



CURRICULUM COMMITTEE | AGENDA

Wednesday, April 18, 2012 | 3:00 p.m.

Loft Conference Room – Drescher Hall 300-E

Members:

Guido Davis Del Piccolo, <i>Chair</i>	Diane Gross	Emily Lodmer	Jeffery Shimizu
Georgia Lorenz, <i>Vice Chair</i>	Aileen Huang	Walter Meyer	David Shirinyan
Brenda Benson	Maral Hyeler	Eric Minzenberg	Edie Spain
Ellen Cutler	Narhyn Johnson	Estela Narrie	Gary Taka
Karin Chan	Randal Lawson	James Pacchioli	Marco Vivero
Jasmine Delgado	Helen LeDonne	Deborah Schwyter	Carol Womack
Keith Fiddmont			Julie Yarrish

Interested Parties:

Maria Bonin	Mary Colavito	Mitra Moassessi	Linda Sinclair
Patricia Burson	Kiersten Elliott	Steven Myrow	Eleanor Singleton
Jamie Cavanaugh	Mona Martin	Katharine Muller	Chris Young
Jonathan Cohanne			

Ex-Officio Members:

Janet Harclerode	Harrison Wills
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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.....3
- IV. Chair’s report:
- V. Information items:

(Course Updates)

- 1. COM ST 11 Elements Of Public Speaking (Formerly SPEECH 1)
- 2. COM ST 12 Persuasion (Formerly SPEECH 2)
- 3. COM ST 13 Voice And Diction (Formerly SPEECH 3)
- 4. COM ST 14 Oral Interpretation: Performing Literature Across Cultures (Formerly SPEECH 4)
- 5. COM ST 16 Fundamentals Of Small Group Discussion (Formerly SPEECH 6)
- 6. COM ST 21 Argumentation (Formerly SPEECH 11)
- 7. COM ST 35 Interpersonal Communication (Formerly SPEECH 5)
- 8. COM ST 37 Intercultural Communication (Formerly SPEECH 7)

- VI. Action items:

(Consent Agenda)

- a. ‘Speech’ discipline renamed ‘Communication Studies’ (see courses 1-8 listed under “Course Updates”)

**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.*

(New Courses)

- b. POLI SCI 3: Introduction to Politics: Justice, Power and Agency.....6

(Degrees & Certificates)

- c. Associate in Science for Transfer (AS-T), Early Childhood Education.....11

VII. Adjournment

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



CURRICULUM COMMITTEE I MINUTES

Wednesday, April 4, 2012 | 3:00 p.m.

Loft Conference Room – Drescher Hall 300-E

Members Present:

Guido Davis Del Piccolo, <i>Chair</i>	Diane Gross	Estela Narrie	David Shirinyan
Georgia Lorenz, <i>Vice Chair</i>	Randal Lawson	James Pacchioli	Edie Spain
Brenda Benson	Emily Lodmer	Deborah Schwyster	Gary Taka
Ellen Cutler	Walter Meyer	Jeffery Shimizu	Carol Womack
Keith Fiddmont			Julie Yarrish

Members Absent:

Karin Chan	Aileen Huang	Narhyn Johnson	Eric Minzenberg
Jasmine Delgado	Maral Hyeler	Helen LeDonne	Marco Vivero

Others Present:

Judith Douglas	Jae Lee	Jennifer Merlic	Eric Oifer
Luis Gomez			

AGENDA

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

I. Call to order:

The meeting was called to order at 3:14 p.m.

II. Public Comments:

- Luis Gomez, student representative (substitute for Marco Vivero) read a statement expressing his sentiments on the incident during the Tuesday, April 3 Board of Trustees meeting.

III. Approval of Minutes:

The minutes of March 21, 2012 were approved as presented.

IV. Chair's report:

- The Chair reported on the following IGETC/CSUGE decisions:
CSUGE: ANTHRO 19, ENVRN 20, NUTR 1, PHILOS 9, ENVIRO 40/PSYCH 40
IGETC: ANTHRO 19, ENVRN 20, POL SC 31, SPEECH 2, ENVIRO 40/PSYCH 40
- The Chair shared an email which had been sent from the Chancellor's office to Jeff Shimizu which included a table showing all the TMC-compliant degrees from various community colleges which had been approved, submitted, pending, etc. SMC's AA-T in Sociology is shown as currently under review.
- The Chair shared some information regarding an upcoming change (currently under discussion) in the Title 5 section dealing with course repeatability, which will limit students to four experiences within the same activity. Details will be provided at a future meeting as they come up, and the Chairs of the departments to be impacted will be given the complete information when it becomes available.

V. Information items:

- I. Accounting I: course name change from "Accounting I" to "Intro to Financial Accounting" (Correction made by Chair: "Intro" to "Introduction")

2. Accounting 2: course name change from “Accounting 2” to “Corporate Financial and Managerial Accounting”
3. ESL 900: English as a Second Language Level 0
4. ESL 901: English as a Second Language Level 1
5. ESL 902: English as a Second Language Level 2
6. ESL 903: English as a Second Language Level 3
7. ESL 904: English as a Second Language Level 4
8. ESL 905: English as a Second Language Level 5
9. ESL 906: English as a Second Language Level 6
10. ESL 911: Beginning Listening, Speaking, and Pronunciation
11. ESL 913: Intermediate Listening Speaking And Pronunciation Update
12. ESL 915: Advanced Listening Speaking And Pronunciation
13. ESL 961: Beginning Reading And Writing
14. ESL 963: Intermediate Reading And Writing
15. ESL 965: Advanced Reading And Writing Update

VI. Action items:

(New Courses)

- a. **Dance 70: Dance Staging Technique** – presented by Judith Douglas and Jae Lee. James Pacchioli moved to approve Dance 70 with the following changes:
 - The words “...including world and contemporary dance” to be appended to the words “dance productions” in the catalog description.
 - Delete the listing of “Dance” as an AA Major for which the course is/will be an option.
 - Add the words “...world and contemporary” to references to dance/dance shows in ILO #1 and ILO #2.

Motion made by: James Pacchioli
The motion passed unanimously.

Motion Seconded by: Estela Narrie

Note: Dance 70 replaces Dance 55C and Dance 57C. Jae Lee mentioned that there was a comparable course at UC Irvine. When this is verified, the course will be submitted for UC transferability.

(New Business)

- b. **Revision of Ecological Literacy Criteria (Global Citizenship requirement)** – presented by Eric Oifer with input from Jennifer Merlic.

There was an extensive discussion on the addition of two new criteria to the Ecological Literacy section of the Global Citizenship application. There was concern that the fifth criteria: “Skills for deliberation, debate, and action necessary to curb the adverse impact of human activity on the Earth” was very similar to an existing ILO: “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” and that the majority of general education classes may meet this criteria which could make the degree requirement less meaningful.

The Vice Chair suggested that criteria #5 and #6 be combined and used as a preface to the criteria, rather than being listed as criterion.

The discussion centered on several views of whether the criteria for Global Citizenship should be broadened to allow courses that may not be directly related to ecological

literacy but can be taught in a way to encourage ecological literacy/knowledge of which is essential for ecological literacy. For e.g.: Physics courses dealing with loss of energy.

Estela Narrie also raised the issue of having to grant equivalency to students who have taken traditional general education courses identical to SMC (Global Citizenship/potential Global Citizenship) courses in other institutions. For e.g. ECON 1: Principles of Microeconomics and ECON 2: Principles of Macroeconomics (which may be mapped to Global Citizenship under the new criteria). If the Global Citizenship requirement were limited to SMC courses only, it is difficult to explain and justify to students who have completed the coursework elsewhere.

The following suggestions were made to Eric Oifer, to be presented to the Environmental Affairs Committee (EAC):

(additions in underline, deletions in ~~strikeout~~):

- Criteria #2: “Scientific understanding of ~~Earth’s~~ the natural laws, systems and cycles and their relevance to current environmental challenges.”
- Criteria #5: Skills for deliberation, debate, and action necessary to curb the adverse impact of human activity on the Earth’s natural environment.
- Criteria #6: Development of technical skills or expertise necessary to implement sustainable solutions.

Motion

To approve the revised Ecological Literacy requirement as presented with edits

Motion made by: Walter Meyer

Motion Seconded by: James Pacchioli

After further discussion regarding the motion, Walter Meyer made an amendment to the motion.

Amended Motion

To ask the EAC to consider the issues raised by the Curriculum Committee as presented with edits

Motion made by: Walter Meyer
The motion passed unanimously.

Motion Seconded by: James Pacchioli

VII. Adjournment:

The meeting was adjourned at 4:50 p.m.

The next meeting will be held on Wednesday, April 18, 2012 at Drescher Hall – Loft 300E at 3:00 p.m.

Respectfully submitted,

Georgia Lorenz, Vice Chair
GL/gs

Santa Monica College

New SMC Course

Expanded Course Outline for POL SC 3 - Introduction to Politics: Justice, Power and Agency

Course Cover	
Discipline	POL SC-POLITICAL SCIENCE
Course Number	3
Full Course Title	Introduction to Politics: Justice, Power and Agency
Catalog Course Description	Course focuses on the nature and study of politics, from both a historical and contemporary perspective. Students explore the methods and approaches used in the field of Political Science to analyze a variety of political concepts and problems, including the nature and distribution of power, justice, global citizenship, sustainability, political leadership and political agency.
Rationale	
Rationale	Course provides an introduction to the field of political science. Currently, we do not have a course that introduces students to the field, as a whole, its discourses, and its methods. This is a good course for students who need or want a political science course, but do not want to focus solely on one of the subfields.
Proposal Information	
Proposed Start	Year: 2013 Semester: Fall
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Weekly Laboratory Hours	Min: 0
Weekly Arranged Hours	Min: 0
Total Semester Instructional Hours	54.00
Load Factor	1.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Minimum Qualification	
Minimum Qualifications:	Political Science (Masters Required)
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	AA Degree

	Certificate of Achievement Public Policy, Liberal Arts - Social and Behavioral Sciences Public Policy
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Describe and analyze the methods of political science and articulate a philosophical and theoretical understanding of politics	
2. Use methods and approaches of political science to define, analyze and evaluate contemporary political phenomena and contemporary political problems.	
3. Write arguments using political science methods, theories and/or approaches to support their political values and address a contemporary political problem.	
4. Debate the structure, functions and processes of modern government and politics.	
5. Understand and articulate their potential for political agency and engagement around a contemporary political issue.	
Course Content	
20%	I. Politics and Knowledge a. What do we know: types of political knowledge b. How do we know it: sources of political knowledge c. key concepts d. contemporary political issues in global citizenship and sustainability
20%	II. Political Theory, Values and Agency a. fundamental theoretical approaches of classic, modern and contemporary political theory to questions concerning: 1. human nature and well-being 2. Justice 3. power
20%	III. Government in the United States a. historical and philosophical bases of justice in the United States b. how power is organized in both the public and private sectors c. citizenship and political agency to solve global and sustainability problems
20%	IV. Comparative Political Systems, Processes and Institutions a. Comparative definitions of justice b. Organization of power in various nations c. Comparative perspectives on citizenship and political agency to solve global and sustainability problems
20%	V. International Politics a. the nature of the state and theories of analysis

	<ul style="list-style-type: none"> b. the meaning of international justice c. transnational perspectives on political agency to solve global and sustainability problems.
Total: 100%	
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 20% - Exams/Tests • 20% - Other Debates • 30% - Papers • 10% - Quizzes • 20% - Written assignments • 100% - Total
Methods of Presentation	
Opt Heading	Methods of instruction may include:
Methods	<ul style="list-style-type: none"> Group Work Lecture and Discussion Projects Service Learning
Other Methods	Debates
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Grigsby, E. <i>Analyzing Politics: An Introduction to Political Science</i> , ed. Wadsworth, 2011, ISBN: 1111342776.	
2. Shively, W. P.. <i>Power and Choice: An Introduction to Political Science</i> , ed. McGraw-Hill, 2009, ISBN: 0073379034.	
3. Danziger, J.. <i>Understanding the Political World: A Comparative Introduction to Political Science</i> , ed. Longman, 2011, ISBN: 0205778755.	
Assignments	
Sample Assignment	
Sample Assignment	
<p>Debate #1 Question (1 page, single-spaced):</p> <p>Which theoretical perspective, Classic, Modern or Postmodern, should we use to solve a current environmental crisis? Choose one perspective and use that perspective's notions of justice and power to make your case. Be sure to consider how best to support and advocate for your political values.</p> <p>You will type out a defense of your position and use this typed response as the basis for your oral participation in the debate. You must make use of and cite the relevant readings to provide evidence your argument and claims.</p> <p>Debate #2</p>	

The capabilities approach to development argues that the role of the state should be to enhance the individual's capacity to pursue their own goals and values. From this perspective, are measurements of economic development or human development better suited to evaluate the performance of a state?

Assignment #3 - Essay

How did the authors of the American Constitution define justice? Given their definition of justice, which of the eight systems of power studied in this course is the most accurate description of what they created in the Constitution of 1787? How will these two things, justice and power, impact how the United States deals with current environmental crises??

Pre/Corequisites & Advisories

Skills Advisory
ENGL 21B

Library

List of suggested materials has been given to librarian?

Yes

Library has adequate materials to support course?

Yes

Additional Comments/Information

Student Learning Outcomes

1. Exhibit, through their behavior and course work, strong academic behaviors as well as a heightened sense of personal efficacy and communal responsibility, evidenced by their timeliness, regular attendance, participation in class activities, adherence to the College Honor Code, and awareness of their opportunities and obligations as political thinkers and political agents.

2. Demonstrate through oral and written work knowledge of the course content: the fundamental claims and conceptions of justice and power advanced by the primary political science disciplines of Political Theory, Government in the United States, Comparative Politics, and International Relations.

3. Be proficient in the analytical, and communication skills necessary to present, orally and in writing, compelling arguments that advance reasonable conclusions concerning the application of conceptions of justice, power and political agency to solve contemporary global and sustainability problems.

Transfer/General Ed

CSU/UC Transfer Course

- A. Transfers to UC (pending review)
- B. Transfers to CSU

IGETC Area 4: Social and Behavioral Sciences

H: Political Science, Government & Legal Institutions

CSU GE Area D: Social, Political, and Economic Institutions and Behavior, Historical

D8 - Political Science, Government, and Legal Institutions

Santa Monica General Education Areas

Area IIA: Social Science (Group A)

Area IIB: Social Science (Group B)

Comparable Transfer Courses

College Info

California Community College

Fullerton College

Introduction to the Study of Politics 200 F

California Community College

Oxnard College

Introduction to Politics POLS R100

California Community College

Grossmont College

Introduction to Politics and Political Analysis Political Science 120

UC

UC Santa Cruz

Politics: Power, Principle, Process and Policy Politics 1

UC

UC Irvine

Introduction to Political Science: Political Analysis PS 6A

Attached Files

[Political Science 3 Suggested Materials](#)

Early Childhood Education Transfer Model Curriculum

Rev. 5/23/2011

CCC Major or Area of Emphasis: Early Childhood Education

Template #2003

CSU Major or Majors: Child Development, Child and Adolescent Development, Human Development, Education

Total units: 24 (all units are semester units)

In the four columns on the right, enter the course identifier, course title and number of units of a course that is comparable to the course indicated for the TMC (in the far left column). If the course may be double-counted, put an X in the GE column.

The units indicated in the TMC are semester units – and they are minimum units. All courses must be CSU transferable.

Where there is an indicated C-ID descriptor, you are certifying that your course is comparable.

http://www.c-id.net/descriptors/view_final

The Associate in Science degree for Transfer in Early Childhood Education creates an option for students who are pursuing a career as an early childhood practitioner and/ or want to transfer to a four year institution to obtain a BA or BS in early childhood, child development, or a related field. Overall competencies demonstrated and practiced by the student include the ability to provide instruction to young children utilizing knowledge of a specialized area of early childhood education, supervise adults in the classroom, and coordinate curriculum and staff development

No additional documentation is required for alignment with this TMC.

Early Childhood Education Transfer Model Curriculum		Associate in Science degree in Early Childhood Education for Transfer College Name: Program Requirements			
Course Title (units)	C-ID Designation	Course ID	Course Title	Units	GE
Required Core Courses: (24 units)					
Child Growth & Development (3)	CDEV 100	Psych 11	Child Growth and Development	3	<input checked="" type="checkbox"/>
Child, Family & Community (3)	CDEV 110	ECE 11	Child, Family and Community	3	<input checked="" type="checkbox"/>
Principles & Practices (3)	ECE 120	ECE 2	Principles and Practices of teaching Young Children	3	<input type="checkbox"/>
Introduction to Curriculum (3)	ECE 130	ECE 17	Introduction to Curriculum	3	<input type="checkbox"/>
Observation & Assessment (3)	ECE 200	ECE 21	Observation and Assessment	4	<input type="checkbox"/>
Practicum in Early Childhood Education (3)	ECE 210	ECE 22	Early Childhood Education Practicum -Field Experience	5	<input type="checkbox"/>
Health Safety & Nutrition (3)	ECE 220	ECE 64	Health, Safety and Nutrition for Young Children	3	<input type="checkbox"/>
Teaching in a Diverse Society (3)	ECE 230	ECE 19	Teaching in a Diverse Society	3	<input type="checkbox"/>
Total Units for the Major:	24		Total Units for the Major:	27	
		Total Units that may be double-counted:			6

Note: Keep in mind that you may not require more than 60 units for the entire degree. Students must be allowed to double count courses for general education and the major. CDEV 100 and 110 may count for Area D or E; ECE 220 may count for Area E.