



Santa Monica College Curriculum Committee Meeting Agenda

Wednesday, June 2, 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—

Program Review:
(CSIS)

1. CIS 40: InDesign (course update)
2. CIS 61: Fireworks (course update)
3. CIS 62A: Flash I (course update)
4. CIS 64: Illustrator (course update)
5. CIS 66: FLEX (course update)
6. CS 03: Introduction to Computer Systems (course update)
7. CS 08: System Design and Documentation (course update)
8. CS 17: Basic Programming (course update)
9. CS 20A: Data Structures with C++ (course update)
10. CS 20B: Data Structures with Java (course update)
11. CS 22: Introduction to Mobile Robots (course update)
12. CS 25: Embedded Systems (course update)
13. CS 33: C# Programming (course update)
14. CS 36: Fortran Programming (course update)
15. CS 40: Operating Systems (course update)
16. CS 41: Linux Network Administration (course update)
17. CS 42: Computer Architecture (course update)
18. CS 43: Windows Network Administration (course update)
19. CS 50: C Programming (course update)
20. CS 51: Visual C++ Programming (course update)

Program Review—cont.

21. CS 52: C++ Programming (course update)
22. CS 54: Object-Oriented Analysis and Design (course update)
23. CS 55: Java Programming (course update)
24. CS 56: Advanced Java Programming (course update)
25. CS 66: Advanced Oracle (course update)
26. CS 70: Network Fundamentals and Architecture (course update)
27. CS 71: Introduction to Windows NT Workstation (course update)
28. CS 73: Computer Security Concepts (course update)
29. CS 74B: Security in J2EE (course update)
30. CS 75: Network Protocols and Analysis (course update)
31. CS 78: Secure Server Installation and Administration (course update)
32. CS 82: ASP.NET: Programming in C# (course update)
33. CS 83: Server-Side Java Web Programming (course update)
34. CS 84: Programming with XML (course update)
35. CS 85: PHP Programming (course update)
36. OFTECH 01: Keyboarding (course update)
37. OFTECH 05: English Skills for the Office (course update)
38. OFTECH 09: Keyboarding Improvement (course update)
39. OFTECH 10: Skill Building on the Keyboard (course update)
40. OFTECH 20: Medical Vocabulary (course update)
41. OFTECH 21: Medical Terms and Transcription 1 (course update)
42. OFTECH 22: Medical Terms and Transcription 2 (course update)
43. OFTECH 23: Medical Billing (Medisoft) (course update)
44. OFTECH 24: Medical Coding/Billing 1 (course update)
45. OFTECH 25: Medical Coding/Billing 2 (course update)
46. OFTECH 26: Medical Coding/Billing 3 (course update)
47. OFTECH 27: Medical Office Procedures (course update)
48. OFTECH 30: Legal Office Procedures (course update)
49. OFTECH 31: Legal Terms and Transcription (course update)

New Courses—
Credit:

1. Global Studies 10: Global Issues
2. Global Studies 95: Global Los Angeles—Experiential Learning

A.A. Degree:

1. Global Studies A.A. Degree

Certificates:

1. Global Studies Certificate of Achievement
2. Database Applications Developer Certificate of Achievement (revision)

Old Business: Distance Education Form

New Business: 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 19, 2010

The Santa Monica College Curriculum Committee was called to order by Guido Davis Del Piccolo at 3:09 p.m.

Members Present:	Guido Davis Del Piccolo, Chair	Diane Gross	Jeff Shimizu
	Georgia Lorenz, Vice Chair	Judy Marasco	Edie Spain
	Brenda Antrim	Walter Meyer	Mary Lynne Stephanou
	Brenda Benson	Eric Minzenberg	Gary Taka
	George Davison	Saul Rubin	
Members Absent:	Yanqing Chen	Randal Lawson	Christina Preciado
	Nancy Hanson	Helen LeDonne	Judith Remmes
	Maral Hyeler	Estela Narrie	Diana Wattapongsakorn
Others Present:	Fariba Bolandhemat	Susan Hunt	Eileen Rabach
	Monica Chaban	Josh Kanin	Rhoda Tuit
	Frank Dawson	Pete Morris	Martine Verhoeven
		Tiffany Onabu	Nora Chiang Wrobel

Approval of Minutes: The minutes of May 5, 2010 were amended as follows: Christina Preciado, Eric Minzenberg and Estela Narrie were in attendance at the May 5th meeting.

- Chairs Report:**
- Guido announced that the Academic Senate on May 11, 2010, passed the following: New Course—Credit: ECE 31; AA Degree GE Pattern (which allows students to satisfy the General Education portion of SMC AA degree via SMC GE, CSU GE, or IGETC).
 - After the CurricuNet demonstration, the District decided to move forward and purchase the program. It will be presented at either the June or July Board of Trustees meeting for approval. This program should be ready by Spring 2011 and training will be provided.

- Information Items:**
1. Economics 05/Political Science 05: Political Economy (course update; name change to Economics 05/Political Science 05/Global Studies 05: International Political Economy: Introduction to Global Studies)

Eric Minzenberg moved to cross list Economics 05/Political Science 05 with Global Studies 05. The motion passed with 10 yes votes and 1 abstention.
 2. Geography 11: World Geography (course update; name change to Geography 11/Global Studies 11: World Geography: Introduction to Global Studies)

Eric Minzenberg moved to cross list Geography 11 with Global Studies 11. The motion passed with 10 yes votes and 1 abstention.

Consent Agenda:

1. CIS 56: Multimedia for the Web (prerequisite change: from CIS 60A and CIS 59A or CIS 53 to CIS 60A and CIS 59A)

Mary Lynne Stephanou moved to approve the prerequisite change from CIS 60A and CIS 59A or CIS 53 to CIS 60A and CIS 59A. The motion passed unanimously.

2. CIS 57: Web Site Management (prerequisite change: from CIS 56 and CIS 53 or CIS 59A to CIS 51 or CIS 59A)

George Davison moved to approve the prerequisite change from CIS 56 and CIS 53 or CIS 59A to CIS 51 or CIS 59A. The motion passed unanimously.

3. Music 94: Applied Performance Class (course update; addition of one "arranged hour")

Jeff Shimizu moved to approve the addition of one arranged hour for Music 94. The motion passed unanimously.

**New Courses—
Credit:**

1. **Music 70C: Intermediate String Orchestra**—presented by Rhoda Tuit and Martine Verhoeven. 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.

Brenda Benson moved to approve Music 70C. The motion passed unanimously.

Approval of the Prerequisite for Music 70C: Successful completion of Music 70B or Audition. Mary Lynne Stephanou moved to approve the prerequisite. The motion passed unanimously.

2. **Sociology 03/Global Studies 03: Global Issues**—presented by Guido Davis Del Piccolo. 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).

Jeff Shimizu moved to send this course back to the Interdisciplinary Studies Program for revision. The motion passed unanimously.

3. **Global Studies 95: Global Los Angeles—Experiential Learning**

This course was tabled.

Global Citizenship: **1. Economics 05/Political Science 05/Global Studies 05: International Political Economy—Introduction to Global Studies**—presented by Eileen Rabach.

Judy Marasco moved to have Economics 05/Political Science 05/Global Studies 05 meet the AA Degree requirement for Global Citizenship. The motion passed unanimously.

2. Geography 11/Global Studies 11: World Geography—Introduction to Global Studies—presented by Pete Morris.

Brenda Benson moved to have Geography 11/Global Studies 11 meet the AA Degree requirement for Global Citizenship. The motion passed unanimously.

Distance Education: **1. Film 01: Film Appreciation—Introduction to Cinema**—presented by Frank Dawson, Josh Kanin and Susan Hunt.

Jeff Shimizu moved to approve Film 01 as a Distance Education course. The motion passed unanimously.

Old Business: **Distance Education Form** – Tabled

New Business: **Ecological Literacy – Category Addition for Global Citizenship** -- Tabled

Adjournment: The meeting was adjourned at 5:22 p.m.

Next Meeting: The next meeting of the Curriculum Committee will be in September, 2010 at 3:00 p.m. in DH-300E, The Loft. The date will be announced.

Respectfully submitted,
Georgia Lorenz
sb

Form 1: Course Outline of Record

Santa Monica College

Course Outline For Global Studies 10

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: 4G (pending)

CSU GE Area: D7 (pending)

2nd CSU GE Area:

SMC GE Area: IIB & V

Transfer: UC (pending) & CSU (pending)

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 interdisciplinary inquiry by drawing upon both the holistic body of work in global studies, as well as the approaches of related fields such as anthropology, economics, environmental studies, geography, history, philosophy, political science, psychology, sociology, and women's studies. The course will 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.

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 minimum of 3 “disciplinary areas” (anthropology, economics, environmental studies, geography, history, philosophy, political science, psychology, sociology, 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
31.25%	Investigating multiple perspectives/approaches (at least three disciplines/fields) that seek to theoretically identify, place and understand the dynamics of the selected global issues
25%	Examining and evaluating governmental and non-governmental efforts (national, regional, or international) to address and resolve the selected global issues
18.75%	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 (written analysis)
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 "xxxxx"; provide an analysis of the issue from two of the disciplines/perspectives discussed in the course. 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 at least two perspectives.

Form 2: Course Approval and Data Sheet for: Global Studies 10

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: Santa Barbara City College
 - Course Number: Global Studies 102
 - Course Title: Problems of the Global Village

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
Global Studies 10

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

Global Studies 10

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 10

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

Global Studies 10

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 10 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 (pending)

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 <u>New Course</u> , <u>Updated/Revised Course</u> , or <u>Reinstated Course</u> ?	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:	

Global Studies Program

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.

Program Requirements

The Associate in Arts Degree in Global Studies involves satisfactory completion of a minimum of 60 semester units including at least 21.5 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 AA degree and Certificate of Achievement

Global Studies Core Courses (9 units required)		
• Global Studies 5 / Economics 5 / Political Science 5	International Political Economy: Introduction to Global Studies	3 units
• Global Studies 11 / Geography 11	World Geography: Introduction to Global Studies	3 units
• Global Studies 10	Global Issues (NEW COURSE)	3 units

9 units required in Global Studies Core Courses

Experiential Learning (0.5 units 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)	0.5 units

0.5 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:
1. 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).
2. Satisfactory completion of two years of high school coursework in a language other than English, with a grade of "C-" or better in each course. The two years must be in the same language.
3. Satisfactory completion of a course (<i>or courses</i>) at a college or university with a grade of "C" (2.0) or better in each course.
4. Satisfactory completion, with "C" (2.0) grades or better, of two years of formal schooling at the sixth grade level or higher in an institution where the language of instruction is not English.
5. 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
6. Satisfactory score, 3 or higher, on the College Board Advanced Placement examinations in languages other than English.
7. Satisfactory score, 5 or higher, on the International Baccalaureate Higher Level Examinations in language other than English.
8. Satisfactory completion of an achievement test administered by a community college, university, or other college in a language other than English.
9. Language other than English "O" level exam with grade of "A", "B", or "C".
10. Language other than English International "A" Level exam with a score of 5, 6, or 7.
11. A Defense Language Institute language other than English course which is indicated as passed with a "C" or higher on the official transcript.

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
• Geography 08 (Urb Stds 08)	Introduction to Urban Studies	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)		
• History 48 (Phil 48)	Nonviolent Resistance	3 units
• Philosophy 48 (History 48)	Nonviolent Resistance	3 units
• Philosophy 51 (Poli Sci 51)	Political Philosophy	3 units
• 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 51 (Phil 51)	Political Philosophy	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 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
• 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 20	Latin American Civilization	3 units

3 units required from World History / Area Studies

REVISION OF EXISTING CERTIFICATE

REVISED – Database Applications Developer Career Certificate (effective Fall 2010)

Required Courses: (27 units)

- CS 3, Introduction to Computer Systems (3)
- CS 15, Visual Basic Programming (3)
- CS 19, Visual Basic Advanced Programming (3)
- CS 32, Database Programming in VB.NET (3)
- CS 37, Web Programming in VB.NET (3)
- CS 60, Database Concepts and Applications (3)
- CS 61, Microsoft SQL Server Database (3)
- CS 65, Oracle Programming (3)
- CS 9A, Technology Project Management I (3)**

Select two of the following courses:

- CS 8, Systems Analysis and Design (3)**
- CS 9B, Technology Project Management II (3)**
- CS 84, Programming with XML (3)
- CS 85, PHP Programming (3)

CURRENT - Certificate for Comparison Purposes

Required Courses: (27 units)

- CS 3, Introduction to Computer Systems (3)
- CS 15, Visual Basic Programming (3)
- CS 19, Visual Basic Advanced Programming (3)
- CS 32, Database Programming in VB.NET (3)
- CS 37, Web Programming in VB.NET (3)
- CS 60, Database Concepts and Applications (3)
- CS 61, Microsoft SQL Server Database (3)
- CS 65, Oracle Programming (3)
- CS 74A, Security in VB .NET Applications (3)**

Select two of the following courses:

- CS 66, Advanced Oracle (3)**
- CS 68, Oracle Database Administrator (3)**
- CS 84, Programming with XML (3)
- CS 85, PHP Programming (3)

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.
<input type="checkbox"/>	Conceptual foundations of our environmental attitudes, values and challenges from a variety of cultural perspectives								
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<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.								