



Santa Monica College Curriculum Committee Meeting Agenda

Wednesday, November 17, 2010

3:00 p.m.

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

Members:	Guido Davis Del Piccolo, Chair	Randal Lawson	Patricia Ramos
	Georgia Lorenz, Vice Chair	Helen LeDonne	Judith Remmes
	Brenda Benson	Emily Lodmer	Deborah Schwyter
	Ellen Cutler	Jesse Martinez	Jeffery Shimizu
	Diane Gross	Walter Meyer	Edie Spain
	Aileen Huang	Eric Minzenberg	Gary Taka
	Marai Hyeler	Estela Narrie	Esau Tovar
		Christina Preciado	Carol Womack

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

ExOfficio Members:	Eric Oifer	Tiffany Inabu
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Agenda:

- Approval of Minutes
- Chairs Report
- Information Items:
- New Courses—Credit:
- Old Business:
- New Business
- Adjournment

1. ESL 10G: Multiple Skills Preparation: Listening, Speaking, and Grammar (course update)
2. ESL 10W: Multiple Skills Preparation: Reading and Writing (course update)
3. ESL 11A: Basic English 1 (course update)
4. ESL 21A: English Fundamentals (course update)
1. Political Science 31: Introduction to Public Policy
2. Political Science 95: Public Policy—Experiential Learning
1. SB 1440

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



**SANTA MONICA COLLEGE
CURRICULUM COMMITTEE MEETING
MINUTES OF NOVEMBER 3, 2010**

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

Members Present:

Guido Davis Del Piccolo, Chair	Maral Hyeler	Patricia Ramos
Georgia Lorenz, Vice Chair	Randal Lawson	Judith Remmes
Brenda Benson	Emily Lodmer	Deborah Schwyter
Ellen Cutler	Jesse Martinez	Jeffery Shimizu
Diane Gross	Eric Minzenberg	Edie Spain
Aileen Huang	Estela Narrie	Esau Tovar
	Christina Preciado	Carol Womack

Members Absent: Helen LeDonne Walter Meyer Gary Taka

Others Present: Garen Baghdasarian Sumeyye Kocaman Eric Oifer
Valerie Narey Toni Trives

Approval of Minutes: The minutes of October 20, 2010 were unanimously approved.

Chairs Report:

- Guido announced that the Academic Senate on October 20, 2010, passed the following: Entertainment Technology Game Design Department Certificate—Revised and the SB 1440 / C-ID Resolution.
- Guido announced that the Chancellor's Office approved the Environmental Studies AA Degree and the Environmental Science AA Degree with transfer status.

Information Items: 1. ESL 14A: Pronunciation and Spelling: Vowel and Consonant Sounds (course update)

New Courses-- Credit:

1. **Medical Laboratory Technician 01: Introduction to Clinical Laboratory Profession**—presented by Garen Baghdasarian and Valerie Narey. This course will introduce the functions and duties of a Medical Laboratory Technician (MLT) as well as other careers in the laboratory. This course will compare and contrast these duties to the Clinical Laboratory Scientist. Covered topics will include clinical laboratory safety issues, regulatory agencies, infection control policies, and professional responsibilities relative to other departments of health care. This course will also cover medical terminology, patient's bill of rights, professional standards of the medical laboratory technician, and study computer skills relative to data management systems within the clinical laboratory and on-line courses.

(New Courses—cont.)

Guido announced that the Department Vote was: "16 – Yes" – "0 No" and "5 Not Voting" dated November 3, 2010 and signed by Garen Baghdasarian.

Eric Minzenberg moved to approve Medical Laboratory Technician 01 with the following changes:

- On the Course Approval and Data Sheet:
 - List all Certificates of Achievement in which this course is/will be required – Remove "Medical Laboratory Technician as a certificate."
 - On the Prerequisite Worksheet Exit Skills - #18: Should read: "Demonstrate understanding. . ."
- On the Course Outline:
 - Catalog Description – Remove "and online courses" from the last sentence.

The motion passed unanimously.

Approval of the Prerequisites for Medical Laboratory Technician 01: Chemistry 12, Anatomy 1, Physiology 3 and Microbiology 1. Randy Lawson moved to approve the prerequisites. The motion passed unanimously.

- 2. Medical Laboratory Technician 02: Hematology, Coagulation, Urine and Body Fluid Analysis**—presented by Garen Baghdasarian and Valeria Narey. This course will emphasize the theory and practice of manual and automated procedures in hematology and coagulation and the relationship of these procedures to the diagnosis of disease. This course will also examine the physical, chemical, and microscopic properties of urine and other body fluids and correlate selected chemical and microscopic constituents of urine and other body fluids with various disease states. Case studies and online modules will be used to integrate laboratory tests with clinical scenarios to emphasize their clinical significance.

Guido announced that the Department Vote was: "16 – Yes" – "0 No" and "5 Not Voting" dated November 3, 2010 and signed by Garen Baghdasarian.

Maral Hyeler moved to approve Medical Laboratory Technician 02 with the following changes:

- On the Course Approval and Data Sheet:
 - List all Certificates of Achievement in which this course is/will be required – Remove "Medical Laboratory Technician as a certificate."
 - On the Prerequisite Worksheet Entrance Skills - #M: Should read: "Demonstrate understanding. . ." and #T: Should read: "Read and synthesize. . ."

The motion passed unanimously.

Approval of the Prerequisite for Medical Laboratory Technician 02: Medical Laboratory Technician 01. Estela Narrie moved to approve the prerequisite. The motion passed unanimously.

- 3. Turkish 01: Elementary Turkish**—presented by Toni Trives. Elementary Turkish uses a communicative approach to introduce basic vocabulary and the fundamentals of modern Turkish grammar, sentence structure, and pronunciation. Language skills in listening comprehension, reading, writing, and speaking are taught by using audio-visual tools and interactive activities. The course prepares students to hold simple conversations and write short dialogs and compositions in modern Turkish. Aspects of Turkish culture, history and geography are covered as well. Students will be introduced to traditional Turkish arts such as the art of water marbling, Karagoz shadow play and Orta Oyuno Theater. This course is conducted primarily in Turkish except in cases of linguistic difficulty. Language lab is required. Turkish 1 is equivalent to 2 years of high school Turkish.

Carol Womack moved to approve Turkish 01 with the following change:

- On the Course Outline:
 - Course Objectives – The objectives will be revised and submitted to Academic Affairs.
- The motion passed unanimously.

Distance Education: **Medical Laboratory Technician 01: Introduction to Clinical Laboratory Profession** - Tabled

Old Business: **SB 1440 / C-ID Discussion** - Guido led the discussion which centered on what constitutes a transfer degree and what works best for the students. Guido presented an email from the statewide Academic Senate. The first five Transfer Model Curriculum AA's are now available for review. Guido and Eric Oifer strongly encouraged the faculty to get involved and participate in this discussion. They can do this by logging onto <http://www.c-id.net/listserv.html> or email them at info@C-ID.net. SMC is encouraged to come up with models to use as input to the statewide models so that our voice is heard.

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

Next Meeting: The next meeting of the Curriculum Committee will be November 17, 2010 at 3:00 p.m. in DH-300E, The Loft.

Respectfully submitted,
Georgia Lorenz
sb

Santa Monica College

Course Outline For Political Science 31

Course Title: Introduction to Public Policy

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: September 17, 2010

Date Updated:

IGETC Area: 4H Political Science/Gov't.
CSU GE Area: D8 Political Science/Gov't.
SMC GE Area: IIB Social Science (Group B)
Transfer: UC, CSU

Prerequisite(s): None

Skills Advisory: English 1

I. Catalog Description:

This course is an Introduction to public policy. The course covers core topics in American public policy and focuses on institutions, policy actors, and major theoretical models. In addition, the course covers the nature and practice of policy analysis in order to demonstrate how to employ evaluative criteria in substantive policy areas.

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. **American Public Policy: Promise and Performance**, 8th edition, 2009. B. Guy Peters, University of Pittsburgh.
2. **Public Policy: Politics, Analysis, and Alternatives**, 3rd edition, 2009. Michale Kraft and Scott Furlong, University of Wisconsin, Green Bay.
3. **Issues for Debate in American Public Policy**, 11th edition, 2010. CQ Press, Washington D.C.

III. Course Objectives:

Upon completion of the course students will be able to:

1. Define and explain the concept of Public Policy.
2. Identify the structures of policymaking in American government.
3. Explain the politics behind particular policy choices.
4. Demonstrate an understanding of the politics of budgeting and the allocation of public resources pertaining to public policies.
5. Evaluate policy changes.
6. Evaluate cost-benefit analyses pertaining to public policies.
7. Identify and evaluate ethical analyses of substantive contemporary public policies.
8. Write critically about a substantive American public policy (local, state, and/or national).

IV. Methods of Presentation:

Lecture, films, and small group discussions

V. Course Content:

% of course	Topic
10%	What is Public Policy
10%	The Structure of Policymaking in American Government
10%	Explaining Policy Choices
10%	Agenda Setting and Public Policy
10%	Legitimizing Policy Choices
10%	Organizations and Implementation
10%	Budgeting: Allocation and Public Policy
10%	Evaluation and Policy Change
10%	Evaluating Substantive Policy Issues: Economic, Tax, Health, Income Maintenance, Education, Energy and the Environment, Defense and Law Enforcement, Social.
10%	Policy Analysis: Cost-Benefit Analysis and Ethical Analysis

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

% of grade	Evaluation Method
30%	3 Quizzes
20%	Research paper focused on a public policy issue of the student's choice
10%	Academic Journal with 10 Entries in response to guiding questions from instructor
30%	Final Examination

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

1. Students will be required to keep a written academic journal. Each week students will respond in the journal to a question posed by the instructor such as, "Select a public policy issue at the county level from this week's 'LA Times' and write an argument for or against the policy."
2. Students will work in groups to develop a law or regulation in response to a current public need or problem.

Form 2: Course Approval and Data Sheet for: Political Science 31

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:	Spring 2012

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

This course will enhance and enrich the political science offering and will provide students with basic skills in negotiating government and public policies. Additionally, this course will strengthen the college's commitment to its Public Policy Institute and provide a direct curricular component to that program.

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

-

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

Liberal Arts--Social and Behavioral Sciences

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

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

-

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

-

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

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

YES

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

YES

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

- UC Campus: **UC Los Angeles and UC Riverside**
 - UC Course Number: **Public Policy 10A (UCLA) and PBPL 001 (UCR)**
 - UC Course Title: **Introduction to Public Policy (UCLA) and Public Policy (UCR)**
- or
- California Community College:
 - Course Number:
 - Course Title:

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

- How many times should this course be **repeatable**? **(N/A)**

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

Rationale for the above load factor suggestion:

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

- **MA Political Science**

Form 3: Student / Program / Institutional Learning Outcomes

September 17, 2010

Political Science 31

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

1.	Identify and explain the theories and processes in which public policies are developed
	As assessed by: Examination
2.	Analyze and evaluate select substantive public policies
	As assessed by: Examination
3.	Write critically about the effectiveness of select contemporary public policies
	As assessed by: Academic Journal

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

N/A

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 #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.
	In this course students will learn how to pursue and development public policy. Specifically, students will be asked to engage in a contemporary and substantive public debate and will be required to write in an academic journal where s/he will be required to develop a public policy that addresses a major challenge facing her/his community.

S/ILO Committee Use Only

reviewed by: CKS 11-1-10

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

Political Science 31

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

POLITICAL SCIENCE #1 Introduction to Public Policy
#31

Department/Area Vote(s):

	Yes	No	Not voting	Date of vote
Philosophy and Social Science	15		2	week of 10-11 to 10-14
Additional Department or Area (if applicable)				
Please list any other Departments, Areas, or Chairpersons consulted regarding this course:				

Department Chair Approval:	Christine Schatz (Enter Name Here)	10-18-10 Date:
Additional Department Chair Approval: (if applicable)		Date:

SMC Librarian:			
List of suggested materials has been given to librarian?	Yes	<input checked="" type="checkbox"/>	No <input type="checkbox"/>
Library has adequate materials to support course?	Yes	<input checked="" type="checkbox"/>	No <input type="checkbox"/>
Librarian Approval:	(Enter Name Here) Carl Womack	Date:	10/11/10

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 Political Science 95

Course Title:	Public Policy – Experiential Learning	Units:	2
Total Instructional Hours: (usually 18 per unit)		36	
Hours per week (full semester equivalent) in Lecture:	0	In-Class Lab: (hours)	Arranged: 2

Date Submitted:	September 17, 2010
Date Updated:	

Transfer: UC, CSU	
Transfer (if applicable): please <u>underline and bold</u> the anticipated transferability of this course:	
<u>Transferable to UC</u>	<u>Transferable to CSU</u>

Prerequisite(s):	Political Science 31
Skills Advisory:	Eligibility for English 1

I. Catalog Description:

This course builds upon the content of Political Science 31, Introduction to Public Policy, to provide the student with field experience in the discipline. This course is a practicum in public policy in a local setting. As a hands-on course, students will engage in experiential learning through various agencies which have a role in developing and/or implementing public policy. Each student will develop a reading list, customized to their particular agency's focus and complete a minimum of 30 hours of volunteer work with that agency. In addition, this course addresses the theoretical underpinnings of democratic civic engagement. The course exposes the students to organized meaningful public policy research and implementation in substantive policy arenas. Students will be exposed to both local governmental and nongovernmental agencies and will be supervised in their off-campus experiential learning projects pertaining to the political development of public policy.

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.	Ehrlich, Thomas (2007). <u>Education for Democracy: Preparing Undergraduates for Responsible Political Engagement.</u> Jossey-Bass, San Francisco.
2.	Colby, Anne, et. al. (2003). <u>Educating Citizens: Preparing America's Undergraduates for Lives of Moral and Civic Responsibility.</u> Jossey-Bass, San Francisco.
3.	Wilson, Carter (2006). <u>Public Policy: Continuity and Change.</u> McGraw Hill, New York, NY.
4.	Smith, Michel, et. al. (2010). <u>Citizenship across the Curriculum.</u> Indiana University Press.
5.	<u>Issues for Debate in American Public Policy,</u> 11 th edition (2010). CQ Researcher.

III. Course Objectives:

Upon completion of the course students will be able to:

1.	Identify and explain core theories of democratic civic engagement as they apply to the agency.
2.	Demonstrate an understanding and awareness of contemporary substantive public issues and policies.
3.	Apply theories pertaining to civic engagement and public participation.
4.	Identify public problems and policy alternatives as they apply to the agency's area of concern.

5.	Assess specific substantive public policy alternatives as they apply to the agency's area of concern.
6.	Demonstrate professional and political skills in the public arena through his/her work with the agency.

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.	Conduct volunteer work for a minimum of 30 hours at an arranged local governmental or nongovernmental agency in one of four substantive policy areas.
2.	Identify improvements pertaining to a substantive public policy in a specific area of interest.
3.	Write critically pertaining to a substantive public policy in a specific area of interest.

IV. Methods of Presentation:

An orientation will provide an introduction and discussion of basic concepts that will be addressed in the course. Instructors will approve the placement site. Discussions (could be electronic) involving the instructor as well as classmates will occur, providing feedback and guidance to further academic exploration.

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.	Experiential learning in an arranged local governmental or nongovernmental agency in one of four substantive policy areas.
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V. Course Content:

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

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

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

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

1.	Students will be required to complete a term paper in which they identify a public policy alternative, present a cost-benefit analysis, and critique related to the experiential learning they engage in.
2.	Students will complete community-based experiential learning work focused on civic matters and through an academic journal will be asked to demonstrate an understanding of the connections between the theoretical and the practical in the area of a substantive public policy.

Form 2: Course Approval and Data Sheet for: Political Science 95

Is this a <u>New Course</u> , <u>Updated/Revised Course</u> , or <u>Reinstated Course</u> ?	New
If this is a NEW course, anticipated semester and year of first offering:	Summer 2012

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

This course will enhance and enrich the political science offering. This course will strengthen the college's commitment to its Public Policy Institute and provide a direct curricular component to that program. Additionally, this course will expand a student's opportunity to engage in experiential learning and therefore enhance one of the college's institutional learning outcomes.

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

-

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

- **Liberal Arts--Social and Behavioral Sciences**

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

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

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

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

-

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

YES

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

YES

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

- UC Campus: **UCLA**
 - UC Course Number: **Civic Engagement 10**
 - UC Course Title: **Introduction to Engaged Scholarship**
- or
- California Community College:
 - Course Number:
 - Course Title:

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

- How many times should this course be **repeatable**? **N/A**

Course Load Factor suggested by department:

Rationale for the above load factor suggestion: *will function like independent study/internship*

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)

- Political Science

Form 3: Student / Program / Institutional Learning Outcomes

September 17, 2010
Political Science 95 – Introduction to Engaged Scholarship—Experiential Learning

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

1.	Students will be able to articulate and evaluate democratic theories pertaining to civic engagement and public participation.
	Academic Journaling and Term Paper
2.	Students will be able to demonstrate an understanding and awareness of contemporary and substantive public issues and policies.
	Academic Journaling and Experiential Learning Evaluation (conferencing between the faculty member and the community organization liaison).

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

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.
	Students will self-select into a public policy area that appeals to their intellectual curiosities and that provides them with an opportunity to develop the self-confidence by way of working with professionals outside of the classroom in this public policy area of interest.

S/ILO Committee Use Only reviewed by: CKS 11-1-10

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

Political Science 95

Section I – Course Criteria

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

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

Section II – Recommendations for Prerequisites

15. Are entrance skills and consequent prerequisites for the course required?	YES
If yes, state the recommended prerequisites:	Pol Sc 31
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

95

Political Science ~~21~~ -- Public Policy -- Experiential Learning

Department/Area Vote(s):

	Yes	No	Not voting	Date of vote
Enter Department or Area	15		2	week of 10-11 to 10-14
Additional Department or Area (if applicable)				
Please list any other Departments, Areas, or Chairpersons consulted regarding this course:				

Department Chair Approval:	Christine Schnell (Enter Name Here)	10-18-10 Date:
Additional Department Chair Approval: (if applicable)		Date:

SMC Librarian:			
List of suggested materials has been given to librarian?	Yes	<input checked="" type="checkbox"/>	No <input type="checkbox"/>
Library has adequate materials to support course?	Yes	<input checked="" type="checkbox"/>	No <input type="checkbox"/>
Librarian Approval:	(Enter Name Here) Carol Womack	Date:	10/11/10

Approvals:

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

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

Political Science 95 -- Introduction to Engaged Scholarship --Experiential Learning
Prerequisite: Political Science 31 – Introduction to Public Policy
Other prerequisites, corequisites, and advisories also required for this course: (Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)
(If applicable, enter Discipline and Course # here) ; (Enter Course Title here)
(If applicable, enter Discipline and Course # here) ; (Enter Course Title here)

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

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

SECTION II - ADDITIONAL LEVEL OF SCRUTINY

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

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

Prerequisite Worksheet

ENTRANCE SKILLS FOR (Political Science 95 – Public Policy – Experiential Learning)

A)	Student should be able to explain and define the concept of Public Policy.
B)	Student should be able to identify the structures of policymaking in American government.
C)	Students should be able to explain the politics behind particular U.S. policy choices.
D)	Students should possess limited skills aimed at evaluating policy changes.
E)	Students should be able to conduct cost-benefit analyses pertaining to public policies.
F)	Students should be able to write critically about American public policy.
G)	Students should be able to evaluate ethical analyses of contemporary American public policies.

EXIT SKILLS FOR (Political Science 31 – Introduction to Public Policy)

1.	Define and explain the concept of public policy.
2.	Identify the structures of policymaking in American government.
3.	Explain the politics behind particular policy choices.
4.	Evaluate policy changes.
5.	Evaluate cost-benefit analyses pertaining to public policies.
6.	Write critically about a substantive American public policy (local, state, and/or national).
7.	Identify and evaluate ethical analyses of substantive contemporary public policies.

		ENTRANCE SKILLS FOR (course in question)						
		A	B	C	D	E	F	G
EXIT SKILLS FOR (previous level course)	1	X						
	2		X					
	3			X				
	4				X			
	5					X		
	6						X	
	7							X
	8							
	9							
	10							