



CURRICULUM COMMITTEE | AGENDA

Wednesday, May 4, 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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AGENDA

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

- I. Call to order
- II. Public Comments*
- III. Approval of Minutes.....2
- IV. Chair’s report
- V. Information items:
 - i. IGETC/CSUGE decisions.....4
- VI. New courses – credit:
 - a. Dance 75/ECE 75: Dance for Children: Creative Dance in the Pre-K and Elementary Classroom.....7
- VII. Degrees & Certificates:
 - b. Associate of Arts in Sociology – Transfer (AA-T Sociology).....12
 - c. Expansion of GE Area Credit for College Level Examination Program (CLEP).....13
- 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.

*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.



CURRICULUM COMMITTEE I MINUTES

Wednesday, April 20, 2011 | 3:00 p.m.

Loft Conference Room – Drescher Hall 300E

Members Present:

Guido Davis Del Piccolo, <i>Chair</i>	Maral Hyeler	Deborah Schwyter	Marco Vivero
Georgia Lorenz, <i>Vice Chair</i>	Eric Minzenberg	Jeffery Shimizu	Carol Womack
Brenda Benson	Estela Narrie	Edie Spain	Richard Tahvildaran-Jesswein
Ellen Cutler	James Pacchioli	Marcel Strickler	
Aileen Huang	Patricia Ramos	Gary Taka	

Members Absent:

Diane Gross	Emily Lodmer	Helen LeDonne	Walter Meyer
Randal Lawson			Esau Tovar

Others Present:

Stuart Cooley	Vicki Drake	Peggy Kravitz	Christine Schultz
Judith Douglas	Gail Fukuhara	Jae Lee	Matthew Stivener
			Roberta Wolin-Tupas

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 April 6, 2011 were unanimously approved as presented.
- IV. **Chair’s Report:**
 - The Academic Senate approved the following on April 19, 2011:
 - **New Courses-credit:** English 85: Reading and Writing I
- V. **Information Items:**
 - I. **Course Update:**
 - i. ESL 21B: English Fundamentals 2
- VI. **New courses – credit:**
 - a. **Energy Efficiency 2: Residential Building Science** – presented by Vicki Drake.
Deborah Schwyter moved to approve Energy Efficiency 2 with the following changes:
 - Minor punctuation adjustments to be made under ‘Catalog Description’ and ‘Course Objectives.’

Approval of Course:

Motion made by: Deborah Schwyter **Seconded by:** Patricia Ramos
The motion passed unanimously.
 - b. **Dance 75/ECE 75: Dance for Children: Creative Dance in the Pre-K and Elementary Classroom** – presented by Roberta Wolin-Tupas.
Maral Hyeler moved to approve the course, and the motion was seconded by James Pacchioli. The *Chair* called for a vote on the motion, but there were no votes in favor of the motion.

After the ensuing discussion, the *Chair* called for an amendment to the motion. Georgia Lorenz voted to amend the motion by *substituting* approval of Dance 75/ECE 75 with asking the department to review the Course Outline of Record with the following changes:

- While the committee is in favor of cross-listing Dance with ECE, the course outline of record needs to be strengthened with a more detailed delineation of the ECE aspects of the course.
- The Minimum Qualifications need to be broadened to include the option of Child Development/ECE (the other option being Dance).

Approval of amended motion: Amended from “Approval of course” to “Send requested changes and delegate Edie Spain (curriculum representative for both Dance and ECE) to convey the suggestions of the Curriculum Committee to the Dance Department.”

Motion made by: Georgia Lorenz
The motion passed unanimously.

Seconded by: James Pacchioli

VII. Degrees & Certificates:

- c. **Public Policy A.A. Degree/Certificate of Achievement** – presented by Richard Tahvildaran-Jesswein.

Approval of Program

Motion made by: Eric Minzenberg
The motion passed unanimously.

Seconded by: Brenda Benson

VIII. Old Business:

- d. **SB 1440 update** – presented by Eric Oifer and the *Chair*. Eric gave a brief update on the statewide Academic Senate Spring Plenary Session, which he attended, and the SB 1440 related resolutions and issues discussed there. Guido reported that Dan Nannini, Transfer Center Coordinator, suggested that the Curriculum Committee submit the Sociology AA-T degree to the Chancellor’s office at the earliest possible time.
- e. **Global Citizenship Degree requirement** – Gail Fukuhara, Faculty Program Leader for the International Students Center, and Peggy Kravitz, Counseling were present on invitation of the Curriculum Committee.

There was an extensive discussion on whether the experience of F-I students while studying at SMC and being immersed in the culture here in the US equates to fulfilling the defined goals of the Global Citizenship Degree requirement.

The Committee explored ways in which the global citizenship experience of F-I students could be assessed, including suggestions of revising Counseling II to include Global Citizenship, or designing a course for F-I students and veterans.

There was consensus that the committee further explore this issue, including the current acceptance of Study Abroad as fulfilling the degree requirement.

The *Chair* also announced that Linda Sinclair of the Veterans Resource Center would be present at the next curriculum meeting on May 4, 2011 to represent the veteran student population of Santa Monica College and inform the Curriculum Committee on how their experience may qualify to fulfill the Global Citizenship requirement.

IX. Adjournment – The meeting was adjourned at 5:10 p.m.

The next Curriculum meeting will be on Wednesday, May 4, 2011 at Drescher Hall – Loft 300E.

Respectfully Submitted,

Georgia Lorenz, *Vice Chair*
gs

Legend:
N = Not Approved

ONLINE SERVICES FOR CURRICULUM AND ARTICULATION REVIEW

CSU General Education - Breadth Decisions

Institution Name	Course Name	Course Title	Cross Listed Courses	Area Proposed	Area Accepted	Date Accepted	Date Removed	Notes
Santa Monica College	COMM 2	Reading Media: Acquiring Media Literacy Skills		A3	N			Although this course clearly uses critical thinking, it does not teach the fundamentals of inductive/deductive reasoning, fallacies, etc. required of a CSU GE Area A3 course.
	DANCE 29	Middle Eastern/North African Dance		E	E	F10		This course is accepted in CSU GE Area E with the usual unit limitation on physical activity courses.
	ECE 11	Child, Family, and the Community		D7	D7	F10		
	GLOBAL 10	Global Issues		D7	D7	S11		
	POL SC 31	Introduction to Public Policy		D8	D8	S12		

Legend:
N = Not Approved

ONLINE SERVICES FOR CURRICULUM AND ARTICULATION REVIEW

CSU General Education - Breadth Decisions

Institution Name	Course Name	Course Title	Cross Listed Courses	Area Proposed	Area Accepted	Date Accepted	Date Removed	Notes
Santa Monica College	SPEECH 11	Argumentation		A3	A3	F10		This course is retained in CSU GE Area A1 and also accepted in Area A3.
	SPEECH 2	Persuassion		A3	N			There is insufficient content on the principles of critical thinking to accept this course in CSU GE Area A3. It will be retained in Area A1 and C2.
	SPEECH 5	Interpersonal Communication		A1 D7	A1 D7	F10 F10		This course is accepted in CSU GE Areas A1 and D7. It was grandfathered in Area E, but there is insufficient integration of physiological, psychological and sociological content to qualify this course for Area E. Unless the outline is revised, submitted and approved in the next review cycle, this course will be removed from Area E effective fall 2012.
	TURKSH 1	Elementary Turkish 1		C2	C2	SU11		

Legend:
N = Not Approved

ONLINE SERVICES FOR CURRICULUM AND ARTICULATION REVIEW

IGETC Decisions For Campus

Institution Name	Course Name	Course Title	Cross Listed Courses	Area Proposed	Area Accepted	Date Accepted	Date Removed	Notes
Santa Monica College	ECE 11	Child, Family, and the Community		4G	4G	F10		
	GLOBAL 10	Global Issues		4G	4G	S11		
	SPEECH 5	Interpersonal Communication		1C	1C	F10		
				4G	4G	F10		
TURKSH 1	Elementary Turkish 1		6A	6A	F11			

Form 1: Course Outline of Record

Santa Monica College

Course Outline For Dance 75 / ECE 75 v7

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 25, 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 appropriate to the Pre-K through elementary school age levels 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 including age-appropriate limit-setting techniques.
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, as they apply to each age group addressed within the course, the four elements of dance: shape, space, time, and energy.
6.	Develop and demonstrate movement sequences for individual body parts and large muscle groups noting the physical developmental levels of children ranging from Pre-K through elementary school.
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 as well as applicable California State Standards regarding Pre-K through elementary school domains of childhood.

9.	Prepare and teach a creative dance lesson related to a specific subject matter area including application of appropriate developmental expectations.
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 including which movements are appropriate for younger verses older children.
10%	Study and develop movement sequences based on various rhythmic patterns.
10%	Create structured improvisation using songs, stories, poetry and imagery incorporating knowledge of age-appropriate materials.
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 geared toward the age-level of the children within the particular site.
10%	Analyze and evaluate student teaching practices noting the differences between what is appropriate for a younger verses an older child.

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 requirements 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 an **option**:

- Early Childhood Education (under Recommended Courses)
- Early Childhood Intervention Teacher (under Required Curriculum Courses)

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

- Dance Teacher Certificate (forthcoming)

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

- Early Childhood Education (under Recommended Courses)
- Early Childhood Intervention Teacher (under Required Curriculum Courses)

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)

- Dance or
- Child Development/Early Childhood Education

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:	

Associate in Arts Degree for Transfer in Sociology (Sociology AA-T)

Catalog Description:

Upon successful completion of Santa Monica College’s AA-T in Sociology, the student will have a basic understanding of the field of Sociology and a strong academic foundation in the social sciences from which to engage in upper division coursework in Sociology. Completion of the degree indicates that the student will have satisfied the lower division requirements for transfer into the Sociology major for many colleges and universities, including many of the California State Universities—in particular Dominguez Hills, Los Angeles, and Northridge. This degree complies with The Student Transfer Achievement Reform Act (Senate Bill 1440).

SOCIOLOGY AA-T

	Course Title	Units
REQUIRED CORE:		
SOCIOL 1 or SOCIOL 1s	Introduction to Sociology or Introduction to Sociology--Service Learning	3
ENGLISH 2	Critical Analysis and Intermediate Composition (CSUGE A3)	3
MATH 54	Elementary Statistics	4
	Total Core Units:	10
List A		
SELECT 1 course from the following:		
SOCIOL 2 or SOCIOL 2s	Social Problems or Social Problems--Service Learning	3
SOCIOL 4	Sociological Analysis (REQUIRED of CSUN)	3
SOCIOL 12	Sociology of the Family	3
SOCIOL 30	African Americans in Contemporary Society	3
SOCIOL 31	Latinas/os in Contemporary Society	3
SOCIOL 32	Asian Americans in Contemporary Society	3
SOCIOL 33	Sociology of Sex and Gender	3
SOCIOL 34	Racial and Ethnic Relations in American Society	3
	Total List A Units:	3
List B		
SELECT 2 courses from the following (at least 1 course MUST be from Group 2):		
GROUP 1	Any List A course not used above: Sociology 2 or 2s, 4, 12, 30, 31, 32, 33, 34	0-3
GROUP 2 (CSUGE Areas D1-D9)	Anthropology 2, 3, 4, 7, 14, 20, 21, 22, Communication 1, 10, Early Childhood Education 18, Economics 1, 2, 5, 6, 15, English 32, Environmental Studies 7, Geography 2, 7, 8, 11, 14, Global Studies 5, 11, History 1, 2, 3, 4, 5, 6, 10, 11, 12, 13, 15, 16, 19, 20, 21, 22, 24, 25, 26, 29, 30, 33, 34, 38, 39, 41, 43, 45, 46, 48, 52, 55, 62, Nutrition 7, Philosophy 48, 51, 52, Political Science 1, 2, 5, 7, 8, 11, 14, 21, 22, 23, 28, 47, 51, 52, Psychology 1, 3, 6, 11, 13, 14, 18, 19, 25, Sociology 30, 31, 32, 33, 34, Spanish 9, 20, Speech 7, Urban Studies 8, Women’s Studies 10, 20, 30	3-6
	Total List B Units:	6
	Total Minimum Units for AA-T:	19

Expansion of GE Area Credit for CLEP

9.01 S11 College Level Examination Program (CLEP) Exam Equivalency List Estela Narrie, Santa Monica College, Transfer and Articulation Committee

Whereas, Resolution 9.04 F10 “College Level Examination Program (CLEP) Exam Applicability to Associate Degree General Education Requirements” called for the development of a suggested system-wide policy template regarding the use of CLEP exam scores for meeting associate degree general education requirements for local consideration and potential adoption;

Whereas, Title 5 regulations outline specific general education area requirements that each college must include for the associate degree (Title 5 §55063, Minimum Requirements for the Associate Degree), and an increasing number of students, including many enlisted military personnel, are requesting general education credit based on CLEP exam scores;

Whereas, Many students attend more than one California community college, and currently CLEP exam equivalencies may not exist or may vary greatly among the California community colleges; and

Whereas, An overwhelming majority of Articulation Officers throughout the California Community College System support the development of a California community college general education (CCC GE) CLEP exam score equivalency list that is aligned with the California State University (CSU) GE CLEP exam score equivalency lists;

Resolved, That the Academic Senate for California Community Colleges urge local senates to adopt and implement the proposed CCC GE CLEP exam score equivalency list.

California Community College General Education CLEP List

<u>CLEP Examination</u>	<u>CCC GE Areas</u>	<u>Passing Score</u>	<u>Minimum Units</u>
American Government	Social/Behavioral Sciences	50	3
American Literature	Humanities	50	3
Analyzing and Interpreting Literature	Humanities	50	3
Biology	Natural Sciences	50	3
Calculus	Language and Rationality	50	3
Chemistry	Natural Sciences	50	3
College Algebra	Language and Rationality	50	3
College Algebra – Trigonometry	Language and Rationality	50	3
English Literature	Humanities	50	3
French Level II	Humanities	59	3
German Level II	Humanities	60	3
History, United States I	Social/Behavioral Sciences	50	3
History, United States II	Social/Behavioral Sciences	50	3
Human Growth and Development	Social/Behavioral Sciences	50	3
Humanities	Humanities	50	3
Introductory Psychology	Social/Behavioral Sciences	50	3
Introductory Sociology	Social/Behavioral Sciences	50	3
Natural Sciences	Natural Sciences	50	3
Pre-Calculus	Language and Rationality	50	3
Principles of Macroeconomics	Social/Behavioral Sciences	50	3
Principles of Microeconomics	Social/Behavioral Sciences	50	3
Spanish Level II	Humanities	63	3
Trigonometry	Language and Rationality	50	3
Western Civilization I	Humanities or S/B. Sciences	50	3
Western Civilization II	Social/Behavioral Sciences	50	3

major requirements, Certificates of Achievement (*formerly Career Certificates*), and Department Certificates must be completed at Santa Monica College.

Course Limitations

Basic Skills courses may NOT be applied toward the AA degree. See the Basic Skills Preparation Courses section (page 27) for details.

Students may apply as elective units toward any AA degree or Certificate of Achievement up to six (6) semester units of Independent Study credit.

Students may apply as elective units toward any AA degree or Certificate of Achievement up to eight (8) semester units of Cooperative Work Experience/Internship credit.

Foreign Coursework

Students who have satisfactorily completed courses from a foreign nation's appropriately accredited universities may apply such credit toward an Associate in Arts degree at SMC. See the Foreign Coursework section on page 27 for details.

Reminders

1. Courses that are repeated do not count as part of the minimum 60 units UNLESS they are specifically designated as courses students are permitted to take more than once. For example: Dance 31, Ballet I (1, 1).
2. Units from unaccredited educational institutions are not generally accepted.
3. Units earned at another college must be completed before petitioning for graduation.
4. "Course Repetition" and "Academic Renewal" forms must be processed through the Transfer/Counseling Center before applying for graduation.
5. No more than 8 semester units in Cooperative Work Experience/Internship and no more than 6 semester units of Independent Study may be applied toward the AA degree.
6. Veterans may be eligible to receive elective credit for military service. DD214 and verification of service school attendance should be submitted to the Admissions Office.

Additional Dates to Remember

Requests for IGETC and CSU General Education certification may be filed in the Admissions Office from January 1 to July 31 for the Spring semester and October 1 to December 1 for the Fall semester.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

Santa Monica College will give CLEP credit in selected areas. Course credit will not be granted, however, when it duplicates previous college work. A student must be actively enrolled at SMC when applying for credit by CLEP exam. CLEP credit may not be used to meet any residency requirement. Official CLEP scores must be sent to the Admissions Office directly from the College Board. Hand-delivered copies will not be accepted.

SMC accepts the CLEP exams and scores listed below.

Chemistry: A score of 50 or higher will award SMC credit for Chemistry 10 (5 units).

Natural Science: A score of 50 or higher will satisfy the AA GE Area I, Natural Science and the Liberal Arts AA Group A, Mathematics-Science requirements. PLEASE NOTE: Only 6 units in total will be granted toward the AA degree.

Humanities: A score of 50 or higher will satisfy the AA GE Area III, Humanities, and the Liberal Arts AA Group B, Humanities requirements. PLEASE NOTE: Only 6 units in total will be granted toward the AA degree.

Social Science and History: A score of 50 or higher will satisfy the AA GE Area II, Social Science, Group B, and the Liberal Arts AA Group C, Social Science requirements. PLEASE NOTE: Only 6 units in total will be granted toward the AA degree.

Math: A score of 50 or higher in Calculus, College Algebra, College Algebra-Trigonometry, or Trigonometry will satisfy the math requirement for AA GE Area IV, Language and Rationality, Group B; and will satisfy one course for the General Science AA Group A, Mathematics, and one course for the Liberal Arts AA Group A, Mathematics-Science requirements. *However, students who have not taken a math course at Santa Monica College, but wish to enroll in one, must complete the SMC math assessment to determine which course best serves their needs.* PLEASE NOTE: Only 5 units in total will be granted toward the AA degree, even though the exam will clear more than one area.

English: A score of 50 or higher in either English Composition or English Composition with Essay will satisfy the English composition requirement for AA GE Area IV, Language and Rationality, Group A; *however, course credit will not be granted if student completes SMC English 1 or a comparable course at another institution.* A score of 50 or higher in English Literature will satisfy one course for AA GE Area III, Humanities, and satisfy one course in the Liberal Arts AA Group B, Humanities requirements; *however, course credit will not be granted if student completes SMC English 5 or 6 or a comparable course at another institution.* PLEASE NOTE: Only 3 units in total will be granted toward the AA degree, even though the exam will clear two areas.

Principles of Accounting: A score of 70 or higher will substitute for Accounting 1 (5 units)

Principles of Marketing: A score of 70 or higher will substitute for Business 20, Marketing (3 units)

Principles of Management: A score of 70 or higher will substitute for Business 65, Management Principles (3 units)

Please note: CLEP exams cannot be used to meet the IGETC requirements. UC does not accept CLEP exams. CSU accepts CLEP for CSU GE [see the "College-Level Examination Program (CLEP) for CSU GE Pattern" chart (Figure 2-1) at the end of this chapter]. Check with prospective transfer institutions regarding acceptance of CLEP scores.