary with instructor; approximate values are shown.)**

<b>% of grade</b>	<b>Evaluation Method</b>
30%	Participation
20%	Creating portfolio
20%	Publicity/stage/costume crew performance
20%	Final Exam
10%	Written report

**VII. Sample Assignments: (please describe at least 2 sample assignments)**

1.	Create a portfolio including the entire plan of dance production (rehearsal/tech schedules, props on stage specific to various styles of dance repertory, and marketing skills)
2.	Write a three to five page "crew report" of work completed on at least three crews necessary to staging this production (i.e. publicity, costume crew, stage crew, props, sound assembly, etc.)

## Course Approval and Data Sheet for: Dance 70

Is this a New Course, Updated/Revised Course, or Reinstated Course?

**New**

If this is a **NEW** course, anticipated semester and year of first offering:

**Spring 2013**

If this is a **new** course, please provide a rationale for the addition of this course to the curriculum:

(enter rationale here: table will automatically expand to accommodate your complete response)

List all A.A. majors in which this course is/will be **required**:

- None

List all A.A. majors in which this course is/will be an **option**:

- Dance

List all Certificates of Achievement in which this course is/will be **required**:

- None

List all Certificates of Achievement in which this course is/will be an **option**:

- None

List all Department Certificates in which this course is/will be **required**:

- None

List all Department Certificates in which this course is/will be an **option**:

- None

Should this course be **transferable to the CSU**?

**Yes**

Should this course be **transferable to the UC**?

**No**

**Repeatability** (requires that the student's experience will be qualitatively different with each repetition).

- How many times should this course be repeatable? **3**

**Course Load Factor** suggested by department: **.875**

**Rationale for the above load factor suggestion:** **Lecture based course**

**Appropriate Minimum Qualifications** for faculty teaching this course: (Refer to: [Minimum Qualifications for Faculty and Administrators in California Community Colleges](#) adopted by The Board of Governors)

- Dance



## Student / Program / Institutional Learning Outcomes

November 22, 2011

Dance 70

### Course Level Student Learning Outcomes: (Must list at least 2)

1.	Upon completion of this course, students will be able to assist the different crews required to stage a production. As assessed by: a) Evaluation of practical work b) Written "crew" reports and written final
2.	Upon completion of this course, students will demonstrate knowledge of production elements that support the performer's presentation, (costume, make-up, props); backstage needs (lighting, sets, props tables) as well as audience development (publicity, mailing, fundraising). As assessed by: a) Evaluation of practical demonstrations b) Evaluation of individual projects C) Written assignments
3.	Upon completion of this course, students will demonstrate ability to work with different choreographers, technical production staff, and with an ensemble As assessed by: Evaluation of practical demonstrations.

**Demonstrate how this course supports/maps to at least one program learning outcome.** Please include all that apply:

1.	Students develop an appreciation of the aesthetics inherent in dance and learn to respect dance in all cultures. Students acquire the necessary technical skills and knowledge in a particular style of dance, as well as observation/analysis of dance presented on stage or in media. Students implement critical thinking skills and kinesthetic awareness through creative experience in class, learning to communicate through the power of movement and discovering self-motivation. Dance 70 provides students the necessary technique and strategy for producing dance performance. As students learn how to organize and prepare the different aspects of dance pieces through communications with specialists in the field, students will gain critical thinking and communication skills. Dance 70 students also create their own production plan and as a result, students will learn creative experience as well as self-motivation.
----	--

**Demonstrate how this course supports/maps to at least one of the following Institutional Learning Outcomes.** Please include all that apply. Through their experiences at SMC, students will

ILO #1	acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives. As students learn how to prepare and produce an ethnic dance show for the public, dance 70 students will acquire the self-confidence and discipline. Students will also obtain the ability to perform professional protocol and responsibility as they build an experience on house managing and crewing in a show, which are required in both their personal and professional lives.
ILO #2	obtain the knowledge and academic skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems. As students practice how to manage a dance production specifically for ethnic dances, dance 70 students will constantly evaluate their and peer's production plan and solve problems. Student also will acquire effective communication skills through communication with specialists in the field and discussion with peers.

S/ILO Committee Use Only

reviewed by: CKS 12-15-11

form modified 03/03/2011

## Associate Degree Course Criteria and Standards, as per Title V, Section 55002

### Dance 70

#### Section I – Course Criteria

Items 1 through 14 below. If any criterion is not met, course credit is non-applicable toward the associate degree.

		Criterion Met	Criterion Not Met
1.	This course is a collegiate course meeting the needs of students eligible for admission. It will be offered as described in the course outline of record (attached).	x	
2.	This course is to be taught by an instructor with a Masters or higher degree, or the equivalent, in an approved discipline.	x	
3.	The course outline of record specifies the unit value, scope, student objectives and content in terms of a specific body of knowledge.	x	
4.	The course outline of record specifies requested reading and writing assignments, and other assignments to be done outside of class (homework).	x	
5.	The course outline of record specifies instructional methodology and methods of evaluation for determining whether the stated student objectives have been met.	x	
6.	This course will be taught in accordance with a set of instructional objectives common to all students enrolled in the course (all sections).	x	
7.	This course will provide for the measurement of student performance in terms of the stated course objectives. A formal grade based upon uniform standards of student evaluation will be issued for the permanent record of each student.	x	
8.	This formal grade will be based on student ability to demonstrate proficiency in the subject matter by means of either (1) written essays, (2) problem solving exercises, or (3) student skill demonstrations.	x	
9.	The number of units of credit assigned to the course is based upon the number of lecture, laboratory, and/or activity hours as specified in the course outline.	x	
10.	A minimum of three hours of work per week (including class time) is required for each unit of credit, prorated for short term, lab and activity courses.	x	
11.	Subject matter is treated with a scope and intensity which requires students to study independently outside of class time.	x	
12.	Learning skills and a vocabulary deemed appropriate for a college course are required. Educational materials used are judged to be college level.	x	
13.	Repeated enrollments are not allowed, except as permitted by provisions of Division 2, Title V, Sections 55761-55763 and 58161.		
14.	Student ability to (1) think critically and (2) understand and apply concepts at a college level is required in order to participate in the course.	x	

#### Section II – Recommendations for Prerequisites

15. Are entrance skills and consequent prerequisites for the course required?		<b>NO</b>	
If yes, state the recommended prerequisites:			
16. Is eligibility for enrollment in a certain level of English and/or mathematics necessary for success in this course?		<b>NO</b>	
If yes, state the English and/or math level necessary for success:			
English level recommended:		Math level recommended:	

# APPROVALS PAGE

**NOTE: We now ONLY accept electronic approvals.**

- Department Chairs can simply input the Department vote and date of that vote, type their name indicating approval, and enter the date of that approval.
- The entire document must also be sent electronically to Carol Womack ([WOMACK\\_CAROL@SMC.EDU](mailto:WOMACK_CAROL@SMC.EDU)) for Librarian approval (again, electronically).

**Dance 70**

**Department/Area Vote(s):**

	Yes	No	Not voting	Date of vote
Enter Department or Area	2	0		11/16/11
Additional Department or Area (if applicable)				
Please list any other Departments, Areas, or Chairpersons consulted regarding this course:				

**Department Chair(s) Approval:**

Department Chair Approval:	Judith Douglas	Date:	11/16/11
Additional Department Chair Approval: (if applicable)		Date:	

**SMC Librarian:**

List of suggested materials has been given to librarian?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Library has adequate materials to support course?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Librarian Approval:	Carol Womack	Date:	1/18/12	

**Approvals:**

Articulation Officer:		Date:	
Instructional Dean:		Date:	
Curriculum Committee:		Date:	
Academic Senate:		Date:	
Board of Trustees:		Date:	

**FORM 8:**

**Application For Course To Fulfill SMC's  
Global Citizenship A.A. Degree Requirement**

To fulfill the Global Citizenship requirement for the AA degree from Santa Monica College, students must successfully complete an approved 3-unit course. These courses fall into **one** of the following four categories:

- 1) American Cultures:  
An American Cultures course utilizes a comparative framework to explore how the American identity and experience have been shaped—and will continue to be shaped—by a diverse array of cultural influences and traditions. An American Cultures course compares and contrasts at least three American cultures including Latino American, African American, Asian American, Native American and European American.
- 2) Ecological Literacy:  
Ecological literacy requires interdisciplinary understanding of both nature and humanity. This includes scientific examination of the interactions between and within the systems and cycles of the atmosphere, lithosphere, and hydrosphere, which together provide the basis for life on Earth. Ecological literacy also includes awareness and understanding of the many continuing impacts that human beings have had on natural environments, at scales ranging from the local to the global, and how those impacts are linked to the sustainability of social, cultural, and political-economic systems. Any course whose content **focuses primarily on one or more** of four areas (see below) will be considered for the Ecological Literacy category.
- 3) Global Studies:  
A course that fulfills this area will explore the factors that have shaped our global community and provide students with an understanding of their roles in relationship to other peoples and systems on a global level. To be included in the Global Studies category a **course must meet three criteria (see below)**.
- 4) Service Learning:  
Service learning is an instructional method that fosters civic responsibility by integrating community service with academic instruction. A course must utilize service learning as a *significant* pedagogy in reaching the course objectives and student learning outcomes as expressed on the course outline of record. In order for the pedagogy to be considered “significant”, a **course must meet four criteria (see below)**.

**APPLICATION FOR APPROVAL—COURSE TO FULFILL  
GLOBAL CITIZENSHIP A.A. DEGREE REQUIREMENT**

**Step 1: Under which category does the course belong? (select only one)**

	Course meets <b>both</b> of the following two criteria: (Please check)
<input type="checkbox"/> American Cultures	<input type="checkbox"/> Utilizes a comparative framework to explore how the American identity and experience have been shaped—and will continue to be shaped—by a diverse array of cultural influences and traditions <input type="checkbox"/> Compares and contrasts at least three American cultures including Latino American, African American, Asian American, Native American and European American.
<input type="checkbox"/> Ecological Literacy	Course content focuses primarily on <b>at least one</b> of the following four areas: (Check all that apply) <input type="checkbox"/> Conceptual foundations of our environmental attitudes, values and challenges <del>from a variety of cultural perspectives</del> <input type="checkbox"/> Scientific understanding of Earth's natural systems and cycles, <del>emphasizing humanity's role as the planet's ecologically dominant species and how that affects the continuing viability of habitats for life on Earth.</del> <input type="checkbox"/> Analysis of human activity and its impact on Earth's natural environments, both local and global, and the shorter-and longer-term implications for the planet's livability and sustainability. <input type="checkbox"/> Analysis of environmental problems and solutions as they apply to the understanding and practical application of technologies aimed at curbing the adverse impact of human activity on the natural environment and/or improving the sustainable use of natural resources. <input type="checkbox"/> <u>Skills for deliberation, debate, and action necessary to curb the adverse impact of human activity on the Earth.</u> <input type="checkbox"/> <u>Develop technical skills or expertise necessary to implement sustainable solutions</u>

<input type="checkbox"/> Global Studies	<p>Course meets <b>all</b> of the following three criteria: (Please Check)</p> <table border="1"> <tr> <td data-bbox="337 163 378 216"><input type="checkbox"/></td> <td data-bbox="402 149 1471 237">Course content is explored primarily through a global perspective and a comparative and/or analytical framework is used. At least two societies or cultures outside the United States and their global impact are explored.</td> </tr> <tr> <td data-bbox="337 268 378 321"><input type="checkbox"/></td> <td data-bbox="402 254 1471 342">Course material has contemporary significance. For example, a course would not only examine a period of history but the ways in which that period of history impacts the way we live in the world today.</td> </tr> <tr> <td data-bbox="337 352 378 405"><input type="checkbox"/></td> <td data-bbox="402 338 1471 415">Course content addresses at least two interconnected systems (such as cultural, ecological, economic, political, social and technological systems).</td> </tr> </table>	<input type="checkbox"/>	Course content is explored primarily through a global perspective and a comparative and/or analytical framework is used. At least two societies or cultures outside the United States and their global impact are explored.	<input type="checkbox"/>	Course material has contemporary significance. For example, a course would not only examine a period of history but the ways in which that period of history impacts the way we live in the world today.	<input type="checkbox"/>	Course content addresses at least two interconnected systems (such as cultural, ecological, economic, political, social and technological systems).		
<input type="checkbox"/>	Course content is explored primarily through a global perspective and a comparative and/or analytical framework is used. At least two societies or cultures outside the United States and their global impact are explored.								
<input type="checkbox"/>	Course material has contemporary significance. For example, a course would not only examine a period of history but the ways in which that period of history impacts the way we live in the world today.								
<input type="checkbox"/>	Course content addresses at least two interconnected systems (such as cultural, ecological, economic, political, social and technological systems).								
<input type="checkbox"/> Service Learning	<p>Course meets <b>all</b> of the following four criteria: (Please Check)</p> <table border="1"> <tr> <td data-bbox="337 506 378 558"><input type="checkbox"/></td> <td data-bbox="402 512 1471 558">The required hours of service must be at least 20 per semester.</td> </tr> <tr> <td data-bbox="337 569 378 621"><input type="checkbox"/></td> <td data-bbox="402 575 1471 621">The academic rigor of the course must be supported by the use of service learning.</td> </tr> <tr> <td data-bbox="337 632 378 684"><input type="checkbox"/></td> <td data-bbox="402 638 1471 684">Structured written and/or oral reflection activities must be ongoing, involve instructor feedback to students, and be structured in such a way to help achieve the course and/or assignment objectives.</td> </tr> <tr> <td data-bbox="337 695 378 747"><input type="checkbox"/></td> <td data-bbox="402 701 1471 810">The service-learning component of the course must be integrated into the grading criteria for the course such that it contributes to at least 40% of the grade. (Please note: the hours completed are NOT part of the grade, the academic work resulting from the service learning hours contribute to at least 40% of the grade.)</td> </tr> </table>	<input type="checkbox"/>	The required hours of service must be at least 20 per semester.	<input type="checkbox"/>	The academic rigor of the course must be supported by the use of service learning.	<input type="checkbox"/>	Structured written and/or oral reflection activities must be ongoing, involve instructor feedback to students, and be structured in such a way to help achieve the course and/or assignment objectives.	<input type="checkbox"/>	The service-learning component of the course must be integrated into the grading criteria for the course such that it contributes to at least 40% of the grade. (Please note: the hours completed are NOT part of the grade, the academic work resulting from the service learning hours contribute to at least 40% of the grade.)
<input type="checkbox"/>	The required hours of service must be at least 20 per semester.								
<input type="checkbox"/>	The academic rigor of the course must be supported by the use of service learning.								
<input type="checkbox"/>	Structured written and/or oral reflection activities must be ongoing, involve instructor feedback to students, and be structured in such a way to help achieve the course and/or assignment objectives.								
<input type="checkbox"/>	The service-learning component of the course must be integrated into the grading criteria for the course such that it contributes to at least 40% of the grade. (Please note: the hours completed are NOT part of the grade, the academic work resulting from the service learning hours contribute to at least 40% of the grade.)								

**Step 2: Student Learning Outcome**

It is expected that at least one student learning outcome (SLO) of this course reflects the particular focus of the category to which you are applying. Please identify that SLO here:

SLO:

**Step 3: Course Outline of Record**

It is expected that the particular focus of the category to which you are applying be integrated **throughout** the course content, objectives, etc. As such, the course outline of record must have been updated within the past two academic years to be considered by the committee.

**Step 4: Narrative**

Please write a rationale as to why this course should fulfill of the SMC Global Citizenship A.A. degree requirement for the particular category under which you have applied. Explain how this course fulfills the areas checked above.

Narrative:

**Step 5: Departmental or Area Vote on Fulfillment of Global Citizenship**

	Yes	No	Abstain	Not voting
Department or Area Vote				