



Curriculum Committee Agenda

Wednesday, May 2, 2018, 3:00 p.m.
Loft Conference Room – Drescher Hall 300-E

Members:

Brenda Antrim, <i>Chair</i>	Sasha King	Emin Menachekanian	David Shirinyan
Jennifer Merlic, <i>Vice Chair</i>	William Konya	Estela Narrie	Audra Wells
Eve Adler	Jae Lee	Dana Nasser	Joshua Withers
Guido Davis Del Piccolo	Jing Liu	Lee Pritchard	Associated Students Rep
Christina Gabler	Emily Lodmer	Elaine Roque	Associated Students Rep
Maral Hyeler	Georgia Lorenz	Redelia Shaw	

Interested Parties:

Clare Battista	Patricia Burson	Dione Carter	Estela Ruezga
William Bloom	Vicki Drake	Stacy Neal	Scott Silverman
Maria Bonin	Kiersten Elliott	Patricia Ramos	Esau Tovar
			Tammara Whitaker

Ex-Officio Members:

Jennifer Chen (As. Students) Nathaniel Donahue

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

- I. Call to Order and Approval of Agenda
- II. Public Comments *(Five minutes is allotted to any member of the public who wishes to address the Committee.)*
- III. Announcements
- IV. Approval of Minutes 3
- V. Chair’s Report:

- VI. Information Items:
 - I. Guided Pathways Update

- VII. Action Items:
 - (Courses: New)*
 - a. BIOL 10 Applied Ecology and Conservation Biology 6
 - b. DANCE 6 20th and 21st Century Dance History (skills advisory: Dance 5)..... 13
 - c. EDUC 10 Introduction to Elementary Classroom Teaching & Field Experiences 2 (skills advisory: English I) 18
 - (Courses: Substantial Changes)*
 - d. DANCE 79 Dance Study Tour (course update, title change, co-requisite change from Dance 2 to Dance 6)..... 25

e. ESL NC 902 English as a Second Language Level 2 (skills advisory addition: ESL NC 901)..... 28

(Courses: Distance Ed)

f. EDUC 10 Introduction to Elementary Classroom Teaching & Field Experiences 21

(Courses: Global Citizenship)

g. BIOL 10 Applied Ecology and Conservation Biology 12

h. EDUC 10 Introduction to Elementary Classroom Teaching & Field Experiences 23

(Programs: Revisions)

i. ADJUS 1 and ADJUS 2 addition to Liberal Arts: Social and Behavioral Science Associate in Arts Degree in Area A, Group 5

j. Changes to degrees and certificates as a result of courses considered on this agenda

VIII. New Business

• Board Policy 4025 33

IX. Old Business:

• Department Certificates Discussion

X. Adjournment

Please advise Jennifer Merlic (x4616), Brenda Antrim (x3538) or Irena Zugic (x4403) if you are unable to attend this meeting.



Curriculum Committee Minutes

Wednesday, April 18, 2018, 3:00 p.m.
Loft Conference Room – Drescher Hall 300-E

Members Present:

Brenda Antrim, <i>Chair</i>	Maral Hyeler	Emin Menachekanian	David Shirinyan
Eve Adler	Sasha King	Estela Narrie	Audra Wells
Guido Davis Del Piccolo	Jing Liu	Dana Nasser	Joshua Withers
Christina Gabler	Emily Lodmer	Lee Pritchard	

Members Absent:

Jennifer Merlic, <i>Vice Chair</i>	Jae Lee	Elaine Roque	Associated Students Rep
William Konya	Georgia Lorenz	Redelia Shaw	Associated Students Rep

Others Present:

Ikilil Bouhmouch	Rachel Demski	Liz Koenig	Vicki Rothman
Dione Carter	Laurie Guglielmo	Erica LeBlanc	Irena Zugic

(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 3:06 pm. A motion was made to approve the agenda, amended to table old and new business discussions until the next meeting

Motion made by: Joshua Withers; **Seconded by:** Eve Adler

The motion passed unanimously (Emin Menachekanian absent for vote)

II. Public Comments

A student in attendance, Ikilil Bouhmouch, made a comment regarding African American History not fulfilling the CSU history requirement and wondered why that is the case. Estela Narrie clarified it is due to parameters set by CSU; course descriptions/outlines are set by faculty, but she will get in touch and further discuss this with faculty

III. Announcements

Joshua Withers gave a reminder for the Annual SMC Student Photography Exhibit Gallery Opening, on Saturday, April 21 from 6–8pm at the Barrett Art Gallery at the SMC Performing Arts Center

IV. Approval of Minutes

Motion to approve the minutes of the 4/4/18 meeting with a revision to Item VI to include Guido Davis Del Piccolo and William Konya's last names for consistency throughout the minutes

Motion made by: Emily Lodmer; **Seconded by:** Audra Wells

Y: 13

N: 0

A: 1 (Eve Adler)

V. Chair's Report

Everything passed at the Academic Senate. Brenda received a letter from the Academic Senate for California Community Colleges (ASCCC) regarding AB705 and a Math and Quantitative Reasoning Task Force (MQRTF) that was put together – MQRTF has not yet made recommendations, re: AB 705

VI. Information Items

I. Guided Pathways Update

There was some confusion at the Senate meeting regarding the impact of Pathways on smaller departments. Guido Davis Del Piccolo clarified SMC currently has 143 programs, and Pathways is not about marginalizing any programs – all 143 will be mapped; and to start, they will focus on 7 areas: – Recycling and Resource Management, Nursing, Business, Accounting, Communication Studies, Graphic Design, and Electrical Engineering. Reminder that May 18th is sorting day, please RSVP, and May 4th is a Pathways training for the seven mini-program teams

(Courses: *Non-Substantial Changes*)

2. ESL NC 900 English as a Second Language Level 0

VII. Action Items

(Courses: *New*)

- a. COUNS NC 901 Transition to College
- b. COUNS NC 902 Career and Workforce Readiness

Motion to vote on both courses as a block with minor edits to both

Motion made by: Eve Adler; **Seconded by:** Jing Liu

The motion passed unanimously

(Courses: *Substantial Changes*)

- c. ESL NC 901 English as a Second Language Level 1
- d. ESL NC 902 English as a Second Language Level 2
- e. ESL NC 903 English as a Second Language Level 3 (new skills advisory: ESL NC 902)
- f. ESL NC 904 English as a Second Language Level 4 (new skills advisory: ESL NC 903)
- g. ESL NC 905 English as a Second Language Level 5 (new skills advisory: ESL NC 904)
- h. ESL NC 906 English as a Second Language Level 6 (new skills advisory: ESL NC 905)
- i. ESL NC 980 ESL Citizenship Test Preparation (change from POL SC 930)

Motion to approve all courses as a block with changes to assignments and SLOs

Motion made by: Dana Nasser; **Seconded by:** Estela Narrie

The motion passed unanimously

Motion to approve skills advisories for ESL NC 903-906 as well as the creation of a skills advisory for ESL NC 902 (Advisory: ESL NC 901) as soon as possible

Motion made by: David Shirinyan; **Seconded by:** Audra Wells

The motion passed unanimously

Motion to make ESL NC 980 a new course, rather than a replacement of POL SC 930, and keep POL SC 930 as a course to serve native English speakers in preparing for the U.S. Citizenship Test

Motion made by: Estela Narrie; **Seconded by:** Emily Lodmer

The motion passed unanimously

(Courses: *Distance Ed*)

- j. ESL NC 980 ESL Citizenship Test Preparation

Motion made by: Sasha King; **Seconded by:** Dana Nasser

The motion passed unanimously

(Programs: New)

- k. Transition to College and Career: Certificate of Completion
Motion to approve certificate with program description change of making the course completion requirement non-sequential
Motion made by: Emily Lodmer; **Seconded by:** Estela Narrie
The motion passed unanimously

(Programs: Revisions)

- l. Changes to degrees and certificates as a result of courses considered on this agenda
None

VIII. Adjournment

Meeting was adjourned at 4:51 pm

Santa Monica College

Course: NEW or Reinstatement

Expanded Course Outline for BIOL 10 - Applied Ecology and Conservation Biology

Course Cover

Discipline	BIOL-BIOLOGY	
Course Number	10	
Full Course Title	Applied Ecology and Conservation Biology	
Catalog Course Description	<p>This course introduces students to basic concepts of environmental biology through the study of evolution, ecology, and conservation biology. The course is designed for both major and non-major environmental science students. It is intended both as preparation for upper division Environmental Science classes, but also as general education for all students interested in a more in-depth understanding of current biological and environmental issues. By the end of the course, students should be able to use scientifically sound information to critically analyze complex environmental issues from around the world. Students will also learn to work with basic research data and apply the scientific method to conservation-related projects.</p>	
Rationale	<p>In the recent past, we have become aware of a growing number of Santa Monica College students interested in majoring in Environmental Science (E.S.). As a response to such a demand, we have been working on strengthening our Environmental Science program here at SMC so as to equally strengthen our students' transferring potential. Part of this process has been to fill in some "course gaps", or to add to our program relevant yet missing environmental science courses. This is the proposal for one of them: a 4-unit, lecture/lab environmental biology course. Our initial steps were to identify the top-ranked E.S. majors in California, and to find required lower-division environmental biology courses that we could then model. We then worked on this proposal in a way that students will be able to learn through lectures, lab activities and regional field trips. We firmly believe this to be a timely course, given the growing importance of understanding the biological world around us and how we are influencing it. For that and other reasons, we believe this is a course that many students -- not only those interested in a degree in Environmental Science -- will enjoy and find relevant for their academic future.</p>	
Proposed Start	Year: 2019 Semester: Fall	
Proposed for Distance Ed	No	
Proposed for Global Citizenship	Yes	
Course Unit/Hours		
Variable Hour Exist	NO	
Credit Hours	Min: 4.00	
Weekly Lecture Hours	Min: 3.00 (Sem: 54)	
Weekly Laboratory Hours	Min: 3.00 (Sem: 54)	
Total Semester Instructional Hours	108.00	
Total Outside-of-Class Hours	108.00	
Repeatability	May be repeated 0 time(s)	
Grading Methods	Letter Grade or P/NP	
Transfer/General Ed		
Transferability		
Transfers to UC (pending review)		

Transfers to CSU	
IGETC Area:	
(pending review)	
<ul style="list-style-type: none"> • IGETC Area 5: Physical and Biological Sciences (mark all that apply) <ul style="list-style-type: none"> ○ 5B: Biological Science ○ 5C: Physical or Biological Science LABORATORY 	
CSU GE Area:	
(pending review)	
<ul style="list-style-type: none"> • CSU GE Area B: Scientific Inquiry and Quantitative Reasoning (mark all that apply) <ul style="list-style-type: none"> ○ B2 - Life 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 ○ Area V: Global Citizenship 	
Comparable Transfer Courses:	
<ul style="list-style-type: none"> • UC UC Riverside Introductory Evolution and Ecology BIOL 005C • UC UC Santa Barbara Intro Bio II - Ecology and Evolution EEMB 2 	
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	AS Degree -Environmental Science AS-T Degree -Environmental Science
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Identify and interpret key concepts of environmental biology through the study of evolution, ecology and conservation biology.	
2. Apply and incorporate key concepts in the domain of evolution and ecology to explain techniques for conservation biology.	
3. Analyze how beneficial genetic changes in a species allows for a successful adaption to its environment.	
4. Account for the heterogeneity of life traits and its consequences for species adaptation to a quickly changing, human-influenced environment.	
5. Recognize the diversity of prokaryotic and eukaryotic species.	
6. Analyze how organisms interact within a population, a community, as well as with their environment.	
7. Interpret, discuss and summarize scientific articles in the field of environmental biology.	
8. Test and critically evaluate research methods in environmental biology.	
9. Apply the scientific method ? including the interpretation of numerical and graphical data ? to environmental biology questions.	
10. Demonstrate a high level of understanding of major environmental issues in the world, and evaluate how research techniques can be applied to mitigate these issues.	
11. Identify and examine current limitations and prospective advances in the field of conservation biology and	

environmental management as a whole.	
Course Content	
5%	<p>Introduction: The essence of life</p> <ul style="list-style-type: none"> • Basics of biochemistry and biological molecules • The beginning of life • Mendelian genetics • Genetic transcription and translation
10%	<p>Evolutionary changes</p> <ul style="list-style-type: none"> • Causes of evolutionary changes (mutation, genetic drift, migration and natural selection) • Types of genetic mutations • Speciation/adaptive radiation
10%	<p>Diversity</p> <ul style="list-style-type: none"> • Types of biodiversity • Phylogeny and systematics • Bacterial and Archean diversity • Fungal diversity • Animal diversity • Plant diversity
10%	<p>The biosphere</p> <ul style="list-style-type: none"> • Climate patterns • Characteristics of terrestrial biomes • Characteristics of aquatic and marine biomes • The water cycle • Nutrient cycles • Ecological hotspots
15%	<p>Ecological interactions</p> <ul style="list-style-type: none"> • Behavioral ecology (e.g. communication, optimal foraging) • Population ecology (e.g. growth models and limiting factors, survivorship curves) • Community ecology (e.g. competition, mutualism) • Keystone and foundation species • Invasive species (e.g. competitors and diseases) • Ecological succession • Ecosystem ecology (e.g. environmental triggers of phenological events)
30%	<p>Human Impact - The Anthropocene</p> <ul style="list-style-type: none"> • Human population • Climate change • Ocean acidification • Types of pollution and their consequences • Waste • Habitat loss • Antibiotic-resistant bacteria • Overexploitation • The 6th mass extinction
20%	<p>Restoration</p> <ul style="list-style-type: none"> • The importance of biodiversity • Interaction of social and political approaches to environmental management • Local and global approaches to environmental management • Habitat restoration and preservation

	<ul style="list-style-type: none"> • <i>In situ</i> conservation (e.g. wildlife sanctuaries, national parks) • <i>Ex situ</i> conservation (e.g. the role of zoos and captive breeding)
Total: 100%	
Lab Content	
4%	Safety in the biology lab
6%	Natural Selection <ul style="list-style-type: none"> • Beans and Forks” (predators and preys) • Polymorphic prey (cryptic coloration success)
6%	Measuring microscopic biodiversity <ul style="list-style-type: none"> • Microscopic analysis of water samples with low- and high-human intervention • Application of species richness equation • Application of Shannon-Weiner Index • Generation of species accumulation curve
6%	<i>Bioremediation</i> <ul style="list-style-type: none"> • <i>Bacteria and pollution</i>
6%	<i>Optimal foraging¹</i> <ul style="list-style-type: none"> • <i>Application of the diet-width model</i> • <i>Link to habitat loss and species diversity loss</i>
6%	<i>Estimating population size - animals</i> <ul style="list-style-type: none"> • <i>In-lab activity with mealworms</i> • <i>Application of “Capture re-capture” method</i> • <i>Application of "Capture per unit effort" method</i>
12%	<i>Estimating population size - plants</i> <ul style="list-style-type: none"> • <i>Field measurements</i> • <i>Study of endemic species in California (chaparral)</i>
12%	<i>Life table (population ecology)</i> <ul style="list-style-type: none"> • <i>Data collection at Woodlawn Cemetery</i> • <i>Generation and interpretation of graphical data: survivorship curve, age-specific life expectancy and mortality rate</i>
6%	SimBio’s Ecology Lab (former “EcoBeaker”): Isle Royale <ul style="list-style-type: none"> • Software simulation (case study of predator-prey system) • Biological concepts covered: exponential and logistic growth, and carrying capacity
12%	<i>LiMPETS (Long-term Monitoring Program and Experimental Training for Students)</i> <ul style="list-style-type: none"> • <i>Field measurement of intertidal species diversity</i> • <i>Citizen science evaluating the health of California's intertidal habitats</i>
12%	Invasive species and climate change ² <ul style="list-style-type: none"> • Invasive species vs. native species growth rates • Control vs. experimental (increased) temperature as a dependent variable for plant growth
12%	Plant nutrient uptake <ul style="list-style-type: none"> • Community and ecosystem ecology • Nutrient uptake by legumes (with nitrogen-fixing bacteria) vs. non-legumes • Use of mass spectrometry for nitrogen uptake analysis • Guided Student's t-test
Total: 100%	
Methods of Presentation	
Methods	Critique Experiments

	Field Experience Field Trips Group Work Lab Lecture and Discussion Observation and Demonstration Online instructor-provided resources Projects Service Learning Visiting Lecturers
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Methods of Evaluation

Methods	<ul style="list-style-type: none"> • 11% - Class Work Autobiography (2%) Summary of scientific articles following class discussions³ (evolution, ecology and conservation biology; 3 total) • 20% - Exams/Tests Midterm exams (2 total) • 20% - Final exam • 9% - Homework Review questions (evolution, ecology, conservation biology; 3% each) • 15% - Lab Reports Lab/field trip reports (2 total) • 10% - Quizzes Lab quizzes (weekly) • 15% - Research Projects Lab/field trip assignments (weekly) • 100% - Total
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Appropriate Textbooks

Textbooks such as the following are appropriate:

Formatting Style	APA
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Textbooks

1. Fowler, S., R. Roush, F. Wise. *Concepts of Biology*, ed. Rice University, 2017, ISBN: 9781947172036.
2. Matthew R. Fisher (editor), OpenStax, K. Dorner, A. Geddes, T. Theis and J. Tomkim. *Environmental Biology*, ed. Creative Commons Attribution 4.0 International License , 2018
3. Miller, G. T., S. Spoolman. *Environmental Science*, ed. Cengage Learning, 2019, ISBN: 978-1337569613.
4. Urry, L.A., M.L. Cain, S.A. Wasserman, P.V. Minorsky, J.B. Reece. *Campbell Biology*, ed. Pearson Higher Education, 2016, ISBN: 9780134093413.

Assignments

Sample Assignment

¹Optimal foraging lab
 The optimal foraging theory states that most animals make nonrandom choices for food items. In order to obtain food, a forager must expend time and energy first in searching for food and then in handling it. If a forager is a specialist, it might spend a considerable amount of time searching for its food, but will pursue only high quality food items. If a forager is a generalist, it will spend little time searching for food, but will pursue both profitable and unprofitable food choices. In this lab, the benches are set up before the students come in such that cups, placed upside down, hide “food” items of different qualities. The distribution of food items vary per bench (“mostly high quality”, “mostly medium quality”, “mostly low quality”, “evenly distributed”, “evenly distributed in

patches”). Students play the role of the forager and must choose to take the food item or not. Certain rules are applied, such as an increased wait time (equivalent to handling time) whenever they choose to take the food item, and a maximum number of times they can skip food items in order to avoid starvation. With the data students learn to apply the diet-width model and discover how or if the environment has affected their decision making. New rules are then applied for the second part of the lab such that some groups are assigned the role of specialists while others are assigned the role of generalists. We then re-run the experiment under the conditions of a) the elimination of a particular food item – simulating local species extinction/bottleneck effect/overexploitation – and b) the reduction of foraging space – simulating habitat loss.

²Invasive species and climate change lab

This lab has the purpose of understanding how air temperature influences the growth of a native (*Eschscholzia californica* – California poppy) and an invasive (*Brassica nigra* – black mustard) plant species. Moreover, we will be comparing these two species under two categories: room temperature (control group) and increased temperature (treatment group) following data from the Intergovernmental Panel on Climate Change. During each semester, students will test a) how the growth rates of these species are influenced by a risen temperature and b) how the growth rates differ among species. The latter question aims to investigate if the already-successful invasive species, black mustard, has yet an additional advantage over the native California poppy in light of climate change. Over the semesters, we will be changing the temperature of the treatment group such as to graph a temperature optimum curve for each species.

³Summary of scientific article discussion: For each of the three main modules (Evolution, Ecology and Conservation), students will be assigned a peer-reviewed article for class discussion. Questions will be released at the beginning of the discussion so as to help students analyze the entire article. Once the students have gone through the questions with their small groups (3-4 students), the conversation is then expanded to the whole class, with students sharing answers to the questions posted. A one-week deadline will be given for students to turn in a group summary of the discussed article. Examples of discussion questions (Ceballos et al. 2015 on the 6th mass extinction): 1) Which questions were addressed by the authors for this particular paper?; 2) Interpret the following statement: "Population-level extinction directly threatens ecosystem services and is the prelude to species-level extinction."; 3) How many years would it have taken for the vertebrates that went extinct in the last century to go extinct if the background extinction rate had prevailed?; 4) Outside of human well-being, why do you think we should care about the loss of biodiversity?; 5a) What suggestions do the authors make to avoid such loss (specifically, what are three notably important issues that must be urgently dealt with?; 5b) What are your thoughts on these suggestions?

Student Learning Outcomes

1. Identify factors and limitations influencing genetic variation in populations over space and time, as well as the environmental aspects that lead to the genetic changes in these populations.
2. Apply basic concepts of ecology, ranging from a population-level to an ecosystem-level approach, to case study scenarios and laboratory investigations.
3. Demonstrate successful skills in applying the scientific method to gather and critically evaluate data.
4. Demonstrate ability to apply and interpret basic quantitative skills (such as statistical and graphical data) to environmental biology.
5. Demonstrate competency in finding, interpreting and analyzing scientific articles related to environmental biology.
6. Conceptualize the relationship between evolution, ecology and conservation biology.

Minimum Qualification	
Minimum Qualifications:	Biological Sciences (Masters Required) Ecology (Masters Required)
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	No
Global Citizenship Application	
Global Citizenship Category	Ecological Literacy
Global Citizenship Sub-Categories	<p>Conceptual foundations of our environmental attitudes, values and challenges from a variety of cultural perspectives</p> <p>Scientific understanding of Earth's natural systems and cycles, emphasizing humanity's role as the planet's ecologically dominant species and how that affects the continuing viability of habitats for life on Earth.</p> <p>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.</p>
Citizenship Rationale	<p>This course will cover the most relevant and current environmental issues happening globally. Students will be encouraged to think about how these issues affect different parts of the world (e.g. rising sea level, susceptibility and resilience to natural disasters, health risks and pollutants) as well as how different regions may take different approaches to environmental problems (e.g. sustainability actions and priorities, mandatory vs. voluntary banning of particular pesticides). This will allow students to better understand the heterogeneity and complexity of the environmental topics covered.</p>
Attached Files	
Global Citizenship Requirements - BIOL 10	

Santa Monica College

Course: NEW or Reinstatement

Expanded Course Outline for DANCE 6 - 20th and 21st Century Dance History

Course Cover

Discipline	DANCE-DANCE
Course Number	6
Full Course Title	20th and 21st Century Dance History
Catalog Course Description	This course provides a focused study of prominent figures and events that have shaped the development of dance in the 20th and 21st century. The emphasis will be on dance as a performing art in the United States and Western Europe, acknowledging the broader cultural influences that have shaped the major movements of modern, postmodern, and contemporary dance. Considering historical, cultural, and theoretical context, this course is designed to foster critical thinking, and research skills.
Rationale	Dance 6 will provide students an opportunity to study prominent 20th and 21st century figures and events that have shaped dance history. It will also include the study of issues of gender, race, class and politics in regards to dance during this time period. Our Department's current offerings of Dance 2 (Dance in American Culture) and Dance 5 (Dance History) do not adequately cover this critical time period in dance history or these issues. The course will also be a co-requisite of Dance 79: Dance Study Tour and will provide the necessary preparation for students who will be participating in the study tour to a leading dance capital (i.e. New York City, London, San Francisco).
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: 3.00 (Sem: 54)
Total Semester Instructional Hours	54.00
Total Outside-of-Class Hours	108.00
Load Factor	1.00
Load Factor Rationale	This is a lecture course.
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Transfers to UC (pending review)	
Transfers to CSU	
IGETC Area:	
(pending review)	
	<ul style="list-style-type: none"> • IGETC Area 3: Arts and Humanities <ul style="list-style-type: none"> ○ 3A: Arts

CSU GE Area:	
(pending review)	
<ul style="list-style-type: none"> • CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages <ul style="list-style-type: none"> ◦ C1 - Arts, Dance, Music, Theater 	
SMC GE Area:	
<ul style="list-style-type: none"> • GENERAL EDUCATION PATTERN (SMC GE) <ul style="list-style-type: none"> ◦ Area III: Humanities 	
Comparable Transfer Courses:	
<ul style="list-style-type: none"> • UC UC Irvine DANCE 81. American Ballet and Modern Dance since 1900. 4 Units. Dance 81 	
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	AA Degree -AA Degree Dance Elective
Pre/Corequisites & Advisories	
Skills Advisory DANCE 5	
Content Review	
DANCE 5 - Skills Advisory (Content to Content)	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Identify prominent 20th and 21st century choreography in historic and cultural contexts.	
2. Compare, and contrast various dance styles and choreography of prominent 20th and 21st century dance figures.	
3. Recognize and describe dance techniques, styles, aesthetics, and dance production elements.	
4. Discuss 20th and 21st century dance as expressive art form.	
5. Analyze the relationship between dance and society in the 20th and 21st centuries.	
6. Examine the connection of 20th and 21st century dance and other arts/artists including music, painting, sculpture, architecture, film, digital media and literature.	
Arranged Hours Objectives	
Upon satisfactory completion of the course, students will be able to:	
Course Content	
10%	Introduction to the history, culture and context of 20th and 21 st century dance;
5%	Introduction of terminology, aesthetics and production elements;
10%	Dance at the turn of the 20th century;
10%	Modern dance pioneers (United States and Germany);
10%	Social dance forms: jazz, tap, hip hop;
10%	Post-modernism in dance;
10%	20th and 21st century ballet;
5%	Contemporary dance and choreographers
10%	Dance Theater
10%	Influence of prominent social trends on dance creation;
10%	Examination of relationships between artistic disciplines.

Total: 100%	
Methods of Presentation	
Methods	Lecture and Discussion Other
Other Methods	Choreography viewings, written materials, handouts, attendance of live performances.
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 15% - Class Participation Class discussions; small group presentations • 25% - Exams/Tests Midterm exam • 15% - Papers Journal assignments; discussion boards; essays • 25% - Research Projects Final Research Paper • 20% - Written assignments Dance concert critiques • 100% - Total
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Teresa Brayshaw & Noel Witts, Ed., . <i>20th Century Performance Reader</i> , 3rd ed. Routledge, 2013	
2. Marc Raymond Strauss with Myron Howard Nadel. <i>Looking at Contemporary Dance</i> , ed. Princeton Book Company, 2013	
Assignments	
Sample Assignment	
<ol style="list-style-type: none"> 1. In a summary paper, compare and contrast specific societal factors that have influenced dance and dance making in modern, post-modern and contemporary eras. 2. In essay form, describe the contributions of Merce Cunningham during the post-modern period and explain the influences of his work on current trends in contemporary modern dance and ballet. 	
Student Learning Outcomes	
1. Identify and evaluate the historical significance of 20th and 21st century dance.	
2. Describe characteristics of theatrical and social dance forms from the 20th and 21st centuries.	
3. Recognize significant dance artists of the 20th and 21st century, and explain the concepts of their works.	
Minimum Qualification	
Minimum Qualifications:	Dance (Masters Required)
Library	
List of suggested materials has been given to librarian?	Yes
Library has adequate materials to support course?	No
Attached Files	
Dance 6 Suggested Library Materials Dance 5 advisory	

ADVISORY Checklist and Worksheet

Dance 6

Proposed Advisory: Dance 5

SECTION 1 - CONTENT REVIEW:

Criterion	N/A	Yes	No
Faculty with appropriate expertise have been involved in the determination of the advisory.		X	
The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.		X	
Selection of this advisory is based on tests, the type and number of examinations, and grading criteria.		X	
Selection of this advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.		X	
The body of knowledge and/or skills which are recommended for success before enrollment have been specified in writing (see below).		X	
The course materials presented in this advisory have been reviewed and determined to teach knowledge or skills recommended for success in the course requiring this advisory.		X	
The body of knowledge and/or skills recommended for success in this course have been matched with the knowledge and skills developed by the advisory course.		X	
The body of knowledge and/or skills taught in the advisor are not an instructional unit of this course.		X	
Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.		X	

Advisory Worksheet

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: Dance 6

(It is recommended that the student to be able to do or understand the following BEFORE entering the course)

1. Dance in historic and cultural contexts.
2. Dance as performing art, social interaction, and/or sacred ritual.
3. Western presentational dance styles including ballet, modern dance, Jazz, and tap.
4. Dance as an expressive art form.
5. The relationship between dance and society.
6. The connection of dance and other arts including music, painting, sculpture, architecture, and literature.
7. Different styles and approaches of significant dance artists and choreographers.
8. Dances from other cultures (world dance), including aboriginal, court traditions, or folk forms. (Dances of Asia, Africa, Australia, the Americans, Europe)

EXIT SKILLS (objectives) FROM: Dance 5

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

1. Identify dance in historic and cultural contexts.
2. Recognize dance as performing art, social interaction, and/or sacred ritual.
3. Identify Western presentational dance styles including ballet, modern dance, Jazz, and tap.
4. Appraise dance as an expressive art form.
5. Analyze the relationship between dance and society.
6. Examine the connection of dance and other arts including music, painting, sculpture, architecture, and literature.
7. Compare and contrast different styles and approaches of significant dance artists and choreographers.
8. Identify dances from other cultures (world dance), including aboriginal, court traditions, or folk forms. (Dances of Asia, Africa, Australia, the Americans, Europe)

		ENTRANCE SKILLS FOR: DANCE 6							
		A	B	C	D	E	F	G	H
EXIT SKILLS from: DANCE 5	1	X							
	2		X						
	3			X					
	4				X				
	5					X			
	6						X		
	7							X	
	8								X

Santa Monica College

Course: NEW or Reinstatement

Expanded Course Outline for EDUC 10 - Introduction to Elementary Classroom Teaching & Field Experiences

Course Cover	
Discipline	EDUC-EDUCATION
Course Number	10
Full Course Title	Introduction to Elementary Classroom Teaching & Field Experiences
Catalog Course Description	This course introduces students to the concepts and issues related to teaching diverse learners in today's contemporary schools, Kindergarten through grade 12 (K-12). Topics include teaching as a profession and career, historical and philosophical foundations of the American education system, contemporary educational issues, California's content standards and frameworks, and teacher performance standards. In addition to class time, the course requires a minimum of 45 hours of structured fieldwork in public school elementary classrooms that represent California's diverse student population, and includes cooperation with at least one carefully selected and campus-approved certificated classroom teacher. Note for schedule of courses: Field work: As part of the course, students will perform 45 hours of observation in local TK-12th grade classrooms. Placements in area schools will be arranged with letters of introduction and verification forms prepared by the instructor. Students must have a negative TB test result to participate in the 45-hour observation.
Rationale	Increasing the the number of hours of observation from 20 to 45 to match the C-ID course Education 200.
Proposed Start	Year: 2019 Semester: Spring
Proposed for Distance Ed	Yes
Proposed for Global Citizenship	Yes
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 2.50 (Sem: 45)
Weekly Arranged Hours	Min: 2.50 (Sem: 45)
Total Semester Instructional Hours	90.00
Total Outside-of-Class Hours	90.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Transfers to UC (pending review)	
Transfers to CSU	
IGETC Area:	
Does NOT satisfy any area of IGETC	
CSU GE Area:	
Does NOT satisfy any area of CSU GE	
SMC GE Area:	

Does NOT satisfy any area of SMC GE	
Comparable Transfer Courses:	
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	AA-T Degree -Elementary Teacher Education
Pre/Corequisites & Advisories	
Skills Advisory ENGL 1	
Content Review	
ENGL 1 - Skills Advisory (Content to Objective)	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Identify personal meanings related to teaching, reflecting upon why they want to become a teacher, examining personal characteristics, assumptions and beliefs, subject matter knowledge, experiences and goals which could affect their development as a teacher.	
2. Articulate basic purposes of schooling and trace the history of their development	
3. Describe the multiple roles and functions of teachers and other school personnel in meeting the diverse needs of students	
4. Demonstrate knowledge of professional standards, ethics, and professionalism in classroom and school visits	
5. Demonstrate an understanding of educational issues in a global context	
6. Demonstrate knowledge of the impact of cultural contexts on learning	
7. Analyze ecological challenges outside the classroom that impact student learning and identify school and community resources that address these challenges.	
8. Demonstrate skill in implementing established protocols for visiting schools and classrooms	
9. Demonstrate skill in implementing observation protocols	
10. Relate course content to real classrooms through satisfactory completion of a minimum of 45 hours of approved fieldwork including structured assignments, observations, and reflections that demonstrate the observer's ability to a. Recognize and describe examples of teaching events that implement some elements of the CSTP and TPEs b. Observe the use of state adopted academic content and performance standards c. Compare and contrast classroom environments d. Recognize and describe individual differences among students and identify strategies and accommodations used to address these differences.	
11. Create a personal plan for attaining a California credential, including an educational pathway, a timeline for meeting requirements, and plans for securing financial aid(if applicable).	
12. Develop a professional portfolio.	
Arranged Hours Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Apply learning and gain experience in teaching in a public school elementary education classroom.	
Course Content	
8%	Elements of effective classroom environments consistent with the California Standards for the Teaching Profession (CSTP) and state adopted Teaching Performance Expectations (TPEs)
8%	Examination of one's beliefs and assumptions about and experiences with teachers and teaching
10%	The teaching profession, including an emphasis on professional standards, ethics, and professionalism

8%	The history, governance and finance of public schooling
7%	Purposes and roles of schooling and their community contexts
8%	Overview of contemporary issues in schools: e.g., standards, inclusion, high stakes testing, bilingual education, social issues, standardized curriculum; standards and frameworks
8%	Roles and functions of teachers and other school personnel both in general and special education
9%	Protocols for visiting schools and entering classrooms
10%	Methods and ethics of conducting and reporting classroom observations
8%	Overview of the CSTPs and the TPEs
8%	Introduction to California Academic Content and Performance Standards
8%	Basic strategies for accommodating diverse learning needs
0%	Note: Students will perform a minimum of 45 hours of fieldwork to be arranged with the instructor.

Total: 100%

Arranged Hours Instructional Activities

Methods	Observation and Demonstration
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Methods of Presentation

Methods	Lecture and Discussion Observation and Demonstration Online instructor-provided resources
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Methods of Evaluation

Methods	<ul style="list-style-type: none"> • 20% - Exams/Tests 40 • 35% - Oral Presentation Oral Subject Matter Presentation Written assignment or WIMBA • 30% - Other Observation Journal 30 Post in Threaded Discussion / DROPBOX. Observation Journal 30 Online Journal / DROPBOX. • 15% - Papers Subject Matter Paper 5% DROPBOX Self-Assessment Paper 10% DROPBOX • 100% - Total
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Additional Assessment Information (Optional)	
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Appropriate Textbooks

Textbooks such as the following are appropriate:

Formatting Style	APA
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Textbooks

1. Parkay, F.W. and Hardcastle, B.. *Becoming a Teacher*, 10th ed. Allyn and Bacon, Inc., 2015, ISBN: 978-0133868418.
2. Kauchak, D.P., Eggen, P.D.. *Introduction to Teaching: Becoming a Professional*, 5th ed. Pearson, 2013, ISBN: 978-013389154.

Assignments

Sample Assignment

1. Using information from your anecdotal records of observations, prepare a developmentally

- appropriate Activity Plan to implement at your lab placement site.
- Based on knowledge learned about California Standards for the Teaching Profession and Teaching Performance Expectations as well as California’s Academic Content and Performance Standards, write a two page position statement which includes strategies for accommodating diverse learning needs.

Student Learning Outcomes

1. Students will learn the different pathways to becoming a credentialed teacher (TK-K12) in the state of California, and explore the methodologies and issues relevant to teaching in culturally and linguistically diverse classrooms.

2. Students will create an electronic portfolio that will contain the following items: 2 analytic write-ups of academic journal articles; 2 observation narratives of selected classrooms; teaching philosophy; professional vitae

3. Students will be able to identify and discuss four current educational issues; relate the philosophy, history, and politics of education as they apply to grades TK-12.

Minimum Qualification

Minimum Qualifications:	Child Development/Early Childhood Education (Masters Required) Education (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

**Distance Ed
Distance Education Application**

Delivery Methods	Online/Classroom Hybrid
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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. 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>
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	Complies with current access guidelines for students with disabilities
Guidelines and Questions for Curriculum Approval of a Distance Education Course	
Student Interactions	
Student-Instructor Interaction	There will be multiple, frequent and on-going communication between the instructor and each student via threaded discussions, email and online chats that occur throughout the course. These communications can be initiated by either the instructor or the student, as needed. The instructor will provide on-going feedback, comments and suggestions to assist and improve student performance. The instructor will also provide instructions and support as needed for course navigation. Further clarification will also be provided regarding content, exams and assignments
Student-Student Interaction	Students will participate in student-student interactions using the threaded discussions. Using this asynchronous forum, students will be able to communicate with each other throughout the course regarding course material and assignments.
Student-Content Interaction	Students will engage with the content regularly throughout the course. Each unit will include online lectures that allow the student to assess their comprehension of the course content before they complete a graded assignment

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	threaded discussions on relevant topics	30%
Online Lecture	Narrative with embedded weblinks and videos	12%
Videos	Videos to support the content with related activities	18%
Exams	Content and textbook review	20%
Written assignments	observations/ case studies	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 course will be taught over the period of 8, 12 or 18 weeks and each week will contain a specific focus of study. Weekly lessons will consist of online lecture material, textbook assignment reading, engagement in discussion through discussion threads, self-reflection exercise or writing, and any additional assessment assignments deemed appropriate. Video clips will be threaded throughout the course to supplement understanding as well as other online resources as appropriate
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 would need to be familiar with each of the tools in our current CMS platform and be able to use them efficiently. In addition, they need to be knowledgeable and able to implement the guidelines of online pedagogy and practice as outlined by the SMC Distance Education Best Practices document as well as the OEI Design rubric.
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.)
A link to specific services that may be helpful to students may be included in the course shell. Such services may include links to financial aid, posted information on scholarships and calendar events on campus, tutoring services available on campus as well as our department Teacher Resource Room (TRR) where

ECE NC 900 will be housed	
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.	
Canvas Central contains the specific guidelines one must follow when creating and implementing an online course in adherence to the CCCCO Distance Education Guidelines, CA Code 11135, and Section 508 of the Rehabilitation Act. All guidelines will be carefully followed to ensure we are in compliance. Any videos in the course will be closed captioning if they do not already include that option.	
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.).	
Describe the multiple roles and functions of teachers and other school personnel in meeting the diverse needs of students Given a case study, students will respond to 3-5 questions Provide textbook / content support for their responses Comment on 2 classmates posting.	
Assessment Best Practices	
30%- threaded discussion - rubrics 40%- written assignments, observation, case studies, article reviews etc. - Rubrics 30%- Content quizzes - quizzes	
Global Citizenship Application	
Global Citizenship Category	
Global Citizenship Sub-Categories	
Citizenship Rationale	
Attached Files	
El Camino EDU Course that is articulated with UC Ed 10 Advisory Wksht Pasadena EDUC course C-ID Course Descriptor	

ADVISORY Checklist and Worksheet

Education 10: Introduction to Elementary Teaching

Proposed Advisory: English 1

SECTION 1 - CONTENT REVIEW:

Criterion	N/A	Yes	No
1. Faculty with appropriate expertise have been involved in the determination of the advisory.		X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.		X	
3. Selection of this advisory is based on tests, the type and number of examinations, and grading criteria.		X	
4. Selection of this advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.		X	
5. The body of knowledge and/or skills which are recommended for success before enrollment have been specified in writing (see below).		X	
6. The course materials presented in this advisory have been reviewed and determined to teach knowledge or skills recommended for success in the course requiring this advisory.		X	
7. The body of knowledge and/or skills recommended for success in this course have been matched with the knowledge and skills developed by the advisory course.		X	
8. The body of knowledge and/or skills taught in the advisor are not an instructional unit of this course.		X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.		X	

Advisory Worksheet

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: **Education 10**

(It is recommended that the student to be able to do or understand the following BEFORE entering the course)

A)	The teaching profession, including an emphasis on professional standards, ethics, and professionalism.
B)	Methods and ethics of conducting and reporting classroom observations,
C)	Roles and functions of teachers and other school personnel both in general and special education
D)	Elements of effective classroom environments consistent with the California Standards for the Teaching Profession (CSTP) and state adopted Teaching Performance Expectations (TPEs)

EXIT SKILLS (objectives) FROM: **English 1**

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

1.	Synthesize information from multiple sources in order to generate a clear and coherent thesis from their reading.
2.	Employ the conventions of written English to produce essays that are free from major errors in syntax, grammar, punctuation, diction, and spelling.
3.	Develop strategies of organization (including effective introductions and conclusions, topic sentences, and transitions) for guiding readers through an analysis.
4.	Provide documentation of research and references, correctly using internal citations and a Works Cited page, employing MLA guidelines.
5.	Demonstrate note-taking strategies, including summarizing, paraphrasing, organizing, and synthesizing information

		ENTRANCE SKILLS FOR: Education 10							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: English 1	1	x			x				
	2	x			x				
	3	x	x	x	x				
	4	x	x	x	x				
	5	x	x	x	x				
	6								
	7								
	8								

Santa Monica College

Course Outline For: DANCE 79, Dance Study Tour

Course Title:	Dance Study Tour	Units: 1.00
Total Instructional Hours (usually 18 per unit):	36	
Total Outside-of-Class Hours:	0	
Hours per week (full semester equivalent) in Lecture:	In-Class Lab: 2.00	Arranged:
Date Submitted:	May 2011	
Date Updated:	April 2018	
Transferability:	Transfers to CSU	
Degree Applicability:	Credit - Degree Applicable	
Prerequisite(s):	Instructor Approval Required	
Pre/Corequisite(s):	None	
Corequisite(s):	DANCE 6	
Skills Advisory(s):	None	

I. Catalog Description

This course provides a study travel/tour of dance schools, dance resources, and dance performances in a selected city. Students will be introduced to one of the dance capitals of the world, attending master classes, panel discussions, company rehearsals, performances, and network with current professionals. Additionally, students will also have the opportunity to attend university transfer sites and related arts events.

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)

II.

1. Looking at Contemporary Dance, Strauss, Marc Raymond., Nadel, Myron Howard, Princeton Book Company © 2013, ISBN: 13: 978-0871273543
2. The Dance Handbook, Allen Robertson & Donald Hutera, G. K. Hall © 1990
3. Twentieth Century Performance Reader, 3rd, Brayshaw, Teresa., Witts, Noel, Routledge © 2013, ISBN: 13: 978-0415696654

III. Course Objectives

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

1. Describe the “dance scene” of the tour city: how the process of training, rehearsing, and presenting is implemented;
2. Identify dance resources available in the tour city for research and for production;
3. Identify, compare, and contrast various dance styles and teaching methods of dance in the tour city;
4. Recognize and identify the work of contemporary choreographers in the tour city;
5. Use correct terminology to describe dance techniques, styles and aesthetics, as well as correct terminology to describe dance production elements;
6. Identify university transfer sites, dance department degree programs and institute certification programs in the tour city.

IV. Methods of Presentation:

Other (Specify) , Field Experience , Lecture and Discussion

Other Methods: On-site lecture/study tour of classes, rehearsals, performances, backstage tours, resource facilities, university departments

V. Course Content

<u>% of course</u>	<u>Topic</u>
5%	Pre-departure meeting: Introduction to the tour city including theaters, schools, and resources, itinerary review;
90%	Study tour: participate in and/or observe dance classes; observe rehearsals and performances; recognize and analyze the class, rehearsal, performance/production process; recognize and evaluate the work of various teachers, choreographers, and performers; describe and evaluate available resources, schools, and dance departments in the tour city;
5%	Journal/summary paper.
100%	Total

Vb. Lab Content:

<u>% of course</u>	<u>Topic</u>
100%	All course content is lab 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>
10 %	Papers - Journal/summary paper
90 %	Class Participation - Class/tour participation
100 %	Total

Additional Assessment Information:

A = 90 - 100%

B = 80 - 89%

C = 70 - 79%

D = 60 - 69%

F = Below 60%

VII. Sample Assignments:

1. Student will go to dance resource centers available in the tour city and will conduct research on any subjects related to dance history, dance ethnology, dance criticism, dance notation, choreography and production.
2. Students will write a journal and summary paper, analyzing the class, rehearsal, performance and production process of dance companies and schools in the tour city, as well as evaluating the work of various teachers, choreographers, and performers.

VIII. Student Learning Outcomes

1. Articulate career goals and transfer goals, identifying further training and development opportunities regionally and nationally.
2. Demonstrate awareness of personal cultural values, and identify aesthetic values and historical significance of contemporary dance in the tour city.
3. Demonstrate an ability to analyze and navigate new environments, utilize basic research skills, and communicate effectively with diverse individuals and groups.

Corequisite Checklist and Worksheet

Dance 79 Dance in New York City

Corequisite: Dance 2 Dance in American Culture

SECTION 1 - CONTENT REVIEW: If any criterion is not met, the corequisite will be disallowed.

Criterion	Met	Not Met
Faculty with appropriate expertise have been involved in the determination of the corequisite.	X	
The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
Selection of this corequisite is based on tests, the type and number of examinations, grading criteria, applicability to performance or skill, or required additional support for the successful completion of both courses.	X	
Selection of this corequisite is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
The body of knowledge and/or skills which are necessary for success concurrent with enrollment have been specified in writing.	X	
The course materials presented in this corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this corequisite.	X	
The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the corequisite.	X	
The body of knowledge and/or skills taught in the corequisite are not an instructional unit of the course requiring the corequisite.	X	
Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

SECTION 2 – please explain how the corequisite will support the course and why it is necessary for students to succeed:

Dance 2 will support student success in Dance 79 by providing necessary historical background on the following:

- **Dance of early 20th century America (ballet and modern dance pioneers),**
- **Dance of mid to late 20th century, contemporary dance, theatrical jazz, and tap dance**
- **Dance in contemporary American society, fusion, contemporary forms**

Students will analyze the significance of 20th century dance pioneers (educators, performers and choreographers) and dance forms, providing essential context and background for the on-site visit to New York City provided in Dance 79.

Santa Monica College

Course Outline For: ESL - NONCREDIT 902, English as a Second Language Level 2

Course Title:	English as a Second Language Level 2	Units:	0
Total Instructional Hours (usually 18 per unit):	108		
Total Outside-of-Class Hours:	216		
Hours per week (full semester equivalent) in Lecture:	6.00	In-Class Lab:	0
		Arranged:	0
Date Submitted:	May 2011		
Date Updated:	March 2012		
Transferability:			
Degree Applicability:	Noncredit		
Prerequisite(s):	None		
Pre/Corequisite(s):	None		
Corequisite(s):	None		
Skills Advisory(s):	ESL NC 901		

I. Catalog Description

This high-beginning multi-skills course is designed to improve the English language skills of non-native speakers. The course focuses on speaking, listening, reading, and writing. The skills taught in this course build students' language abilities and closely correspond to national (SCANS) and state (CASAS) standards for non-credit/adult instruction.

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. Step Forward 2 with Audio CD and Workbook Pack, Spigarelli, Jane. Adelson-Goldstein, Jayme, Oxford University Press © 2006
2. All-Star 2 with Student CD, Lee, Linda, Stephen Sloan, Grace Tanaka, and Shirley Velasco, McGraw-Hill © 2005
3. All-Star 2 Workbook, Sherman, Kristin, McGraw-Hill © 2005
4. Oxford Picture Dictionary, 2nd, Adelson-Goldstein, Jayme, Oxford University Press © 2008
5. Oxford Picture Dictionary High Beginning Workbook, 2nd, Fuchs, Marjorie, Oxford University Press © 2008
6. Oxford Picture Dictionary High Beginning Workbook, 2nd, Fuchs, Marjorie, Oxford University Press © 2009

III. Course Objectives

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

1. Expand and use basic English vocabulary.
2. Correctly use count/non-count nouns with modifiers and possessives.
3. Discriminate aurally between English statements and questions by intonation and stress patterns.
4. Respond to questions with complete sentences.
5. Ask questions using present, past, and future tenses.
6. Use markers that indicate past, present, and future tenses.
7. Engage in dialogs using vocabulary from previously-learned material.
8. Use guidewords to locate words in an ESL dictionary.
9. Write sentences based on personal material.
10. Write sentences with adverbial clauses of time.
11. Write dictated phrases and short sentences.
12. Use college-lined paper correctly.
13. Locate main ideas and details in readings.
14. Predict meanings of unfamiliar words in readings.
15. Follow basic step instructions and directions.
16. Use appropriate conversation etiquette.

17. Write sentences using new vocabulary and grammatical structures with proper spelling and mechanics.

IV. Methods of Presentation:

Field Trips , Group Work , Lecture and Discussion , Projects

V. Course Content

<u>% of course</u>	<u>Topic</u>
25%	Listening skills, including basic English vocabulary (including words used in the past, present, and future); basic grammatical structures (such as simple sentences; present, past, and future tenses; count/non-count nouns, and nouns with modifiers and possessives; present time modals of ability, advice, and necessity; markers used to distinguish tenses); simple statements and questions; basic step instructions and directions; dialogs; 2- to 4-minute audio or video-taped conversations or reports; conversational etiquette.
25%	Speaking and pronunciation skills, including basic English vocabulary (including words used in the past, present, and future); basic grammatical structures (such as simple sentences; present, past, and future tenses; count/non-count nouns, and nouns with modifiers and possessives; present time modals of ability, advice, and necessity; markers used to distinguish tenses); asking and responding to simple questions; dialogs; conversation etiquette; presentation skills.
25%	Reading skills, including basic English vocabulary (including words used in the past, present, and future); basic grammatical structures (such as simple sentences; present, past, and future tenses; count/non-count nouns, and nouns with modifiers and possessives; present time modals of ability, advice, and necessity; markers used to distinguish tenses); short sentences; basic step instructions and directions; dictation; forms, signs, advertisements, and labels; scanning for new vocabulary; using an ESL dictionary.
25%	Writing skills, including basic English vocabulary (including words used in the past, present, and future); basic grammatical structures (such as simple sentences; present, past, and future tenses; count/non-count nouns, and nouns with modifiers and possessives; present time modals of ability, advice, and necessity; markers used to distinguish tenses); short sentences; using college-lined paper; short thank-you notes and personal letters; using an ESL dictionary.
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>
30 %	Quizzes - Quizzes and exams
10 %	Oral Presentation
30 %	Class Participation - Participation in classroom discussions and activities (including reading exercises, oral recitations, small group work, and pair work)
20 %	Homework
10 %	Written assignments

100 %	Total
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VII. Sample Assignments:

1. Complete the following writing passage by using the simple present/present continuous in the blanks provided.

VIII. Student Learning Outcomes

1. Students will write a short (three to four) sentence paragraph of related sentences using the present/present continuous accurately as assessed by a rubric.
2. Given a set of questions, students will write a short (three- to four-sentence) paragraph about personal information using the present/present continuous accurately as assessed by a rubric.
3. When meeting someone for the first time, students will ask questions and respond to questions using socially appropriate language as assessed by a rubric.
4. When meeting someone for the first time, students will ask questions and respond to questions using socially appropriate language as assessed by a rubric.

ADVISORY Checklist and Worksheet

Course Number ESL NC 902

Proposed Advisory: ESL NC 901

SECTION 1 - CONTENT REVIEW:

Criterion	N/A	Yes	No
1. Faculty with appropriate expertise have been involved in the determination of the advisory.		X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.		X	
3. Selection of this advisory is based on tests, the type and number of examinations, and grading criteria.	X		
4. Selection of this advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.		X	
5. The body of knowledge and/or skills which are recommended for success before enrollment have been specified in writing (see below).		X	
6. The course materials presented in this advisory have been reviewed and determined to teach knowledge or skills recommended for success in the course requiring this advisory.		X	
7. The body of knowledge and/or skills recommended for success in this course have been matched with the knowledge and skills developed by the advisory course.		X	
8. The body of knowledge and/or skills taught in the advisor are not an instructional unit of this course.		X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.		X	

Advisory Worksheet

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: **ESL NC 902**

(It is recommended that the student to be able to do or understand the following BEFORE entering the course)

A)	Students will ask and answer simple questions about work related skills.
B)	Students will compose three to five simple sentences including simple biographical information.
C)	
D)	
E)	
F)	

EXIT SKILLS (objectives) FROM: ESL NC 901

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

1.	Create a timeline or list of steps and explain it orally to the class or a small group.
2.	Read a note and respond by writing a short response in 5-7 simple sentences.
3.	
4.	
5.	
6.	
7.	

		ENTRANCE SKILLS FOR: ESL NC 902							
EXIT SKILLS From: ESL NC 901		A	B	C	D	E	F	G	H
1		x							
2			x						
3									
4									
5									
6									
7									
8									

If the advisory proposed is a **NON-COURSE ADVISORY** (i.e., ability to do x), please explain the reasoning/rationale for this advisory, as well as, the non-course opportunities available for students to acquire the recommended skills:



Board Policy
Chapter 4 – Academic Affairs

BP 4025 PHILOSOPHY AND CRITERIA FOR ASSOCIATE DEGREE AND GENERAL EDUCATION

Courses that are designated to fulfill the general education and depth requirements shall meet the following philosophy.

The awarding of a Santa Monica College degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest.

Santa Monica College affirms the following institutional learning outcomes for all students:

- Acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives;
- Obtain the knowledge and skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems;
- Respect the inter-relatedness of the global human environment, engage with diverse peoples, acknowledge the significance of their daily actions relative to broader issues and events;
- Assume responsibility for their own impact on the earth by living a sustainable and ethical life style; and
- Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.

Central to a Santa Monica College degree, general education is designed to prepare students to participate in society as independent, educated adults. It should lead students to a better understanding of themselves and the world around them and directs them to compose a program of courses to develop skills encompassing knowledge of the diverse

elements of their external and internal realities, and some understanding of their own and other cultural heritages.

Essential skills include writing and speaking for self-expression and effective communication, arithmetic skills as needed for solving the problems of everyday living, and critical thinking.

In addition to these skills, students gain knowledge of both the natural and social sciences, and of the methods of inquiry appropriate to each. Included in this knowledge is an understanding of political organization and of historical perspective; a clearer concept of themselves as physical, emotional, and social beings, and an acquaintance with the effects of technology. Also, students learn to form aesthetic judgments about the artistic achievements of civilization.

In the establishing or modifying a general education program, ways shall be sought to create coherence and integration among the separate requirements. It is also desirable that general education programs involve students actively in examining values inherent in proposed solutions to major societal problems.

The Superintendent/President shall establish an administrative regulation to assure that courses used to meet general education and associate degree requirements meet the standards in this policy. The procedures shall provide for appropriate Academic Senate involvement.

References:

Title 5 Section 55061;
ACCJC Accreditation Standard II.A

Adopted:

(This is a new policy)

Santa Monica College Degrees & Certificates

Santa Monica College offers a comprehensive variety of degrees and certificates, as well as preparation for students to transfer to four-year colleges and universities. For a complete list of opportunities available, please see the Curricular Offerings table on page 55.

PHILOSOPHY OF THE GENERAL EDUCATION REQUIREMENTS OF A SANTA MONICA COLLEGE DEGREE

The general education portion of degrees provides a diverse course of study that helps prepare students for participating in society as independent, educated adults. It directs them to compose a program of courses to develop a variety of important skills. These skills encompass knowledge of the diverse elements of their external and internal realities, and some understanding of their own and other cultural heritages.

Essential skills include writing and speaking for self-expression and effective communication, arithmetic skills as needed for solving the problems of everyday living, and critical thinking.

In addition to these skills, students gain knowledge of both the natural and social sciences, and of the methods

of inquiry appropriate to each. Included in this knowledge is an understanding of political organization and of historical perspective; a clearer concept of themselves as physical, emotional, and social beings, and an acquaintance with the effects of technology. Also, students learn to form aesthetic judgments about the artistic achievements of civilization.

See the General Education (GE) Patterns section (below) for details on the patterns acceptable for a degree from SMC.

Global Citizenship 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 (see SMC GE Area V). These courses fall into one of the following five categories: American Cultures, Ecological Literacy, Genders and Sexualities, 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.

Students pursuing an Associate in Arts for Transfer (AA-T) or Associate in Science for Transfer (AS-T) to the CSU system are *exempt* from the Global Citizenship requirement.

