SANTA MONICA COLLEGE
ACADEMIC
SENATE

1900 PICO BOULEVARD
SANTA MONICA, CA 90405
PHONE: (310) 434-4611

Santa Monica College
Curriculum Committee Meeting Agenda
Wednesday, March 17, 2010
3:00 p.m.

Loft Conference Room (DH-300E)
Third Floor, Drescher Hall

Members:
Guido Davis Del Piccolo, Chair
Georgia Lorenz, Vice Chair
Brenda Antrim
Brenda Benson
Yanqing Chen
Diane Gross
Nancy Hanson

Eleni Hioureas
Maral Hyeler
Randal Lawson
Helen LeDonne
Judy Marasco
Walter Meyer
Eric Minzenberg
Estela Narrie

Christina Preciado
Judith Remmes
Saul Rubin
Jeff Shimizu
Edie Spain
Mary Lynne Stephanou
Gary Taka
Diana Wattapongsakorn

Interested Parties:
Jonathan Cohanne
Mary Colavito
Ellen Cutler

Kiersten Elliott
Mona Martin
Mitra Moassessi

Katharine Muller
Wendy Parise
Eleanor Singleton
Julie Yarrish

ExOfficio Members:
Eric Oifer

Cameron Henton

Agenda:

Approval of Minutes

Chairs Report

Information Items:
1. Cosmetology 50B: State Board Practical (name change *to* "Practical Preparation for State Board Exam")
2. Cosmetology 50C: State Board Written (name change *to* "Written Preparation for State Board Exam")

New Courses—
Credit:
1. Dance 29: Middle Eastern/North African Dance
2. INTARC 65: Digital Rendering for Interiors

Certificates:
1. ECE Certificate of Achievement
2. ECE Master Teacher Certificate of Achievement

AA Degrees:
1. ECE Master Teacher A.A. Degree

Old Business

New Business
1. Global Citizenship A.A. Degree Requirement - Review
2. Revised Course Submission Form

Adjournment

Please advise Guido Davis Del Piccolo (x3561), Georgia Lorenz (x4277), or Sheryl Bowman (x4454) if you are unable to attend this meeting.

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SENATE

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SANTA MONICA COLLEGE

CURRICULUM COMMITTEE MEETING

MINUTES OF MARCH 3, 2010

The Santa Monica College Curriculum Committee was called to order by Guido Davis Del Piccolo at 3:07 p.m.

Members Present:

Guido Davis Del Piccolo, Chair
Georgia Lorenz, Vice Chair
Brenda Antrim
Brenda Benson
Yanqing Chen
Diane Gross
Nancy Hanson

Maral Hyeler
Randal Lawson
Helen LeDonne
Judy Marasco
Walter Meyer
Eric Minzenberg
Estela Narrie

Christina Preciado
Judith Remmes
Saul Rubin
Jeff Shimizu
Edie Spain
Mary Lynne Stephanou
Gary Taka
Diana Wattapongsakorn

Members Absent: Eleni Hioureas

Others Present:

Hannah Alford
Fariba Bolandhemat
Fran Chandler

Mary Colavito
Lesley Kawaguchi
Jim Keeshan
Laura Manson

Eric Oifer
Jenny Resnick
Kathy St. Amant
Joy Tucker

Approval of Minutes: The minutes of December 2, 2009 were unanimously approved.

Chair's Report:

- Guido welcomed the Committee back to the Curriculum Spring semester. Guido announced that Yanqing Chen is replacing Karissa Gonzales as a student representative; Judy Marasco returned from her sabbatical and Brenda Antrim is replacing Carol Womack who is on sabbatical for Spring.
- Guido announced that the Academic Senate on December 2, 2009 approved the following: Global Citizenship—Anthropology 2 (Global Studies); Anthropology 14 (Global Studies); Political Science 22 (Ecological Literacy); Distance Education—English 26/Humanities 26.
- Georgia Lorenz announced the programs approved by the California Community Colleges Chancellors' Office—Logistics and Materials Transportation: A.A. Degree and Certificate of Achievement; Insurance Professional, Certificate of Achievement; Insurance Specialist Certificate of Achievement; Medical Office Technology A.A. Degree and Certificate of Achievement; Solar Photovoltaic Installation A.A. Degree and Photovoltaic Certificate of Achievement; Liberal Arts: Social and Behavioral Sciences A.A. Degree; Liberal Arts: Arts and Humanities A.A. Degree; CSU General Education Certificate of Achievement; Intersegmental General Education Transfer (IGETC) Certificate of Achievement.

(Chairs Report—cont.)

- Georgia Lorenz announced that the California Community Colleges System Office sent a letter from the Chancellor's Office stating that beginning March 1, 2010 they will be implementing electronic submission of proposals for curriculum approval and serve as a repository of approved credit and noncredit courses and programs.
- Guido stated that there is a new form for submitting new courses to Curriculum (replacing the old set of forms) which will also include courses for revisions, SLO's etc. all available as one form. As soon as possible this form will be posted online.
- Guido stated that the AR's for IGETC/CSUGE Certificates of Achievement were approved by the Student Affairs Committee. The final wording will be presented to the Academic Senate in the near future.

Information Items:

1. Accounting 01: Accounting 1 (course update)
2. Business 32: Business Communication (course update)
3. CIS 51: XHTML, CSS, and Accessibility (course update; title change—*from* Web Page Design Using XHTML and CSS)
4. CIS 56: Web Media Production (course update; title change—*from* Multimedia for the Web)
5. CIS 57: Web Planning and Production (course update; title change—*from* Website Management)
6. CS 32: Database Programming in VB Net (course update)
7. CS 37: Web Programming in VB Net (course update)
8. ECE 11: Child, Family and Community (requests UC transferability)
9. ECE 23: Fieldwork in Early Intervention (course update)
10. ECE 50A: Parent Skills Development (course update; course number change—*from* ECE 50)

Information Items:
(Program Review: Dance)

1. Dance 02: Dance in American Culture (course update)
2. Dance 05: Dance History (course update)
3. Dance 09: Dance Production (course update)
4. Dance 16: Advanced Modern Jazz (course update)
5. Dance 17: Beginning Tap (course update)
6. Dance 18: Intermediate Tap (course update)
7. Dance 19: Ballroom Dance (course update)
8. Dance 20: Ethnic Dance (course update)
9. Dance 21: Asian Pacific Dance Survey (course update)
10. Dance 24: Flamenco Dance 1 (course update)
11. Dance 25: African Dance (course update)
12. Dance 27 Brazilian Dance (course update)
13. Dance 37: Beginning Pointe (course update)
14. Dance 55A: Dance Performance-Modern/Contemporary (course update)
15. Dance 55B: Dance Repertory-Modern/Contemporary (course update)
16. Dance 57A: World Dance Performance (course update)
17. Dance 57B: Dance Repertory-Ethnic (course update)
18. Dance 57C: Ethnic Dance Staging Techniques (course update)
19. Dance 57A: Dance Performance-Ballet (course update)
20. Dance 79: Dance in New York City (course update)

**New Courses—
Credit:**

1. **Cosmetology 50B: State Board Practical**—presented by Helen LeDonne. The State Board Practical-Prep class is a class that will prepare the student to take the California State Board practical exam required to obtain a cosmetology license. The state board procedures include: wet hair styling, thermal pressing and curling with Marcel iron, haircutting, finger waving, roller placement, pin curls, manicure, pedicure, acrylic nails, nail repair (silk and paper), facial (chemical facial, dermal light facial, plain facial), hair removal (tweezers and wax), soft perm (ammonium thioglycolate), hair straightening (sodium hydroxide), cold wave (permanent wave), hair coloring, bleaching, P.D. test (predisposition test), disinfection, sanitation and safety procedures.

   Christina Preciado moved to approve Cosmetology 50B. The motion passed unanimously.

   Approval of the Prerequisites for Cosmetology 50B: Completion of at least 1000 hours of Cosmetology coursework.

   Judith Remmes moved to approve the prerequisite. The motion passed unanimously.

2. **Cosmetology 50C: State Board Written**—presented by Helen LeDonne. This theory course is designed to successfully prepare the student to take the written portion of the California State Board exam required to obtain a cosmetology license. State Board written testing includes: wet hairstyling, thermal pressing and curling with Marcel iron, haircutting, finger waving, roller replacement, pin curls, manicure, pedicure, acrylic nails, nail repair (silk and paper), facial (chemical facial, dermal light facial, plain facial), hair removal (tweezers and wax), soft perm (ammonium thioglycolate), hair straightening (sodium hydroxide), cold wave (permanent wave), P.D. Test (predisposition test), disinfection, sanitation and safety procedures.

   Brenda Antrim moved to approve Cosmetology 50C. The motion passed unanimously.

   Approval of the Prerequisite for Cosmetology 50B: Completion of at least 1000 hours of Cosmetology coursework.

   Judith Remmes moved to approve the prerequisite. The motion passed unanimously.

3. **ECE 20: High Scope Curriculum**—presented by Laura Manson. This course outlines the foundational principles of the High/Scope Preschool Curriculum which is an open-framework model derived from Piagetian theory. This curriculum views children as active learners who learn best from activities that they themselves plan, carry out, and reflect upon. The children are encouraged to engage in a variety of key experiences that help them to make choices, solve problems, and actively contribute to their own development.

   Brenda Antrim moved to approve ECE 20. The motion passed unanimously.

Distance Education:

1. **ECE 20: High Scope Curriculum**—presented by Laura Manson.

   Brenda Antrim moved to approve ECE 20 as a Distance Education course. The motion passed unanimously.

Certificates:

1. **Business Merchandising Department Certificate**
2. **Business Entrepreneurship Department Certificate**
3. **Business International Department Certificate**
4. **Business Management Department Certificate**
5. **Business Logistics Department Certificate**
6. **Business Marketing Department Certificate**

Fran Chandler presented the Business certificates.

Helen LeDonne moved to approve the Business Certificates. The motion passed unanimously.

7. **Early Childhood Education Core Department Certificate**—presented by Laura Manson.

Judith Remmes moved to approve the ECE Core Department Certificate. The motion passed unanimously.

8. **Fashion Design: Certificate of Achievement**—presented by Georgia Lorenz.

Estela Narrie moved to approve the Fashion Design Certificate of Achievement. The motion passed unanimously.

9. **Website Creator Department Certificate (revised)**—presented by Fariba Bolandhemat.

Diane Gross moved to approve the Website Creator Department Certificate (revised). The motion passed unanimously.

10. **Website Software Specialist Certificate of Achievement (revised)**—presented by Fariba Bolandhemat.

Diane Gross moved to approve the Website Software Specialist Certificate of Achievement (revised). The motion passed unanimously.

AA Degrees:

1. **Fashion Merchandising: Associate in Arts Degree**—presented by Georgia Lorenz.

Randy Lawson moved to approve the Fashion Merchandising Associate in Arts Degree. The motion passed unanimously.

2. **Website Software Specialist: Associate in Arts Degree (revised)**—presented by Fariba Bolandhemat.

Diane Gross moved to approve the Website Software Specialist: Associate in Arts Degree (revised). The motion passed unanimously.

Old Business:

1. **Transfer Degree Debate**—The Academic Senate of California Community Colleges has asked for input from community colleges regarding AB440 and more recently SB1440. Background information was presented by Lesley Kawaguchi and Eric Oifer. Discussion regarding the placing of degrees into statue (via the Legislature) versus placing them into Title V (which can be amended via the Board of Governors) took place. Additionally, the implications and ramifications of placing the 18 unit minimum for a major or area of emphasis was discussed.

   The consensus of the Committee was to advocate opposition to SB 1440 because the appropriate placement of academic degrees is not in statute but in Title V.

(Old Business cont.)

2. **Life Science Prerequisites**

   The Life Science Department is requesting that Anatomy 1 have the prerequisite of English 1. Hannah Alford, Institutional Research, presented her report. There was discussion.

   Helen LeDonne moved to have English 1 as a prerequisite for Anatomy 1. The motion passed unanimously.

New Business:

1. **Application of International Baccalaureate Exam to SMC's A.A. General Education Pattern**—presented by Estela Narrie.

   SMC does not currently offer unit or course credit for IB courses. It is proposed that SMC accept application of the International Baccalaureate Exam to SMC's A.A. General Education Pattern to satisfy general education subject area/s. The International Baccalaureate designates that students have the skills equivalent to general education area/s offered here. In the summer of 2009, the UC and CSU agreed to accept, retroactively, IB exams for use on IGETC and CSUGE.

   Nancy Hanson moved to approve acceptance of the International Baccalaureate's exams. SMC Departments would have the final say on application of IB exams to specific course fulfillment. The motion passed unanimously.

2. **Chancellor's Office: Avocational, Recreational, and Personal Development Courses**

   There was discussion about the possibility of losing funding for certain courses deemed not priority courses which would be less likely to lead to a degree, transfer or relate to basic skills.

3. **Study Abroad Approval Process Subcommittee**—presented by Guido Davis Del Piccolo.

   Guido asked for volunteers to be on this committee to potentially work with the Global Council to create a process for approval of study abroad programs. The following people were either volunteered or volunteered themselves to be on the Subcommittee: Eric Minzenberg, Judy Marasco, Estela Narrie and Guido Davis Del Piccolo.

Adjournment: The meeting was adjourned at 5:08 p.m.

Next Meeting: The next meeting of the Curriculum Committee will be Wednesday,
March 17, 2010 at 3:00 p.m. in <u>DH-300E, The Loft</u>.

Respectfully submitted,
Georgia Lorenz
sb

COURSE APPROVAL AND DATA SHEET

1. **Course Number** D A N C E   2 9   **New** **XX**   Revised   Reinstated

2. **Course Title for Schedule of Classes:** Middle Eastern/North African Dance

3. **Units:** 2   **Hours/Week:** 4   (Lec_____In-Class Lab___4__Arranged_____)
   (Full Semester Equivalent)

4. **Prerequisites:** None

5. **Printed Catalog and Class Schedule Description:**

   This course introduces students to the movement, music, and costumes of Middle Eastern/North African Dance. In this course students will examine historic culture and modern developments in this dance genre. Students will study the origins of Middle Eastern /North African dance techniques, rhythms, and terminology.

6. **Rationale for addition of the course to the curriculum:**

   Currently the dance program lacks curriculum solely devoted to Middle Eastern/North African dance. This course will expand our offering to meet student need and further develops the department and college's commitment to Global Citizenship.

7. **Should this course be in the A.A. General Education Pattern?**   Yes   No
   Please indicate what part of the pattern: _____ **Natural Science**
   _____ **Social Science**
   _____ **Humanities**
   _____ **Language and Rationality**
   _____ **Global Citizenship Requirement**

   A.A. majors in which this course is required:
   A.A. majors in which this course fulfills an option:
   Certificates of Achievement in which this course is required:
   Certificates of Achievement in which this course fulfills an option:
   Dept. Certificates in which this course is required:
   Dept. Certificates in which this course fulfills a requirement:

8. **Should this course be transferable?** *to* CSU Yes_XX_ No _____   *to* UC* Yes_XX_ No _____
   * If you are requesting UC transferability, please list a comparable lower division course

   offered at one of the UC campuses: **UC Campus:**   **UCLA**
   Course Number: **WAC 7**
   Course Title: **Beginning World Arts Practices in Middle East/North African Dance**

9. **Should this course be recommended for inclusion in the CSU general education pattern?**
   Yes   **No**   **X**   If yes, please indicate what part of the pattern:
   Communication in the English Language
   Physical Universe and Life Forms
   Arts, Literature, Philosophy and Foreign Language
   Social, Political and Economic Institutions
   Understanding and Self Development
   American History and Institutions

10. **Should this course be recommended for inclusion in the IGETC pattern?**

Yes _____ No X _____ If yes, please indicate what part of the pattern:

_____ English Communication
_____ Mathematical Concepts and Quantitative Reasoning
_____ Arts and Humanities
_____ Social and Behavioral Sciences
_____ Biological/Physical Science
_____ Foreign Language

11. **Should this course be repeatable?**   Yes XX   No _____   N/A _____
Number of times: 2

12. **Course load factor suggested by department:** _.875_____
Rationale:

13. **Appropriate discipline(s) for faculty teaching the course:**
(Refer to: *Minimum Qualifications for Faculty and Administrators in California Community Colleges* adopted by The Board of Governors)

Dance

14. **Are the required documents submitted?**

	Yes		No		N/A	
• Course Outline of Record	Yes	XX	No	_____	N/A	_____
• Prerequisite, Corequisite and Advisory Checklist	Yes	_____	No	_____	N/A	XX _____
• Prerequisite Worksheet (Exit/Entrance Skills)	Yes	_____	No	_____	N/A	XX _____
• Global Citizenship Requirement Application for Approval	Yes	_____	No	_____	N/A	XX _____
• Distance Education Checklist	Yes	_____	No	_____	N/A	XX
• Distance Education Form	Yes	_____	No	_____	N/A	XX

SIGNATURE PAGE

1. **Course Number & Title**

2. **Approvals**

    Department Vote: Yes ___✓___ No _____ Not Voting _____   Date: ___2/17/10___

    Department Chair: _____   Date: ___3/8/10___

    Librarian: _____   Date: ___2/10/10___
       List of suggested materials has been given to librarian   Yes ___✓___   No _____
       Library has adequate materials to support course   Yes ___✓___   No _____

3. **Signatures of Approval**

    Articulation Officer: _____   Date: _____

    Instructional Dean: _____   Date: _____

    Curriculum Committee: _____   Date: _____

    Academic Senate: _____   Date: _____

    Board of Trustees: _____   Date: _____

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

Department:_____DANCE_____ Course Number:___29_____

Full Course Title:_Middle Eastern/North African Dance_____ (up to 35 characters, including spaces)

Section I – Course Criteria

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

(☑ ☐ **Copy and paste where appropriate**)

	Criterion Met	Criterion Not Met	Criterion Null
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).	☑	☐	☐
2.This course is to be taught by an instructor with a masters or higher degree, or the equivalent, in an approved discipline.	☑	☐	☐
3.The course outline of record specifies the unit value, scope, student objectives and content in terms of a specific body of knowledge.	☑	☐	☐
4.The course outline of record specifies requested reading and writing assignments, and other assignments to be done outside of class (homework).	☑	☐	☐
5.The course outline of record specifies instructional methodology and methods of evaluation for determining whether the stated student objectives have been met.	☑	☐	☐
6.This course will be taught in accordance with a set of instructional objectives common to all students enrolled in the course (all sections).	☑	☐	☐
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.	☑	☐	☐
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.	☑	☐	☐
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.	☑	☐	☐
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.	☑	☐	☐
11.Subject matter is treated with a scope and intensity which requires students to study independently outside of class time.	☑	☐	☐
12.Learning skills and a vocabulary deemed appropriate for a college course are required. Educational materials used are judged to be college level.	☑	☐	☐
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.	☑	☐	☐

Section II – Recommendations for Prerequisites

15.Are entrance skills and consequent prerequisites for the course required? If yes, state the recommended prerequisites.

NO

16. Is eligibility for enrollment in a certain level of English and/or mathematics necessary for success in this course? If yes, state the English and/or math level necessary for success.

NO

English level recommended:_____

Math level recommended:_____

Santa Monica College

Course Outline For
Dance 29

Course Title: Middle Eastern/North African Dance

Date Submitted: February 16, 2010
Updated:

Units: 2
IGETC Area: Not Applicable
CSU GE Area: Not Applicable
Transfer: CSU, UC

I.   Catalog Description:

Prerequisite: None

This course introduces students to the movement, music, and costumes of Middle Eastern/North African Dance. In this course students will examine historic culture and modern developments in this dance genre. Students will study the origins of Middle Eastern/North African dance techniques, rhythms, and terminology.

II.   Required Text and References:

Bellydance: A Guide to Middle Eastern Dance, Its Music, It's Culture and Costume. Sharif, Keti.
     Allen & Unwin, 2005
Serpent of the Nile, Women and Dance in the Arab World. Buonaventura, Wendy. Interlink
     Books, 1998
Bellydance, the Dance of Mother Earth. Hobin, Tina. Marion Boyars Publishers Ltd., 2003
Grandmother's Secrets, The Ancient Rituals and Healing Power of Belly Dancing. Al-Rawi,
     Rosina-Fawzia. Interlink Books, 1999

III. Course Objectives:

Upon completion of the course students will be able to:
A.   Recognize and describe Middle Eastern/North African Dance
B.   Recognize and describe Middle Eastern/North African Culture including both traditional and
     modern variations in dance techniques, rhythms, terminology, and costumes.
C.   Develop and demonstrate skills in body isolation and rhythm.
D.   Demonstrate various techniques and articulate their relevance to the culture of a given
     people.
E.   Develop and demonstrate specific dance skills, strengths, and flexibility necessary for a
     dancer.
F.   Demonstrate and perform traditional dances taught in class.
G.   Plan and construct choreography utilizing techniques taught in class.

IV.   Methods of Presentation:

Demonstration; Lecture/Discussion; Guided Individual and Group Research; Outside
Concerts/Performances, Videos, and Film.

V. Course Content:

Percentage
of Term	Topic
25%	Introduction to history, migrations/geography, culture, terminology, rhythm identification, basic movement techniques and posture
25%	Continued study of styles, expression, costuming differences, and evolution of musical styles
50%	Development of dance skills including combinations, layering, improvisation, fundamentals of choreography in Middle Eastern Bellydance, use of zills, veil and other props

VI. Methods of Evaluation: (Actual percentages will vary from instructor to instructor but approximate values are shown.)

Percentage	Evaluation Method
20%	Performance Midterm
30%	Performance Final
20%	Written Critiques of Outside Concerts/Performances
20%	Participation
10%	Quizes

VII. Sample Assignments:

1. Critical Essay: Students will attend a concert and/or dance performance and write a critique of the performance.

2. Performance Examinations: Students will be required to prepare and then perform choreographies incorporating the techniques and rhythms presented in class.

Santa Monica College

Student Learning Outcomes

Date: February 16, 2010

Course Name and Number: Dance 29: Middle Eastern/North African Dance

Student Learning Outcome(s):

1. At the end of the semester students will be able to demonstrate various Middle Eastern/North African dance techniques.

    As assessed by: Performance Midterm Examination and Performance Final Examination.

2. At the end of the semester students will be able to recognize and critique basic movement principles of the particular style or form of Middle Eastern/African Dance.

    As assessed by: Critical Essay.

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

1. Program Outcome(s):

    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.

2. Institutional Outcome(s):

    Through Dance 29 students will develop an appreciation for diverse peoples by having been exposed and having engaged in an ethnic dance class where dance movements and techniques of the Middle East and North Africa are studied and performed.

    APPLIED SOCIAL KNOWLEDGE & VALUES

    respect the inter-relatedness of the global human environment, engage with diverse peoples, and acknowledge the significance of their daily actions relative to broader issues and events;

COURSE APPROVAL AND DATA SHEET COURSE APPROVAL AND DATA SHEET

Request Date:
Feb. 21, 2010

First Semester:
Fall, 2010

Total Instructional Hours:	108

1. **Course Number**   I N T A R C   6 5   New   yes   Revised   Reinstated

2. **Course Title for Schedule of Classes:**
   Digital Rendering for Interiors

3. **Units:** 3   **Hours/Week:** 6   (Lec__2___In-Class Lab__4___Arranged_____)
   (Full Semester Equivalent)

4. **Prerequisites:**
   [Basic computer skills]

5. **Printed Catalog and Class Schedule Description:**

   This course covers the rendering of finished perspective drawings using digital media software such as Photoshop. Emphasis is placed on interior materials such as wood, tile, marble, glass, metals and mirrored surfaces, fabrics, floor and wall coverings, window treatments, plants and entourage. Use of light, shade and shadow is employed to show three-dimensional form. Use of color and texture is emphasized to produce realistic effects in complete room settings.

6. **Rationale for addition of the course to the curriculum:**

   The Advisory Board for the Interior Architectural Design Program in January, 2010, recommended that the existing INTARC 64 Course, Interior Marker Techniques, a 6 hour Studio Design Class, should be retired because electronic rendering has definitely replaced the use of traditional hand markers in the Architecture and Design Industry.

7. **Should this course be in the A.A. General Education Pattern?**   Yes   No   X

   Please indicate what part of the pattern: _____ **Natural Science**
                                               _____ **Social Science**
                                               _____ **Humanities**
                                               _____ **Language and Rationality**
                                               _____ **Global Citizenship Requirement**

   A.A. majors in which this course is required:
   A.A. majors in which this course fulfills an option:
   Interior Architectural Design Elective
   Certificates of Achievement in which this course is required:
   Certificates of Achievement in which this course fulfills an option: Interior Architectural Design Elective

   Dept. Certificates in which this course is required:
   Dept. Certificates in which this course fulfills a requirement:

8. Should this course be transferable? *to* CSU Yes_X___ No _____ *to* UC* Yes_____ No X_____

    * If you are requesting UC transferability, please list a comparable lower division course
    offered at one of the UC campuses: UC Campus:
                                         Course Number:
                                         Course Title:

9. Should this course be recommended for inclusion in the CSU general education pattern?
    Yes   No   X   If yes, please indicate what part of the pattern:
                                      Communication in the English Language
                                      Physical Universe and Life Forms
                                      Arts, Literature, Philosophy and Foreign Language
                                      Social, Political and Economic Institutions
                                      Understanding and Self Development
                                      American History and Institutions

10. Should this course be recommended for inclusion in the IGETC pattern?
    Yes   No   X   If yes, please indicate what part of the pattern:
                              _____ English Communication
                              _____ Mathematical Concepts and Quantitative Reasoning
                              _____ Arts and Humanities
                              _____ Social and Behavioral Sciences
                              _____ Biological/Physical Science
                              _____ Foreign Language

11. Should this course be repeatable?   Yes   No   X   N/A
    Number of times:

12. Course load factor suggested by department: .875 as existing course, INTARC 64

    Rationale: Replaces existing 6 Hour Studio Design Class, INTARC 64.

13. Appropriate discipline(s) for faculty teaching the course:
    (Refer to: *Minimum Qualifications for Faculty and Administrators in California Community Colleges* adopted
    by The Board of Governors)

    Department of Design Technology: Interior Architectural Design, Graphic Design, Entertainment Technology

14. Are the required documents submitted?
    - Course Outline of Record   Yes X_____   No _____   N/A _____
    - Prerequisite, Corequisite and   X
      Advisory Checklist   Yes _____   No _____   N/A _____
    - Prerequisite Worksheet   X
      (Exit/Entrance Skills)   Yes _____   No _____   N/A _____
    - Global Citizenship Requirement   X
      Application for Approval   Yes _____   No _____   N/A _____
    - Distance Education Checklist   Yes _____   No _____   N/A X
    - Distance Education Form   Yes _____   No _____   N/A X

SIGNATURE PAGE

1. **Course Number & Title:** **INTARC 65: Digital Rendering for Interiors**

2. **Approvals**

    Department Vote: Yes 8   No 0   Not Voting _____   Date: Oct. 22, 2009

    Department Chair: _____   Date: 3/5/10

    Librarian: _____   Date: 3/9/10

    List of suggested materials has been given to librarian   Yes ✓   No _____

    Library has adequate materials to support course   Yes ✓   No _____

3. **Signatures of Approval**

    Articulation Officer: _____   Date: _____

    Instructional Dean: _____   Date: _____

    Curriculum Committee: _____   Date: _____

    Academic Senate: _____   Date: _____

    Board of Trustees: _____   Date: _____

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

Department: Dept. of Design Technology:
Interior Architectural Design Program_____ Course Number:_____INTARC 65

Full Course Title:___ Digital Rendering for Interiors_____ (up to 35 characters, including spaces)

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

(☑ ☐ **Copy and paste where appropriate**)	Criterion Met	Criterion Not Met	Criterion Null
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.	X	☐	☐
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? 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? If yes, state the English and/or math level necessary for success.

English level recommended:_____

Math level recommended:_____

Santa Monica College

Course Outline For
INTARC 65

Course Title:	Digital Rendering for Interiors	Units:	3
		IGETC Area:	
Date Submitted:	February 1996 (March 2008)	CSU GE Area:	
Updated:	February 2010	Transfer:	CSU

I.   Catalog Description:

Prerequisite: Basic Computer Skills

This course covers the rendering of finished perspective drawings using digital media software such as Photoshop. Emphasis is placed on interior materials such as wood, tile, marble, glass, metals and mirrored surfaces, fabrics, floor and wall coverings, window treatments, plants and entourage. Use of light, shade and shadow is employed to show three-dimensional form. Use of color and texture is emphasized to produce realistic effects in complete room settings.

II.   Required Text and References:

Jenifer Smith, Aquent Creative Team, and AGI Creative Team <u>Adobe Photoshop CS4 Classroom in a Book</u> Paperback, Publisher: Wiley Publishing, Inc. (Nov. 3, 2008) ISBN-978-470-41090-5 or latest edition.

III.   Course Objectives:

Upon completion of the course students will be able to:
A.   Demonstrate a variety of realistic and artistic effects that can be achieved using digital media.
B.   Apply knowledge of light, shade and shadow on a 2D drawing to give the illusion of three-dimensional form in interior renderings.
C.   Demonstrate ability to represent a variety of interior materials realistically with digital media.
D.   Use color, texture, and pattern to represent a combination of materials to produce realistic illustrations of furniture, accessories, and complete room settings.

IV.   Methods of Presentation:

Lecture, Demonstration, Discussion

V.   Course Content:

Percentage of Term	Topic
5%	Introduction to course, equipment and digital media software.
10%	Introduction of Photoshop's basic tools needed for the creation of interior renderings.
10%	Rendering of construction materials such as: wood, brick, stone, cement.
5%	Rendering of furniture: wood tables, chests, bookcases, etc.
15%	Rendering upholstered furniture: fabrics—plain, plaid, floral prints, corduroy, velvet, etc.

Percentage
of Term   Topic
5%   Rendering carpets and floor coverings.
10%   Rendering reflective metals: chrome, brass, copper.
10%   Rendering glass, marble and plastics.
10%   Rendering window treatments: draperies, shutters, blinds, shades.
10%   Rendering plants and foliage.
10%   Creating personalized custom libraries of reusable color palettes, textures,
         patterns, plants, people, and other objects.

**VI.   Methods of Evaluation: (Actual percentages will vary from instructor to
                                 instructor but approximate values are shown.)**

Topic	Percentage
Student Presentations, Participation	10%
Weekly Projects	60%
Final Project	30%
Total:	100%

Grades are determined on a percentage basis:
Grading:

A = 90% to 100%
B = 80% to 89%
C = 70% to 79%
D = 60% to 69%
F = Below   60%

VI.   Sample Assignments:

Mid-Semester Project Example   INTARC 65
Assignment

Using the line drawing provided, create a simple
but realistic environment using the techniques
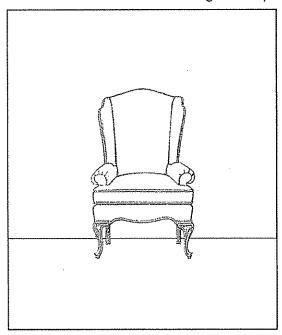discussed and demonstrated in class.

Requirements:
1. Chair is to be upholstered with a seamless pattern made
   from one of the provided fabric swatches. Fabric colors
   maybe altered if necessary to achieve a harmonious setting.

2. Chair must observe proper use of light logic. Use the tools
   demonstrated in class including the Dodge and Burn tools,
   feathered selections, painting in modes other than Normal etc.

3. Wall must be decorated with some type of patterned
   wallpaper using a seamless pattern created from a wallpaper
   swatch. Swatches will be provided, however, students have
   the option to use patterned wallpaper of their own choosing.

4. Environment must include some type of patterned flooring.
   Examples would include: hardwood, ceramic tiles, patterned
   carpet and throw rugs etc.

5. Once rendering is complete, create one color variation using
   PS's Hue & Saturation, or Color Balance palettes.

6. Students are to incorporate some of their own personality
   and design sense into the rendering.

Assignment Goals

This project is designed to re-enforce the tools and techniques discussed thus far in class
including different painting techniques and the use of light logic to shade objects.
It is also to give the student practical experience in creating seamless patterns made from fabric
and wallpaper swatches that might be presented to them by a real client and then incorporating
that small swatch into a rendering that depicts its use.

ASSIGNMENT #2   INTARC 65

Assignment

Using the rules of light logic and the Photoshop techniques discussed and demonstrated thus far
in class,
shade the four basic shapes (rectangle, sphere, cylinder, and cone) using the line drawings
provided. Follow the
guidelines outlined below for each shape.

A. Cubes- following the 2 rules of light logic for rectangular shapes and the PS techniques discussed and demonstrated in class,
    use the line drawing provided to illustrate the rectangles outlined below.

1. Block in each side of the rectangles using solid value to represent change of plane. Save as a separate file.(class demo).
2. After blocking in the values (#1) use PS's Hue & Saturation to colorize each rectangle. Make each rectangle a different color.
    Save as a separate file. (class demo).
3. Using PS's gradient tool, assign different gradient values to each plane so as to represent basic light logic. Save as a separate
    file. (class demo).
4. Using cubes #3 as a base, apply a texture to the rectangles and allowing logic to still show value changes for each plane.

B. Spheres- following the basic rules of light logic and the PS techniques discussed and demonstrated in class;
    use the line drawing provided to illustrate the spheres as outlined below.

1. Create a custom gradient using PS's Gradient Editor and apply it to each sphere to represent light logic . Save as a separate file.(class demo).
2. After shading the spheres using just value (#1) use PS's Hue & Saturation to colorize each sphere. Make each rectangle a different color.
    Save as a separate file. (class demo).
3. Using PS's gradient tool, create custom gradients representing different colors but having the same color reflected light to illustrate
    each sphere.. Save as a separate file. (class demo).
4. Using spheres #3 as a base, apply a texture to the spheres allowing logic to still show the light logic. Save as a separate file. (class demo).

C. Cylinders following the basic rules of light logic and the PS techniques discussed and demonstrated in class;
    use the line drawing provided to illustrate the cylinders as outlined below.

1. Using PS's Pen Tool, create the necessary paths around the cylinder and use them to make selections for the different parts of
    each cylinder, then illustrate the cylinders using correct light logic. When finishes, the lines that originally represented the cylinders
    should NOT be visible. Save as a separate file.(class demo).
2. Using cylinders #1 as a base, create additional paths for selections, and illustrate cylinders with different size and shaped holes using
    correct light logic. Save as a separate file. (class demo).
3. Using cylinders #2 as a base, add a different textures to the outside (only) of each cylinder. ..
Save as a separate file. (class demo).
4. Using cylinders #2 as a base, colorize each cylinder then distort the cylinders using PS's Liquefy Filter and then use PS's Chrome Filter to create the illusion of shiny plastic. Save as a separate file. (class demo).

Santa Monica College

Student Learning Outcomes

Date: Original material submitted February 22, 2010

Course Name and Number: INTARC 65: Digital Rendering for Interiors

Student Learning Outcome(s):

1. Produce a set of digitally rendered drawings that show space, light, shade, and shadow for a series of **interior spaces.**

    As assessed by: Instructor Evaluation of drawings.

2. Develop and present sets of drawings accurately representing a variety of **materials** for complete room settings.

    As assessed by: Instructor Evaluation of drawings.

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

1. Program Outcome(s):
    SLO#2: Demonstrate exit skills with course completion portfolio projects and course examination results.

    Student portfolio projects from this course, together with examination results, demonstrate skills and understanding of digital rendering of interiors.

2. Institutional Outcome(s):

    ILO#2
    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.

    Students obtain knowledge and skills in the course and are able to critically interpret ideas, images, and information and demonstrate an understanding of problem solutions while visually communicating effectively and reaching conclusions in the development of their portfolio projects.

Application Date

California Community Colleges

SUBSTANTIAL CHANGES TO AN APPROVED CREDIT PROGRAM

Early Childhood Education Certificate of Achievement
TITLE OF PROPOSED PROGRAM

Georgia Lorenz
CONTACT PERSON

TITLE OF EXISTING PROGRAM (IF DIFFERENT)

Dean, Instruction
TITLE

1305.00
EXISTING PROGRAM T.O.P. CODE

08977
EXISTING PROGRAM UNIQUE CODE

310-434-4277
PHONE NUMBER

Santa Monica College
COLLEGE

Santa Monica
DISTRICT

lorenz_georgia@smc.edu
E-MAIL ADDRESS

Upon approval
PROJECTED START DATE FOR CHANGE

GOAL(S) OF PROGRAM (CHECK ALL THAT APPLY):
☒ CAREER TECHNICAL EDUCATION (CTE)   ☐ TRANSFER   ☐ OTHER

PLANNING SUMMARY

Type of change requested: Check all that apply.		Recommended T.O.P. Code	1305.00
Replace Existing Program	☐		
Add new Certificate of Achievement	☒	Units for Degree Major or Area of Emphasis	
Add Degree to Existing Certificate Program	☐		
Add new Option/Track to Existing Degree	☐	Required Units—Certificate	30
Delete Existing Degree Major, Area of Emphasis, Track or Option	☐	Projected Annual Completers	
Delete Existing Certificate	☐		

DEVELOPMENT CRITERIA NARRATIVE & DOCUMENTATION

Attach a document that describes the development of the proposed program, addressing the five criteria as listed below. **Number** the sections of the narrative to match the lists below. If appropriate, you may note that a section is "not applicable" but do not re-number the sections. Provide documentation in the form of attachments as indicated.

Criteria A. Appropriateness to Mission
1. Statement of goals and objectives for existing program, including new changes.
2. Catalog description for existing program, including new option.
3. New program requirements.
4. **Optional:** Discussion of background and rationale (if needed).

Criteria B. Need
5. Enrollment and Completer Projections
6. Place of proposed change in the curriculum – relation to existing program and options; relation to other programs at your college.
7. Discussion of impact on other colleges in region (optional for transfer only programs).
8. Analysis of labor market need or job availability (for career technical education only).

Criteria C. Curriculum Standards
9. Transfer applicability to two 4-year institutions (if applicable).
Attachment: Course outlines for required courses (required for all applications).
Attachment: Articulation Agreements (if applicable).

If applicable to revised program:
10. **Criteria D-Adequate Resources:** Facilities, additional faculty, and new equipment or library resources
11. **Criteria E-Compliance:** Enrollment restrictions and licensing or accreditation standards

SUBMIT ORIGINAL AND ONE COPY OF THIS FORM AND ALL ATTACHMENTS

REQUIRED SIGNATURES

Title of Proposed Program _____ College _____

LOCAL CURRICULUM APPROVAL:

Changes proposed in this application have been approved by the curriculum committee and instructional administration, and all applicable requirements of Title 5 regulations have been satisfied.

_____	_____	Guido Davis Del Piccolo
DATE	SIGNATURE, CHAIR, CURRICULUM COMMITTEE	TYPED OR PRINTED NAME
_____	_____	Jeffery Shimizu
DATE	SIGNATURE, CHIEF INSTRUCTIONAL OFFICER	TYPED OR PRINTED NAME
_____	_____	Eric Oifer
DATE	SIGNATURE, ACADEMIC SENATE PRESIDENT	TYPED OR PRINTED NAME

CAREER TECHNICAL EDUCATION ONLY:

Program fulfills the requirements of employers in the occupation, provides students with appropriate occupational competencies, and meets any relevant professional or licensing standards.

_____	_____	Patricia Ramos
DATE	SIGNATURE, ADMINISTRATOR OF CTE	TYPED OR PRINTED NAME

Changes proposed in this application been reviewed by the Career Technical Education Regional Consortium, and approval was recommended on _____ (date).

_____	_____	_____
DATE	SIGNATURE, CHAIR, REGIONAL CONSORTIUM	TYPED OR PRINTED NAME

COLLEGE PRESIDENT:

All provisions of Title 5, Section 55130 have been considered. All factors, taken as a whole, support establishment and maintenance of the proposed changes to an existing, approved program.

_____	_____	Chui L. Tsang
DATE	SIGNATURE, PRESIDENT OF THE COLLEGE	TYPED OR PRINTED NAME

DISTRICT APPROVAL (check one):

☐ On _____(date), the governing board of the _____
District approved the proposed changes to this existing program attached to this request.

☐ The governing board has delegated to me the authority to approve substantial changes to existing programs, and I have approved the option or certificate attached to this request.

_____	_____	Chui L. Tsang
DATE	SIGNATURE, SUPERINTENDENT/CHANCELLOR OF DISTRICT	TYPED OR PRINTED NAME

SUBMIT ORIGINAL AND ONE COPY OF THIS FORM AND ALL ATTACHMENTS

Criteria A
1.   Statement of goals and objectives

Santa Monica College currently offers an A.A. degree in Early Childhood Education in addition to several certificates of achievement which fulfill a variety of career objectives for our students. We would like to offer students the option of a Certificate of Achievement in Early Childhood Education (ECE) which mirrors our current A.A. degree.

The goal of the new certificate is to create another option for students who are pursuing a career as an early childhood educator. The new certificate is similar to the existing Early Intervention Assistant (EIA) certificates, in that it offers students quality teacher preparation courses and reflective supervised fieldwork experiences, current evidence-based best practices, and exemplary role models in the field of early childhood education. However, the ECE certificate focuses on the roles and responsibilities of the early childhood teacher who works with all children in an early childhood setting. Unlike the EIA certificate, designed for individuals working with children who are atypically developing, this ECE certificate is designed for individuals who work with all children in early childhood general education settings.

The California Child Development Permit Matrix has multiple layers of requirements in order to become a California certified teacher. This certificate parallels the courses required to obtain the Teacher Permit according to the Child Development Permit Matrix issued by the California Commission on Teaching Credentialing. Bundling these courses together in a certificate clearly outlines the required permit coursework.

The goals of the Early Childhood Education Certificate are consistent with Santa Monica College's overall mission to "strive to create a learning environment that both challenges students and supports them in achieving their educational goals. Students learn to contribute to the global community as they develop an understanding of their personal relationship to the world's social, cultural, political, economic, technological, and natural environments."

Also consistent with Santa Monica College's Vision and Core Values, the Early Childhood Education Certificate aims to "prepare and empower students to excel in their academic and professional pursuits for lifelong success in an evolving global environment."

2. Catalog description

The Early Childhood Education Certificate meets the needs of those preparing for employment or presently employed in private or public early childhood programs. It allows students to qualify for the California Child Development Permit in order to work in a variety of early childhood settings, and complete course work that meets the Social Services requirements.

Santa Monica College ECE courses are expected to adhere to the guidelines and the Professional Code of Ethics of the National Association for the Education of Young Children (NAEYC) with regard to providing developmentally appropriate learning opportunities that enhance the physical, intellectual, socio-emotional, and creative domains of young children. It also focuses on evidence based educational practices that emphasize interpersonal relationships, cultural diversity, child-centered curriculum, and the inclusion of children with special needs in all educational opportunities.

The ECE certificate follows a natural progression that allows students to move from short to long-term educational goals: preparation for the Child Development Permit, fulfillment of post-certificate professional development, and completion of advanced California Career Ladder courses.

Possible ECE job positions include ECE Teacher/Director, Licensed Family Child Care Provider, Private ECE Director/Owner, and Parent Educator, After School Program staff, Instructional Aide in an elementary school setting. Owner / Operator of a Child Care Center, Program/ Center director.

3. Program requirements

The ECE Certificate requires a total of 30 units. The required courses are the following:

ECE 2: Principles and Practices of Teaching Young Children (3 units)
ECE 11: Child, Family and Community (3 units)
ECE 21: Observation and Assessment (4 units)
ECE 22: ECE Field Experience (5 units)
ECE 45: Children with Special Needs (3 units)
ECE 64: Health, Safety and Nutrition for Young Children (3 units)
Psychology 11: Child Growth and Development (3 units)

Required Curriculum Courses (6 units) – Select TWO courses:
ECE 4: Language and Literature for the Young Child (3 units)
ECE 5: Math and Science for the Young Child (3 units)
ECE 8: Creative Experiences – Art, Music and Movement (3 units)
ECE 17: Introduction to Curriculum (3 units)

Please note: Students must complete an additional 16 general education units in addition to the above courses in order to obtain their Child Development Teacher Permit.

4. Discussion of background and rationale

N/A

Criteria B. Need

5. Enrollment and Completer Projections

In the Fall of 2009 1,036 students declared that Early Childhood Education would be their major. In the Fall 2009 and Spring of 2010 semesters we have 33 sections of ECE courses, all of which are fully enrolled for a total of 1,155 students (duplicated) in each semester. The ECE program has developed a robust online and evening offering in order to accommodate the needs of students working in the field.

The following are the number of sections we will offer of each of the core classes required for this certificate in a typical year.

ECE 2—10 sections

ECE 11—8 sections

ECE 21—5 sections

ECE 22—5 sections

ECE 45—2 or 3 sections

ECE 64—4 sections

Psych 11—40 sections

We anticipate that the number of annual completers will likely be at least 60 for this certificate.

6. Place of proposed change in the curriculum

The Early Childhood Education certificate is another career option for students pursuing certification in Early Childhood Education. Completion of the above certificate will allow students to satisfy the requirements for the California teacher permit and work in a variety of infant/toddler and early childhood programs, public and private, center-based and home-based as well as satisfy the requirements for the California teacher permit. This certificate directly aligns with the California Child Development Matrix career ladder.

7. Discussion of impact on other colleges in region

Adding the certificate option for students will not have an impact on other colleges in the region. We have no plans to increase the offering of courses or to expand the program. We simply want to offer our students the option to pursue an ECE certificate in addition to the A.A. degree option.

The new ECE certificate will join other community colleges in the area in offering quality training for the early childhood profession. As discussed above, legal mandates provide the impetus for such training and certification.

8. Analysis of labor market need or job availability

Get this from Tricia.

9. Transfer applicability

N/A

CRITERIA D. Adequate resources

10. We have all the resources necessary to implement this certificate.

CRITERIA E. Compliance

11. Not applicable

CCC-501   Rev. March 2009

California Community Colleges

APPLICATION FOR APPROVAL—NEW CREDIT PROGRAM

Early Childhood Education Master Teacher
PROPOSED PROGRAM TITLE

Santa Monica College
COLLEGE

Santa Monica
DISTRICT

Upon approval
PROJECTED PROGRAM START DATE

Georgia Lorenz
CONTACT PERSON

Dean, Instruction
TITLE

(310) 434-4277
PHONE NUMBER

lorenz_georgia@smc.edu
E-MAIL ADDRESS

GOAL(S) OF PROGRAM (CHECK ALL THAT APPLY):
☒ CAREER TECHNICAL EDUCATION (CTE)   ☒ TRANSFER   ☐ OTHER

TYPE OF PROGRAM (CHECK ALL THAT APPLY):
☒ A.A. DEGREE   ☐ A.S. DEGREE   CERTIFICATE OF ACHIEVEMENT: ☒ 18+ semester (or 27+ quarter) units
                                                            ◯ 12-18 semester (or 18-27 quarter) units

PLANNING SUMMARY

Recommended T.O.P. Code	1305.00	Estimated FTE Faculty Workload	2.0
Units for Degree Major or Area of Emphasis	35	Number of New Faculty Positions	0
Total Units for Degree	60	Est. Cost, New Equipment	$
Required Units-Certificate	35	Cost of New/Remodeled Facility	$
Projected Annual Completers	15	Est. Cost, Library Acquisitions	$
Projected Net Annual Labor Demand (CTE)		When will this program undergo review as part of college's Program Evaluation Plan?	Month/Semester Spring Year 2010

DEVELOPMENT CRITERIA NARRATIVE & DOCUMENTATION

Attach a document that describes the development of the proposed program, addressing the five criteria as listed below. **Number** the sections of the narrative to match the lists below. If appropriate, you may note that a section is "not applicable" but **do not re-number** the sections. Provide documentation in the form of attachments as indicated.

Criteria A. Appropriateness to Mission
1. Statement of Program Goals and Objectives
2. Catalog Description
3. Program Requirements
4. Background and Rationale

Criteria B. Need
5. Enrollment and Completer Projections
6. Place of Program in Curriculum/Similar Programs
7. Similar Programs at Other Colleges in Service Area
8. Labor Market Information & Analysis (CTE only)
9. Employer Survey (CTE only)
10. Explanation of Employer Relationship (CTE only)
11. List of Members of Advisory Committee (CTE only)
12. Recommendations of Advisory Committee (CTE only)
Attachment: Labor / Job Market Data (CTE only)
Attachment: Employer Survey (CTE only)
Attachment: Minutes of Key Meetings

Criteria C. Curriculum Standards
13. Display of Proposed Sequence
14. Transfer Applicability (if applicable)
Attachment: Outlines of Record for Required Courses
Attachment: Transfer Documentation (if applicable)

Criteria D. Adequate Resources
15. Library and/or Learning Resources Plan
16. Facilities and Equipment Plan
17. Financial Support Plan
18. Faculty Qualifications and Availability

Criteria E. Compliance
19. Based on model curriculum (if applicable)
20. Licensing or Accreditation Standards
21. Student Selection and Fees

SUBMIT ORIGINAL AND ONE COPY OF THIS FORM AND ALL ATTACHMENTS

1. Statement of program goals and objectives

The goal of the new credit program, the Early Childhood Education Master Teacher degree and certificate, creates an option for students who are pursuing a career as an early childhood Master Teacher and/ or want to transfer to a four year institution to obtain a BA or BS in early childhood, child development, or a related field. Overall competencies demonstrated and practiced by the student include the ability to provide instruction to young children utilizing knowledge of a specialized area of early childhood education, supervise adults in the classroom, and coordinate curriculum and staff development

The courses included in the ECE master teacher degree and certificate will:

- Prepare students to enter the job market as Master Teachers according to the Child Development Permit matrix (see attachment) and meet state requirements for employment in early childhood education set forth by the Commission on Teaching Credentialing

- Provide an option for students who are pursuing their AA in child development

- Provide a foundation for possible seamless transfer to a 4 year institution to obtain a B.A .or B.S. degree in line with the Curriculum Alignment Project between California community colleges and the California State University system.

- Provide major preparation coursework containing current theory and essential strategies that are the basis of the discipline of child development

The goals of this new program are consistent with Santa Monica College's overall mission to "strive to create a learning environment that both challenges students and supports them in achieving their educational goals. Students learn to contribute to the global community as they develop an understanding of their personal relationship to the world's social, cultural, political, economic, technological, and natural environments." Also consistent with Santa Monica College's Vision and Core Values, this new credit program aims to "prepare and empower students to excel in their academic and professional pursuits for lifelong success in an evolving global environment."

The California Child Development Permit Matrix has multiple layers of requirements in order to become a California certified teacher. This certificate and degree program mirrors the courses required to obtain the Master Teacher Permit according to the Child Development Permit Matrix issued by the California Commission on Teaching Credentialing. Bundling these courses together in a degree/certificate clearly outlines the required permit coursework.

In addition, eight of the ECE courses for this new certificate will meet the requirements of the Curriculum Alignment Project (CAP), which is a joint effort between California State Universities and California Community Colleges to create and offer courses that will articulate between both campuses. CAP facilitates the transfer of eight courses as an integrated course of study to the California State Universities, promoting access to ongoing education and degree attainment. CAP continues to collaborate with California State Universities and work toward the integration of the "Lower Division 8" into Baccalaureate programs. See attachments for more information.

The curriculum alignment process includes 10 major steps. Santa Monica College has completed 6 of those steps which included revising courses and getting them approved by our curriculum committee. Step 7 is to get approval from the Chancellor's office of our certificate and degree program. After that step is completed we will forward these documents to the Child Development Training Consortium office for alignment review. The final step will include an alignment certificate followed by statewide recognition as a CAP aligned program.

2. Catalog description

Upon successful completion of the Early Childhood Master Teacher certificate or degree, the student demonstrates knowledge, training, and skills to be a master teacher in a privately or publicly funded child care center in accordance with the Child Development Permit Matrix issued by the California Commission on Teacher Credentialing. Skills demonstrated and practiced by the student include the ability to provide instruction to young children utilizing knowledge of a specialized area of early childhood education, supervise adults in the classroom, and coordinate curriculum and staff development.

** State of California also requires 350 days of experience working in a child care program to apply for a Master Teacher Permit.**

Santa Monica College ECE courses are expected to adhere to the guidelines and the Professional Code of Ethics of the National Association for the Education of Young Children (NAEYC) with regard to providing developmentally appropriate learning opportunities that enhance the physical, intellectual, socioemotional, and creative domains of young children. It also focuses on evidence based educational practices that emphasize interpersonal relationships, cultural diversity, child-centered curriculum, and the inclusion of children with special needs in all educational opportunities.

The ECE Master Teacher certificate/degree follows a natural progression that allows students to move from short to long-term educational goals: preparation for the Child Development Permit, fulfillment of post-certificate professional development, completion of advanced California Career Ladder courses, and transfer to a baccalaureate institution.

Possible ECE career positions include ECE Teacher/Director, Licensed Family Child Care Provider, Private ECE Director/Owner, and Parent Educator, After School Program staff, Instructional Aide in an elementary school setting. Owner / Operator of a Child Care Center, and Program/ Center director.

3. New Program Requirements (list of required courses)
Certificate for **Early Childhood Master Teacher**: requires a total of 35 units. The required courses are the following:
Psychology 11: Child Growth and Development (3 units)
ECE 2: Principles and Practices of Teaching Young Children (3 units)
ECE 11: Child, Family and Community (3 units)
ECE 17: Introduction to Curriculum (3 units
ECE 19: Teaching in a Diverse Society (3 units)
ECE 21: Observation and Assessment (4 units)
ECE 22: ECE Field Experience (5 units)
ECE 64: Health, Safety and Nutrition for Young Children (3 units)
ECE 48: Adult Supervision (2 units)

Required Specialization (Curriculum) Courses (6 units) – Select TWO courses:
ECE 4: Language and Literature for the Young Child (3 units)
ECE 5: Math and Science for the Young Child (3 units)
ECE 8: Creative Experiences – Art, Music and Movement (3 units)
Or
Required Specialization (Early Intervention) Courses (6 units) – Must take both courses:
ECE 45: Children with Special Needs (3 units)
ECE 49: Early Intervention Strategies (3 units)
or
Required Specialization (Reggio Emilia Approach) Courses (6 units) – Must take ALL courses:

ECE 51: Reggio Emilia (3 units)
ECE 52: Documentation – Making Learning Visible (1 unit)
ECE 53: Environment as the Third Teacher (1unit)
ECE 88A: Independent Study: Reggio Emilia Experience (1 unit)
Or
Required Specialization (ECE Administration) Courses (6 units) – Must take BOTH courses:
ECE 41: Supervision and Administration of Early Childhood Programs (3 units)
ECE 43: Supervision and Administration 2 (3 Units)
→Students must complete an additional 16 general education units in addition to the above courses in order to obtain their Child Development Master Teacher Permit.
→ **State of California also requires 350 days of experience working in a child care program to apply for a Master Teacher Permit**

The Associate in Arts degree for Early Childhood Education Master Teacher requires the 35 units described above as the major. In addition students must complete the SMC general education requirements and additional electives to total 60 units.

Santa Monica College's General Education requirements for an A.A. degree are as follows. *Students intending to transfer must complete additional requirements for the IGETC or CSU-GE pattern.*
   I.   Natural Science (3 units)
   II. Social Science (6 units, at least three from each group)
         Group A: Social Sciences
         Group B: Behavioral Sciences
   III. Humanities (3 units)
   IV. Language and Rationality (6 units, at least three units from each group)
         Group A: English
         Group B: Mathematics
   V. Global Citizenship (3) Please note-courses in this category may be counted towards completion of other GE requirements as well.
   VI. Major requirements

4. Discussion of background and rationale
In recent years, No Child left Behind (NCLB) and other legislative actions have reinforced the need for highly qualified teachers at all levels. Nationally, the field of early childhood education is requiring higher education standards for all individuals working with young children. The ECE Master Teacher certificate/degree provides an avenue for students to continue their education towards more advanced degrees in early childhood education. During several of our recent ECE Department advisory council meetings, members have continued to express the need to create programs that meet the needs of the shifting workforce. In order to appropriately meet the needs of children served by the programs in our communities, it has become a necessity for Santa Monica College to develop and offer an Early Childhood Master Teacher Certificate which not only satisfies state requirements for teaching permits but supports transfer to the 4 year state universities. Obtaining a B.A. or B.S. degree in a related field is especially important for teachers in state or federally funded programs which are presently requiring teacher to have a bachelor's degree by 2011.

CRITERIA B. Need
5. Enrollment and completer projections

- **Number of sections of core courses to be offered annually. Each section has 35 students enrolled.**

Course Title	Number of Sections