



CURRICULUM COMMITTEE | AGENDA

Wednesday, April 20, 2011 | 3:00 p.m.
Loft Conference Room – Drescher Hall 300E

Members:

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

(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
 - I. Course Update:
 - i. ESL 21B: English Fundamentals 2
- VI. New courses – credit:
 - a. Energy Efficiency 2: Residential Building Science.....5
 - b. Dance 75/ECE 75: Dance for Children: Creative Dance in the Pre-K and Elementary Classroom.....12

**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. Degrees & Certificates:

- c. Public Policy A.A. Degree/Certificate of Achievement.....17

VIII. Old Business

- d. SB 1440 update
- e. Global Citizenship AA requirement

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 | MINUTES

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

Loft Conference Room – Drescher Hall 300E

Members Present:

Guido Davis Del Piccolo, <i>Chair</i>	Randal Lawson	Patricia Ramos	Gary Taka
Georgia Lorenz, <i>Vice Chair</i>	Emily Lodmer	Deborah Schwyter	Esau Tovar
Brenda Benson	Eric Minzenberg	Jeffery Shimizu	Marco Vivero
Diane Gross	Estela Narrie	Marcel Strickler	Carol Womack
Aileen Huang	James Pacchioli	Richard Tahvildaran-Jesswein	

Members Absent:

Ellen Cutler	Helen LeDonne	Walter Meyer	Edie Spain
Maral Hyeler			

Others Present:

Laura Campbell	Ed Markarian	Susan Sterr	Gary Todd
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MINUTES

- I. **Call to order:**
The meeting was called to order at 3:12 p.m.
- II. **Public Comments:**
None.
- III. **Approval of Minutes:**
The minutes of March 16, 2011 were unanimously approved as presented.
- IV. **Chair’s Report:**
 - The Chair welcomed Richard Tahvildaran-Jesswein, the new representative for Psychology and Philosophy & Social Sciences; and Marco Vivero, Associated Students representative.
 - The Academic Senate approved the following on March 29, 2011:
 - **New Courses-credit:** Medical Laboratory Technician (MLT) 3, Medical Laboratory Technician 4
 - **Degrees:** Associate in Science, Recycling and Resource Management
 - **Certificates:** Recycling and Resource Management Certificate of Achievement, Recycling and Resource Management Department Certificate.
 - Georgia Lorenz, *Vice Chair*, gave a brief report on the recent California State University (CSU) Early Start Initiative meeting, which she attended. A proposal was presented by CSU, where local CSU campuses and local community colleges were asked to participate in helping prepare newly admitted students requiring remediation in math to get an “early start.” The community colleges present agreed that in the current budget climate, the only ways this could be achieved are if CSU contracted community colleges to provide these classes or rented community college facilities.

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** – presented by Susan Sterr (along with Ed Markarian, Gary Todd and Laura Campbell).

Randal Lawson moved to approve English 85 with the following change:

- Correction of spelling error under II “Examples of Appropriate Text...”

Approval of Course

Motion made by: Randal Lawson

Seconded by: James Pacchioli

The motion passed unanimously.

VII. Old Business

- b. **SB 1440 update** – presented by the *Chair* and Estela Narrie.

All three local Region 7 CSUs have accepted the Region 7 proposed AA-T for Sociology – there is concurrence that even this has sociology units in excess, although it more closely reflects lower division requirements for students beginning at CSU, in contrast to the currently approved TMC in Sociology.

An alternative TMC for Psychology has been drafted and an unofficial version has been sent to the [three] local Region 7 CSUs – two of which have responded with positive feedback.

VIII. New Business

- c. **Global Citizenship AA requirement** – An extensive discussion took place on the options to be explored in maintaining SMC’s Global Citizenship AA requirement, since SB 1440 does not allow for local community college requirements. There was consensus that the requirement should remain, until further need for review.

A discussion also took place on earlier inquiries made to the Curriculum Committee about waiving the Global Citizenship AA requirement for military veterans who have served overseas and FI international students.

The final consensus of the committee was that *Linda Sinclair* (Veterans Resource Center, SMC) and *Gail Fukuhara* (International Students Center) would be invited to present to the Curriculum Committee, ways in which experience/courses that international students and veterans may possess, could possibly be translated and assessed for equivalency in fulfilling the Global Citizenship AA requirement.

- d. **CurricUNET Update** – presented by the *Chair*. The *Chair* and *Vice-Chair* have participated in two conference calls with CurricUNET. They reported on the progress of the modules, and mentioned that a fall launch date is still the plan.

IX. Adjournment – The meeting was adjourned at 4:55 p.m.

The next Curriculum meeting will be on Wednesday, April 20, 2011 at Drescher Hall – Loft 300E.

Respectfully submitted,

Georgia Lorenz, *Vice Chair*
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Form 1: Course Outline of Record

Santa Monica College

Course Outline For Energy Efficiency 2: Residential Building Science

Course Title:	Energy Efficiency 2: Residential Building Science	Units:	3
Total Instructional Hours: (usually 18 per unit)	54		
Hours per week (full semester equivalent) in Lecture:	3	In-Class Lab: (hours)	Arranged: (hours)
Date Submitted:	March 30, 2011		
Date Updated:	April 5, 2011		
Prerequisite(s):	None		
Skills Advisory:	None		

I. Catalog Description:

This course will develop an intermediate level of understanding of energy efficiency concepts especially as they apply to reductions in residential energy consumption and the practice of Building Performance Analysis. This course will cover energy and power concepts, rate options, load profile understanding, an introduction to smart grid technology, deeper understanding of the principles of heat, air, and moisture movement in residential homes. Students will be introduced to the operation of energy audit equipment such as the blower door test, the duct blaster, and the combustion analyzer. Student will learn to identify CAZ zones (combustion air zones) and to structure the placement of the blower door and duct blaster and develop the procedure for measuring air leakage rates of a typical residential home.

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. Residential Energy: Cost Savings and Comfort for Existing Buildings: John Krigger and Chris Dorsi; Saturn Resource Management Publications, 2010

III. Course Objectives:

Upon completion of the course students will be able to:

1. Define Building Science and Building Performance Analysis.
2. Describe the source of electrical energy for utility-supplied residential homes, and relate the efficiencies of source and site energy use
3. Identify the various types of rate options available to electricity consumers
4. Distinguish between real-time, time-of-use, demand, and direct-load control or interruptible rate tariffs
5. Identify the load profile concept and be able to graph of load profile from interval-metered data points
6. Define the end-use categories for energy consumption and describe the likely differences between single-family home consumption and multi-family residential consumption
7. Explain the concept of pressure planes in a residential home
8. Explain the movement of heat, air, and moisture over the course of a day in a residential home. Describe the differences for the different seasons of the year.
9. Define the concept of combustion air zone and explain its importance in the practice of Building Science
10. Explain and demonstrate the set-up and use of a blower door for the measurement of air leakage rates in a home or apartment
11. Explain and demonstrate the set-up and use of a duct blaster for the measurement of duct leakage rates in a ducted, space-conditioned home.
12. Explain and demonstrate the use of a combustion analyzer for determination of carbon monoxide generation and efficiency in gas appliances
13. Demonstrate and explain the conditions in building analysis that can generate an unsafe test environment

form modified 05/12/2010

14.	Explain the conditions that may exist or be created in a normal residential home that generate an unsafe environment for those living in it.
15.	Identify mitigating measures to restore a safe environment.
16.	Describe the different measurement systems for defining a residence as energy efficient and as sustainable.

IV. Methods of Presentation:

Classroom Lectures, handouts, demonstrations, and discussions will be conducted to introduce students to each technical and theoretical aspect of residential building science. Hands-on exercises with written questions and answers will also be conducted. Homework assignments and readings will be used to introduce and review technical material. Quizzes and a final exam will be used to assess the assimilation and retention of the technical concepts and facts.

V. Course Content:

% of course	Topic
5%	Defining building science and residential building performance
5%	Source-and-site energy use and sources of home energy
5%	Identification of end-use categories of home energy use
15%	Demonstration and use of blower door test
5%	Residential rate options
10%	Test-in/test-out aspects of building performance analysis
10%	Using a duct-blaster to measure duct leakage
10%	Using a combustion analyzer
10%	Operation of a gas detection device, IR camera, energy modeling program, and energy audit
10%	Conditions in a residential home that make it unsafe: carbon monoxide build-up, mold infestation, and poor indoor air quality
10%	Purpose and procedure of a building performance test and how to interpret the results
5%	Different measurement systems of efficiency

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

% of grade	Evaluation Method
20%	Class assignments/demonstrations/homework
15%	Class participation in exercises
30%	5-6 Chapter Quizzes
35%	Final Exam

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

1.	Students will calculate the site energy of a home and estimate its source energy using generally-accepted conversions
2.	Students will be asked to set-up, or demonstrate knowledge of the set-up procedure, of a blower door test on a residential home. Students will need to recognize and repeat back the necessary sequencing of tasks to ensure a quality performance analysis is attained.
3.	Students will be asked to set-up, or demonstrate knowledge of the set-up procedure, of a duct blaster test on a residential home. Students will need to recognize and repeat back the necessary sequencing of tasks to ensure a quality reading is attained, and relate the measurement to accepted values in the building performance industry
4.	Students will be given a description of a home in which an unsafe level of carbon monoxide has been measured, and will be able to identify the possible reasons for the unsafe condition, what tests can be performed to confirm or eliminate the reason identified, and describe the mitigation measure that can be applied to the residence to make the situation safe once again
5.	Students will be asked to differentiate between LEED-for-Homes and Greenpoint-rated homes; and between ASHRAE 90.1 and Title 24 compliance; and between HERS and EnergyStar home ratings.

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Form 2: Course Approval and Data Sheet for: Energy Efficiency 2

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

This will be a required course for the Energy Efficiency Certificate of Achievement to be offered through the Earth Science Department.

Energy efficiency occupations are identified as high-growth and align with community college education programs. Additionally, increasing energy and commodity costs, legislative requirements, and consumer demand for a more sustainable environment have all led to a push for a greener economy. Producing, transmitting and consuming energy in the most efficient and sustainable manner is one of the biggest challenges we are facing globally in the 21st century.

These developments require that education providers adjust their menu of course offerings to meet the emerging educational needs. High quality programs that prepare students for industry-recognized certification will be in high demand. Santa Monica College has begun to make such adjustments by developing new short-course offerings in energy efficiency through its Workforce Development Department. The proposed energy efficiency course will meet a more extensive vocational education need by covering the theory and technology-related skills more completely. It will help meet the demand by companies for a more broadly educated workforce, prepared to function at multiple levels and facilitate continued growth in this important economic sector.

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

- Energy Efficiency (forthcoming)

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: **(insert load factor here)**

Rationale for the above load factor suggestion: 1.0

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)

- Bachelor's degree in Engineering, Environmental Technologies, Renewable Energies, or related field, plus a minimum of two years industry experience in renewable energies, specifically Energy Efficiency

Form 3: Student / Program / Institutional Learning Outcomes

March 30, 2011

Energy Efficiency 2: Residential Building Science

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

1.	Students will demonstrate their knowledge of energy efficiency concepts applied to residential construction and operation.
	As assessed by: Class discussions, exams, quizzes and papers that gauge the student's ability to describe existing residential construction elements, end use energy, and efficiency principles related to residential housing construction and retrofit
2.	Students will recognize the generic types of residential electricity and gas rates and billing, as well as develop specific ability to compute actual utility bills from basic measured values of consumption
	As assessed by: : class discussions, exams, quizzes and papers that gauge the student's technical understanding and facility with energy concepts, units, financial calculations, and measurement.
3.	Students will demonstrate basic knowledge of the movement of heat, air, and humidity in both modeled and existing buildings
	As assessed by: class discussions, exams, quizzes and papers that gauge the student's ability to estimate and measure energy use and recommend energy improvements in residential buildings
4.	Students will demonstrate the ability to calculate the return on investment and life-cycle cost of building envelope energy efficiency measures designed to reduce energy use in residential properties
	as assessed by class discussions, exams, quizzes and papers

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

1.	Earth Science SLO: students will acquire and develop knowledge and skills that will equip them to be informed, engaged, and productive global citizens, capable of leading humanity toward a more sustainable and adaptable future.
	<p>Understanding of energy cost is a prerequisite to the proper economic analysis and justification for the application of any energy efficiency systems to a house or business. Additionally, acquiring and developing the knowledge and skills in estimating carbon impacts of energy use through Carbon footprints and benchmarking are necessary steps to measuring and reducing environmental impacts now required to mitigate climate change globally.</p> <p>In this course, students will acquire and develop knowledge of residential energy efficiency analysis using acceptable methods and procedures developed in the industry. Additionally, this course will prepare the student for potential job entry as an energy auditor or specialist, or for certification as a Home Energy Rating System (HERS) rater, a Building Performance Institute (BPI) Building Analyst, or a Green Point rater (offered through Build It Green), or for accreditation from the Green Building Certification Institute (GBCI) as a LEED AP – Homes.</p>

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.
	Through their experience at Santa Monica College, students will take greater responsibility for their energy use and environmental impact on the earth by making sustainable life choices and by educating and advocating

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	sustainability and energy literacy among friends and neighbors
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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.
	The course provides critical, core knowledge in energy for successful pursuit of many technically-oriented courses and careers, including solar technology, recycling and resource management, energy efficiency in residential buildings, physics, geography, construction technology, earth science, engineering, environmental studies, and sustainability.

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ILO #4	take responsibility for their own impact on the earth by living a sustainable and ethical life style.
	To be informed, engaged, and productive global citizens. To embrace the principles set forth by the signing of the ACUPCC by Santa Monica College, to find ways to exercise leadership in reducing the amount of carbon dioxide we produce, which contributes to global warming and subsequent environmental degradation.

<i>S/ILO Committee Use Only</i>	reviewed by: cks	4-6-11
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Form 4: Associate Degree Course Criteria and Standards, as per Title V, Section 55002

(Energy Efficiency 2: Residential Building Science)

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?	NO
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?	NO
If yes, state the English and/or math level necessary for success:	
English level recommended:	Math level recommended:

FORM 5: APPROVALS PAGE

Energy Efficiency 2

Department/Area Vote(s):

	Yes	No	Not voting	Date of vote
Enter Department or Area	10	0	0	3/29/2011
Additional Department or Area (if applicable)				
Please list any other Departments, Areas, or Chairpersons consulted regarding this course: Genevieve Bertone, Director of Sustainability				

Department Chair Approval:	Vicki Drake	Date:	March 30, 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 type="checkbox"/>
Library has adequate materials to support course?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Librarian Approval:	(Enter Name Here)	Date:		

Approvals:

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

Form 1: Course Outline of Record

Santa Monica College

Course Outline For Dance 75 / ECE 75

Course Title:	Dance for Children: Creative Dance in the Pre-K and Elementary Classroom	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:	February 2011
Date Updated:	April 12, 2011

		Transfer:	CSU
Prerequisite(s):	none		
Skills Advisory:	none		

I. Catalog Description:

This course, the study of developmentally appropriate creative movement experiences for children, gives students methods to guide creativity in the pre-K and elementary classroom and to develop dance lessons tied to specific subject areas. Students gain knowledge of the movement aspect of child development and how to use creative dance to research and teach subject matter across the pre- K and elementary curriculum. It covers the role of movement in developing children's physical, motor, emotional, and cognitive skills, and includes workshops and field experience in planning and implementing appropriate creative experiences with young children

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.	Kupka, Nancy; <i>Dancing Core Curriculum in the Elementary Classroom</i> ; Book Mart, East Los Angeles, California, 2009.
2.	Gilbert, Anne Green; <i>Creative Dance For All Ages, The American Alliance for Health, Physical Education, Recreation, and Dance</i> , Reston, Virginia, 1992
3.	Joyce, Mary, <i>First Steps in Teaching Creative Dance to Children</i> , Mayfield Publishing Company, Palo Alto, California, 1980.

III. Course Objectives:

Upon completion of the course students will be able to:

1.	Develop lesson plans that teach creativity and utilize creative movement with curriculum.
2.	Develop teaching strategies for Pre-K through elementary school children with a specific focus on appropriate age-related expectations.
3.	Analyze and discuss aesthetic elements and the contribution of dance to educational objectives.
4.	Discuss, analyze, and illustrate creative dance as universal language and expression of human experience.
5.	Describe and apply the four elements of dance: shape, space, time, and energy.
6.	Develop and demonstrate movement sequences for individual body parts and large muscle groups.
7.	Learn and apply methods of exploring and enhancing core subject matter area across the curriculum for children pre-K through 6 th grade through movement.
8.	Discuss and implement the California Visual and Performing Arts State Framework.
9.	Prepare and teach a creative dance lesson related to a specific subject matter area.
10.	Demonstrate research skills, critical analysis, creative thinking, and problem solving.

IV. Methods of Presentation:

- A. Demonstration of teaching methods that engage and challenge,
- B. Lecture, discussion, in class projects and assignments
- C. Guided experiences in movement and musicality.
- D. Presentation of visual examples.
- E. Field trips and observations.

V. Course Content:

% of course	Topic
10%	Identify and describe specific age-related behaviors regarding the physical, cognitive, social/emotional and creative developmental domains of Pre-K through elementary children.
10%	Develop movements based on the elements of dance.
10%	Study and develop movement sequences based on various rhythmic patterns.
10%	Create structured improvisation using songs, stories, poetry and imagery.
10%	Develop locomotor (traveling movements) and non-locomotor (axial) movement phrases.
20%	Research and implement a curricular lesson plan using dance movement.
20%	Develop and team-teach a lesson plan in a classroom, school site or community center.
10%	Analyze and evaluate student teaching practices.

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

% of grade	Evaluation Method
20%	Participation
20%	Written assignments/Observation Critique
20%	Teaching Presentation
20%	Portfolio of lesson plans
20%	Final project

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

1.	<i>Written Assignment: Movement Directives</i> –Select four directives using shape, four directives using space, four movement directives using time, and four movement directives using energy. Type them out exactly as you will teach them.
2.	<i>Written Assignment: Curriculum Concert/Culminating Dance</i> - Select any subject matter area in the pre-K or elementary curriculum-math, science, language arts, social science, the arts. Explain/discuss your specific selection, the vocabulary and the content. Structure a Culminating Creative Dance based on the subject matter with at least three or more distinct parts: 1) Beginning Shape(s), 2) Middle Parts that move in place; then movements traveling through space, 3) Ending Shape(s).

Form 2: Course Approval and Data Sheet for: Dance 75 / ECE 75

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:

This course will prepare students majoring in either early education or dance to effectively teach creative movement to Pre-K through elementary school children. In addition, it will fulfill a professional development requirement for post-certificate ECE majors as well as Specialization Unit (paired with a 3-unit ECE class) requirements. This course also can be used for extra ECE units regarding UCLA extension classes that do not offer the same unit amount per class.

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

- None

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

- Early Childhood Education
- Dance

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

- Dance Teacher Certificate (forthcoming)

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).

- 0

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

Lecture time in addition to course preparation and individual assessment and grading papers/projects

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)

- MA or professional equivalency in dance

Form 3: Student / Program / Institutional Learning Outcomes

3/3/2011

Dance 75 / ECE 75

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

1.	Upon completion of this course, students will be able to design and implement creative movement experiences appropriate for children pre-K through 6 th grade.
	As assessed by: a) Faculty evaluation of the written student's lesson plans. b) Instructor assessment of student's ability to successfully teach creative movement experiences.
2.	Upon completion of this course, students will be able to enhance core subject matter across the curriculum with children pre-K through 6 th grade using dance movement.
	As assessed by: a) Faculty evaluation of student's written project. b) Feedback from peers and self evaluation. c) Faculty evaluation of student's implementation of lesson plan.

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

1.	Students develop an appreciation of the aesthetics inherent in dance and learn to respect dance in all cultures. Students acquire the necessary technical skills and knowledge in a particular style of dance, as well as observation/analysis of dance presented on stage or in media. Students implement critical thinking skills and kinesthetic awareness through creative experience in class, learning to communicate through the power of movement and discovering self-motivation.
	Dance 75 and ECE 75 provides students with the methods to guide creativity in the pre-K and elementary classroom and to develop creative dance lessons tied to specific subject areas. Students will gain knowledge of the movement aspect of child development and learn how to use creative dance to teach subject matter across the pre-K and elementary curriculum. Students also will gain skills in leadership, innovative problem solving, and communication.

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.
	Dance 75 and ECE 75 students will acquire self-confidence and self-discipline while learning how to guide and teach creativity for children in dance. As Dance 75 and ECE 75 students gain the ability to develop creative dance lessons based on curricular concepts, they will acquire the ability to approach both their personal and professional life with innovation, imagination, and integrity.
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.
	Dance 75 and ECE 75 students will evaluate and problem-solve peer lesson plans. By doing so students will acquire ways in which to evaluate and interpret ideas and images in classroom environments.

S/ILO Committee Use Only

reviewed by: CKS 2-3-11

FORM 5: APPROVALS PAGE

Dance 75 / ECE 75

Department/Area Vote(s):

	Yes	No	Not voting	Date of vote
Enter Department or Area	3	0		May 20, 2010
Additional Department or Area (if applicable)	5	0		March 3, 2011
Please list any other Departments, Areas, or Chairpersons consulted regarding this course: Laura Manson				

Department Chair Approval:	Judith Douglas	Date:	6/2/10
Additional Department Chair Approval: (if applicable)	Laura Manson	Date:	10/11/10

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 type="checkbox"/>	No <input checked="" type="checkbox"/>
Librarian Approval:	Carol Womack	Date:	3/29/11

Approvals:

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



Quick Reference for CCC-501: APPROVAL–NEW CREDIT PROGRAM

Application Date

NEW CREDIT PROGRAM

Public Policy

PROPOSED PROGRAM TITLE

Santa Monica College

COLLEGE

Santa Monica College

DISTRICT

Spring 2012

PROJECTED PROGRAM START DATE

Georgia Lorenz

CONTACT PERSON

Dean, Academic Affairs

TITLE

310-434-4277

PHONE NUMBER

lorenz_georgia@smc.edu

E-MAIL ADDRESS

GOAL(S) OF PROGRAM:

- CAREER TECHNICAL EDUCATION (CTE) TRANSFER OTHER

TYPE OF PROGRAM (SELECT ONLY ONE):

- A.A. DEGREE A.S. DEGREE AA-T DEGREE (for transfer)* AS-T DEGREE (for transfer)*

- CERTIFICATE OF ACHIEVEMENT: 18+ semester (or 27+ quarter) units 12-18 semester (or 18-27 quarter) units

* The AA-T and AS-T degrees fulfill the requirements of California Education Code sections 66745-66749, also known as the Student Transfer Achievement Reform Act. See special instructions provided here.

PLANNING SUMMARY

Table with 4 columns: Recommended T.O.P. Code, Units for Degree Major or Area of Emphasis, Total Units for Degree, Required Units-Certificate, Projected Annual Completers, Projected Net Annual Labor Demand (CTE), Estimated FTE Faculty Workload, Number of New Faculty Positions, Est. Cost, New Equipment, Cost of New/Remodeled Facility, Est. Cost, Library Acquisitions, When will this program undergo review as part of college's Program Evaluation Plan? Month Year

Attachments required for this form:

- Required signature page -- Please retain the original signature page for your records and upload a scan of the signature page as an attachment.
Development Criteria Narrative & Documentation (with all attachments):
Labor/Job Market DATA (CTE only)
Employer Survey (CTE only)
Minutes of Key Meetings
Outlines of Record for all Required Courses
Transfer Documentation (if applicable)

APPLICATION FOR APPROVAL – NEW CREDIT PROGRAM:

Santa Monica College: Public Policy AA and Certificate of Achievement

CRITERIA A: Appropriateness to Mission

1. Statement of Program Goals and Objectives

Santa Monica College proposes a new credit program and Certificate of Achievement in Public Policy. The primary goals of the new program are:

1. to provide the foundation for a deeper understanding of the development and implementation of public policy in local, regional, and state government;
2. to provide the opportunity for critical evaluation and analysis regarding the impact and effect of public policy on the lives of people living within local, regional, and state communities;
3. to facilitate involvement with both governmental and non-governmental organizations and agencies focused on a range of substantive public policy questions;
4. to contribute to civic efforts at developing and maintaining a well informed citizenry;
5. to equip students with the skills and tools to successfully engage in civic participation geared at studying and solving public questions;
6. to prepare students for further study in a Public Policy, Public Administration or Political Science program (or related field of study) at a baccalaureate institution.

Consistent with these goals, the specific objectives of the Public Policy program are to support and promote:

- a) the completion of some lower-division coursework typically required for a Bachelor of Arts or Bachelor of Science in Public Policy, Public Administration or Political Science;
- b) the exploration of public policy development and implementation among SMC students;
- c) the examination of public policy related to a range of substantive public policy questions;
- d) the personal, intellectual, and social development of students attracted toward interdisciplinary and multidisciplinary fields of study particularly as they relate to studying and improving the quality of our civic lives.

In sum, the curriculum of the Public Policy Program offers students new and challenging perspectives to civic engagement and the importance of policy development as a response to substantive public questions that will serve them well – academically, personally, and professionally.

2. Catalog Description

The Associate of Arts Degree and Certificate of Achievement in Public Policy is an interdisciplinary and multidisciplinary course of study that presents an overview of the development and implementation of important public policies affecting the lives of local, regional, and state residents. This program is designed to equip students with the skills and tools to successfully engage in civic debate and to critically evaluate and analyze the development and implementation of substantive public policies while providing an opportunity to work with governmental and non-governmental organizations and agencies in a direct way.

The Public Policy Certificate of Achievement correlates with some of the lower division courses required to transfer into Public Policy, Public Administration or Political Science programs at several four-year institutions as well as a broad education for transfer in related disciplines.

3. Program Requirements

The area of emphasis in Public Policy involves satisfactory completion of a minimum of 20 semester units including at least 8 semester units in the Public Policy/Political Science field. Students will then be required to complete 6 semester units in Critical Thinking and Communication and 6 semester units from one of four area specific policy areas (noted below) of the student's choosing.

AA and Certificate of Achievement in Public Policy (20 units)

CORE COURSES (8 units): Students are required to take the following courses:

- Political Science 1 – National and California Government (3 units)
- Political Science 31 – Introduction to Public Policy (3 units)
- Political Science 95 – Public Policy – Experiential Learning (2 units)

CRITICAL THINKING AND COMMUNICATION (6 units): Students are required to take one course from each area:

Area A (3 units): English Language and Critical Thinking

- English 1 – Reading and Composition 1 (3 Units)
- English 2 – Critical Analysis and Intermediate Composition (3 units)
- English 31 – Advanced Composition (3 units)
- Business 32 – Business Communications (3 units)
- History 47 – The Practice of History (3 units)
- Philosophy 7 – Logic and Critical Thinking (3 units)

Area B (3 units): Oral Communication/Media Literacy

- Communication 1 – Survey of Mass Media (3 Units)
- Communication 2 – Reading Media: Acquiring Media Literacy Skills (3 units)
- Communication 10 – Journalism, Gender, and Race (3 units)
- Speech 1 – Elements of Public Speaking (3 units)
- Speech 7 – Intercultural Communication (3 units)
- Journalism 1 – The News (3 Units)
- Women Studies 30 – Women and Popular Culture (3 units)

SPECIALIZATION AREA (6 units): Students required to take two courses WITHIN one of the following four (4) tracks:

Education Track

- Education 1 – Career Choices in Education (3 units)
- Education 2 – The Early Childhood through 12th Grade Teaching Experience (3 units)
- Early Childhood Education 45 – Children with Special Needs (3 units)
- Early Childhood Education 11 – Child, Family and Community (3 units)
- Early Childhood Education 19 – Teaching in a Diverse Society (3 units)
- Early Childhood Education 64 – Health, Safety and Nutrition for Young Children (3 units)

Environmental Track

- Biology 9 – Environmental Biology (3 units)
- Environmental Studies 7/Geography 7 – Introduction to Environmental Studies (3 units)
- Environmental Studies 20/Philosophy 20 – Environmental Ethics (3 units)
- Environmental Studies 40/Psychology 40 – Environmental Psychology (3 units)
- Geography 14 – Geography of California (3 units)
- Political Science 22 – Environmental Politics and Policies (3 units)

Public Health Track

- Early Childhood Education 64 – Health, Safety and Nutrition for Young Children (3 units)
- Health 10 – Fundamentals of Healthful Living (3 units)
- Nursing 60 – Multicultural Health and Healing Practices (3 units)
- Nutrition 1 – Introduction to Nutrition (3 units)
- Nutrition 7 – Food and Culture in America (3 units)

Urban/Socioeconomic Track

- Economics 1 – Principles of Microeconomics (3 units)
- Economics 2 – Principles of Macroeconomics (3 units)
- Economics 6 – Contemporary Economic Problems (3 units)
- History 10 – Ethnicity and American Culture (3 units)
- Political Science 21 – Race, Ethnicity, and the Politics of Difference (3 units)
- Sociology 1 – Introduction to Sociology or Sociology 1S – Introduction to Sociology—Service Learning (3 units)
- Sociology 2 – Social Problems or Sociology 2S – Social Problems – Service Learning (3 units)
- Sociology 34 – Racial and Ethnic Relations in American Society (3 units)
- Sociology 30 – African Americans in Contemporary Society (3 units)
- Sociology 31 – Latinas/os in Contemporary Society (3 units)
- Sociology 32 – Asian Americans in Contemporary Society (3 units)
- Urban Studies 8/Geography 8 – Introduction to Urban Studies (3 units)

4. Background and Rationale

There is little debate as to the impact and effects of public policy in our daily lives. Public policy in a democratic society articulates the guiding principles and objectives of a particular polity and addresses a range of issues or areas of concern affecting the lives of people at local, regional, state, and national levels of government.

As local, state, and national governments continue to grapple with shrinking resources, while at the same time seeking suitable means to sustain the public good, citizens find themselves engaged in substantive public policy debates. In 2010 Santa Monica College established the SMC Public Policy Institute, led by former State Assemblywoman and Senator, Sheila Kuehl. The objective of the institute is multifold providing analysis, education, and service learning opportunities to Santa Monica College students and to the larger regional community.

The Public Policy AA and Certificate of Achievement complements the work of the SMC Public Policy Institute providing an educational opportunity to students with an interest in participating in the development, analysis, and implementation of public policies; public policies that impact their lives. Most importantly, however, the Public Policy Program demonstrates commitment to the college’s mission, vision, and goals which include a commitment to democratic participation and education.

Most of the four-year institutions to which our students transfer have stand alone programs in public policy or public policy is an area of emphasis within the discipline of political science. Thus, the community college has the obligation to develop a program of study to prepare students for entry into those fields of study.

Attachment A1: Statements of Support (6)

Please find below the following Statements of Support:

- Former legislator Sheila Kuehl
- State Senator Fran Pavley
- Assemblywoman Julia Brownley
- Trustee Nancy Greenstein
- City Councilman Terry O’Day
- City Councilwoman Pam O’Connor

Sheila James Kuehl

March 1, 2011

3201 PEARL STREET
SANTA MONICA, CALIFORNIA 90405
310-452-2770 FAX 310-399-2473
CELL 310-422-7992 sjkuehl@aol.com

To Whom It May Concern:

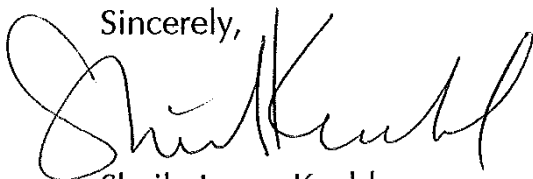
As Founding Director of the Public Policy Institute at Santa Monica College, I am writing in strong support of the approval and establishment of a new Certificate of Achievement in Public Policy. The mission of the Institute is both to educate the community at large on issues of public policy and to strengthen undergraduate education in these areas.

Santa Monica College students would greatly benefit from this proposed certificate, as it brings together a set of classes to educate students on the nuts and bolts of decision making affecting the public at all levels. This is an important component to civic engagement throughout life as well as an asset in some many areas of employment. As an additional benefit, because the program also contains experiential features, students will get a real opportunity to work with and study first-hand how these decisions come to be made, and how to measure the future impact of such decisions.

The certificate requires classes in national and state government, a basic introduction to public policy and an experiential learning component serving in governmental and non-governmental agencies. In addition, each student will be able to choose one speech and communications course and two courses from one of four tracks on education, environment, public health or urban studies. The classes are designed to be transferable, as well.

This certificate program is a unique educational opportunity, one I believe to be critical in these times, and I strongly urge its approval.

Sincerely,



Sheila James Kuehl
Former State Senator
Founding Director, SMC Public Policy Institute

STATE CAPITOL, ROOM 4035
SACRAMENTO, CA 95814
TEL (916) 651-4023
FAX (916) 374-4823

DISTRICT OFFICE
2716 OCEAN PARK BLVD., STE. 3088
SANTA MONICA, CA 90405
TEL (310) 314-5214
FAX (310) 314-5263

California State Senate

SENATOR
FRAN PAVLEY
TWENTY-THIRD SENATE DISTRICT



COMMITTEES
NATURAL RESOURCES & WATER
CHAIR
TRANSPORTATION & HOUSING
FOOD & AGRICULTURE
ENVIRONMENTAL QUALITY
BUDGET
HEALTH

February 28, 2011

Re: Certificate of Achievement in Public Policy at Santa Monica College

To Whom It May Concern:

I am writing in strong support of the approval and establishment of a new Certificate of Achievement in Public Policy at Santa Monica College. I am aware that this certificate would be unique in the system and I believe it is very important to have such an opportunity available to the students of Santa Monica College.

Students at the undergraduate level, such as those at SMC, would benefit from participating in an organized set of classes that help them better understand how policy makers make decisions and how those decisions affect great numbers of people. As an additional benefit, the program also contains experiential features, giving students a real opportunity to work with and study first-hand how these decisions come to be made, and how to measure the future impact of such decisions.

The certificate requires classes in national and state government, a basic introduction to public policy and an experiential learning component serving in governmental and non-governmental agencies. Additionally, each student will choose one speech and communications course and two courses from one of four tracks on education, environment, public health or urban studies.

The Certificate of Achievement in Public Policy at Santa Monica College is a very complete and thoughtful educational opportunity, one I believe to be critical in these times, and I strongly urge its approval.

Sincerely,

Fran Pavley

Fran Pavley
Senate District 23

COMMITTEES
BUDGET
BUDGET, SUBCOMMITTEE No 2 ON
EDUCATION FINANCE
EDUCATION
JUDICIARY
NATURAL RESOURCES
COMMISSION ON THE STATUS OF
WOMEN
SANTA MONICA BAY RESTORATION
COMMISSION
SANTA MONICA MOUNTAINS
CONSERVANCY

Assembly
California Legislature



JULIA BROWNLEY
ASSEMBLYMEMBER, FORTY-FIRST DISTRICT
CHAIR, ASSEMBLY COMMITTEE ON EDUCATION

STATE CAPITOL
P.O. BOX 942849
SACRAMENTO, CA 94249-0041
(916) 319-2041
FAX (916) 319-2141

DISTRICT OFFICE
6355 TOPANGA CANYON BLVD
SUITE 205
WOODLAND HILLS, CA 91367-2108
(818) 596-4141
(310) 395-3414
(805) 644-4141
FAX (818) 596-4150

February 28, 2011

To Whom It May Concern:

This letter is to express my strong support for the approval and establishment of a new Certificate of Achievement in Public Policy at Santa Monica College. This would be a unique certificate program in the community college system and an excellent opportunity to achieve distinction for students of Santa Monica College.

Undergraduate students at SMC would benefit from participating in a progressive series of classes to help them understand how policy makers make decisions and how those decisions affect vast numbers of people. This dynamic program gives students the opportunity for hands-on learning to study how these decisions come to be made, and how to measure the impact for years to come.

The certificate consists of classes in state and national government, a basic introduction to public policy and an experiential learning component serving in governmental and non-governmental agencies. To enhance students' learning in a practical way, each undergraduate will get to choose one speech and communications course and two courses from one of four tracks on education, environment, public health or urban studies.

This is a unique educational opportunity that has been crafted carefully and thoughtfully to be of critical value in today's ever-changing society and I enthusiastically urge its approval.

Thank you for your time and consideration.

Sincerely,

A handwritten signature in black ink that reads "Julia Brownley".

Julia Brownley
Assemblywoman, 41st District

Dr. Nancy Greenstein
Member
Board of Trustees



March 4, 2011

To Whom It May Concern:

RE: Support for the Certificate of Achievement in Public Policy at Santa Monica College

I am fortunate to be serving as a trustee for Santa Monica College for a little over eight years. When I began my tenure, a few of us dreamed about establishing a public policy institute, a program that would provide benefit for students and the community. In 2009, after much ground work and community conversation we were ready to make the dream a reality. We are fortunate that Sheila James Kuehl shared the dream becoming our founding director. We are also fortunate that the faculty, led by past Faculty Senate Chair and Political Science Professor Richard Tahvildaran, has put together a challenging, thoughtful and realistic Certificate of Achievement course.

We ask that you approve the new Certificate of Achievement in Public Policy. With the challenges that will be faced by government leaders it is important to provide educational opportunities, both in the classroom and through experiential learning components, to students, whether they move forward with careers in public service or use the information to become a more informed member of the community.

I believe the program is thoroughly described in our submission so I won't repeat the background. The interest this program has sparked in the campus community is exciting. Local government entities see it as an opportunity for staff to receive further training particularly creating a career ladder and offering advanced education to those who may not have been able to acquire it previously. There is interest throughout the community in having students learning at their sites. I work as a director at UCLA where a minor in civic engagement is offered. There is enthusiasm for the transfer opportunities that can be created between the programs. Most importantly, the offerings will provide a solid foundation for the study of public policy.

We have a unique opportunity with this program. With the current crisis in higher education, it is a good time to approve a public policy program as training future leaders is imperative.

Your consideration is appreciated.

Sincerely,

A handwritten signature in cursive script that reads "Nancy Greenstein".

Nancy Greenstein
Trustee, Santa Monica College



Terry O'Day
Councilmember

City Council Office
1685 Main Street
PO Box 2200
Santa Monica
California 90407-2200

March 9, 2011

Re: Certificate of Achievement in Public Policy at Santa Monica College

To Whom It May Concern:

As a Councilmember for the City of Santa Monica I am writing in strong support for the approval and establishment of a new Certificate of Achievement in Public Policy at Santa Monica College. This certificate would be unique in the system and I believe it is very important to have such an opportunity available to the students of Santa Monica College.

Students at the undergraduate level, such as those at SMC, would benefit from participating in an organized set of classes that help them better understand how policy makers make decisions and how those decisions affect great numbers of people. As an additional benefit, the program also contains experiential features, giving students a real opportunity to work and study first-hand how these decisions come to be made, and how to measure the future impact of such decisions.

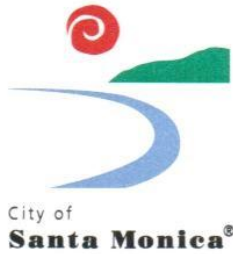
The certificate requires classes in national and state government, a basic introduction to public policy and an experiential learning component serving in governmental and non-governmental agencies. Additionally, each student will choose on speech and communications course and two courses from one of four tracks on education, environment, public health or urban studies.

The Certificate of Achievement in Public Policy at Santa Monica College is a unique educational opportunity, one that I strongly urge its approval.

Sincerely,

A handwritten signature in dark ink, appearing to read "Terry O'Day". The signature is written in a cursive, somewhat stylized font.

Terry O'Day



Pam O'Connor
Mayor Pro Tempore

City Council Office
1685 Main Street
PO Box 2200
Santa Monica
California 90407-2200

March 31, 2011

To Whom it May Concern:

I am writing to strongly support the proposed Public Policy Certificate of Achievement at Santa Monica College. Approving this certificate will give members of my community, and our region, an opportunity to engage in the development, analysis, and implementation of important public policies. Of great interest to me are issues surrounding transportation policies.

I am a Board member of Los Angeles County Metro as well as Exposition Light Rail Construction Authority. As you might know, the voters in Los Angeles County supported a sales tax in 2008 that will generate funds for a major expansion of public transit including rail, in Los Angeles County. This SMC program will support our efforts on behalf of the community educating our citizenry and engaging the regional community on the issue of transportation as we undertake rebuilding communities around transit.

I am also the incoming President of the Southern California Association of Governments (SCAG), which is the Metropolitan Planning Organization (federally designated MPO) for our six-county region. California's AB 32 and the companion SB 375 require that as SCAG undertakes its 2012 Regional Transportation Plan it work with communities to develop Sustainable Communities Strategies. The success of innovative initiatives such as this will require participation by thoughtful and creative individuals. The proposed SMC program is positioned to help students develop such skills through their education and hands-on participation in policy-making.

Students at the undergraduate level will benefit from participating in an organized set of courses that prepare them better to work in the political arena and address substantive public policy issues. In addition to preparing policy professionals and active citizens, SMC is also preparing students for new technologies and renewable and clean energy development. Another strength of the proposed program will be its ability to also engage mid-career policy professionals and those seeking career changes.

The Certificate of Achievement in Public Policy at Santa Monica College is well thought out and in these times is much needed for our community. The program is unique and will give students an opportunity that they currently do not have. I strongly support it and encourage its approval.

Sincerely,

Pam O'Connor
Councilmember, City of Santa Monica
Board of Directors, Los Angeles County Metro
First Vice-President, Southern California Association of Governments

tel: 310 458-8201 • fax: 310 458-1621 • e-mail: pam.oconnor@smgov.net