



CURRICULUM COMMITTEE I MINUTES

Wednesday, May 4, 2016 / 3:00 p.m.

Loft Conference Room – Drescher Hall 300-E

Members Present:

Guido Davis Del Piccolo, <i>Chair</i>	Maral Hyeler	Georgia Lorenz	James Pacchioli
Brenda Antrim (non-voting)	William Konya	Walt Louie	Elaine Roque
Ida Danzey	Helen LeDonne	Emin Menachekanian	Gita Runkle
Christina Gabler	Karen Legg	Estela Narrie	Mark Tomasic
Sandra Hutchinson	Emily Lodmer	Darryl-Keith Ogata	Odemaris Valdivia

Members Absent:

Jennifer Merlic, <i>Vice Chair</i>	Kymia Mahjouri (AS)	Steve Maldonado (AS)	David Shirinyan
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Others Present:

Gordon Dossett	Gary Huff	Laura Manson	Maria Munoz
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MINUTES

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

I. Call to order:

The meeting was called to order at 3:10pm.

II. Public Comments*:

Mark Tomasic announced Global Motion and Synapse performances at Broad Stage.

III. Approval of Minutes:

The minutes of April 20, 2016 were approved as presented.

IV. Chair's report:

- Guido urged curriculum representatives to push any pending proposals through the curriculum workflow for their respective areas.
- Guido reported that all the approved curriculum items from April 6 and April 20, 2016 meeting were approved by the Academic Senate on April 26, 2016.
- Guido announced that—time permitting—we will bring a representative for Community Services (Not-for-credit courses) who will present us with the list of their offerings at our last meeting as an informational report.
- Georgia reported changes in ACCJC guidelines pertaining to minimum qualifications, upper division minimum unit count, and upper division general education requirements for the baccalaureate degree. There are on-going discussions occurring between the CCCCCO, the ACCJC, and the 15 colleges involved in the pilot.

V. Information Items:

(Course Updates)

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| 1. BUS 5 Business Law | 12. KIN PE 19C Fitness - Body Level Exercises |
| 2. GR DES 18 Introduction to Graphic Design Applications | 13. KIN PE 25A Beginning Golf |
| 3. GR DES 31 Graphic Design Studio I | 14. KIN PE 25B Intermediate Golf |
| 4. GR DES 35 Sketching For Graphic Design | 15. KIN PE 25C Advanced Golf |
| 5. GR DES 41 Graphic Design Studio 2 | 16. KIN PE 58A Beginning Yoga |
| 6. GR DES 50 Graphic Design Portfolio and Professional Practices | 17. KIN PE 58B Intermediate Yoga |
| 7. GR DES 64 Digital Imaging For Design I | 18. KIN PE 58C Advanced Yoga |
| | 19. MATH 7 Calculus I |

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| <ul style="list-style-type: none"> 8. KIN PE 3 Introduction To Exercise Physiology I 9. KIN PE 17 Boxing For Fitness 10. KIN PE 19A Fitness - Anaerobic Exercises 11. KIN PE 19B Fitness - Aerobic Exercises | <ul style="list-style-type: none"> 20. MATH 8 Calculus 2 21. PRO CR 6A Coaching Of Football 22. PRO CR 8 Coaching of Basketball |
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(Course Updates: Distance Education Revision):

- 23. ACCTG 6 Accounting Consolidations
- 24. ACCTG 7 Advanced Accounting: Special Topics

VI. Action Items:

(Consent Agenda)

- a. GR DES 33 Typography Design I (change of GR DES 18 from prerequisite to advisory)
- b. GR DES 43 Typography Design 2 (removal of GR DES 34 from advisory)
- c. HEALTH 11 First Aid and Cardio-Pulmonary Resuscitation (previously approved as PRO CR 21; minimum qualifications: "Emergency Medical Technologies and must have American Red Cross Instructor Certification")
- d. KIN PE 10A Fitness Center Lab (course update and number change from 10 to 10A)
- e. NUTR 8 (course update and title change from "Principles of Food Preparation" to "Principles of Food with Lab")

Motion made by: James Pacchioli
The motion passed unanimously.

Seconded by: Odemaris Valdivia

(Course Revision: addition of prerequisite)

- f. PRO CR 12 Emergency Care And Water Safety (addition of prerequisite: KIN PE 48B)

Motion made by: Mark Tomasic
The motion passed unanimously.

Seconded by: Karen Legg

(New Courses)

- g. ECE 32 Communicating With Families (replacing 2 unit ECE 31) – presented by Gary Huff and Laura Manson

(Approved with minor edits to phrasing.)

Motion made by: Emily Lodmer
The motion passed unanimously.

Seconded by: Maral Hyeler

- h. MEDIA 4 Introduction to Game Studies – presented by Maria Munoz

(Approved with minor edits to phrasing.)

Motion made by: Emily Lodmer
The motion passed unanimously.

Seconded by: Darryl-Keith Ogata

(Distance Education)

- i. ECE 32 Communicating With Families – presented by Gary Huff and Laura Manson

Motion made by: Elaine Roque
The motion passed unanimously.

Seconded by: Helen LeDonne

(New Program)

- j. Infant/Toddler Teacher Associate in Science (AS) / Certificate of Achievement –presented by Gary Huff and Laura Manson

Motion made by: William Konya
The motion passed unanimously.

Seconded by: Walt Louie

(Global Citizenship)

- k. Possible changes to the Global Citizenship Degree Requirement Global Citizenship Requirement – presented by Guido and Gordon Dossett
Any SMC Study Abroad will satisfy the Global Citizenship requirement, regardless of the number of units in which students are enrolled

Motion made by: Georgia Lorenz
The motion passed unanimously.

Seconded by: Gita Runkle

A minimum of 3 units is required to satisfy the Global Citizenship requirement; this may be satisfied with a combination of less than 3 unit courses.

Motion made by: Elaine Roque **Seconded by:** Maral Hyeler

The motion passed unanimously.

Below is a summary of the changes made to the Global Citizenship requirement.

VII. Adjournment

The meeting adjourned at 4:57pm.

Changes to the Global Citizenship Degree Requirement

Effective Immediately:

Change to Catalog:

To fulfill the Global Citizenship requirement for ~~the Associate~~ a degree from Santa Monica College, students must successfully complete a minimum of 3 units from the courses listed below ~~with a passing grade~~ or successfully complete a Santa Monica College Study Abroad experience (if completed Spring 2008 or later). The courses below fall into four categories: American Cultures, Ecological Literacy, Global Studies, and Service Learning. These courses aim to provide an awareness of the diversity of cultures within the United States and/or an appreciation for the interconnectedness of cultural, ecological, economic, political, social, and technological systems of the contemporary world. This prepares students to make a responsible contribution to a rapidly changing global society. ~~The Global Citizenship requirement can also be fulfilled by completing a Santa Monica College Study Abroad experience (if completed Spring 2008 or later).~~

Change to SMC GE Area V:

V: GLOBAL CITIZENSHIP – 3 semester units OR successful completion of a SMC Study Abroad experience (credit awarded through petition)

New GC Information Sheet (for faculty): Below

Global Citizenship Information Sheet (updated 5/5/16)

(For Courses To Fulfill SMC's Global Citizenship Associate Degree Requirement)

To fulfill the Global Citizenship requirement for a degree from Santa Monica College, students must successfully complete **a minimum of 3 units from a list of courses** approved with the Global Citizenship designation. 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.

In order for a course to be considered under the American Cultures category, the course meets **both** of the following two criteria:

- 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
- 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.

In order for a course to be considered under the Ecological Literacy category, the course content must focus primarily on **at least one** of the following four areas:

- Environmental values, debates and/or challenges
- Scientific understanding of Earth's natural systems and cycles, emphasizing humanity's role in the continuing viability of habitats and/or application of scientific principles and techniques to study the causes of and potential solutions to environmental problems
- Analysis of human activity and its impact on Earth's livability and sustainability
- 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.

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)**.

In order for a course to be considered under the Global Studies category, the course must meet **all of the following three** criteria:

- 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.
- 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.
- Course content addresses at least two interconnected systems (such as cultural, ecological, economic, political, social and technological systems).

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)**.

In order for a course to be considered under the Service Learning category, the course must meet **all of the following four** criteria:

- The required hours of service must be at least 20 per semester.
- The academic rigor of the course must be supported by the use of service learning.
- 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.
- 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.)

NOTE: Alternatively, a student may satisfy the degree requirement by successfully completing a Santa Monica College Study Abroad experience (if completed Spring 2008 or later).

- Each proposal submits a narrative/rationale explaining why the course should fulfill of the SMC Global Citizenship degree requirement for one of the particular categories (and specific criteria) above.
- It is expected that at least one student learning outcome (SLO) of the course reflects the focus for one of the particular categories (and specific criteria) above.
- It is expected that the particular focus of the category is integrated **throughout the course content, objectives, assignments, etc.**
- The course outline of record must have been updated within the past two academic years to be considered by the Curriculum Committee.
- A Departmental (or Area) vote in support of the course fulfilling the Global Citizenship degree requirement is necessary.