

Santa Monica College
Curriculum Committee Meeting Agenda
 Wednesday, May 19, 2010
 3:00 p.m.

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

Members:	Guido Davis Del Piccolo, Chair	Nancy Hanson	Christina Preciado
	Georgia Lorenz, Vice Chair	Maral Hyeler	Judith Remmes
	Brenda Antrim	Randal Lawson	Saul Rubin
	Brenda Benson	Helen LeDonne	Jeff Shimizu
	Yanqing Chen	Judy Marasco	Edie Spain
	George Davison	Walter Meyer	Mary Lynne Stephanou
	Diane Gross	Eric Minzenberg	Gary Taka
		Estela Narrie	Diana Wattapongsakorn

Interested Parties:	Jonathan Cohanne	Kiersten Elliott	Wendy Parise
	Mary Colavito	Mona Martin	Patricia Ramos
	Ellen Cutler	Mitra Moassessi	Eleanor Singleton
		Katharine Muller	Julie Yarrish

ExOfficio Members:	Eric Oifer	Cameron Henton
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Agenda: Approval of Minutes
 Chairs Report

Information Items:	1. Economics 05/Political Science 05/Global Studies 05: Political Economy (course update, name change)
	2. ESL 16C: Sentence Structure and Punctuation (course update)
	3. Geography 11/Global Studies 11: World Geography (course update; name change)
	4. Math 54: Elementary Statistics (course update)

Consent Agenda:	1. CIS 56: Multimedia for the Web (removing CIS 53 as a prerequisite; adding CIS 59 and CIS 60A as prerequisites)
	2. CIS 57: Web Site Management (adding prerequisite of CIS 59A)
	3. Music 94: Applied Performance Class (course update; addition of one "arranged hour")

Program Review: (CSIS)	1. CS 61: Microsoft SQL Server Database (course update)
	2. CS 65: Oracle Programming (course update)
	3. CS 68: Oracle Database Administrator (course update)
	4. CS 74A: Security in VB.Net Applications (course update)
	5. CS 80: Internet Programming (course update)
	6. CS 81: JavaScript and Dynamic HTML (course update)
	7. OFTECH 01A: Keyboarding 1A (course update)
	8. OFTECH 01B: Keyboarding 1B (course update)
	9. OFTECH 01C: Keyboarding 1C (course update)

New Courses—
Credit:

1. Music 70C: Intermediate String Orchestra
2. Sociology 03/Global Studies 03: Global Issues
3. Global Studies 95: Global Los Angeles—Experiential Learning

Global Citizenship:

1. Economics 05/Political Science 05/Global Studies 05: International Political Economy—Introduction to Global Studies
2. Geography 11/Global Studies 11: World Geography—Introduction to Global Studies
3. Sociology 03/Global Studies 03: Global Issues

Distance Education:

1. Film 01: Film Appreciation—Introduction to Cinema

Old Business:

1. Distance Education Form

New Business:

1. Ecological Literacy – Category Addition for Global Citizenship

Adjournment

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



SANTA MONICA COLLEGE
 CURRICULUM COMMITTEE MEETING
 MINUTES OF MAY 5, 2010

The Santa Monica College Curriculum Committee was called to order by Guido Davis Del Piccolo at 3:11 p.m.

Members Present:

Guido Davis Del Piccolo, Chair	Diane Gross	Judith Remmes
Georgia Lorenz, Vice Chair	Nancy Hanson	Saul Rubin
Brenda Antrim	Randal Lawson	Jeff Shimizu
Brenda Benson	Judy Marasco	Edie Spain
George Davison	Walter Meyer	Mary Lynne Stephanou Gary Taka

Members Absent:

Yanqing Chen	Helen LeDonne	Maral Hyeler Diana Wattapongsakorn
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Others Present: Laura Manson Wendy Parise

Approval of Minutes: The minutes of April 21, 2010 were unanimously approved.

Chairs Report:

- Guido announced that the Global Citizenship AA Degree Requirement and the Study Abroad Approval Process will be tabled from today's meeting.
- Guido announced that the Academic Senate on April 27, 2010, passed the following: New Course—Credit: ET 24C; Prerequisite Changes—ET 24B – removal of ET 19B as a prerequisite, CIS/Accounting 35 – Addition of CIS 1 or CIS 4 as prerequisites.
- Guido announced that Student Affairs had the first reading of a new AR “High School Articulation—Credit by Examination” at the Academic Senate.

**New Courses--
Credit:**

1. **ECE 31: Communicating with Families**—presented by Laura Manson and Wendy Parise. This course will enhance the capacity of early childhood educators to communicate effectively with families about development and developmental concerns. Topics covered will include an overview of typical and atypical child development, parenting and social challenges faced by families of children with special needs, the importance of developmental screening and effective communication strategies for working with families. The ultimate goal of the course is to enhance the relationships between parents and the providers who serve them.

Judith Remmes moved to approve ECE 31 with the following changes:

- > On the Course Approval and Data Sheet:
 - #13 Appropriate Discipline(s) for faculty teaching the course—change to read: “Child Development/Early Childhood Education.”
- > On the Course Outline:
 - Course Objectives #H – “Touchpoints” will be defined and submitted by the department for clarification.

The motion passed unanimously.

New Business:

AA Degree GE Pattern: Allows students to satisfy the General Education portion of the SMC AA degree via SMC GE, CSU GE, or IGETC. Currently, in order for a student to receive an AA degree, the student must complete at least 60 units which satisfy: (1) our local SMC AAGE, (2) the major/area of emphasis and (3) Global Citizenship.

- Upon the Academic Senate's approval, in order for a student to receive an AA degree, the student must complete at least 60 units which satisfy:
 - EITHER
 - Our local SMC, AAGE, or
 - CSU GE, or
 - IGETC
 - The major/area of emphasis, and
 - Global Citizenship

Brenda Antrim moved to recommend to the Academic Senate to accept any of these three degree patterns. The motion passed unanimously.

Distance Education – Proposed New Form: There was discussion of the draft of the new form. Judith Remmes and Saul Rubin worked with Wendy Parise and the Distance Education Committee. Wendy Parise emphasized that this is still "a work in progress." The function of the Curriculum Committee is to approve online courses.

If you have suggestions on the new form, please send to the Distance Education Committee.

Adjournment:

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

Next Meeting:

The next meeting of the Curriculum Committee will be Wednesday, May 19, 2010 at 3:00 p.m. in DH-300E, The Loft.

Respectfully submitted,
Georgia Lorenz
sb

**Prerequisite, Corequisite, and Advisory Check List
as per Matriculation Regulations**

Department: CSIS Course Number: CIS 56

Full Course Title: Multimedia for the Web

Up to 35 characters including spaces

Prerequisite Course Number and Title: CIS 59A, Dreamweaver and CIS 60A, Photoshop 1

Course Numbers of other prerequisites, corequisites, and advisories also required for this course

Please note that a separate sheet is required for each prerequisite, corequisite, or advisory

Number: Name:

SECTION 1 - CONTENT REVIEW

Check items 1-9 below. If any criterion is not met, the prerequisite will be disallowed.

Criterion

Copy and paste where appropriate)

	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or 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 prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	x	[]
4. Selection of this prerequisite, corequisite or 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 necessary for success before and/or concurrent with enrollment have been specified in writing.	x	[]
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	x	[]
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	x	[]
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	x	[]
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	x	[]

SECTION II - ADDITIONAL LEVEL OF SCRUTINY

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified on the back side of this sheet.

Type 1: Standard Prerequisite.

Type 2: Sequential within and across disciplines

Type 3: Courses in communication or computational skills as prerequisites for courses other than another skills course.

Type 4: Program prerequisites.

Type 5: Health and Safety.

Type 6: Recency and other measures of readiness (miscellaneous).

Santa Monica College

Course Outline For CIS 56

Course Title:	Web Media Production	Units:	3
Date Submitted:	April 2000	IGETC Area:	
Updated:	January 2010	CSU GE Area:	
		Transfer:	CSU

I. Catalog Description:

Prerequisite: CIS 59A and CIS 60A

Web media is a woven combination of text, graphics, sound, animation, and video elements. The course is designed to provide students who are familiar with creating Web experiences, the skills to add the dimensions of time, sound, motion, and interactivity to their experience designs, including Internet and mobile technologies, via a variety of authoring tools. Through lectures, demonstrations, and projects, students will complete solid portfolio Web experiences.

II. Required Text and References:

Exploring Multimedia for Designers, Ray Villalobos, 1418001031, 1, 2008, Friends of Ed
MTIV: Process Inspiration and Practice for the New Media Designer, Curtis, 0-73571165-8, 2005,
Pearson Education

III. Course Objectives:

Upon completion of the course, students will be able to:

- A. Utilize the process of storytelling to plan and produce Web media.
- B. Demonstrate the power of interactive media.
- C. Analyze the usage of media.
- D. Analyze the necessity of pre-development planning in Web media production.
- E. Demonstrate Web media skills and training.
- F. Employ knowledge about producing and using Web media and the components, hardware, software, storytelling, creativity, and organization.
- G. Utilize Web media-authoring tools.
- H. Create Web media files, images, sound, and HTML in a Web experience.
- I. Review the pre-project distribution tasks.
- J. Analyze the process of delivering the final product.

IV. Methods of Presentation:

Classroom lecture, demonstration and discussion introduces students to each subject area. Hands-on practice, with questions and answers between instructor and students to analyze the topics. Out of class homework assignments to review the learned lectured topics and building on it with the new features.

V. Course Content:

<u>Percentage of Term</u>	<u>Topic(s)</u>
2%	Introduction and overview; what is Web media, interactive Web media, where to use the media and pre-development planning for Web media production.
5%	Project planning; introduction to making Web media.
5%	Creating Web media: Introduction to Authoring Tools.
5%	Web media in the world today.
5%	Introduction to flowchart software.
10%	Graphics for Web and screen media.
8%	Storytelling and Web media production.
10%	Animation techniques for Web media production.
5%	Introduction to the various Web platforms and appropriate media.
10%	Sound design for Web media.
15%	Video production and editing.
20%	Putting it all together and building a Web experience.
100%	

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

Participation	6%
Homework	35%
Final Project	25%
Midterm	14%
Final	20%

A = 90 – 100%
B = 80 – 89%
C = 70 – 79%
D = 60 – 69%
F = 0 – 59%

VII. Sample Assignments:

1. (Post client audio recorded interview) Take assigned section of the audio interview, edit it into a cohesive story, clean out background noises and export to MP3. Type a manuscript of the interview and build a Web page to help tell the story, incorporate the audio file with the transcript for accessibility.
2. Design your Final Project homepage in your sketchbook
Make as many sketches as necessary to come up with your final look
Show your thought process with multiple ideas
Make a folder "FinalProjectName" (Name this according to what YOUR final project is.)
Block out your design in your favorite image editing program
Name it "finalProjectName_V1"
Turn in the native file format of the program (PSD or PNG, etc.)
Make a JPG of the file to post from a link on your homepage called FinalProjectName_V1
Build a color palette for your Website
Name it "FinalProjectColors"

Turn in the native file format of the program (PSD or PNG, etc.)
Make a JPG of the file to post from a link on your homepage called "Final Project" Color
Palette

**Prerequisite, Corequisite, and Advisory Check List
as per Matriculation Regulations**

Department: CSIS Course Number: CIS 57
 Full Course Title: Web Site Management
Up to 35 characters including spaces
 Prerequisite Course Number and Title: CIS 59A, Dreamweaver
 Course Numbers of other prerequisites, corequisites, and advisories also required for this course
 Please note that a separate sheet is required for each prerequisite, corequisite, or advisory
 Number: Name:

SECTION 1 - CONTENT REVIEW

Check items 1-9 below. If any criterion is not met, the prerequisite will be disallowed.

Criterion

<input checked="" type="checkbox"/> Copy and paste where appropriate)	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or 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 prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	x	[]
4. Selection of this prerequisite, corequisite or 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 necessary for success before and/or concurrent with enrollment have been specified in writing.	x	[]
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	x	[]
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	x	[]
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	x	[]
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	x	[]

SECTION II - ADDITIONAL LEVEL OF SCRUTINY

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified on the back side of this sheet.

- Type 1: Standard Prerequisite.
- Type 2: Sequential within and across disciplines
- Type 3: Courses in communication or computational skills as prerequisites for courses other than another skills course.
- Type 4: Program prerequisites.
- Type 5: Health and Safety.
- Type 6: Recency and other measures of readiness (miscellaneous).

Santa Monica College

Course Outline For CIS 57

Course Title:	Website Planning and Production	Units:	3
Date Submitted:	September 2001, (May 2004 update), (October 2007 update)	IGETC Area:	
Updated:	January 2010	CSU GE Area:	
		Transfer:	CSU

I. Catalog Description:

Prerequisite: CIS 51 or CIS 59A

This course provides the knowledge, skills, and hands-on experience needed to deliver successful commercial websites. Students will learn the many pitfalls of website planning and production and how to overcome them. This includes understanding what is wanted, and learning how to create the website in a speedy and efficient manner. Students will learn how to manage the project and the client, and perfect techniques in design. Learning how to design for the intended audience, obtain content, select a proper navigation, incorporate various media (graphics, database, animations, etc.), deploy and maintain the website are the key elements covered. This is a hands-on course and the students will utilize newly learned skills to build a website for a client which can be added to their portfolio.

II. Required Text and References:

Suggested Texts Include:

Head First Web Design by Ethan Watrall and Jeff Siarto, 2009 O'Reilly Media Corporation
ISBN: 978-0-596-52030-4

III. Course Objectives:

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

- A. Discuss how to conceptualize, plan, coordinate, and implement an entire website
- B. Create a detailed site plan that clearly explains the cost, manpower, and technology involved in a website
- C. Explain how to implement various components involved in creating a commercial website
- D. Demonstrate how to deliver a functioning website through the hands-on experiences in the classroom.
- E. Create an integrated website

IV. Methods of Presentation:

Classroom lectures, handouts, demonstrations, and discussions to introduce students to each subject area. Hands-on practice, with questions and answers between instructor and students to analyze the process of creating a website for a customer. Out of class project and homework assignments to review and practice the topics discussed in the class.

V. Course Content:

<u>Percentage of Term</u>	<u>Topic</u>
10%	Website Planning
10%	Website Cost
10%	Website Contents
10%	Explore Design Principles, Web Typography and Construction
5%	Planning the Navigation
5%	Using Graphics and Color
5%	Using Animation
5%	Using Audio, Video and Web 2.0 elements
5%	Testing
5%	Prepare the Technical and User Documentation
5%	Package and Deliver
5%	Maintenance
20%	Students Projects
100%	

VI. Methods of Evaluation:

(Actual point distribution will vary from instructor to instructor but approximate values are shown.)

Homework Assignments	30%
Projects	20%
Quizzes	20%
Final Exam	30%
	100%

VII. Sample Assignments:

Sample 1:

Acting as coordinators, students will create a detailed site plan that clearly explains the cost, manpower, and targeted delivery date involved in a website project

Sample 2:

Given an obstacle in designing the layout for a website, devise workaround solutions that do not compromise the cost and delivery of the website

Form 1: Course Outline of Record

Santa Monica College

Course Outline For Music 94

Course Title: Applied Performance Class

Units: 1

Date Submitted: March 2001 (May 2002)

Date Updated: May 7, 2010

IGETC Area: (office use only)

IGETC Area (if applicable): please underline and bold the applicable area:

Area 1A: Composition	Area 4C: Economics	Area 5A: Physical Science (lab)
Area 1B: Critical Thinking	Area 4D: Ethnic Studies (must be US)	Area 5A: Physical Science (no lab)
Area 1C: Speech	Area 4E: Gender Studies	Area 5B: Biological Science (lab)
Area 2: Mathematics	Area 4F: Geography	Area 5B: Biological Science (no lab)
Area 3A: Arts	Area 4G: History	Area 6A: Language
Area 3B: Humanities	Area 4H: Interdisciplinary	Area US1: US History
Area 4A: Sociology/Criminology	Area 4I: Political Science/Government	Area US2: US Constitution & Gov't
Area 4B: Anthropology/Archeology	Area 4J: Psychology	Area US3: CA State & Local Gov't

CSU GE Area: (office use only)

2nd CSU GE Area: (office use only)

CSU GE Area(s) (if applicable): please underline and bold the applicable area or areas:

Area A1: Speech	Area C2: Humanities	Area D7: Interdisciplinary
Area A2: Composition	Area D0: Sociology/Criminology	Area D8: Political Science/Government
Area A3: Critical Thinking	Area D1: Anthropology/Archeology	Area D9: Psychology
Area B1: Physical Science	Area D2: Economics	Area E: Lifelong Learning/Self-Development
Area B2: Biological Science	Area D3: Ethnic Studies (must be US)	Area US1: US History
Area B3: Lab	Area D4: Gender Studies	Area US2: US Constitution & Gov't
Area B4: Mathematics	Area D5: Geography	Area US3: California State & Local Gov't
Area C1: Arts	Area D6: History	

SMC GE Area: (office use only)

SMC AA General Education Area(s) (if applicable): please underline and bold the applicable area or areas:

Area I: Natural Science	Area IVA: Language and Rationality (Group A)
Area IIA: Social Science (Group A)	Area IVA: Language and Rationality (Group B)
Area IIB: Social Science (Group B)	Area V: Global Citizenship
Area III: Humanities	

Transfer: (office use only)

Transfer (if applicable): please underline and bold the anticipated transferability of this course:

Transferable to UC

Transferable to CSU

Prerequisite(s): Audition Required

Co-requisites: Music 92 and Music Performance Ensemble (Music 40,42,45,52,53,55,59,64,74,76,77 or 78)

Skills Advisory: (none or enter course(s) here)

I. Catalog Description:

This course is designed to provide students with class performance/instruction in the applied areas of instrumental performance, vocal performance and composition. Students may repeat this class for credit for a total of four semesters.

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. The Inner Game of Music by Barry Green & W. Timothy Gallwey, 1986

III. Course Objectives:

Upon completion of the course students will be able to:

1. Analyze and address the memorization challenge of live performance.
2. Analyze and address the performance etiquette challenge of live performance.
3. Analyze and address the performance anxiety challenge of live performance.
4. Improve student's own sense of musical style through the observation of performances by other students.
5. Improve student's own sense of interpretation through the observation of performances by other students.
6. Improve student's own sense of technique through observation of performances by other students.
7. Compare and contrast the performance of other students as well as their own through the critical listening process developed in informal and formal settings.

IIIb. Arranged Hours Objectives:

If this course has any "arranged hours" listed in Form 2, provide the specific objectives related to those arranged hours.

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

1. Performance in the Applied Concert, in the music department's regular concert series.

IV. Methods of Presentation:

Individual class performance/lecture/discussion

IVb. Arranged Hours Instructional Activities:

If this course has any "arranged hours" listed in Form 2, provide the specific instructional activities related to those arranged hours.

1. Selecting repertoire
2. Rehearsal for concert
3. Coordination with stage and sound technical staff
4. Concert program design
5. Concert presentation

V. Course Content:

% of course	Topic
25%	Preparation of technical skills and repertoire as outlined in the separate listing for each discipline
25%	Demonstration of these skills through an informal performance class, under the guidance of the music faculty member.
25%	Textbook reading and participation in discussion thereof.
25%	Knowledge accrued of different music styles as demonstrated in critical discussion of student performances.

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

% of grade	Evaluation Method
33 1/3%	Participation
33 1/3%	Successful preparation of the material as demonstrated in performance
33 1/3%	Improvement of skills

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

1. 4 Performances/semester, #1-3: 2 different style periods (5 minutes minimum each)
2. 4 Performance/semester, #4: Jury piece: repertoire from performances #1-3 (10 minutes maximum)

Form 2: Course Approval and Data Sheet for: Music 94: Applied Performance Class

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

Updated/Revised

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

(enter status here)

Total Instructional Hours: (usually 18 per unit) **54**

Hours per week (full semester equivalent) in Lecture: **0**

In-Class Lab: **3**

Arranged: **1**

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

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

This revision allows for credit to be given to both the students and the instructor for the hours required to prepare for and give a formal concert each semester.

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

•

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

- Music

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

•

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

•

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

•

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

•

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

YES

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

YES

If you are requesting UC transferability, please list either a comparable lower division course offered at one of the UC campuses or a comparable California Community College course which is transferable to UC:

- UC Campus:
 - UC Course Number:
 - UC Course Title:
- or
- California Community College:
 - Course Number:
 - Course Title:

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

- How many times should this course be **repeatable**? **4 (already is)**

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

Rationale for the above load factor suggestion:

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

- Music

Form 3: Student / Program / Institutional Learning Outcomes

May 7, 2010

Music 94: Applied Performance Class

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

1. Students will analyze and address the challenges of live performance such as memorization, performance etiquette and anxiety, and improve their own sense of musical style, technique and interpretation by observing others.

As assessed by: Faculty and peer review with constructive criticism.

2. Students will compare and contrast their own performances with those of their peers in order to develop a constructive critique of musical performance.

As assessed by: Peer election for semester public program and semester jury.

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

1. Students will exhibit mastery of music theory, musicianship and keyboard skills.

This course enhances mastery of music theory and musicianship.

2. Students will show proficiency in their applied music area.

That is the content of the class.

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

- ILO #1: acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives;

Music is a high-performance activity leading to greater self-confidence and self-discipline, aiding in the pursuit of intellectual curiosities with integrity in both personal and professional lives.

- ILO #2: obtain the knowledge and academic skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems

This course enhances critical aural and intellectual faculties along with development of skills of interpretation.

- ILO #3: 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

This course includes music of diverse origins broadening the perspective of the students.

- ILO #4: take responsibility for their own impact on the earth by living a sustainable and ethical life style

(Provide explanation here, if applicable)

S/ILO Committee Use Only

reviewed by: CKS May 11, 2010

Form 1: Course Outline of Record

Santa Monica College

Course Outline For Music 70C

Course Title: Intermediate String Orchestra

Units: 2

Date Submitted: April 6th, 2010

Date Updated: May 12th, 2010

IGETC Area: (office use only)

IGETC Area (if applicable): please underline and bold the applicable area:

Area 1A: Composition	Area 4C: Economics	Area 5A: Physical Science (lab)
Area 1B: Critical Thinking	Area 4D: Ethnic Studies (must be US)	Area 5A: Physical Science (no lab)
Area 1C: Speech	Area 4E: Gender Studies	Area 5B: Biological Science (lab)
Area 2: Mathematics	Area 4F: Geography	Area 5B: Biological Science (no lab)
Area 3A: Arts	Area 4G: History	Area 6A: Language
Area 3B: Humanities	Area 4H: Interdisciplinary	Area US1: US History
Area 4A: Sociology/Criminology	Area 4I: Political Science/Government	Area US2: US Constitution & Gov't
Area 4B: Anthropology/Archeology	Area 4J: Psychology	Area US3: CA State & Local Gov't

CSU GE Area: (office use only)

2nd CSU GE Area: (office use only)

CSU GE Area(s) (if applicable): please underline and bold the applicable area or areas:

Area A1: Speech	Area C2: Humanities	Area D7: Interdisciplinary
Area A2: Composition	Area D0: Sociology/Criminology	Area D8: Political Science/Government
Area A3: Critical Thinking	Area D1: Anthropology/Archeology	Area D9: Psychology
Area B1: Physical Science	Area D2: Economics	Area E: Lifelong Learning/Self-Development
Area B2: Biological Science	Area D3: Ethnic Studies (must be US)	Area US1: US History
Area B3: Lab	Area D4: Gender Studies	Area US2: US Constitution & Gov't
Area B4: Mathematics	Area D5: Geography	Area US3: California State & Local Gov't
Area C1: Arts	Area D6: History	

SMC GE Area: (office use only)

SMC AA General Education Area(s) (if applicable): please underline and bold the applicable area or areas:

Area I: Natural Science	Area IVA: Language and Rationality (Group A)
Area IIA: Social Science (Group A)	Area IVA: Language and Rationality (Group B)
Area IIB: Social Science (Group B)	Area V: Global Citizenship
Area III: Humanities	

Transfer: (office use only)

Transfer (if applicable): please underline and bold the anticipated transferability of this course:

Transferable to UC

Transferable to CSU

Prerequisite(s): Successful completion of 70B or Audition.

Skills Advisory: 2-octave scales.

I. Catalog Description:

This course provides study of musical style and rehearsal techniques as they relate to the performance of intermediate level string orchestra literature. Ability to play a string instrument is required. During the course attention also will be given to technical development of the students in relation to the music that is being studied.

II. Examples of Appropriate Text or Other Required Reading:

1. Music will be chosen from the music library and rented or borrowed to meet the needs of the ensemble.
2. References: Robert Schumann and others, arr. Doris Gazda, *High Tech for Strings: Technical Studies and Solo Literature for String orchestra and Individual Study*. Carl Fisher, New York, 2000 – a separate book for each Instrument (violin, viola, cello, bass)

III. Course Objectives:

Upon completion of the course students will be able to:

1. Develop correct care and maintenance required of a string instrument.
2. Master correct posture, hand positions, and balanced movements for the chosen instrument.
3. Improve bow articulations.
4. Improve performance of basic finger patterns, further develop their position playing.
5. Improve their intonation.
6. Apply their reading skills with greater skill.
7. Demonstrate their independence in counting.
8. Continue to develop their listening skills.
9. Develop an awareness of their function as a member of their own section in the orchestra.
10. Apply improved skills in following directions of the conductor

IIIb. Arranged Hours Objectives:

If this course has any "arranged hours" listed in Form 2, provide the specific objectives related to those arranged hours.

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

- 1.
- 2.

IV. Methods of Presentation:

Explication and demonstration of technique, in-class lab where the students start mastering the technique.

Concentrated rehearsal of the above stated orchestral techniques in preparing a public performance of the orchestral works selected for each semester.

IVb. Arranged Hours Instructional Activities:

If this course has any "arranged hours" listed in Form 2, provide the specific instructional activities related to those arranged hours.

1. (write instructional activity here)
2. (write instructional activity here)
3. (add instructional activities as needed by pressing TAB)

V. Course Content:

% of course	Topic
10%	Sight reading of the literature.
25%	Developing technique specifically directed towards preparation for the literature.
50%	Rehearsal to improve and perfect accuracy of notes, rhythm and intonation, etc.
10%	Discussion of style as it relates to the music being rehearsed.
5%	Public performance.

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

% of grade	Evaluation Method
25%	Successful preparation of the material studied as demonstrated in performance.
25%	Demonstration of responsibility as a member of the music ensemble: punctuality, attitude, cooperation with members.
25%	Individual improvement of skill and performance over the course of the semester
25%	Final performance.

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

1. Prepare a scale and arpeggio with proper fingering and intonation.
2. Practice this scale with different bowings, rhythms, on/off the string...
3. Practice a specific exercise, or a specific difficult part of the music that is being learned.

Form 2: Course Approval and Data Sheet for: Music 70C

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

New Course

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

Spring 2011

Total Instructional Hours: (usually 18 per unit) **54**

Hours per week (full semester equivalent) in Lecture: **1**

In-Class Lab: **2**

Arranged:

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

Santa Monica College now offers two strings classes, 70A and 70B. After successfully completing these classes the students are not advanced enough to join an orchestra. They need to develop more expertise on their instrument before advancing to the Orchestra.

70C: Intermediate String Orchestra would give the students an opportunity to further develop their playing. In 70A and 70B the emphasis has to be on developing good habits and technique, learning to read – all the basic things. In this class the emphasis would be more on playing literature, and making music. The technique will still play an important roll, but more as a support towards the "real" music. The class will have the function to prepare for a higher level orchestra.

People of our community in Santa Monica who played earlier in their life, and want to get back to their string instrument, often need to brush up their technique before the can successfully audition for the Santa Monica College Orchestra. This class would help them prepare for the audition.

With the addition of 70C , Intermediate String Orchestra, to the already existing Beginning and Intermediate String Classes (70A and B), Santa Monica College would really start having a nice Strings Program. And this will help the influx of string players in the Orchestra.

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

•

List all A.A. majors in which this course is/will be an option: Any Major (elective)

- General Music Major, Applied Music Major

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

•

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

•

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

•

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

•

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

Yes

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

Yes

If you are requesting UC transferability, please list either a comparable lower division course offered at one of the UC campuses or a comparable California Community College course which is transferable to UC:

- UC Campus:
- UC Course Number:
- UC Course Title:

or

- California Community College:
- Course Number:
- Course Title:

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

- How many times should this course be repeatabe? **2**

Course Load Factor suggested by department: .875

Rationale for the above load factor suggestion: Same as Music 70A and 70B.

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

- Master's degree in Music

Form 3: Student / Program / Institutional Learning Outcomes

Music 70C: Intermediate String Orchestra

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

1. Students will demonstrate the ability to learn and play their respective string instrumental part (violin, viola, cello, bass) of the repertoire chosen for the particular concerts being performed in that semester.
As assessed by: the final performance in concert.
2. Students will demonstrate their ability to perform as a member of their respective section exhibiting good rhythmic precision, intonation and balance, and knowledge of style and ensemble playing as related to the chosen pieces for the concert being performed.
As assessed by: the final performance in concert.

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

1. Students will demonstrate performance ability as an active member of an ensemble.
As assessed by participation in concert scheduled at the end of the semester.
2. Students will show improved proficiency in their playing.
As assessed in class as well as in concert.

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

- ILO #1: acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives;
Playing and performing music in a group is a powerful experience where the effects of preparation and discipline are directly felt. This results in a growing self-confidence, which helps to make improvement an ongoing process. This process will also be applicable to other areas of life.
- ILO #2: obtain the knowledge and academic skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems
(Provide explanation here, if applicable)
- ILO #3: 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
Playing an instrument makes clear that race, gender, age, language are not determining factors in what a person contributes to the group. Because of that the student will feel a closer relatedness to the global human environment.
- ILO #4: take responsibility for their own impact on the earth by living a sustainable and ethical life style
Music creates human communities beyond social differences, thereby sustaining a humanistic life style in players and audience alike. Also: Strings players are very sustainable: they do not need electricity, they don't pollute, they love old instruments.

Form 4: Associate Degree Course Criteria and Standards, as per Title V, Section 55002

Music 70C

Section I – Course Criteria

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

		Criterion Met	Criterion Not Met
1.	This course is a collegiate course meeting the needs of students eligible for admission. It will be offered as described in the course outline of record (attached).	+	
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.

Students need to be able to play their string instrument. Successful completion of Music 70B or Audition are 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: _____ N.A. _____

Math level recommended: _____ N.A. _____

FORM 5: APPROVALS PAGE

Music 70C

Department/Area Vote(s):

	Yes	No	Not voting	Date of vote
Music	5	-		May 6 th 2010
Additional Department or Area (if applicable)				
Please list any other Departments, Areas, or Chairpersons consulted regarding this course:				

Department Chair Approval:	Rhoda Tuit	Date:	April 6 th , 2010
Additional Department Chair Approval: (if applicable)		Date:	

SMC Librarian doesn't need the materials: students will take care of their own books.			
List of suggested materials has been given to librarian?	Yes	<input type="checkbox"/>	No <input checked="" type="checkbox"/> X
Library has adequate materials to support course?	Yes	<input checked="" type="checkbox"/> X	No <input type="checkbox"/> N.A.
Librarian Approval:	Brenda Antrim	Date:	5/12/2010

Approvals:

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

Form 6: Prerequisite, Corequisite, & Advisory Checklist and Worksheet (as per Matriculation Regulations)

Music 70C

Prerequisite: Music 70B (Intermediate Strings Technique) or Audition=

Other prerequisites, corequisites, and advisories also required for this course:
(Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)

(If applicable, enter Discipline and Course # here) ; (Enter Course Title here)

(If applicable, enter Discipline and Course # here) ; (Enter Course Title here)

SECTION 1 - CONTENT REVIEW: Check items 1-9 below. If any criterion is not met, the prerequisite will be disallowed.

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

SECTION II - ADDITIONAL LEVEL OF SCRUTINY

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

Type 1: Standard Prerequisite

Type 2: Sequential within and across disciplines

Type 3: Course in communication or computational skills as prerequisite for course other than another skills course

Type 4: Program prerequisites

Type 5: Health and Safety

Type 6: Recency and other measures of readiness (miscellaneous)

Prerequisite Worksheet

ENTRANCE SKILLS FOR (Music 70C)

A)	Can play one-octave scales in D, G, C, F and Bb Major, and in e, a, d, and g minor.
B)	Can play at least 2 scales in 2 octaves.
C)	Can play tremolo, accented and spiccato bowing.
D)	Uses bow budgeting well.
E)	Can play in middle positions.
F)	Can play and read dotted rhythms and more complex rhythms.
G)	Can use dynamic variety in playing.
H)	Can play with some vibrato.
I)	list specific entrance skill here
J)	list specific entrance skill here

EXIT SKILLS FOR (Music 70B)

1.	Can play one-octave scales in D, G, C, F and Bb Major, and in e, a, d, and g minor.
2.	Can play at least 2 scales in 2 octaves.
3.	Can play tremolo, accented and spiccato bowing.
4.	Uses bow budgeting well.
5.	Can play in middle positions.
6.	Can play and read dotted rhythms and more complex rhythms.
7.	Can use dynamic variety in playing.
8.	Can play with some vibrato.
9.	list specific entrance skill here
10.	list specific entrance skill here

		ENTRANCE SKILLS FOR (70C)									
EXIT SKILLS FOR (70B)		A	B	C	D	E	F	G	H	I	J
	1	x									
	2		x								
	3			x							
	4				x						
	5					x					
	6						x				
	7							x			
	8								x		
	9										
10											

Form 1: Course Outline of Record

Santa Monica College

Course Outline For Sociology 03 / Global Studies 03

Course Title: Global Issues	Units: 3
Total Instructional Hours: (usually 18 per unit) 54	
Hours per week (full semester equivalent) in Lecture: 3	In-Class Lab: 0 Arranged: 0

Date Submitted: (office use only)
Date Updated: April 19, 2010

IGETC Area: 4J & 4G
CSU GE Area: D0
2nd CSU GE Area: D7
SMC GE Area: IIB & V

Transfer: UC & CSU

Prerequisite(s): none
Skills Advisory: Eligibility for English 1

I. Catalog Description:

This course offers an interdisciplinary approach to studying the origins, current status, trends and possible solutions of major global issues. This Global Studies course will emphasize sociological inquiry, and also draw upon the approaches of several related fields such as anthropology, economics, environmental studies, geography, history, philosophy, political science, psychology, and women's studies in order to examine multiple global issues of concern such as international war and conflict, global inequality, food, water, energy, climate change, population growth, migration, and social change. This course will likely involve some degree of experiential learning (i.e., individual and/or group field trips and/or service-learning).

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. Brecher, Jeremy, Costello, Tim, and Smith, Brendan. Globalization From Below: The Power of Solidarity, 2nd edition, South End Press, 2000.
2. Clapp, Jennifer and Dauvergne, Peter. Paths to a Green World: The Political Economy of the Global Environment, MIT Press, 2005
3. Eitzen, D. Stanley and Baca Zinn, Maxine. Globalization: The Transformation of Social Worlds. Wadsworth, 2009
4. Gardiner, Harry and Kosmitzki, Corinne, Lives Across Cultures: Cross-Cultural Human Development, Pearson, 2007
5. Gielen, U. P., & Chumachenko, O. "All the world's children: The impact of global demographic trends and economic disparities". In U. P. Gielen & J. L. Roopnarine (Eds.), Childhood and adolescence: Cross-cultural perspectives and applications. Westport, CT: Praeger, 2004
6. Harf, James E. and Lombardi, Mark Owen. Taking Sides: Clashing Views on Global Issues, 4th edition, McGraw Hill, 2006.
7. Lechner, Frank J. and Boli, John, editors, The Globalization Reader, 3rd edition, Blackwell Publishing, 2008.
8. Seitz, John. Global Issues: An Introduction, 3rd edition, Blackwell Publishing, 2008.
9. Sernau, Scott. Global Problems: The Search for Equity, Peace, and Sustainability, 2009
10. Unesco, World Water Assessment Programme (United Nations), Water: A Shared Responsibility, UN-HABITAT, 2006

III. Course Objectives:

Upon completion of the course students will be able to:

1. Identify major recurring and emerging global issues.
2. Explain the historical origins or roots of global issues.
3. Project the consequences of unchecked global problems.
4. Identify obstacles to the resolution of global issues.
5. Propose informed solutions to global social issues.
6. Analyze the interconnections between and among global issues.
7. Critically analyze issues from a multi- and inter-disciplinary perspective.
8. Compare and contrast national, regional and international attempts to address global issues.
9. Evaluate national, regional and international efforts to solve global issues.

IV. Methods of Presentation:

A combination of lecture and discussion, film, collaborative learning, and/or service-learning/experiential learning is employed. Given the multi- and interdisciplinary nature of the course, it is highly recommended that guest lectures—both from a diverse pool of faculty and from the larger community—be utilized. Moreover, given the “global” and “international” nature of the greater Los Angeles area, it is expected that this course will make use of the numerous opportunities to engage our student more directly in the issues being addressed in the course. Questions and discussions are strongly encouraged to facilitate a greater understanding and intellectual analysis of the subject matter.

V. Course Content:

The global issues selected by a particular instructor may vary from semester to semester. As a result, the required course content is structured around the approach to the selected issues rather than the issues themselves.

Each issue must be approached from a sociological perspective and a minimum of 2 other “disciplinary areas” (anthropology, economics, environmental studies, geography, history, philosophy, political science, psychology, and women’s studies):

% of course	Topic
12.5%	Global Studies: An interdisciplinary and multidisciplinary examination of globalization, global patterns, and global issues
12.5%	Understanding the origin, scope, interconnectedness and consequences of the selected global issues
18.75%	Understanding sociological approaches that seek to theoretically identify, place and understand the dynamics of the selected global issues
25%	Investigating multiple perspectives/approaches (at least two other of disciplines/fields) that seek to theoretically identify, place and understand the dynamics of the selected global issues
18.75%	Examining and evaluating governmental and non-governmental efforts (national, regional, or international) to address and resolve the selected global issues
12.5%	Proposing alternative approaches to address and resolve the selected global issues

Regarding the issues selected:

The course content must include a minimum of one issue from each of the four "issue areas" listed below. It is recommended that no more than 8 issues be considered in one semester. Additionally, one of the issues should include the "campus-wide theme" for the given year.

Issue Area: Political	Issue Area: Economic	Issue Area: Environmental	Issue Area: Social/Cultural
<ul style="list-style-type: none"> • International war and conflict • Nationalism and security • Migrations • Ethnic and religious conflicts • Human rights • Terrorism • International policing • (other primarily political issue) 	<ul style="list-style-type: none"> • Disparity of wealth / development • Food and hunger • Water • Employment • Housing • Transnational business • Resource extraction • Regional disparity • Privatization • Information age • Lending in business development • (other primarily economic issue) 	<ul style="list-style-type: none"> • Air and water pollution • Deforestation • Soil depletion • Species extinction • Urban growth • Population growth • Waste • Resource depletion • Energy crisis • Nuclear accidents • Sustainable Development • Climate changes • (other primarily environmental issue) 	<ul style="list-style-type: none"> • Cultural hegemony • Human rights • Ethnic cleansing • Multiculturalism • Family structures • Women's status • Property rights • Religious conflicts • Population change • HIV/AIDS • Drugs • Health and Health care • Education • Transportation • (other social/cultural issue)

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

Evaluation of a student's performance is accomplished through a possible combination of multiple choice quizzes and tests, essay examinations, written analysis of texts, research papers, class participation, and group and individual projects.

While each instructor is responsible for her/his own assessment of student performance, it is strongly encouraged that the method of evaluation include a diverse skill set that will account for a variety of student learning abilities that demonstrate competence in course content and knowledge.

Below is one possible scheme:

% of grade	Evaluation Method
20%	Quizzes: multiple choice
20%	Midterm Exam
20%	Group Projects/Presentations/Experiential Learning Activities
15%	Class Participation
25%	Final Exam/Final Project

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

1. In a 5-7 page essay regarding the issue of "xxxxxx"; provide an analysis of the issue from both a sociological and "xxxxxx" perspective. How does each perspective define and approach the issue? What are the contributions and limitations of each perspective regarding potential solutions?
2. Prepare a presentation for the class which demonstrates the interconnectedness of two issues addressed in the course. Your presentation should make use of the relevant readings and include at least two additional sources of information. The presentation should also demonstrate how the issue is approached from the sociological perspective and at least one other perspective.

Form 2: Course Approval and Data Sheet for: Sociology 03 / Global Studies 03

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

New

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

Spring 2010

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

This course will become part of SMC Global Studies AA degree as one of the 3 required courses in the "Core Courses" area.

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

- Global Studies

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

- Liberal Arts – Social and Behavioral Sciences

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

- Global Studies

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

- Liberal Arts – Social and Behavioral Sciences

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

-

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

-

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

YES

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

YES

If you are requesting UC transferability, please list either a comparable lower division course offered at one of the UC campuses or a comparable California Community College course which is transferable to UC:

- UC Campus:
- UC Course Number:
- UC Course Title:

or

- California Community College: College of the Canyons
- Course Number: Sociology 217
- Course Title: Global Social Problems

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

- How many times should this course be repeatable? **0**

Course Load Factor suggested by department: **1.0**

Rationale for the above load factor suggestion: **Standard Lecture Course**

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

- Anthropology, Economics, Ethnic Studies, Geography, History, Interdisciplinary Studies, Philosophy, Political Science, Psychology, Sociology, or Women's Studies

Form 3: Student / Program / Institutional Learning Outcomes

April 19, 2010

Sociology 03 / Global Studies 03

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

1. Having been presented with multiple perspectives by which to address a global issue, students will recognize, compare and contrast the key contributions and limitations of each

As assessed by: an essay in which students present, debate and analyze multiple perspectives on a global issue

2. Having been presented with specific global issues, students will identify and analyze the interconnected nature of those issues and the consequences of that regarding solutions

As assessed by a presentation in which students identify and analyze the interconnectedness of two identified global issues and propose solutions

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

1. Global Studies is a multi- and interdisciplinary program designed to increase knowledge and understanding of the processes of globalization and their impacts on societies, cultures, and environments around the world.
The course is designed to encourage students to become "interdisciplinary global thinkers" and develop team work skills. Students in the course are required to address a global issue from multiple perspectives and present solutions while simultaneously acknowledging the interconnected nature of the issues.

2. Specifically, a program outcome is to prepare students to analyze, synthesize and evaluate current world events, conditions and issues.

This course prepares students to analyze, synthesize and evaluate current world events, conditions and issues.

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

ILO #1: acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives;

Requiring students to address global issues from multiple perspectives, both individually and as part of a team, familiarizes them with the forces of globalization currently impacting their own lives and provides them with a sense of collective purpose that supports the ILO

ILO #2: obtain the knowledge and academic skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems

Requiring students to research current global issues from multiple perspectives and make arguments for potential solutions supports this ILO

ILO #3: 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

Requiring students make explicit the interconnected nature of global issues supports this ILO.

ILO #4: take responsibility for their own impact on the earth by living a sustainable and ethical life style

Requiring students to explore the interconnected nature of global issues from multiple perspectives will shed light on the importance of recognizing and taking responsibility for our own impact on global issues.

S/ILO Committee Use Only

reviewed by: CKS May 10, 2010

Form 4: Associate Degree Course Criteria and Standards, as per Title V, Section 55002

Sociology 03 / Global Studies 03

Section I – Course Criteria

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

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

FORM 5: APPROVALS PAGE

Sociology 03 / Global Studies 03

Department/Area Vote(s):

	Yes	No	Not voting	Date of vote
Social Science and Philosophy	17	0	0	5/11/10
IDS Global Studies Committee	32	0	25	5/12/10
Please list any other Departments, Areas, or Chairpersons consulted regarding this course:				

Department Chair Approval:	Christine Schultz	Date:	5/11/10
Additional Department Chair Approval: (if applicable)		Date:	

SMC Librarian:			
List of suggested materials has been given to librarian?	Yes	<input checked="" type="checkbox"/>	No <input type="checkbox"/>
Library has adequate materials to support course?	Yes	<input checked="" type="checkbox"/>	No <input type="checkbox"/>
Librarian Approval:	Brenda Antrim	Date:	5/10/2010

Approvals:

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

FORM 8: APPLICATION FOR APPROVAL—COURSE TO FULFILL GLOBAL CITIZENSHIP A.A. DEGREE REQUIREMENT

Sociology 03 / Global Studies 03

Step 1: Under which category does the course belong? (select only one)	
	Course meets all of the following three criteria: (Please Check)
<input checked="" type="checkbox"/>	Global Studies
<input checked="" type="checkbox"/>	Course content is explored primarily through a global perspective and a comparative and/or analytical framework is used. At least two societies or cultures outside the United States and their global impact are explored.
<input checked="" type="checkbox"/>	Course material has contemporary significance. For example, a course would not only examine a period of history but the ways in which that period of history impacts the way we live in the world today.
<input checked="" type="checkbox"/>	Course content addresses at least two interconnected systems (such as cultural, ecological, economic, political, social and technological systems).

Step 2: Student Learning Outcome
It is expected that at least one student learning outcome (SLO) of this course reflects the particular focus of the category to which you are applying. Please identify that SLO here:
SLO:
<ol style="list-style-type: none"> 1. Having been presented with multiple perspectives by which to address a global issue, students will recognize, compare and contrast the key contributions and limitations of each 2. Having been presented with specific global issues, students will identify and analyze the interconnected nature of those issues and the consequences of that regarding solutions

Step 4: Narrative
Please write a rationale as to why this course should fulfill of the SMC Global Citizenship A.A. degree requirement for the particular category under which you have applied. Explain how this course fulfills the areas checked above.
Narrative:
<p>Global Studies 3 is a foundational course in the Global Studies AA degree at SMC and fulfills the three vectors required for Global Citizenship under the Global Studies category:</p> <ol style="list-style-type: none"> (1) the course content exclusively utilizes a global perspective as a context for student analysis of global social problems and issues; (2) the over-arching purpose of this course is to engender student understanding of contemporary global issues; and (3) global issues from multiple areas (political, economic, environmental, social, and cultural) and their interconnectedness are studied in this course through the lens of multiple perspectives.

Step 5: Departmental or Area Vote on Fulfillment of Global Citizenship				
	Yes	No	Abstain	Not voting
Social Science	17	0	0	0
IDS Global Studies Committee	32	0	0	25

Form 1: Course Outline of Record

Santa Monica College

Course Outline For Global Studies 95

Course Title: Global Los Angeles—Experiential Learning	Units: 2	
Total Instructional Hours: (usually 18 per unit) 36		
Hours per week (full semester equivalent) in Lecture: 0	In-Class Lab: 0	Arranged: 2

Date Submitted: (office use only)
Date Updated: April 19, 2010

Transfer: CSU

Prerequisite(s): none
Skills Advisory: Eligibility for English 1

I. Catalog Description:

This course is a practicum in global studies in a local setting. As a hands-on course, students will engage in experiential learning outside the classroom through various agencies which have significant ties to international/global issues. Each student will develop a reading list, customized to their particular agency's focus and complete a minimum of 30 hours of volunteer work with that agency. Students are required to complete a faculty-led orientation and submit academically-sound reflection journals to the SMC instructor. By applying theoretical ideas and empirical data to their experiences, students develop a deeper understanding of international and global relations and issues, particularly as it impacts the target population(s) of the organization with which students are working.

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. In conjunction with the instructor and the agency's staff, the student will construct an appropriate reading list. Additionally, several articles and/or excerpts regarding a more general understanding of global studies will be assigned by the instructor.

III. Course Objectives:

Upon completion of the course students will be able to:

1. Identify the global context within which the agency's target population(s) exists.
2. Identify the problems and/or concerns of the agency and how those concerns are linked to global processes.
3. Identify the impact of the agency's concern on the local population and environment.
4. Apply theoretical concepts and empirical data to the agency's concern and methodology.
5. Demonstrate an understanding of basic concepts in human geography, including trends in populations, migrations, cultures, and economics that impact both the local milieu and the agency's concern.
6. Identify the diversity, connections, and change that help define Los Angeles.

IV. Methods of Presentation:

An online orientation will provide an introduction and discussion of basic concepts that will be addressed in the course. Instructors will approve the service-learning placement site. Online discussions involving the instructor as well as classmates will occur, providing feedback and guidance to further academic exploration.

V. Course Content:

% of course	Topic
15%	Introduction to course requirements, basic concepts in global studies, basic concepts in service-learning, and how they are applied in the particular situation involved.
10%	Development of an appropriate reading list.
75%	Applying theoretical and empirical knowledge to lived experiences through service-learning.

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

% of grade	Evaluation Method
10%	Development of appropriate reading list
60%	Academically-sound Experiential Learning Reflection Journals (approximately 6)
30%	Final Paper

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

1. Journal Submission Question: Discuss the relationship between the global economy and migration as it particularly impacts your agency, its target population, and Los Angeles. Use the theoretical issues and empirical data from the article you have been assigned.
2. Journal Submission Question: Discuss how the political systems in at least two countries impact your agency, its target population, and Los Angeles. Use the theoretical issues and empirical data from the article you have been assigned.

Form 2: Course Approval and Data Sheet for: Global Studies 95

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

New

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

Spring 2010

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

This course will become part of SMC Global Studies AA degree as one of the courses to fulfill the required "Applied" area.

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

•

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

- Global Studies

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

•

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

- Global Studies

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

•

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

•

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

YES

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

NO

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

- How many times should this course be repeatable? **1**

Course Load Factor suggested by department:

Rationale for the above load factor suggestion:

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

- Anthropology, Economics, Ethnic Studies, Geography, History, Interdisciplinary Studies, Philosophy, Political Science, Psychology, Sociology, or Women's Studies

Form 3: Student / Program / Institutional Learning Outcomes

April 19, 2010
Global Studies 95

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

1. Having been presented with contending theoretical perspectives related to human migration, students will evaluate the merits of those perspectives within the context of their hands-on experiences.
As assessed by a journal submission in which students present and analyze major theoretical perspectives as it relates to their assigned agency.
2. Having been presented with specific international policies and events, students will identify and analyze the role various global institutions play within the context of their hands-on experiences.
As assessed by a journal submission in which students articulate the impact of various institutions as it relates to their assigned agency.

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

1. Describe core civic/citizenship values which generate socially responsible behavior at both local and global levels.
This practicum encourages civic responsibility by engaging in service work within the context of a deeper global understanding.
2. Explain the interconnectedness of global decisions and events.
The course offers the opportunity to understand in greater depth the global context within which we experience our lives.

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

- ILO #1: acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives;
(Provide explanation here, if applicable)
- ILO #2: obtain the knowledge and academic skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems
(Provide explanation here, if applicable)
- ILO #3: 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
Global Studies 90 supports this institutional outcome by specifically creating structured and engaged opportunities for students to recognize the importance of and need for active involvement in addressing issues of concern within a global context.
- ILO #4: take responsibility for their own impact on the earth by living a sustainable and ethical life style
(Provide explanation here, if applicable)

S/ILO Committee Use Only

reviewed by: CKS May 10, 2010

Form 4: Associate Degree Course Criteria and Standards, as per Title V, Section 55002

Global Studies 95

Section I – Course Criteria

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

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

FORM 5: APPROVALS PAGE

Global Studies 95

Department/Area Vote(s):

	Yes	No	Not voting	Date of vote
Social Science and Philosophy	17	0	0	5/11/10
IDS Global Studies Committee	32	0	25	5/12/10
Please list any other Departments, Areas, or Chairpersons consulted regarding this course:				

Department Chair Approval:	Christine Schultz	Date:	5/11/10
Additional Department Chair Approval: (if applicable)		Date:	

SMC Librarian:			
List of suggested materials has been given to librarian?	Yes	<input type="checkbox"/>	No <input checked="" type="checkbox"/>
Library has adequate materials to support course?	Yes	<input checked="" type="checkbox"/>	No <input type="checkbox"/>
Librarian Approval:	Brenda Antrim	Date:	5/10/2010

Approvals:

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

Form 1: Course Outline of Record
Santa Monica College

Course Outline For
Economics 5 / Political Science 5 / Global Studies 5

Course Title: International Political Economy: Introduction to Global Studies **Units:** 3
Total Instructional Hours: (usually 18 per unit) **54**
Hours per week (full semester equivalent) in Lecture: **3** In-Class Lab: **0** Arranged: **0**

Date Submitted: October 1990 (February 2008)
Date Updated: April 19, 2010

IGETC Area: 4B & 4H
CSU GE Area: D2
2nd CSU GE Area: D8
SMC GE Area: IIB & V

Transfer: UC & CSU

Prerequisite(s): none
Skills Advisory: Eligibility for English 1

I. Catalog Description:

This course offers an interdisciplinary introduction to the fields of Global Studies and International Political Economy. Students will analyze critically the role of national governments, international organizations, nongovernmental organizations, and multinational corporations, in regard to phenomena such as, international markets and production regimes, monetary and trade policy, international and global conflict, and environmental degradation. Contending theoretical and ideological perspectives regarding international systems, processes, and trends will be applied and evaluated.

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. David N. Balaam & Michael Veseth; International Political Economy, 4th Ed., Prentice Hall, 2007.
2. Ha-Joon Chang, Bad Samaritans: Rich Nations, Poor Policies, and the Threat to the Developing World, Random House Business, 2007.
3. Alan Drazen, Political Economy, Princeton University Press, 2008.
4. Peter M. Haas, Hird, John A., McBratney, Beth, editors. Controversies in Globalization: Contending Approaches to International Relations. CQ Press 2010.
5. Thomas Friedman. Hot, Flat, and Crowded: Why We Need a Green Revolution—And How It Can Renew America Farrar, Straus & Giroux, 2008.
6. Naomi Klein The Shock Doctrine: The Rise of Disaster Capitalism, Macmillan, 2007
7. Pietra Rivoli. Travels of a T-Shirt in the Global Economy: An Economist Examines the Markets, Power, and Politics of World Trade. Wiley, 2009.
8. Arundhati Roy. An Ordinary Person's Guide To Empire. Consortium, 2004
9. Jeffrey D. Sachs, The End of Poverty: Economic Possibilities for our Time. Penguin, 2006.
10. Joseph Stiglitz. Making Globalization Work. Norton, 2007.

III. Course Objectives:

Upon completion of the course students will be able to:

1. Identify the major organizations and institutions structuring the international political economy.
2. Apply and evaluate multiple perspectives and contending theories regarding globalization and international political economy.
3. Analyze the roles, interaction, and policies of major economic and political actors.
4. Explain the historical context of globalization, its significance today, and its prospects in the future.
5. Critically examine and analyze the consequences of globalization and international political economy particularly as it applies to class, race, ethnicity and gender.
6. Gather data related to topical case students using national and international resources.
7. Identify issues from interdisciplinary and international perspectives, models, and theories.
8. Describe current patterns of economic and political processes.
9. Recognize the changing role of citizenship in the context of an increasingly interdependent world
10. Compare and contrast national, regional and international attempts to address global issues.
11. Understand the consequences of international political and economic choices.

IV. Methods of Presentation:

A combination of lecture and discussion, collaborative learning, and service-learning/experiential learning is employed. Films and guest lectures are also used. Questions and discussions are strongly encouraged to facilitate a greater understanding and intellectual analysis of international political economy.

Given the nature and content of this course, to assist students in applying, analyzing, synthesizing, and evaluating the course material, it is likely that experiential learning—in particular, service-learning—will be employed, requiring students to critically reflect on their experiences as it relates to the course material. Ample opportunity should be given in the class for discussions regarding students' experiences with service-learning, as well as relevant current events.

V. Course Content:

% of course	Topic
6.25%	Introduction to Global Studies: An interdisciplinary and multidisciplinary examination of international political economy,
18.75%	Contending perspectives of International Political Economy (Mercantilism, Liberalism, Structuralism as well as other schools of thought and hybrid paradigms (Keynesian social democracy, Feminism, Environmentalism, Modern World System, Neo-Realism, etc.)
12.5%	Overview of Post-WW II international political economy: Bretton Woods and the historical context of the contemporary International Political Economy.
6.25%	International institutions: UN, WTO, IBRD, IMF.
6.25%	North-South debates and the challenges of economic development
6.25%	Women and economic development: Case Studies (Grameen Bank, Cooperatives and Collectives).
6.25%	Fossil Fuel, OPEC, and Alternative energy regimes
6.25%	Transnational Corporations, Foreign direct investment, and Conflicting stake-holder interests.
6.25%	Issues of International Security, Violence, and War
6.25%	Regional cooperation, trade pacts, and economic integration
6.25%	Newly industrialized countries and challenges to existing world economic powers
6.25%	Financial crisis, Indebted development and the world debt crisis
6.25%	U.S.Hegemony: a uni or multi-polar world?

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

% of grade	Evaluation Method
10%	Quizzes
30%	Written Assignments
20%	Group Projects/Presentations
10%	Class Participation
30%	Final Project

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

1. Students write a 3-5 page analysis utilizing the international press (from a specific list of foreign press) which identifies and analyzes an international political conflict in reference to the course material.
2. Students write a 3-5 page paper identifying and evaluating the school of thought utilized in an article relating to international political economy chosen from a specific list of scholarly journals).
3. A final "*Cui Bono (Who Benefits?)*" paper and class presentation in which teams of students adopt a theoretical perspective in order to investigate, analyze, and debate a specific and recent political, economic, or social conflict involving international actors or entities in terms of winners and losers.

Form 2: Course Approval and Data Sheet for: Econ 5 / PoliSci 5 / Global Studies 5

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

Updated/Revised

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

(enter status here)

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

- Global Studies

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

•

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

- Global Studies

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

•

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

•

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

•

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

YES

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

YES

If you are requesting UC transferability, please list either a comparable lower division course offered at one of the UC campuses or a comparable California Community College course which is transferable to UC:

- UC Campus:
 - UC Course Number:
 - UC Course Title:
- or
- California Community College:
 - Course Number:
 - Course Title:

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

- How many times should this course be **repeatable**? **0**

Course Load Factor suggested by department: **1.0**

Rationale for the above load factor suggestion: Standard Lecture Course

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

- Economics
- Political Science

Form 3: Student / Program / Institutional Learning Outcomes

April 19, 2010

Economics 5 / Political Science 5 / Global Studies 5

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

1. Having been presented with a survey of contending theoretical perspectives regarding globalization, students will recognize, compare and contrast the key economic and political aims, effectiveness, and consequences of each
As assessed by: an essay in which students present, debate and analyze major theoretical perspectives in the field
2. Having been presented with specific international policies and events, students will identify and analyze the role various institutions play in international political economy
As assessed by a presentation and case study in which students identify and evaluate the mission and practice of a selected international institution in the development of a particular emerging economy.

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

1. Global Studies is a multi- and interdisciplinary program designed to increase knowledge and understanding of the processes of globalization and their impacts on societies, cultures, and environments around the world.
This course is designed to encourage students to become interdisciplinary, critical thinkers and develop team work skills. Students in the course are required to research an international political and/or economic conflict, develop and defend an argument that explains the conflict, and present policies that may provide partial mitigation of the conflict.
2. Specifically, a program outcome is to prepare students to analyze, synthesize and evaluate current world events, conditions and issues.
This course prepares students to analyze, synthesize and evaluate current world events, conditions and issues.

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

- ILO #1: acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives;
Requiring students to identify an international case study to research in-depth individually and as part of a team familiarizes them with the forces of globalization currently impacting their own lives and provides them with a sense of collective purpose that supports this ILO.
- ILO #2: obtain the knowledge and academic skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems;
Requiring students to research current international institutions and make arguments for particular international policies supports this ILO.
- ILO #3: 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;
Requiring students to analyze the interaction of international actors and institutions in regard to the impact on diverse populations including our own supports this ILO.
- ILO #4: take responsibility for their own impact on the earth by living a sustainable and ethical life style
Requiring students to identify and debate contending economic and political policies that shape sustainability and impact their individual lives supports this ILO.

S/ILO Committee Use Only

reviewed by: CKS May 10, 2010

Form 4: Associate Degree Course Criteria and Standards, as per Title V, Section 55002

Economics 5 / Political Science 5 / Global Studies 5

Section I – Course Criteria

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

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

FORM 5: APPROVALS PAGE

Economics 5 / Political Science 5 / Global Studies 5

Department/Area Vote(s):

	Yes	No	Not voting	Date of vote
Social Science and Philosophy Department	17	0	0	5/11/10
IDS Global Studies Committee	32	0	25	5/12/10
Please list any other Departments, Areas, or Chairpersons consulted regarding this course:				

Department Chair Approval:	Christine Schultz	Date:	5/11/10
Additional Department Chair Approval: (if applicable)		Date:	

SMC Librarian:			
List of suggested materials has been given to librarian?	Yes	<input type="checkbox"/>	No <input type="checkbox"/>
Library has adequate materials to support course?	Yes	<input type="checkbox"/>	No <input type="checkbox"/>
Librarian Approval:	(Enter Name Here)	Date:	

Approvals:

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

FORM 8: APPLICATION FOR APPROVAL—COURSE TO FULFILL GLOBAL CITIZENSHIP A.A. DEGREE REQUIREMENT

(Enter Discipline and Course # here)

Step 1: Under which category does the course belong? (select only one)	
Course meets <u>all</u> of the following three criteria: (Please Check)	
<input checked="" type="checkbox"/>	Global Studies
<input checked="" type="checkbox"/>	Course content is explored primarily through a global perspective and a comparative and/or analytical framework is used. At least two societies or cultures outside the United States and their global impact are explored.
<input checked="" type="checkbox"/>	Course material has contemporary significance. For example, a course would not only examine a period of history but the ways in which that period of history impacts the way we live in the world today.
<input checked="" type="checkbox"/>	Course content addresses at least two interconnected systems (such as cultural, ecological, economic, political, social and technological systems).

Step 2: Student Learning Outcome
It is expected that at least one student learning outcome (SLO) of this course reflects the particular focus of the category to which you are applying. Please identify that SLO here:
SLO:
1. Having been presented with a survey of contending theoretical perspectives regarding globalization, students will recognize, compare and contrast the key economic and political aims, effectiveness, and consequences of each
2. Having been presented with specific international policies and events, students will identify and analyze the role various institutions play in the emerging international political economy

Step 3: Course Outline of Record
It is expected that the particular focus of the category to which you are applying be integrated <u>throughout</u> the course content, objectives, etc. As such, the course outline of record must have been updated within the past two academic years to be considered by the committee.

Step 4: Narrative
Please write a rationale as to why this course should fulfill of the SMC Global Citizenship A.A. degree requirement for the particular category under which you have applied. Explain how this course fulfills the areas checked above.
Narrative:
Global Studies 5 is a foundational course in the Global Studies AA degree at SMC and fulfills the three vectors required for Global Citizenship under the Global Studies category:
(1) the course content exclusively utilizes an international perspective as a context for student analysis of political and/or economic institutions and events;
(2) the over-arching purpose of this course is to engender student understanding of international political and economic trends that extend back in time to mercantilism and forward through the 21 st century; and
(3) course content is studied through the lens of international political economy which, by its very nature, has implications and interconnects with cultural, ecological, social and technological systems.

Step 5: Departmental or Area Vote on Fulfillment of Global Citizenship				
	Yes	No	Abstain	Not voting
Social Science	17	0	0	0
IDS Global Studies Committee	32	0	0	25

Form 1: Course Outline of Record

Santa Monica College

Course Outline For Geography 11 / Global Studies 11

Course Title: World Geography: Introduction to Global Studies **Units:** 3
Total Instructional Hours: (usually 18 per unit) **54**
Hours per week (full semester equivalent) in Lecture: 3 **In-Class Lab:** 0 **Arranged:** 0

Date Submitted: (office use only)
Date Updated: April 19, 2010

IGETC Area: 4E
CSU GE Area: D5
2nd CSU GE Area: D7
SMC GE Area: IIB & V

Transfer: UC & CSU

Prerequisite(s): none
Skills Advisory: Eligibility for English 1

I. Catalog Description:

This course introduces Global Studies through a survey of the world's major geographic regions. Students will encounter core concepts related to processes of global connection and change, while also developing basic geographic literacy in the distribution of human and natural features on Earth. Students will examine and discuss significant issues—cultural, social, political-economic, and environmental—impacting humanity today as both problem and possibility. In particular, this course considers the diverse localized impacts of globalization as a continuing story of peoples and places isolated and connected by imperial, colonial, and international systems of the past and present.

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. Sallie A. Marston et al., *World Regions in Global Context: Peoples, Places, and Environments* 4/e (Pearson Prentice Hall, 2011)
2. Les Rowntree et al., *Diversity Amid Globalization: World Regions, Environment, Development* 4/e (Pearson Prentice Hall, 2009)
3. Michael Bradshaw et al., *Contemporary World Regional Geography: Global Connections, Local Voices* 3/e (McGraw Hill, 2008)
4. Lydia Mihelic Pulsipher and Alex Pulsipher, *World Regional Geography: Global Patterns, Local Lives* 4/e (W. H. Freeman, 2007)
5. Pradyumna P. Karan, *The Non-Western World: Environment, Development, and Human Rights* (Routledge, 2004)
6. Charles Stansfield, Jr., *Building Geographic Literacy: An Interactive Approach* 6/e (Pearson Prentice Hall, 2008)
7. Wynn Kapit, *The Geography Coloring Book* 3/e (Pearson Prentice Hall, 2003)
8. Martin Lewis and Kären Wigen, *The Myth of Continents: A Critique of Metageography* (UC Press, 1997)
9. Charles Lemert, et al., eds., *Globalization: A Reader* (Routledge, 2010)
10. Frank Lechner and John Boli, eds., *The Globalization Reader* 3/e (Blackwell, 2007)
11. Peter Dicken, *Global Shift: Mapping the Changing Contours of the World Economy* 4/e (Guilford, 2007)

12. Manuel Castells, *The Information Age: Economy, Society and Culture 2/e*, 3 vols. (Wiley-Blackwell, 2000)
13. John R. McNeill and William H. McNeill, *The Human Web: A Bird's-Eye View of World History* (W. W. Norton, 2003)
14. Felipe Fernández-Armesto, *Civilizations* (Simon & Schuster, 2001)
15. David Christian, *This Fleeting World: A Short History of Humanity* (Berkshire, 2008)
16. J. M. Blaut, *The Colonizer's Model of the World: Geographical Diffusionism and Eurocentric History* (Guilford, 1993)
17. Robert D. Kaplan, *The Ends of the Earth: A Journey to the Frontiers of Anarchy* (Vintage Books, 1997)
18. Franklin Foer, *How Soccer Explains the World: An Unlikely Theory of Globalization* (Harper Collins, 2004)
19. Felipe Fernández-Armesto, *Near a Thousand Tables: A History of Food* (Simon & Schuster, 2002)
20. Tom Standage, *A History of the World in 6 Glasses* (Walker & Co., 2005)

III. Course Objectives:

Upon completion of the course students will be able to:

1. Locate major cultural and environmental features on a world map, and recognize the significance of those features' spatial context
2. Identify, define and locate major world regions, defined in human-cultural and/or natural-environmental terms
3. Evaluate maps, tables of statistics, media accounts, and other descriptions of the world(s) around them in order to critically apply major global concepts such as civilization, overpopulation, underdevelopment, post-colonialism, and environmental degradation
4. Define and critically discuss the processes and effects of globalization from multiple perspectives
5. Identify and describe major characteristics and actors in the emerging global world
6. Explain the historical origins of globalization and the impact of the past on the present and future
7. Recognize changing ideas of citizenship in an increasingly interconnected, global society

IV. Methods of Presentation:

A combination of lecture and discussion, critical reading, and collaborative and service/experiential learning is employed. Films and guest lectures may also be used. Questions and discussions are strongly encouraged to facilitate a greater understanding and intellectual analysis of the subject matter. Students will be required to supplement coursework with regular attention to current news events via print and/or electronic sources.

V. Course Content:

% of course	Topic
22%	Global Studies: an interdisciplinary introduction <ul style="list-style-type: none"> • Patterns of global diversity—global-scale geographies of environment, culture, and human development • Processes of global change—summary of present-day trends and their historical context • Problems and possibilities in global studies—globalization defined and debated
13%	The Americas
13%	Africa and Southwest Asia
13%	South Asia
13%	East Asia
13%	Southeast Asia and the greater Austral-Pacific realm
13%	Europe and the Russian realm

Order and precise regionalization of presentation may vary by instructor. The goal is to provide an even treatment of the world's various peoples and places, built on a foundation of core concepts in Geography and Global Studies.

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

% of grade	Evaluation Method
15%	Weekly Homework Assignments
15%	Research Paper / Semester Project
10%	Map Quizzes
25%	Midterm Exam(s)
25%	Final Exam
10%	Discussion/Participation

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

1. Students prepare a concise written response to the following prompt, based on a supplementary assigned reading (see Kaplan 1997 in Section II above):

Several years ago, the geographer Garth Myers criticized authors of introductory textbooks for painting too one-sided a picture of Africa (*Professional Geographer*, November 2001.) He argues that the textbooks tend to limit their portrayals of Africa to a few standard themes which together suggest an overwhelmingly impoverished, miserable, "backward" place. These themes include what he terms tribalism; geographical simplification (i.e., suggesting one local example represents the continent as a whole); mother-and-child suffering; and disaster fueled by overpopulation, environmental degradation, civil war, and epidemic disease. While all-too-true in many respects, these unflattering images nonetheless tell only part of the story of the real place, a giant land mass that is home to hundreds of millions of people (and peoples) who live meaningful, rewarding, and even happy lives. Africa, in short, is not merely a land of misery.

After reading Part 1 of Kaplan's book, and skimming through Myers article—a link to the article via SMC's online library is provided on our course websites—please complete both of the following:

 - a. In any of following sources—your textbook, a newspaper or magazine, an encyclopedia, the website(s) of your choice—locate and briefly discuss one example of a stereotypically negative portrayal of Africa as a land of misery and one example of an unconventionally favorable portrayal of Africa as a land of hope and beauty.
 - b. Briefly summarize the general impression that Kaplan provides of West Africa and how it does and does not fit the negative stereotypes Myers describes. Conclude by briefly stating up to three questions about West Africa to which you would seek answers if you were to travel in Kaplan's footsteps.
2. Students participate in a week-long, online discussion that invites their original, mini-research contributions as well as thoughtful reflections on what they've read and heard in class and what their classmates have to say. With some additional direction provided through example, the discussion is prompted as follows:

Tracing the "Glocal" Paths of Globalization

One of the core topics of our class is the process of globalization, understood as a collection of overlapping political-economic and cultural changes. In a very specific way, this assignment asks you to explore how these global changes already impact your daily life. In addition to Wikipedia and other relevant Internet materials, resources available in the SMC or your local public library, and your own life experiences, your comments should be informed our assigned readings.

Your assignment is to reflect on the local and global elements in your lives. Reflect on who you are and what/how you eat, read, speak, dress, play, etc., and where all that cultural stuff comes from. In other words, see if you can unravel the historical geography of your own cultural identity and your everyday material reality. Rather than general, be as specific as possible in this assignment. Pick out one specific food that you eat, music that you like, clothing that you wear, or game that you play—or just about anything else—and try to identify how local or global (or "glocal") it is.

Your response should include a brief discussion of the larger cultural realm(s) from which the chosen artifact of your daily life comes. For example, see my discussion of American football as a variation of British "football" traditions, or the story of the invention and globalization of Italian espresso. Also weave into your discussion one or more ideas from the assigned readings. For example, can you find in your chosen cultural artifact elements of anti-modern "romanticism"? Or perhaps your artifact is more grounded in the "consumer culture" of convergent tastes and positional goods. In short, start specific with your discussion, but then link it to broader concepts.

Form 2: Course Approval and Data Sheet for: Geography 11 / Global Studies 11

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

Updated/Revised

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

- Global Studies

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

•

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

- Global Studies

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

•

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

•

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

•

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

YES

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

YES

If you are requesting UC transferability, please list either a comparable lower division course offered at one of the UC campuses or a comparable California Community College course which is transferable to UC:

- UC Campus:
- UC Course Number:
- UC Course Title:

or

- California Community College:
- Course Number:
- Course Title:

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

- How many times should this course be **repeatable**? 0

Course Load Factor suggested by department: 1

Rationale for the above load factor suggestion: Standard lecture course

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

- Geography

Form 3: Student / Program / Institutional Learning Outcomes

April 19, 2010

Geography 11 / Global Studies 11

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

1. Having been presented with specific lists of significant geographic features, students will locate them on global- and regional-scale maps.
As assessed by: periodic map quizzes
2. Having been presented with specific lists of core concepts in world geography and global studies, students will be able to define and apply these concepts to specific contexts.
As assessed by: multiple-choice, short-answer, and/or keyword-identification questions on exams
3. Having been presented with a survey of the world's major regions, students will recognize the rationale behind, and limitations of, multiple schemes (i.e., "metageographies") for regionalizing our understanding of the world—for defining and applying concepts such as the "Middle East", "Latin America", "Africa", and "South Asia", when interpreting contemporary issues and events.
As assessed by: an essay in which students present, debate and analyze alternative frameworks of metageography, applied to specific examples of contemporary issues and events

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

1. Global Studies is a multi- and interdisciplinary program designed to increase knowledge and understanding of the processes of globalization and their impacts on societies, cultures, and environments around the world.
The course encourages students to become interdisciplinary global thinkers. Students are required to address globalization and its implications and consequences on cultures, societies, and environments, in a variety of geographic contexts.
2. Global Studies prepare students to analyze, synthesize and evaluate current world events, conditions and issues.
This course requires students to analyze, synthesize and evaluate current world events, conditions, and issues, within a contextual framework of global geography and the historical foundations of our current world systems.

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

- ILO: #1 acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives;
Familiarizing students with the forces of globalization currently impacting their lives provides them with an awareness and sense of collective purpose that supports the ILO, as does the active practice of critical thinking, reading, communicating, and collaborating.
- ILO: #2 obtain the knowledge and academic skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems
Requiring students to research and evaluate a range of global geographic data and information supports this ILO.
- ILO: #3 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
Familiarizing students with the global-scale patterns of human cultural and social-economic diversity, and how these patterns of diversity have been and continue to be shaped and reshaped by the interconnections of

globalization, supports this ILO.

ILO: #4 take responsibility for their own impact on the earth by living a sustainable and ethical life style

Requiring students to consider environmental patterns, processes, and issues, alongside the cultural social-cultural side of globalization, supports this ILO.

S/ILO Committee Use Only reviewed by: CKS May 10, 2010

Form 4: Associate Degree Course Criteria and Standards, as per Title V, Section 55002

Geography 11 / Global Studies 11

Section I – Course Criteria

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

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

FORM 5: APPROVALS PAGE

Geography 11 / Global Studies 11

Department/Area Vote(s):

	Yes	No	Not voting	Date of vote
Earth Science Department	9		2	5/12/10
IDS Global Studies Committee	32	0	25	5/12/10
Please list any other Departments, Areas, or Chairpersons consulted regarding this course:				

Department Chair Approval:	Vicki Drake	Date:	5/12/10
Additional Department Chair Approval: (if applicable)		Date:	

SMC Librarian:			
List of suggested materials has been given to librarian?	Yes	<input type="checkbox"/>	No <input type="checkbox"/>
Library has adequate materials to support course?	Yes	<input type="checkbox"/>	No <input type="checkbox"/>
Librarian Approval:	(Enter Name Here)	Date:	

Approvals:

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

FORM 8: APPLICATION FOR APPROVAL—COURSE TO FULFILL GLOBAL CITIZENSHIP A.A. DEGREE REQUIREMENT

Geography 11 / Global Studies 11

Step 1: Under which category does the course belong? (select only one)			
<table border="1"> <tr> <td style="text-align: center;">X</td> <td style="text-align: center;">Global Studies</td> </tr> </table>	X	Global Studies	Course meets all of the following three criteria: (Please Check)
	X	Global Studies	
	<table border="1"> <tr> <td style="text-align: center;">X</td> <td>Course content is explored primarily through a global perspective and a comparative and/or analytical framework is used. At least two societies or cultures outside the United States and their global impact are explored.</td> </tr> </table>	X	Course content is explored primarily through a global perspective and a comparative and/or analytical framework is used. At least two societies or cultures outside the United States and their global impact are explored.
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<table border="1"> <tr> <td style="text-align: center;">X</td> <td>Course material has contemporary significance. For example, a course would not only examine a period of history but the ways in which that period of history impacts the way we live in the world today.</td> </tr> </table>	X	Course material has contemporary significance. For example, a course would not only examine a period of history but the ways in which that period of history impacts the way we live in the world today.	
X	Course material has contemporary significance. For example, a course would not only examine a period of history but the ways in which that period of history impacts the way we live in the world today.		
	<table border="1"> <tr> <td style="text-align: center;">X</td> <td>Course content addresses at least two interconnected systems (such as cultural, ecological, economic, political, social and technological systems).</td> </tr> </table>	X	Course content addresses at least two interconnected systems (such as cultural, ecological, economic, political, social and technological systems).
X	Course content addresses at least two interconnected systems (such as cultural, ecological, economic, political, social and technological systems).		

Step 2: Student Learning Outcome
It is expected that at least one student learning outcome (SLO) of this course reflects the particular focus of the category to which you are applying. Please identify that SLO here:
<p>SLO: Having been presented with a survey of the world's major regions, students will recognize the rationale behind, and limitations of, multiple schemes (i.e., "metageographies") for regionalizing our understanding of the world—for defining and applying concepts such as the "Middle East", "Latin America", "Africa", and "South Asia", when interpreting contemporary issues and events.</p>

Step 4: Narrative
Please write a rationale as to why this course should fulfill of the SMC Global Citizenship A.A. degree requirement for the particular category under which you have applied. Explain how this course fulfills the areas checked above.
<p>Geography 11 / Global Studies 11 is a foundational course in the Global Studies AA degree at SMC and very straightforwardly fulfills all three vectors required for Global Citizenship under the Global Studies category.</p> <ol style="list-style-type: none"> (1) World Geography is a staple course in Geography Departments around the world. Its comprehensive regional approach entirely is about examining the world's diversity of peoples and places from a global, comparative point of view. (2) In a tradition that reaches back at least half a century, geographers long have recognized processes of "globalization"—the increasingly significant interconnections of the worlds peoples, places, and environments—as central to any attempt to understand our contemporary world. While there is full sensitivity to and interest in the historic foundations of present-day patterns of difference and systems of connection, the central focus of this course is understanding today' world, with an eye toward anticipating tomorrow's. (3) Processes of globalization and patterns of regional difference (and connection) are addressed from multiple thematic points of view (political, economic, environmental, social, and cultural), and informed by multiple disciplinary perspectives. The overlap and interconnectedness of these systems are studied throughout the course. For example, this course examines numerous case studies like Brazil's recent emergence as one the world's largest soybean producers, noting how it is the outcome of historic and recent diffusions (e.g., a plant native to East Asia now grown in the Americas; a model of U.S. agribusiness transplanted to South America); an illustration of the rapidly growing multi-polarity of the 21st-century global economy, as highlighted by the rise of the so-called BRICs; and an environmentally challenging application of new biotechnologies (e.g., GMOs) in the transformation of the region's cultural and natural landscapes.

Step 5: Departmental or Area Vote on Fulfillment of Global Citizenship				
	Yes	No	Abstain	Not voting
Earth Science	9	0	0	2
IDS Global Studies Committee	32	0	0	25

SMC's Global Studies Program (DRAFT v8)

Catalog Description:

Global Studies is a multi- and interdisciplinary program designed to increase knowledge and understanding of the processes of globalization and their impacts on societies, cultures, and environments around the world. The Global Studies program provides the student with a knowledge of critical issues that affect their lives and community, as well as the affairs of other cultures, societies, and nations. An understanding of the world's social, political, economic, and natural systems and their increasing interdependence, along with an appreciation of the diversity of human culture, will supply the student with a strong background for working in a global economy, for living in a multicultural society, and for making intelligent decisions as global citizens.

The goal of the program is to prepare students for further work in international studies and world affairs through the study of other cultures, world history, political and economic systems, world geography and environment, cross-cultural communication and conflict resolution, and modern languages. The Global Studies program is designed to encourage students to become "global thinkers." They learn how to relate their knowledge of a particular part of the world to the larger trends and issues that affect all societies: the transnational interactions of peoples, cultures, economies, and polities; the globalizing processes of the communications media; technological and environmental changes; law and human rights; the sometimes violent political, ethnic and religious responses to what is perceived as cultural and economic homogenization on a global scale; and the search for a just, sustainable and peaceful world.

Student Learning Outcomes:

Students completing the Global Studies program will possess an increased understanding of the world's social, political, economic and natural systems and their increasing interdependence, as well as an appreciation of the diversity of human culture which in turn will enable them to better work in the global economy, live in a multicultural society, and make intelligent decision as global citizens. Through the subject matter and activities presented in each course in the Global Studies program, students will be able to:

1. Analyze major global challenges from a multi- and interdisciplinary perspective.
2. Identify varying worldviews on the same issues, events, and occurrences.
3. Differentiate multiple perspectives on globalization and their effects on decision-making and behavior (at the individual, community, institutional, and national levels).
4. Explain how/why the environmental well-being of the world demands personal and collective responsibility at both the local and global levels.
5. Describe core civic/citizenship values which generate socially responsible behavior at both local and global levels.
6. Explain the interconnectedness of global decisions and events.
7. Analyze the interdependence among people, groups, societies, governments, and nations in finding solutions to current global problems and conflicts.

Student ability to analyze, synthesize and evaluate current world events, conditions and issues will be assessed through quizzes and exams, participation in discussions and activities, and term papers and/or projects.

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Program Requirements

The Associate in Arts Degree in Global Studies involves satisfactory completion of a minimum of 60 semester units including at least 23 semester units in the Global Studies area of emphasis (articulated below) and fulfillment of all SMC General Education Requirements. Please note that students intending to transfer to CSU or UC are also required to complete the CSU-GE or IGETC pattern.

Global Studies Area of Emphasis

Global Studies Core Courses (9 units required)		
• Global Studies 11 / Geography 11	World Geography: An Introduction to Global Studies (COURSE REVISION)	3 units
• Global Studies 5 / Economics 5 / Political Science 5	International Political Economy: An Introduction to Global Studies (COURSE REVISION)	3 units
• Global Studies 3 / Sociology 3	Global Issues (NEW COURSE)	3 units

9 units required in Global Studies Core Courses

Experiential Learning (2 unit required)		
• Business 95	International Business Internship	2 units
• Global Studies 95	Global Los Angeles—Experiential Learning (NEW COURSE)	2 units
• Global Studies 95A	SMC Study Abroad (NEW COURSE; FORTHCOMING)	2 units

2 units required from Field Studies/Applied

Foreign Language Requirement		
The Foreign Language requirement for the Global Studies area of emphasis may be met in one of the following ways:		
<ol style="list-style-type: none"> Completion (with a grade of C or higher) of the first semester of a foreign language selected from the following SMC courses: Arabic 1; Chinese 1; French 1; German 1; Hebrew 1; Italian 1; Japanese 1; Korean 1 (if completed Fall 1999 or later); Persian 1 (if completed Fall 1999 or later); Russian 1; Spanish 1; Spanish 11 (course designed for native speakers). Completion of a course(s) at a college or university with a grade of C (2.0) or higher (any course, excluding conversation courses, considered by the college to be equivalent to 2 years of high school language may be used). Completion of high school coursework equivalent to 2 years of the same language with a grade of C (2.0) (C- is calculated as a C) or higher in the last semester of the second year. EXCEPTION: If a grade lower than a C (2.0) is earned in the second year second semester, a grade of C (2.0) or higher in a higher level course will satisfy the requirement. Satisfactory completion of 2 or more years of formal schooling at the 6th grade level or higher in an institution where the language of instruction is not English. A score of 3 or higher on an AP exam in languages other than English. A score of 5 or higher on the International Baccalaureate Higher Level Exam in languages other than English. Language (other than English) "O" level exam with grade of C or higher. Satisfactory score on the SAT II: Subject Test in languages other than English. If exam was taken before May 1995, use first score listed; if taken after May 1995 use second score listed: 		
Chinese with listening: 500/520	Hebrew (Modern): 500/470	Korean/Korean with listening: /500
French/French with listening: 500/540	Italian: 500/520	Latin: 500/530
German/German with listening: 500/510	Japanese with listening: 500/510	Spanish/Spanish with listening: 500/520

Culture and Society (3 units required)		
• Anthropology 02	Cultural Anthropology	3 units
• Anthropology 03	World Archaeology	3 units
• Anthropology 07	Introduction to Linguistic Anthropology	3 units
• Anthropology 14	Sex, Gender and Culture	3 units
• Anthropology 21	Peoples and Power in Latin America	3 units
• Environment Studies 07 (Geog 7)	Introduction to Environmental Studies	3 units
• Fashion 15	Ethnic Fashion	3 units
• Geography 02	Introduction to Human Geography	3 units
• Geography 07 (Env Stds 07)	Introduction to Environmental Studies	3 units

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• Geography 08 (Urb Stds 08)	Introduction to Urban Studies	3 units
• History 48 (Phil 48)	Nonviolent Resistance	3 units
• Philosophy 48 (History 48)	Nonviolent Resistance	3 units
• Political Science 22	Environmental Politics and Policies	3 units
• Psychology 40	Environmental Psychology	3 units
• Sociology 01	Introduction to Sociology	3 units
• Speech 07	Intercultural Communication	3 units
• Urban Studies 08 (Geog 08)	Introduction to Urban Studies	3 units
• Women's Studies 20	Women, Feminisms, and Social Movements: A Global Approach	3 units

3 units required from Culture and Society

Governance and Conflict (3 units required)		
• Philosophy 52 (Poli Sci 52)	Modern Political Thought	3 units
• Political Science 02	Comparative Government and Politics	3 units
• Political Science 07	International Politics	3 units
• Political Science 11	World Affairs and the United Nations	3 units
• Political Science 47	International Politics Seminar	3 units
• Political Science 52 (Phil 52)	Modern Political Thought	3 units

3 units required from Governance and Conflict

Markets and Economies (3 units required)		
• Business 50	Introduction to International Business	3 units
• Business 52	International Marketing	3 units
• Business 53	Importing and Exporting	3 units
• Business 54	International Management	3 units
• Business 55	Southern California's International Connections	3 units
• Economics 01	Principles of Microeconomics	3 units
• Economics 02	Principles of Macroeconomics	3 units

3 units required from Markets and Economies

World History / Area Studies (3 units required)		
• Art History 03	Western Art History III	3 units
• Art History 11	Art Appreciation: Introduction to Global Visual Culture	3 units
• Art History 15	Mexican Art History	3 units
• Art History 18	Introduction to African Art History	3 units
• Art History 22	Architectural History and Theory – 1850 to Present	3 units
• Dance 20	Ethnic Dance	2 units
• Dance 21	Asian Pacific Dance Survey	2 units
• Dance 22	Mexican Dance	2 units
• Dance 23	Intermediate Mexican Dance	2 units
• Dance 24	Flamenco Dance	2 units
• Dance 25	African Dance	2 units
• Dance 27	Brazilian Dance	2 units
• Dance 29	Middle Eastern/North African Dance	2 units
• English 32 (History 30)	History and Literature of Contemporary Africa	3 units
• English 40	Asian Literature	3 units
• English 45	Asian Film, Literature, and Society	3 units
• English 56	20th Century European Literature	3 units
• English 58	Literature of Mexico	3 units
• History 02	History of Western Civilization II	3 units
• History 04	History of British Civilization II	3 units
• History 06	History of Latin America 2	3 units
• History 19	History of Mexico	3 units
• History 20	History of California	3 units
• History 21	History of Russia	3 units
• History 22	History of the Middle East	3 units
• History 25	History of East Asia since 1600	3 units
• History 29	Jewish History	3 units

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• History 30 (English 32)	History and Literature of Contemporary Africa	3 units
• History 34	World Civilizations II	3 units
• History 39	African History II	3 units
• History 41	Native American History	3 units
• History 53	History of Religion	3 units
• Humanities 28S	Contemporary Life in China	2 units
• Music 31	Music History II	3 units
• Philosophy 04	Modern Philosophers	3 units
• Philosophy 23	Philosophy of Religion	3 units
• Philosophy 22	Asian Philosophy	3 units
• Political Science 14	Middle East Government and Politics	3 units
• Spanish 09	The Civilization of Spain	3 units
• Spanish 20	Latin American Civilization	3 units

3 units required from World History / Area Studies

DISTANCE EDUCATION REVIEW AND APPROVAL CHECKLIST

Course Name: Film Studies 1 – Film Appreciation: Introduction to Cinema
Instructor Preparing Course: Susan Hunt

Distance Education course meets the same standard of course quality as is applied to traditional classroom courses in the following categories, as stated in the official course outline of record:

- Course objectives have not changed.
- Course content has not changed.
- Method of instruction meets the same standard of course quality.
- Outside assignments meet the same standard of course quality.
- Required texts meet the same standard of course quality.
- Serves comparable number of students per section as a traditional course in the same department

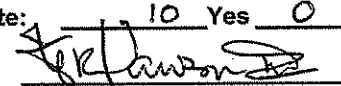
Additional considerations for all distance education courses:

- Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures.
- Adequate technology resources exist to support this course/section
- Library resources are accessible to students.
- Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments.
- Adequately fulfills "effective contact between faculty member and student" required by Title 5
- Will not affect existing or potential articulation with other colleges
- Special needs (i.e., texts, materials, etc.) are reasonable
- Complies with current access guidelines for students with disabilities
- 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.


Santa Monica College has a legal and ethical obligation to ensure equal access to electronic information technology (e.g., software, computers, web pages) for all students. Consistent with this obligation, the technology-based components of our course will reflect current accessibility design standards. Support in implementing these standards is available through Academic Computing and Disabled Student Services.

Department vote: 10 Yes 0 No 0 Abstain Not Voting


Approvals:




Department Chair



Librarian



Web Accessibility Specialist



Chief Instructional Officer

President, Academic Senate

Chair, Academic Senate
Curriculum Committee

For the Curriculum Committee

QUESTIONS FOR FACULTY PREPARING DISTANCE EDUCATION CLASSES
(An additional page for more complete answers may be attached)

NAME OF CLASS: ~~Film Studies 1: Film Appreciation: Introduction to Cinema~~

- 1. How specifically will your methods of instruction change in delivering the course online? Describe the specific methods of instruction you will use for this online class. For example, if you typically present a lecture followed by small and large group discussion, how will you teach this same lesson in the online environment? (Keep in mind that in the online environment, written lectures do not get read.)**

Each learning unit will include all or some of the following: (A) *chapter questions* to assess reading comprehension of the course textbooks; (B) *film analyses/ exercises* to enhance concepts from the readings and to encourage critical viewing; (C) *threaded discussions* for students to apply and dialogue about concepts from the readings and film viewings; graded for participation and quality of content; (D) *timed quizzes* on the required film screenings; and (E) *journal entries*. Students will also participate in *graded group projects* to which feedback will be provided. Traditional lectures will not take place, but reading and other course assignments will be supplemented and clarified in mini-lectures or introductions to each learning unit. The mini-lectures will also include select film clips, embedded images, frame grabs from films, and weblinks to complement the textbook information. Students will be required to watch complete films via Netflix (or a comparable provider).

- 2. How specifically will your methods of evaluation change?**

Exams and quizzes will be evaluated similar to the on-ground class, but timed more rigidly since exams are open-book. To evaluate students' application of concepts learned, the timed essay format will be used online, carrying over the on-ground emphasis on short answer exams.

Threaded discussions will be evaluated for the quality of responses and the *dialogue* occurring between students, whereas on-ground discussions are graded by quality of the answers to a set of study questions performed in small groups. Other exercises are evaluated in the same way as on-ground, with grading rubrics provided in all cases.

3. Does eCollege support your technology needs? What other software does your course need?

In general, eCollege supports all tech needs. It would be useful, however, to be able to directly download scenes from films and create links to them (foregoing a provider such as YouTube). For this endeavor, assistance with fair use guidelines would be helpful.

4. What are the benefits of offering this course content via distance education?

For Film 1 online, students will take full advantage of the rich resources available to them from our own city/region. Students can gather and apply information offered by institutions such as the Academy of Motion Picture Arts & Sciences, the Margaret Herrick Library, the various Guilds (Directors, Writers, Cinematographers, etc.), and the film studios themselves. Because of the excellent websites from the above resources, critical thinking exercises can more frequently be incorporated into the curricula.

Many online students are inclined to delve deeper into an issue. They take responsibility for gathering additional information on topics that interest them. Personal responsibility, self-motivation, organizational skills, and time management are concepts intrinsic to DE; encouraging students' *active* engagement with the subject matter which is so valuable to cinema studies (as opposed to passive reception of images or dependence on the instructor for answers).

Lastly, if DE reaches students who would otherwise not take a film course, then it's invaluable. In our image-saturated society, students should learn to "read" images as well as words, and understand how those images are produced, distributed, and consumed. This can be done as effectively online as it can on-ground – maybe more so.

5. What are the anticipated challenges with teaching this course via distance education? (Consider pedagogical, practical, and technical challenges.)

Teaching about motion pictures online poses a particular challenge in that precise scenes from films cannot be immediately re-played for discussion or analysis. Another challenge is not being able to "read" students' responses and act accordingly. In the classroom, for example, a zoetrope can be immediately demonstrated or a transparency can be placed on an overhead for clarification. The ability to record and post parts of on-ground lectures for students to watch would be useful.

6. What experience do you have with the technology needed to support your method of delivering this course via distance education? If you have little or none, what training do you anticipate undertaking to facilitate the delivery of your class?

I designed and built Film Studies 2 Online and have conducted and improved it for four semesters. I know how to download, optimize, and embed images for unit introductions/mini-lectures and course activities. I also know how to create links so that students can access film clips and other information from the web. With time and experience I have become a fast learner and find e-College webinars, tutorials, and technical assistants very useful. I anticipate few, if any, problems building and conducting a new online course.

7. In which semester do you wish to begin offering this distance education class?

Spring Semester 2011

8. How do you propose to establish and maintain regular and effective contact with students as required by Title V, Section 55211?

A welcome message and explanation of course requirements (along with a picture of myself) is posted in the Course Home section – the first thing students see. An explanation of the course is also available in the Course Information & Preferences area. Students can consult a “frequently asked questions” link as well.

The Main Discussion Board is a virtual office hour that is checked daily. I most often communicate with students via e-mail, checked at least every other day, if not daily. Every e-mail communication is also posted as an Announcement on the Course Home page. I also provide comments/feedback for every assignment, both individually and through mass e-mails if an issue recurs. The *threaded discussions* and my responses to them are particularly productive venues for students to dialogue about concepts from the readings and film viewings. Some students use their journals to ask questions to which I respond. I will also post my on-campus office hour for students who may want a personal visit.

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

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

1) American Cultures:
...

2) Ecological Literacy:

Ecological literacy requires interdisciplinary understanding of both nature and humanity. This includes scientific examination of the interactions between and within the systems and cycles of the atmosphere, lithosphere, and hydrosphere, which together provide the basis for life on Earth. Ecological literacy also includes awareness and understanding of the many continuing impacts that human beings have had on natural environments, at scales ranging from the local to the global, and how those impacts are linked to the sustainability of social, cultural, and political-economic systems. Any course whose content **focuses primarily on one or more** of three areas (see below) will be considered for the Ecological Literacy category.

3) Global Studies:
...

4) Service Learning:
...

PROPOSED ADDITION TO THE ECOLOGICAL LITERACY CATEGORY

Step 1: Under which category does the course belong? (select only one)									
<div style="border: 1px solid black; padding: 2px; display: inline-block;">Ecological Literacy</div>	<p>Course content focuses primarily on at least one or more of the following three areas: (Check all that apply)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center; vertical-align: middle;"><input type="checkbox"/></td> <td style="padding: 2px;">Conceptual foundations of our environmental attitudes, values and challenges from a variety of cultural perspectives</td> </tr> <tr> <td style="text-align: center; vertical-align: middle;"><input type="checkbox"/></td> <td style="padding: 2px;">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.</td> </tr> <tr> <td style="text-align: center; vertical-align: middle;"><input type="checkbox"/></td> <td style="padding: 2px;">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.</td> </tr> <tr> <td style="text-align: center; vertical-align: middle;"><input type="checkbox"/></td> <td style="padding: 2px;">Analysis of environmental problems and practical application of knowledge to install, modify, maintain and/or repair technologies aimed at curbing the impact of human activity on the natural environment.</td> </tr> </table>	<input type="checkbox"/>	Conceptual foundations of our environmental attitudes, values and challenges from a variety of cultural perspectives	<input type="checkbox"/>	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.	<input type="checkbox"/>	Analysis of human activity and its impact on Earth's natural environments, both local and global, and the shorter-and longer-term implications for the planet's livability and sustainability.	<input type="checkbox"/>	Analysis of environmental problems and practical application of knowledge to install, modify, maintain and/or repair technologies aimed at curbing the impact of human activity on the natural environment.
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