



CURRICULUM COMMITTEE | AGENDA

Wednesday, April 6, 2011 | 3:00 p.m.

Loft Conference Room – Drescher Hall 300E

Members:

Guido Davis Del Piccolo, <i>Chair</i>	Maral Hyeler	Eric Minzenberg	Edie Spain
Georgia Lorenz, <i>Vice Chair</i>	Randal Lawson	Estela Narrie	Marcel Strickler
Brenda Benson	Helen LeDonne	James Pacchioli	Richard Tahvildaran-Jesswein
Ellen Cutler	Emily Lodmer	Patricia Ramos	Gary Taka
Diane Gross	Walter Meyer	Deborah Schwyter	Esau Tovar
Aileen Huang		Jeffery Shimizu	Carol Womack

Interested Parties:

Maria Bonin	Katharine Muller	Mitra Moassessi	Linda Sinclair
Jonathan Cohanne	Kiersten Elliott	Chris Young	Eleanor Singleton
Mary Colavito	Mona Martin	Wendy Parise	Julie Yarrish

Ex-Officio Members:

Eric Oifer

AGENDA

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

- I. Call to order
- II. Public Comments*
- III. Approval of Minutes.....3
- IV. Chair’s report
- V. Information Items
 - 1. ESL 11B: Basic English 2 (course update)
 - 2. ESL 17: Intermediate Reading Skills (course update)
- VI. New Courses – credit:
 - a. English 85: Reading and Writing I.....6

**Five minutes is allotted to any member of the public who wishes to address the Curriculum Committee on a specific agenda item, for general public comments, or non-agenda items.*

VII. Old Business

- b. SB 1440 update

VIII. New Business

- c. Global Citizenship AA requirement
- d. CurricUNET Update

IX. Adjournment

Please advise Guido Davis Del Piccolo (x. 3561), Georgia Lorenz (x. 4277) or Grace Smith (x. 4454) if you are unable to attend this meeting.



CURRICULUM COMMITTEE I MINUTES

Wednesday, March 16, 2011 | 3:00 p.m.

Loft Conference Room – Drescher Hall 300E

Members Present:

Guido Davis Del Piccolo, <i>Chair</i>	Randal Lawson	Estela Narrie	Edie Spain
Georgia Lorenz, <i>Vice Chair</i>	Helen LeDonne	James Pacchioli	Marcel Strickler
Brenda Benson	Emily Lodmer	Patricia Ramos	Gary Taka
Diane Gross	Walter Meyer	Deborah Schwyter	Esau Tovar
			Carol Womack

Members Absent:

Ellen Cutler	Aileen Huang	Maral Hyeler	Tiffany Inabu
Eric Minzenberg	Jeffery Shimizu		

Others Present:

Greg Brookins	Genevieve Bertone	Mary Colavito	Vicki Drake
Chris Young	Valerie Narey		

MINUTES

I. Call to order:

The meeting was called to order at 3:10 p.m.

II. Public Comments:

None.

III. Approval of Minutes:

The minutes of March 2, 2011 were unanimously approved as presented.

IV. Chair's Report:

- The Chair welcomed Marcel Strickler, Associated Students representative to the Curriculum Committee.
- The Academic Senate approved the following on March 15, 2011:
 - **New Courses-credit:** Broadcasting 20A, CIS 65, CS 86, Film Studies 33, PRO CR 7, PRO CR 8, PRO CR 9, Psych 40/Environmental Studies 40(reinstated).
 - **New Courses – non-credit:** Health E21, Health E22, Health E23, Health E24, Health E25.
 - **Global Citizenship:** Psych 40/Environmental Studies 40(reinstated).
 - **Distance Education:** CIS 65
 - **Certificates:** Athletic Coaching Certificate
 - **Old Business (SB 1440):** The Academic Senate voted to adopt the consensus resolution passed by the Curriculum Committee to *join with our colleagues (particularly in Region 7, but also throughout the state) to modify the existing TMCs and/or develop alternative SB 1440 degrees to the existing, and to help ensure that future TMCs are more beneficial to students.*

V. New Courses – credit:

- a. **Medical Laboratory Technician (MLT) 3: Blood Banking and Immunology** – presented by Valerie Narey.

Approval of prerequisite for MLT 3

Motion made by: Carol Womack
The motion passed unanimously.

Seconded by: Randal Lawson

Approval of course

Randal Lawson moved to approve MLT 3 with the following changes:

- Provide more detail under *Course Content* with corresponding percentages – to be submitted by Valerie Narey.

Motion made by: Randal Lawson
The motion passed unanimously.

Seconded by: Estela Narrie

- b. **Medical Laboratory Technician 4: Clinical Chemistry** – presented by Valerie Narey.

Approval of prerequisite for MLT 3

Motion made by: Carol Womack
The motion passed unanimously.

Seconded by: Randal Lawson

Approval of course

Motion made by: Randal Lawson
The motion passed unanimously.

Seconded by: Estela Narrie

VI. Degrees

- c. **Associate in Science, Recycling Resource Management (RRM)** – presented by Genevieve Bertone and Vicki Drake.

Esau Tovar moved to approve the Associate in Science, RRM with the following changes:

- Update the number for Projected Net Annual Labor Demand (CTE) and labor market data to reflect potential employers in Southern California.
- Add Philosophy 20/Environmental Studies 20: Environmental Ethics as an option for the RRM Certificate of Achievement.
- Correct typo on page 38 of agenda, under *Type of Employer*.
- RRM Level II to be renamed “Recycling and Resource Management.” (“Level II” deleted)

Motion made by: Esau Tovar
The motion passed unanimously.

Seconded by: Helen LeDonne

VII. Certificates

- d. **Recycling and Resource Management (RRM) Certificate of Achievement**– presented by Genevieve Bertone and Vicki Drake.

Esau Tovar moved to approve the Recycling and Resource Management Certificate of Achievement with the following changes: (*same changes as no. c listed above*)

Motion made by: Esau Tovar
The motion passed unanimously.

Seconded by: Estela Narrie

- e. **Recycling and Resource Management Department Certificate** – presented by Genevieve Bertone and Vicki Drake.

Esau Tovar moved to approve the Recycling and Resource Management Department certificate with the following changes:

- 12 unit RRM certificate approved as a department certificate only, as requested by the Department.
- Name of certificate awaiting department decision.

Motion made by: Esau Tovar

Seconded by: Estela Narrie

The motion passed unanimously.

VIII. Old Business

- f. **SB 1440 update** – presented by the *Chair* and Estela Narrie. Estela reported that she had received positive feedback from California State University – Dominguez Hills (CSUDH) on the Region 7 AA-T for Sociology (Associate of Art Degree in Transfer) with affirmation that even the proposed Region 7 Sociology AA-T has sociology units in excess of what is required by CSU Dominguez Hills.

The Region 7 AA-T, however, more closely mirrors lower division requirements for students beginning at CSU, as opposed to the currently approved TMC in sociology. Ms. Narrie is awaiting feedback from the other Region 7 CSUs.

IX. New Business

- g. **AR 4350: Graduation requirements- Student Affairs Committee edits** – presented by Greg Brookins (see Appendix-A). The latest edits of Administrative Regulation Article 4350 *Graduation Requirements* were presented and there was extensive discussion on sections 1 & 2 under *Credit Normally Allowed*.

The Curriculum Committee suggested that the Student Affairs Committee revise the document to reflect that SMC has no unit limit (from regionally accredited colleges and universities) that can be applied to AA degree within the parameters of the already established requirements (50% of major at SMC and at least 12 units of residence at SMC).

- h. **Global Citizenship AA requirement** – Item tabled for discussion at the next Curriculum Committee meeting.

Motion made by: James Pacchioli

Seconded by: Carol Womack

The motion passed unanimously.

X. Adjournment

The meeting was adjourned at 5:11 p.m.

The next Curriculum meeting will be on Wednesday, April 6, 2011 at Drescher Hall – Loft 300E.

Respectfully submitted,

Georgia Lorenz, *Vice Chair*
gs

Form 1: Course Outline of Record

Santa Monica College

Course Outline For
English 85

Course Title:	Reading and Writing 1	Units:	5
Total Instructional Hours: (usually 18 per unit)		144	
Hours per week (full semester equivalent) in Lecture:	5	In-Class Lab:	Arranged: 3

Date Submitted:	March 15, 2011
Date Updated:	March 31, 2011

Prerequisite(s):	None.
Skills Advisory:	None

I. Catalog Description:

This course is designed to improve basic reading and writing skills necessary for college success. Students will develop reading comprehension, vocabulary, patterns of organization, and inferential techniques, and employ these skills in the prewriting and writing process. The integration of reading and writing enables students to apply what they have read to the writing process, starting with the paragraph and expanding to the basic essay. The course requires classroom work, lab work and homework. English 85 is offered as a credit/ no credit class.

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.	Langan, John. <i>Ten Steps to Building College Reading Skills</i> . 4 th ed. West Berlin, NJ: Townsend, 2005. Print.
2.	Langan, John and Paul Langan. <i>Sentence Skills with Readings</i> . 4 th ed. New York: McGraw-Hill, 2009. Print.
3.	Nist, Sherrie L. <i>Building Vocabulary Skills</i> . 4 th ed. West Berlin, NJ: Townsend, 2009. Print.
4.	<i>Santa Monica College Writing Lab Workbook</i> . Santa Monica: Santa Monica College. 2011. Print.
5.	<i>Longman Dictionary of American English</i> 4 th ed. 2008. Print.
6.	Gaines, Ernest. <i>A Lesson Before Dying</i> . New York: Vintage Boos, 1994. Print.

III. Course Objectives:

Upon completion of the course students will be able to:

- | | |
|----|---|
| 1. | Employ primary basic vocabulary skills, including use of a dictionary, knowledge of word parts, and the ability to utilize context clues |
| 2. | Identify main ideas and supporting details to demonstrate basic reading skills. |
| 3. | Utilize critical thinking skills, such as distinguishing fact from opinion and applying inferential skills. |
| 4. | Apply time management, text highlighting, outlining, and Cornell note-taking skills to course content. |
| 5. | Use a variety of prewriting techniques and comprehension of the readings to generate and organize ideas into paragraphs and basic essays. |
| 6. | Write a thesis statement with a specific focus. |
| 7. | Develop a thesis statement into a full paragraph with support. |

8.	Recognize various parts of speech.
9.	Develop punctuation skills, recognizing and correcting errors such as fragments and run-ons.
10.	Demonstrate the ability to follow instructions on tests and written assignments.
11.	Based on a response to a specific reading, produce a well-developed paragraph with a topic sentence, adequate development, and a conclusion within a forty-five minute period.
12.	Based on a response to a specific reading, produce a basic essay, with introduction, body and conclusion, in eighty minutes.

IIIb. Arranged Hours Objectives:

If this course has any “arranged hours” listed above, provide the specific objectives related to those arranged hours.

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

1.	Apply reading skills listed in the course objectives
2.	Develop independent skills related to course objectives in English

IV. Methods of Presentation:

Lecture, discussion, small group, paired activities.

In the classroom, audio visual aids (e.g. computers, digital projectors, etc.) may be used by some instructors.

Reading Lab time will be arranged by the student. An individualized learning program (RFU) will begin with a diagnostic test that places each student at the appropriate level of difficulty. Some instructors may opt for other lab activities.

The class also requires outside reading and writing assignments.

The Writing Lab is attended by all students at a specific time. Lab workbook activities will be assigned by the instructor. The instructor may also supplement workbook activities with instructor-initiated writing assignments (e.g. paragraph and essay revision, journals, etc.).

IVb. Arranged Hours Instructional Activities:

If this course has any “arranged hours” listed above, provide the specific instructional activities related to those arranged hours.

1.	Directed study using “Reading for Understanding” computer reading program
2.	Vocabulary building activities: vocabulary cards and dictionary exercises

V. Course Content:

% of course	Topic
35%	Paragraphs and Essays: Reading, Journaling, Prewriting, Drafts, Revisions.
30%	Sentence skills, vocabulary, comprehension skills.
5%	Reading comprehension guided by rubric for Common Reading assessment
5%	Writing in response to a prompt guided by rubric for Common Essay assessment
25%	Reading and Writing Lab Activities: Writing Lab workbook, Mastery Test, RFU

VI. Methods of Evaluation: (Specific percentages will vary with instructor; approximate values are shown.)	
% of grade	Evaluation Method
20%	Quizzes and essays
30%	Paragraphs/Essays
10%	Common Essay
10%	Common Reading
25%	Lab Activities
5%	Active Participation
	Actual percentage distribution will vary from instructor to instructor. The course is offered as credit/no credit. The student must maintain an average of 70% or higher on all assignments and show progress

VII. Sample Assignments: (please describe at least 2 sample assignments)	
1.	Students develop techniques for differentiating main ideas and supporting details, and then apply these techniques by writing their own paragraphs based on an analysis of a reading. In small groups, students are given instructor generated sample model paragraphs developed from their reading and are assigned to locate main ideas and supports for each model. After discussion, the students are then given two new instructor-generated main ideas from their reading and individually complete each paragraph by supplying supporting details. Students then peer evaluate paragraphs.
2.	Students develop strategies to differentiate fact from opinion and then generate their own examples. After a discussion in class, the instructor demonstrates from a passage of their reading the development of questions of fact and questions of opinion. Students are then assigned specific pages from their reading and asked to develop five fact and five opinion questions. These unlabelled questions are analyzed in small groups where they work to divide the questions into the two categories. Then, as a large group they share out their category results and answers to the questions.

Form 2: Course Approval and Data Sheet for: English 85

Is this a <u>New</u> Course, <u>Updated/Revised</u> Course, or <u>Reinstated</u> Course?	New
If this is a NEW course , anticipated semester and year of first offering:	Fall 2011

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

English 85 is a five unit course that integrates reading and writing instruction and is intended to replace two 3 unit courses, Engl 81A (writing) and Engl 83A (reading), currently required of all entering students who assess into the C level on the English placement test. Reading and writing skill-building reinforce one another. The intention in combining instruction in reading and writing is to create a more coherent and effective curriculum, as well as a clearer course pathway. It is also intended to accelerate student progress through pre-transfer level courses by providing students a firm foundation in essential college language skills and a more contextualized learning experience, even as it reduces required units.

Should this course be transferable to the CSU ?	NO
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? **0**

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

Rationale for the above load factor suggestion: In line with other English composition and reading courses.

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 in English, literature, comparative literature or composition AND twelve semester units of course work in teaching reading OR the equivalent.

Form 3: Student / Program / Institutional Learning Outcomes

March 16, 2011

English 85

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

1.	Using a specific reading selection, students will demonstrate the ability to develop a basic essay, employing various prewriting techniques. Essay content will demonstrate an adequate understanding of the reading. It will display basic organizational skills, including the use of thesis statement, topic sentences, and adequate development
	As assessed by: Common Essay at the end of the semester.
2.	Students will achieve a score of 70% or better on the Common Reading Exam.
	As assessed by: Common Reading at the end of the semester.
3.	Students will demonstrate the ability to identify parts of speech and revise sentence errors including run-ons, fragments, and subject-verb agreement.
	As assessed by: Writing Lab Mastery Test at the end of the semester.
4.	The student will learn new words and improve in reading comprehension, based upon results of a pre- and post-tests.
	As assessed by: Reading for Understanding (RFU) pretest, progress in RFU lab with at least 70% completion on the Reading Lab assignment, reading comprehension, quizzes and exercises.

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.
	Improved reading and writing skills are essential for college success, not only for communicating more effectively, but also in building confidence and self-discipline through the development of student success skills. Further, this confidence, coupled with enhanced communication skills, will foster a more positive personal attitude and the potential for greater involvement in public 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.
	Developing reading and writing skills are crucial components for assessing, evaluating and interpreting texts, and for the utilization of critical thinking skills. Through an analysis and a discussion of readings, and then by incorporating ideas into written expression, students will acquire the techniques to become critical thinkers and problem solvers beyond the classroom.
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.
	Through reading and writing activities that reveal pluralistic world-views and perspectives, students will better comprehend the diversity of the world they live in. Operating in a student-centered classroom, students will acquire cooperative skills and mutual respect for the cultural diversity represented by the SMC student body.

S/ILO Committee Use Only

reviewed by: CKS

3/29/11

FORM 5: APPROVALS PAGE

English 85

Department/Area Vote(s):

	Yes	No	Not voting	Date of vote
English Department	36	0		3/4/2011
Additional Department or Area (if applicable)				
Please list any other Departments, Areas, or Chairpersons consulted regarding this course:				

Department Chair Approval:	Susan Sterr	Date:	3/16/2011
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:	Carol Womack	Date:	3/30/11	

Approvals:

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

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ARTICLE 4300 STUDENT PROGRESS AND GRADUATION

AR 4350 Graduation Requirements

Graduation Requirements

1. Petition for Graduation

A petition for graduation must be submitted for approval during the semester in which the student expects to complete the requirements for graduation.

Term	Filing periods
SPRING	Start of Spring semester through April 30th
SUMMER	Start of Summer term through July 31st
FALL	Start of Fall semester through December 1st

. Petitions are available on these dates in the Admissions Office or online through the Admissions website. Students who complete the requirements during the ~~Winter~~ **winter** session will graduate the following ~~Spring~~ **spring**. Graduation from Santa Monica College with the Associate in Arts Degree ~~is granted upon~~ **requires** successful completion of 60 **AA applicable** units with a “C” (2.0) average. The requirements include the following: 1) California State general education requirements which include demonstrated proficiency in basic mathematical computation, reading comprehension, and written expression; 2) the major field; and 3) electives. At least 50% of the major field units required for the Associate in Arts Degree must be completed at Santa Monica College.

Credit Normally Allowed

1. Two Year College:

All AA applicable coursework that is completed ~~All AA applicable (for Santa Monica College)~~ **work taken in an at a regionally** accredited two-year college is normally allowed **provided it meets SMC graduation guidelines**. If a college is newly accredited, all work completed in that institution in the two years before its accreditation will be accepted.

2. ~~Lower Division~~ Four Year College:

All ~~lower division~~ **COURSE** work completed ~~in an~~ **at a regionally** accredited four-year college or university, ~~in University of California Extension, or in University of California correspondence courses~~ is normally allowed. Such courses must be comparable to those offered in community colleges or the lower division of four-year schools. **Up to 50% of the units required for the major may be upper division coursework** ~~may be~~ completed at a regionally accredited four-year college or university and may be applied toward the AA degree. A maximum of 9 units of upper division course work may be used to fulfill requirements outside of the major.

23. Non-Designated

In a few cases, course numbers will not indicate whether courses are upper or lower division. In these cases, they must be judged in comparison with courses offered by most two-year schools.

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Basic skills English and mathematics courses are non-applicable to the AA degree. Graduate and professional level courses are non-applicable to the AA degree.

34. Subject Credit

Although **only 9 units of credit are** ~~is not~~ allowed for upper division courses, specific ~~general education~~ subject requirements toward the Associate in Arts Degree may be met by upper division courses comparable to the required lower division course.

5.5 Detection of Quarters

Most transcripts are in terms of semester units; however, some colleges are on the quarter system. To convert quarter hours to semester units, divide the total number of quarter units by 1.5.

56. Military Service Credit

a. Basic Service Credit: Service credit is used only when it is essential for the completion of 60 units for graduation and may be granted at the time of applying for graduation. Separation papers **(DD214)** indicating **dates of** entrance and separation ~~dates~~ must be on file **in the Admissions and Records Office**. ~~Normally, these are submitted at the time of making application for graduation.~~ The maximum military credit is **8** units:

4 units for basic training and

4 units maximum for service time (based on 1 unit for each six months of service time),

(A six-month veteran is not eligible for military service credit.)

b. U.S.A.F.I.: Credit will be given for **United States Armed Forces Institute** (U.S.A.F.I.) courses toward graduation requirements in accordance with college administrative regulations, and the American Council on Education's Guide to the Evaluation of Educational Experience in the Armed Services recommendations. **A petition for USAFI credit must be filed with the Dean of Enrollment Services.** ~~through a petition to the Dean of Enrollment Services.~~

7. Courses in Religion

It is the intent of Santa Monica College to avoid giving credit for courses that tend to negate the principle of separation of church and state. Granting of credit for courses taken in the general area of religion or theology involves an evaluation of both the accreditation and the nonsectarian status of the institution offering the course. Once it is established that the course was nonsectarian in its general purpose and was taken at ~~an~~ **a regionally** accredited college or university institution, credit will be granted at Santa Monica College the same as for any other elective course.

8. Credit **for** Advanced Placement Tests

Students may be allowed advanced credit ~~at the time of admissions~~ for ~~college entrance examination board advanced placement tests~~ **College Entrance Examination Board Advanced Placement Tests** with scores of ~~5, 4, or 3.~~ **3, 4, or 5.** ~~Course credit will not~~

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be granted where it duplicates previous college **course** work. Acceptable AP tests are listed in the Santa Monica College catalog.

~~Advanced placement test credit will be allowed for the following courses:~~

~~Chemistry
English (scores of 4 and 5 only)
Foreign Language
History, American
History, European
Mathematics AB
Mathematics BC
Physics B
Physics C~~

9. College Level Examination Credit (CLEP) and International Baccalaureate (IB) Exams

~~In addition to granting credit for advanced placement,~~ Santa Monica College will give credit for CLEP and IB Exams in selected areas as listed in the Santa Monica College catalog. Course credit will not be granted where it duplicates previous college **course** work. A maximum of 30 units of credit may be allowed for CLEP examinations.

~~9. Classes for Adults — NOT DONE IN AGES.~~

~~Credit for work in classes for adults will occasionally be allowed when the course is comparable in content and difficulty to a graded course. Conversion is made by allowing one unit for 34 hours of attendance credit. Grades earned in converted courses will be used in computing the grade point average. Permission for credit for classes for adults must be granted by petition to the Dean of Enrollment Services.~~

10. Supporting Documents

Whenever units are allowed or requirements have been met by work other than that taken at Santa Monica College, documents covering this must be made part of the student's file. These would include transfer transcripts, military service separation papers, **M.D.T.A. obsolete?** recommendations, foreign evaluations, local and state government instructors reports, hygiene exemption documents, etc.----

~~11. Manpower Development Training Act (M.D.T.A.) — NOT DONE IN AGES.~~

~~Santa Monica College allows a maximum of 30 units of elective credit upon the successful completion of an M.D.T.A. This credit is not allowed until after the student has successfully completed other graduation requirements and at least 10 units of regular college work at Santa Monica College.~~

Accreditation

The lower division work **(determined to be AA applicable by Santa Monica College)** of any institution **fully regionally** accredited as listed in the American Association of Collegiate Registrars and Admissions Officers' Transfer Credit Practices of Designated Educational Institutions, and the American Council on Education's Accredited Institutions of Post Secondary Education may be granted ~~full~~ credit. The college, by administrative regulations, may consider other institutions accredited for purposes of granting credit toward the A.A. degree.

1. Credit from non-**regionally** accredited schools

a. Before a record from a non-**regionally** accredited school or program is evaluated:

(1) The student must have earned at least 30 units in an accredited college,

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including 12 units in residence at Santa Monica College.

(2) The average of all grades in courses attempted must be at least a "C".

(3) The student must file a written petition for credit indicating what credit is desired for the work done in the non-**regionally** accredited program.

(4) The Admissions Office must have on file a transcript of ~~a record~~ **the course work** from the non-**regionally** accredited institution showing subjects, grades, **units**, and, if necessary, the length and content of the courses. **The length and content of the course may also be required.**

b. Credit will be limited to courses in which the student received a grade of "C" or better. Grades and grade points will not be figured in the **computation of the** grade point average ~~computation~~.

c. The total credit for ~~special schools~~ (non-**regionally** accredited) work will be limited to 15-9 units.

d. Exception: A registered nurse, who has a current California nursing license, may be granted 30 units of college credit, ~~providing he or she has met the following criteria~~ **in the following circumstances:**

(1) ~~Successfully met all other graduation requirements; Successfully completed 30 units of regular college work. Has met the residence requirement.~~ **All other graduation requirements have been met; the student has successfully completed 30 units of regular college work; and the student has met the residence requirement.**

(2) Credit given to the student for his or her previous registered nursing schooling will meet the major requirement.

(3) Credit will be listed on the transcript by subject field and units allowed.

(4) If work in the non-**regionally** accredited school appears to duplicate that completed in an accredited school, a reduction of credit will be made.

(5) Credit will not be granted for private, non-**regionally** accredited correspondence courses.

(6) Records from schools that are not fully accredited will be reviewed by the Dean of Enrollment Services. Some may qualify on the same basis as fully accredited schools.

2. Transfer Credit from Foreign Institutions

a. All course work from foreign institutions must be evaluated by an approved agency in the United States that evaluates foreign credentials and transcripts.

b. After evaluation by an approved agency, all requests for transfer credit from foreign institutions will be reviewed by the Admissions Office.

c. Each student must submit his/her own records.

d. There is no limitation on transfer credit from approved foreign educational institutions.

e. Questions on major course equivalencies will be determined ~~in~~ **by** consultation ~~with~~ **between** the Dean of Enrollment Services and the appropriate department chair.

f. The English composition requirement must be satisfied at ~~an~~ **a regionally** accredited American college or university.

g. A minimum of 12 units in residence at Santa Monica College is required for the Associate in Arts degree.

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Reference: Education Code Sections 78204, 78205

California State University: General Education Requirements----this section superseded by current CSU GE certification????

~~1. In accordance with provisions of the California Administration Code Santa Monica College has established and will certify either the full or partial completion of the "General Education" requirements for the Baccalaureate Degree at all campuses of the California State University. Eligibility for the "Pre-Summer 1981" and the "Summer 1981 and Thereafter"~~

~~General Education Plans~~

~~Students who are enrolled at Santa Monica College or another accredited school of higher learning during or before the 1980-81 academic year and have been in attendance at least one semester or two quarters in each year thereafter, may follow either the "Pre-Summer of 1981" or the "Summer of 1981 and Thereafter" general education patterns listed in "A" or "B". Students who enrolled at Santa Monica College or another accredited school of higher learning during or after the summer session of 1981 must follow the "Summer of 1981 and Thereafter" general education pattern listed in "B".~~

~~A. "Pre-Summer 1981" General Education Requirements~~

~~(1) Course requirements are divided into four areas:~~

- ~~a. Natural Science~~
- ~~b. Social Science~~
- ~~c. Humanities~~
- ~~d. Basic Subjects~~

~~Each student must complete two or three courses in each area with a total of at least 35 units in the four areas. Certain other requirements and electives must be taken to total at least 40 units.~~

~~(2) Methods of Certification~~

~~After analysis by the Admissions Office, a small label will be attached to the student's transcript. This label will indicate which of the four areas have been completed and the total number of general education units earned.~~

~~(3) Partial Certification~~

~~The Santa Monica College Admissions Office will certify the completion of one or more areas of the requirements. At least 35 units in the four areas are required in order to certify all areas. No certification is possible for individual course or groups of courses that fail to complete the requirements of one of the areas. Students with partial certification from Santa Monica College should complete their general education pattern by meeting the requirements of the specific state university to which they intend to transfer.~~

~~(4) Additional Requirements~~

~~Some campuses of the CSU system may require more than 40 units in the general education pattern. Consult CSU catalogs for possible additional requirement.~~

~~Reference: Title 5, Section 40405~~

~~B. "Summer of 1981 and Thereafter" General Education Requirements~~

~~(1) Course requirements are divided into six areas.~~

STUDENT AFFAIRS COMMITTEE EDITS

- a. ~~Communication in the English Language~~
- b. ~~Physical Universe and Life Forms~~
- c. ~~Arts, Literature, Philosophy and Foreign Language~~
- d. ~~Social, Political, and Economic Institutions~~
- e. ~~Understanding and Self-Development~~
- f. ~~American History and Institutions~~

~~Each student must complete two to four courses in each area. A maximum of 39 units may be certified.~~

~~(2) Methods of Certification~~

~~After analysis by the Admissions Office, a small label will be attached to the student's transcript. This label will indicate which of the six areas have been completed and the total number of general education units earned.~~

~~(3) Additional Requirements~~

~~Nine additional upper division units are required at the CSU campus in order to complete general education units. Some campuses may impose other unit requirements in addition to the nine mentioned. Consult CSU catalogs for possible additional requirements.~~

~~Reference: Title 5, Section 55802, 55808, 55809~~

~~Reviewed and/or Updated: 4/29/2003, 7/22/08~~