



CURRICULUM COMMITTEE | AGENDA

Wednesday, May 15, 2013 | 3:00 p.m.

Loft Conference Room – Drescher Hall 300-E

Members:

- | | | | |
|---------------------------------------|------------------|-----------------|------------------|
| Guido Davis Del Piccolo, <i>Chair</i> | Roberto Gonzalez | Walt Louie | Deborah Schwyter |
| Georgia Lorenz, <i>Vice Chair</i> | Jemal Hussein | Walter Meyer | Jeffery Shimizu |
| Brenda Antrim | Maral Hyeler | Estela Narrie | David Shirinyan |
| Teri Bernstein | Hasun Khan | James Pacchioli | Gary Taka |
| Ellen Cutler | Randal Lawson | Elaine Roque | Toni Trives |
| Keith Fiddmont | Emily Lodmer | Josh Sanseri | Julie Yarrish |
| Tina Fleming | | | |

Interested Parties:

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

Ex-Officio Members:

- | | |
|------------------|-------------|
| Janet Harclerode | Parker Jean |
|------------------|-------------|

AGENDA

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

- I. Call to order
- II. Public Comments*
- III. Approval of Minutes.....4
- IV. Chair’s report:

- Curriculum Meeting, May 29, 2013

V. Information Items:

(Course Updates)

- 1. AHIS 1: Western Art History I
- 2. AHIS 2: Western Art History II
- 3. AHIS 3: Western Art History III
- 4. AHIS 17: Arts Of Asia - Prehistory To 1900
- 5. AHIS 18: Introduction To African Art History
- 6. BIOL 4: Modern Applications Of Biology
- 7. BIOL 22: Genetics And Molecular Biology
- 8. COSM 21C: Hair Coloring 2

*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.

9. COSM 28A: Skin Care 2A
10. COSM 28B: Skin Care 2B
11. COSM 30: Related Science 3
12. COSM 31A: Hair Cutting 3
13. COSM 40: Related Science 4
14. COSM 42: Men's Hairstyling
15. COSM 48B: Advanced Make-Up
16. COSM 50A: Related Science 5
17. COSM 50B: Practical Preparation For State Board Exam
18. COSM 50C: Written Preparation For State Board Exam
19. DANCE 41: Contemporary Modern Dance 1
20. DANCE 42: Contemporary Modern Dance 2
21. DANCE 43: Contemporary Modern Dance 3
23. DANCE 44: Contemporary Modern Dance 4
24. DANCE 45: Modern Dance 5
25. DANCE 46: Modern Dance 6
26. DANCE 55A: Dance Performance – Modern
27. DANCE 55B: Dance Repertory – Modern
28. DANCE 57A: World Dance Performance
29. DANCE 57B: Repertory Ethnic Dance
30. ESL 971: Beginning Idioms, Prepositions, And Vocabulary
31. ESL 973: Intermediate Idioms, Prepositions, and Vocabulary
32. ESL 975: Advanced Idioms, Prepositions, and Vocabulary
33. NURSNG 17: Pharmacological Aspects Of Nursing
34. NURSNG 35L: Advanced Medical-Surgical Nursing Laboratory 2
36. NUTR 1: Introduction To Nutrition Science
37. NUTR 4: Healthy Lifestyle Food And Fitness

VI. Action Items:

New Courses:

- a. COSM 41A: Hair Cutting 4.....9
- b. LINGI: Introduction to Linguistics.....16

Programs:

- c. **Program Requirements to the MLT Program (and MLT I):**.....26
 - i. Students must apply to be admitted to the MLT Program.
 - ii. Students must have successfully completed (or be in process of completing) the following courses to be admitted:
 - I. English I and
 - II. Anatomy I and
 - III. Chemistry 12 and
 - IV. Microbiology I and
 - V. Physiology 3
 - iii. Only students admitted to the program will be allowed to enroll in MLT I.
- d. **Addition of Prerequisite for MLT 10: MLT Clinical Practicum:**
 - Phlebotomy I or CA Certified Phlebotomy Technician License (CPT I or 2)
(Existing prerequisites to remain in place: MLT 1, 2, 3, 4, 5)

Distance Education:

- e. LING1: Introduction to Linguistics.....21

Global Citizenship:

- f. DANCE 57A: World Dance Performance.....30
- g. LING1: Introduction to Linguistics.....25

VII. Old Business:

- h. Recency List
- i. Eligibility for English I Skills Advisory Study Design

VIII. 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, May 1, 2013 | 3:00 p.m.

Loft Conference Room – Drescher Hall 300-E

Members Present:

Guido Davis Del Piccolo, <i>Chair</i>	Jemal Hussein	James Pacchioli	Jeffery Shimizu
Georgia Lorenz, <i>Vice Chair</i>	Maral Hyeler	Elaine Roque	David Shirinyan
Brenda Antrim	Hasun Khan	Josh Sanseri	Gary Taka
Teri Bernstein	Emily Lodmer	Deborah Schwyter	Toni Trives
Ellen Cutler	Estela Narrie		Julie Yarrish

Members Absent:

Keith Fiddmont	Roberto Gonzalez	Walt Louie
Tina Fleming	Randal Lawson	Walter Meyer

Others Present:

Ford Lowcock

M I N U T E S

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

I. Call to order

The meeting was called to order at 3:09 pm

II. Public Comments:

None.

III. Approval of Minutes:

The minutes of April 17, 2013 were approved with the following amendment (correct info presented in italics, strikethrough represents correction)

a. **Proposed Curriculum Committee Reconfiguration** – presented by the Chair.

Motion: That the configuration of the Curriculum Committee, and the terms of the members remain the way it is, and that the Curriculum Committee will work on revising the configuration for later implementation

Motion Made By: James Pacchioli

Seconded By: David Shirinyan

~~The motion passed unanimously.~~

Yeses: 15

Noes: 1

Abstentions: 0

IV. Chair's report:

- The Academic Senate approved all the items that were presented and approved by the Curriculum Committee on April 17, 2013.
- The Curriculum Committee was honored as "EcoHeroes" (along with Vicki Drake) during SMC's Earth Week on April 23, 2013, for their support of the Sustainable Technologies Program. The Chair and Vice Chair accepted the award on behalf of the Committee.

V. Information Items:**Course Updates –**

1. DANCE 31 Ballet 1
2. DANCE 32 Ballet 2
3. DANCE 33 Ballet 3
4. DANCE 34 Ballet 4
5. DANCE 35 Ballet 5
6. DANCE 36 Ballet 6
7. DANCE 37 Beginning Pointe

VI. Action Items:**Degrees/Certificates:**

- a. Photography: Associate in Arts and Certificate of Achievement (Unit Change and Restructuring) – presented by Ford Lowcock.

Motion Made By: Brenda Antrim
The motion passed unanimously.

Seconded By: Julie Yarrish

Approved with the following changes (Under “Restricted Electives”)

- Journalism 22: Photography for Publication was added as a cross-listed option to Photo 14 (already listed).
- Journalism 21: News Photography was moved to reflect its cross-listing with Photo 13 (and not Photo 21).

VII. New Business:

8. **Discussion of repeatability changes to Title 5; Developing and maintaining relevant lists of courses to which exceptions apply** – presented by Georgia Lorenz, Vice Chair (see Appendix-A for handout presented at meeting).
There was a discussion on the upcoming repeatability changes to Title 5 and the changes that would need to be made to the relevant Administrative Regulation which will state that the list of courses to which the exception applies (the categories of exception: significant lapse of time, significant change in industry or licensure standards, courses required by CSU or UC for completion of a bachelor’s degree, intercollegiate athletics, intercollegiate academic or vocational competition) will be maintained by the Curriculum Committee and housed in the Office of Academic Affairs. Georgia will be presenting a tentative list of such courses at the next Curriculum Committee meeting.
9. **Discussion of generic advisory “eligibility for English I” on many GE courses – presented by the Chair.** There was a discussion regarding the “eligibility for English I” advisory on many GE courses. The Chair suggested that the Curriculum Committee form a subcommittee to design a study in conjunction with the Counseling department/Assessment Center, various academic departments and Institutional Research to determine the validity of the “eligibility for English I” advisory. This study is necessitated by Title 5 which requires review of prerequisites, corequisites and advisories at least every six years and the Student Success Act of 2012 mandates that an Educational Plan be developed for first-time college students, which calls for clarity regarding this advisory to accurately advise/direct students.

The following members volunteered to serve on this subcommittee:

- Georgia Lorenz, Vice Chair
- Hasun Khan, AS
- Julie Yarrish
- Maral Hyeler
- James Pacchioli

VIII. Adjournment

The meeting was adjourned at 4:34 pm.

APPENDIX-A

Limitations on additional enrollments in the same credit course where student receives a satisfactory grade on previous enrollment.

Significant lapse of time. §§55040 (b)(3), 55043

District policy may permit a student to enroll in a course again if more than 36 months has elapsed since the student was awarded a grade in the course and the district has established a recency prerequisite for the course or an institution of higher education to which the students seeks to transfer has established a recency requirement that applies to that course.

The proposed changes to SMC's relevant Administrative Regulation will state that the list of courses for which this exception applies will be maintained by the Curriculum Committee and housed in the Office of Academic Affairs.

Examples of potential courses

- Courses that serve as prereqs for admission to our own Nursing, Respiratory Therapy, and Medical Lab Technician programs such as Anatomy, Physiology, Microbiology. These courses must have been taken within the past 5 years for admission to Nursing.
- Courses that are in a sequence and are required for transfer into particular majors. Examples may include the Bio 21, 22, 23 series; Chem 11, 12, 21, 22, 24 series; Math series; and possibly modern languages series.

Significant change in industry or licensure standards §55040(b)(9)

District may permit a student to petition the district to re-enroll in a course as a result of a significant change in industry or licensure standards such that repetition of the course is necessary for the student's employment or licensure.

Verification that the course is required for employment or licensure must be documented. District policy may require the student to provide evidence of significant change in industry or licensure standards necessitating course repetition.

Examples

It is possible that over the long term industry changes in animation, digital media, computer programming and the like may necessitate a student repeating a course in order to fulfill the expectations of employment. It has been suggested that the departments in consultation with their advisory boards periodically review their curriculum and advise the committee of such cases.

Courses required by CSU or UC for completion of a bachelor's degree §§55040(b)(1), 55041(a)(1)

A district may designate a course as repeatable if repetition of that course is required by CSU and/or UC for completion of a bachelor's degree.

The proposed changes to SMC's relevant Administrative Regulation will state that the list of courses for which this exception applies will be maintained by the Curriculum Committee and housed in the Office of Academic Affairs, along with the relevant evidence.

Examples

Ballet—Cal State Fullerton and UCI count repeats toward major requirements. At UCI ballet for majors courses may be taken for credit twice. At CSUF students may repeat up to 8 units for each level in the major requirements of Modern and Ballet technique. Evidence—letters from each institution stating this.

Music Ensembles—Music majors at the CSU/UC are required to participate in an ensemble every semester. Evidence—college catalogs.

Intercollegiate Athletics §§55040(b)(1), 55041(a)(2)

A district may designate as repeatable a course in which student athletes enroll to participate in an organized competitive sport sponsored by the district or a conditioning course which supports the organized competitive sport.

All VAR PE courses fit this category.

Intercollegiate Academic or Vocational competition §§55040(b)(1), 55041(a)(3)

A district may designate courses that are designed for participation in non-athletic competitive events between students from different colleges as repeatable. The outcomes of the course must be tied to the student's participation in the competition. The event must be sanctioned by a formal collegiate or industry governing body.

Theatre Arts productions, Dance productions, Debate, and the Corsair classes are included in this category. Evidence—copies of entry forms, programs, and awards.

Santa Monica College
New SMC Course
Expanded Course Outline for COSM 41A - Hair Cutting 4

Course Cover	
Discipline	COSM-COSMETOLOGY
Course Number	41A
Full Course Title	Hair Cutting 4
Catalog Course Description	This is the fourth class required for all entering students who wish to be licensed for Cosmetology by the State of California. This course is a continuation of 31A. The student will learn more advanced salon techniques using different tools for the latest hair cutting trends.
Rationale	
Rationale	Students need more advanced training in haircutting in order to keep up with the current techniques and trends
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: 0.50
Weekly Lecture Hours	Min:
Weekly Laboratory Hours	Min: 2.00 (Sem: 36)
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	36.00
Load Factor	0.75
Repeatability	May be repeated 0 time(s)

Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Does NOT transfer to CSU or UC	
SMC GE Area:	
Does NOT satisfy any area of SMC GE:	
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	AA Degree -Cosmetology Department Certificate -Cosmetology
Pre/Corequisites & Advisories	
Prerequisite COSM 31A Successful completion of COSM 31A	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Demonstrate the mastery of the four basic haircuts using different tools.	
2. Demonstrate the ability to create different haircuts combining at least two of the basic haircuts.	
3. Use safe and proper hair cutting tools.	
4. Analyze and demonstrate different finishing techniques specifically for various types of hair and facial shapes.	
Course Content	
100%	10 % Safety review of tools 15 % Advanced Texturizing methods 10 % One length bob 10 % layered bob 10 % A line bob 10 % Radius/equal layer cut 15 % Advanced Slithering methods 15 % Advanced Point cutting methods 15 % Advanced Razor cutting methods
%	
Total: 100%	
Lab Content	
100%	All content is Lab.
Total: 100%	

Methods of Presentation	
Opt Heading	
Methods	Field Trips Lab Lecture and Discussion Observation and Demonstration
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 20% - Class Participation • 10% - Class Work • 20% - Exams/Tests • 20% - Final Performance • 10% - Homework • 20% - Portfolios • 100% - Total
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. .. <i>Milady's Standard Cosmetology</i> , ed. Milady's Publishing Company, 2012, ISBN: 9781439059302.	
2. .. <i>Milady's Standard Cosmetology Practical Workbook</i> , ed. Milady's Publishing Company, 2012, ISBN: 9781439059227.	
3. .. <i>Milady's Standard Cosmetology Theory Workbook</i> , ed. Milady's Publishing Company, 2012, ISBN: 9781439059234.	
Assignments	
Sample Assignment	
Create a portfolio of hairstyles that you have designed.	
Design an original haircut and write the instructions on how to achieve it.	
Student Learning Outcomes	
1. Design a haircut combining at least two haircuts.	
2. Given a model the student will create a hair design to enhance the models hair and features.	
3. Students will exhibit strong academic behavior by adhering to the SMC college honor code on all assignments and tests both practical and written.	
4. Given a model the student will create a hair design using all of the tools to create texture.	
Minimum Qualification	
Minimum Qualifications:	Cosmetology

Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes
Additional Comments/Information	
Attached Files	
Prereq form Cosm 41A	

Prerequisite / Corequisite Checklist and Worksheet

COSM 41A

Prerequisite: Cosmetology, COSM 31A ; Hair Cutting 3

Other prerequisites, corequisites, and advisories also required for this course:

SECTION 1 - CONTENT REVIEW: 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 (required prerequisite at UC or CSU)

___ Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.

List schools here:

Complete the Prerequisite Worksheet

X Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, ...)

Complete the Prerequisite Worksheet

Type 3: Course in communication or computational skills as prerequisite for course other than another skills course (e.g., English 1 prerequisite for Anatomy 1)

Complete the Prerequisite Worksheet

Complete Data Analysis

Type 4: Program prerequisites

Prerequisite must be required for at least one of the courses in the program. Explain:

Type 5: Health and Safety

Students who lack the prerequisite might endanger themselves, other students or staff. Explain:

Type 6: Recency and other measures of readiness (miscellaneous)

Data must be collected according to sound research principles in order to justify such prerequisites.

Complete the Prerequisite Worksheet

Prerequisites using Content Review

In order to properly justify/substantiate any prerequisite, we need to first determine what skills are necessary for students to be successful (skills without which they will likely not succeed (i.e., pass the course)).

- Keep in mind that “success” in the course means “passing” the course. “Success” does not mean “more likely to get a B or higher”.

Once we’ve identified what are the “entrance skills” necessary for success, we then need to look at the “exit skills” (objectives) of our existing courses to determine which of our courses sufficiently prepares students (based on the entrance skills) to be successful in the course in question.

- It is highly unlikely that there will be a “1-to-1 relationship” between the entrance skills and exits skills.
 - Course A, for example, may have 10 objectives, but perhaps only 5 (or even just 1) are essential for success in Course B. Only the relevant exit skills should be used to justify/substantiate a prerequisite.

Completing the prerequisite worksheet:

The entrance skills must be worded as SKILLS. “What skills do students need to have BEFORE the course begins in order to be successful?”

For example:

- “Learn how to read college level textbooks” is NOT an entrance skill.
- “Ability to read college level textbooks” IS an entrance skill.

Once the entrance skills are determined, we can then figure out which course(s) are necessary as prerequisites (based on matching up the exit skills (objectives) of that course(s) with the entrance skills of the course in question).

Prerequisite Worksheet

ENTRANCE SKILLS FOR COSM 41A

(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Slide cutting skills
B)	Know angles, elevation and guidelines for hair cutting
C)	The ability to cut a one length bob haircut
D)	The ability to cut a layered bob haircut
E)	The ability to cut a radius or equal layered hair cut
F)	Razor skills
G)	Texturizing Skills
H)	

EXIT SKILLS (objectives) FOR COSM 31A

(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Advanced Slid cutting skills
2.	Free form haircutting using angles, elevation and guidelines for hair cutting
3.	Advanced methods in cutting a one length bob
4.	Advanced methods in cutting a layered bob
5.	Advanced methods in cutting a radius or equal layered hair cut
6.	Advanced razor skills
7.	Advanced texturizing skills
8.	

		ENTRANCE SKILLS FOR (XXX)							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR (XXX)	1	X							
	2		X						
	3			X					
	4				X				
	5					X			
	6						X		
	7							X	
	8								

Santa Monica College New SMC Course

Expanded Course Outline for LING 1 - Introduction to Linguistics

Course Cover	
Discipline	LING-LINGUISTICS
Course Number	1
Full Course Title	Introduction to Linguistics
Catalog Course Description	This course is an introduction to the study of language. It provides an overview of the field of linguistics, its three dimensions of language structure: the sound system (phonetics and phonology), vocabulary (morphology), and grammar (syntax), and the way linguistic structure and context give rise to meaning (semantics and pragmatics). In addition the course considers how social practices are shaped by and shape language use, as well as how language is acquired and learned. The course provides a grounding in linguistics as a field of study, basic analytic skills for viewing and discussing language from a variety of perspectives, and greater awareness of the relevance of language across and within cultures.
Rationale	
Rationale	This course will satisfy lower division requirements by fulfilling IGETC and CSU GE requirements. It will also fulfill SMC global citizenship requirements in the global studies area. Students pursuing coursework in education, anthropology, sociology, psychology and modern languages will benefit from this introductory linguistics class. This course will be offered on ground and online.
Proposal Information	
Proposed Start	Year: 2014 Semester: Spring
Proposed for Distance Ed	Yes
Proposed for Global Citizenship	Yes
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Weekly Laboratory Hours	Min:
Weekly Arranged	Min:

Hours	
Total Semester Instructional Hours	54.00
Load Factor	1.00
Load Factor Rationale	1 This course is comparable to other courses such as introductory history, psychology, sociology, and anthropology courses.
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Transfers to UC (pending review) Transfers to CSU	
IGETC Area:	
(pending review)	
<ul style="list-style-type: none"> • IGETC Area 3: Arts and Humanities <ul style="list-style-type: none"> ◦ 3B: Humanities 	
CSU GE Area:	
(pending review)	
<ul style="list-style-type: none"> • CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages <ul style="list-style-type: none"> ◦ C2 - Humanities 	
SMC GE Area:	
<ul style="list-style-type: none"> • GENERAL EDUCATION PATTERN (SMC GE) <ul style="list-style-type: none"> ◦ Area III: Humanities 	
Comparable Transfer Courses:	
<ul style="list-style-type: none"> • California Community College Glendale Community College Intro to Language and Linguistics Linguistics 101 • California Community College Pasadena City College Introduction to Linguistics English 10 	

- **UC**
UC Los Angeles
Introduction to Linguistics Linguistics 20

Program Applicability

Designation	Credit - Degree Applicable
Proposed For	AA Degree -Liberal Arts- Arts and Humanities Department Certificate -IGETC/CSUGE

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Identify properties of human language.
2. Distinguish and categorize the sounds of human languages and encode them using the International Phonetic Alphabet.
3. Distinguish and analyze different sound patterns and rules of English and other languages.
4. Define word formation and morphological rules of English and other languages.
5. Analyze and formulate lexical structures based on acquired rules.
6. Analyze and formulate sentences using fundamental semantic concepts.
7. Examine conversations and written text of English and other languages and describe which pragmatic rules and models can be applied.
8. Examine and analyze conversations and written text of English and other languages by using principles of discourse analysis.
9. Differentiate between language acquisition and language learning.
10. Analyze the language of children and identify its developmental stage.
11. Analyze the structure of given sentences to infer rules of syntax.
12. Explain the role of linguistics in various fields of study (e.g., anthropology, psychology, education, criminology, forensics).
13. Analyze the significance of class, gender, and regional issues in language.
14. Explain the importance of gestural and written communication in human language.

Course Content

8%	Properties of human language: reflexivity, displacement, arbitrariness, productivity, cultural transmission, and duality
12%	Sounds and sound patterns of human languages, International Phonetic Alphabet
12%	Word structures, formation and morphology
7%	Semantic concepts
7%	Concepts of pragmatics

7%	Discourse analysis
18%	First and second language acquisition
7%	Syntax
8%	Role of linguistics in other fields
7%	Class, gender, and regional issues in language
7%	Gestural and written communication in language
Total: 100%	
Methods of Presentation	
Opt Heading	
Methods	Group Work Lecture and Discussion Other Projects
Other Methods	Short films, e.g., American Tongues and excerpts from longer films; Audio/Video recordings of natural conversation, e.g. Santa Barbara Corpus of Spoken American English and Child Language Data Exchange System; recordings of natural language; Guest speakers/ language informants
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 20% - Exams/Tests Two midterm exams (or 4 quizzes). • 25% - Final exam A comprehensive final exam. • 15% - Homework Homework to enhance the in-class activities. • 20% - Oral Presentation Oral presentations based on linguistics in careers. • 20% - Projects Two projects or 3-page papers requiring students to investigate topics in linguistics. • 100% - Total
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Yule, G.. <i>The Study of Language</i> , 4th Edition ed. Cambridge: Cambridge University Press, 2010	
1. Study Guide to The Study of Language (Available online at www.cambridge.org/features/yule)	
Assignments	
Sample Assignment	
Sample Assignment #1 (Morphology)	

Segment the following words into their constituent morphemes. For each morpheme, give:

- a) the part(s) of speech of the stem(s) and the derived word;
- b) indicate whether the affix is derivational or inflectional. (Hint: In some cases it could be both. If so, give examples of its use both ways.)

Discuss any cases where the correct segmentation isn't clear to you.

1. ingeniously
2. misunderstanding
3. childhood
4. ungrammaticality
5. counterclockwise
6. sunglasses
7. relentlessly
8. unfortunately
9. Newfoundlander
10. entitlements

Sample Assignment #2 (Discourse)

In conversation analysis, what is the difference between a "preferred" and "dispreferred" response? Analyze the following conversations by identifying the "preferred" response and "dispreferred" response by She and explain why one response is "preferred" and the other is "dispreferred."

Conversation A

He: How about going for some coffee?

She: Oh...eh...I'd love to... but you see... I...I'm supposed to get this thing finished you know.

Conversation B

He: I think she's really sexy.

She: Well...er...I'm not sure...you may be right...but you see...other people probably don't go for all that...you know...all that make-up...so em sorry but I don't think so.

Student Learning Outcomes

1. Students will exhibit strong academic behaviors: regular attendance, timeliness, participation in class activities, perseverance, and adherence to the College Honor Code. (ILO 1)

2. Students will demonstrate an understanding of the discipline of linguistics and its role in various fields, e.g., education, criminology, anthropology, history, political science, and communications technology. (ILO 2)

3. Students will identify and define the three dimensions of language structure: phonetics/phonology, morphology, and syntax and analyze their role in semantics. (ILO 2)

4. Students will demonstrate knowledge of the role of language and its interconnectedness with peoples, societies, and cultures and explain the importance of language in global citizenship. (ILO 3)	
Minimum Qualification	
Minimum Qualifications:	Linguistics (Masters Required) - Master?s in linguistics or applied linguistics OR Bachelor?s in linguistics AND Master?s in TESOL, anthropology, psychology, sociology, English, or any foreign language OR The equivalent
Library	
List of suggested materials has been given to librarian?	Yes
Library has adequate materials to support course?	No
Additional Comments/Information	
Distance Ed	
Distance Education Application	
Delivery Methods	Online Hybrid (51% or more of course is held on-campus) Online/Web-based
Distance Education Quality	
Quality Assurance	Course objectives have not changed Course content has not changed Method of instruction meets the same standard of course quality Outside assignments meet the same standard of course quality Serves comparable number of students per section as a traditional course in the same department Required texts meet the same standard of course quality
Additional Considerations	Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2. Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures. Adequate technology resources exist to support this course/section Library resources are accessible to students Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments

	<p>Adequately fulfills “effective contact between faculty member and student” required by Title 5.</p> <p>Will not affect existing or potential articulation with other colleges</p> <p>Special needs (i.e., texts, materials, etc.) are reasonable</p> <p>Complies with current access guidelines for students with disabilities</p>	
Guidelines and Questions for Curriculum Approval of a Distance Education Course		
Student Interactions		
Student-Instructor Interaction	Instructor will participate in threaded discussions with students twice weekly. Instructor will be available via e-mail to respond to student questions.	
Student-Student Interaction	Students will participate in threaded discussions twice weekly. They will work together on projects and post their work for their classmates to read. Students will comment on each others' work.	
Student-Content Interaction	Students will log into class at least twice per week for a minimum of 8 hours. Students will read scrolling text instructions for the week's assignments. They will observe lectures and watch videos (examples of language). Students will participate in threaded discussions, post their work, and comment on classmates' work.	
Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Chat Rooms	A chat room for informal questions and social interaction will be set up for students.	1%
Online Lecture	There will be some scrolling text to explain the week's assignments to students.	2%
Videos	Lectures will be provided in a video format (or Camtasia/PowerPoint/Wimba). Other videos will provide examples of language use.	50%
Discussion	Threaded discussions will ask questions related to the course lectures and reading assignments. (2 per week)	15%
Project Presentation	Students will post presentations (PowerPoint, YouTube videos, or Wimba/Camtasia).	5%
Exams	Students will take exams: multiple choice, short answer, essays. Instructor will grade exams and give feedback to students.	15%
Other (describe)	Collaborative assignments: Students will work in pairs or small groups to complete some assignments.	12%
Describe how content will be organized and delivered in the interest of achieving course outcomes/objectives (e.g. what are the methods of instruction being used, technologies		

used, approximate time schedule, necessary instructional materials.)

The course will be organized around modules, which coincide with the course objectives. Most modules will take one week to cover the materials:

Module 1- Properties of human language: reflexivity, displacement, arbitrariness, productivity, cultural transmission, and duality. This will be a lecture and students will read a textbook chapter. The threaded discussion will ask students to post examples of the properties of human language.

Module 2- Sounds and sound patterns of human languages, International Phonetic Alphabet. Lectures will be made on videos or Wimba. Students will observe examples of various language on videos. They will read a textbook chapter. The threaded discussion will be used to help students learn the IPA. IPA quizzes and exercises will provide further support for learning IPA.

Module 3 - Word structures, formation and morphology. Students will read a textbook chapter, listen to a lecture, and post comments to threaded discussions, providing examples of morphological rules they are learning.

Module 4- Semantic concepts. Students will read a textbook chapter, observe a video lecture, and post comments on the threaded discussions: lexical relations, collocation, and semantic roles. Students will post short assignments (one-page papers) related to a semantic concept.

Module 5- Concepts of pragmatics. Students will read a textbook chapter, listen to a lecture, and post comments on threaded discussions to give examples of the concepts in the chapter: deixis, inference, anaphora, presupposition, direct and indirect speech acts, and politeness.

Module 6- Discourse Analysis. Students will read a chapter, observe a video, participate in threaded discussions and write and post a short paper-- interpreting discourse.

Module 7 - First and second language acquisition. Students will read two textbook chapters, listen to lectures on first and second language acquisition, and contribute to threaded discussions.

Module 8- one week: Syntax. Students will read a chapter, listen to lectures, post examples in threaded discussions (related to languages they know or are learning).

Module 9- one week: Role of linguistics in other fields; career options. Students will submit reports to classmates: videos, written compositions, or PowerPoint presentations

Module 10- Class, gender, and regional issues in language. Students will read a chapter, listen to a lecture, and contribute to a threaded discussion. They will read case studies of regional, language policy issues.

Module 11- Gestural and written communication in language. Students will read a chapter, listen to a lecture, and see videos and photos of gestures. They will contribute to threaded discussions about gestures in various parts of the world.
Describe the technical qualifications an instructor would need and the support that might be necessary for this course to be delivered at a distance (e.g. the college's existing technology, CCCConfer certification, other specialized instructor training, support personnel, materials and resources, technical support, etc.)
The instructor would need to be familiar with whatever course platform the college employs, e.g., eCollege. The instructor would also need to know how to make video lectures, and post videos and other course content for students.
Describe any student support services one might want or need to integrate into the online classroom for this course (e.g. links to counseling, financial aid, bookstore, library, etc.)
Links to eCollege help desk, counseling, financial aid, the library, bookstore, and tutoring would be provided for students. Links to linguistic journals or data bases would also be provided.
Describe how the design of the course will ensure access for students with disabilities including compliance with the regulations of Section 508 of the Rehabilitation Act.
All graphics and videos would be captioned. Only accessible texts would be selected.
Using one of the course objectives, describe an online lesson/activity that might be used in the course to facilitate student learning of that objective. Be sure the sample lesson/activity includes reference to the use of online teaching tools (such as drop box or threaded discussion, or multimedia such as Articulate, Flash, Jing, etc.).
Objective: Distinguish and categorize the sounds of human languages and encode them using the International Phonetic Alphabet.
Assignment: Students will listen to sounds and see the IPA symbols associated with the sounds. In a threaded discussion each student will post sentences using the IPA. Classmates read the posts and spell out the sentences in conventional English spelling.
Assessment Best Practices
20%- Projects - Students will do one to four projects related to the course topics. These projects will provide the opportunity for students to apply the linguistic concepts to specific examples, e.g., discourse analysis, analysis of a language's sound system, etc.
15%- Homework - Students will contribute to threaded discussions, and do other homework (answer questions related to the concepts) that is posted for other students to read.
20%- Presentation - Students will make a presentation about a career related to linguistics. They may make a video to post for their classmates or a Power Point presentation.
25%- Final Exam - The comprehensive final exam will include multiple choice, short answer and essay questions related to assess knowledge of the course content.
20%- Tests - Multiple choice, short-answer, and essay questions will assess students' understanding of the concepts studied.

Global Citizenship Application	
Global Citizenship Category	Global Studies
Global Citizenship Sub-Categories	<p>Course content is explored primarily through a global perspective and a comparative and/or analytical framework is used. At least two societies or cultures outside the United States and their global impact are explored.</p> <p>Course material has contemporary significance. For example, a course would not only examine a period of history but the ways in which that period of history impacts the way we live in the world today.</p> <p>Course content addresses at least two interconnected systems (such as cultural, ecological, economic, political, social and technological systems).</p>
Citizenship Rationale	<p>Language will be explored primarily through a global and comparative perspective. Each area of linguistics that will be studied, e.g., phonetics, phonology, syntax, discourse analysis, will be explored within an analytical framework. Once basic concepts are grasped, students will analyze language employing those concepts. Within each unit (e.g., phonetics, phonology, syntax, discourse analysis) various languages will be contrasted (a minimum of 3). These will be English and languages other than English, and they will include some of the most widely-used languages such as Mandarin, Spanish, Russian, and Arabic, as well as lesser-known, yet also widely-spoken languages such as Koongo, Motu, Mbundu, Bamanankan, Lingala, and Chokwe and vulnerable and endangered languages with very few speakers such as Obokuitai, Yimas, Mayan, and Objiwe.</p> <p>Course material will cover language change over time, how languages are formed (through pigins), how various dialects are perceived, and how the language people speak conveys power. As a result of the perceptions tied to variants of language (e.g., dialects or separate languages spoken by minority groups) people are treated differently, and they perceive each other as outsiders or insiders. These perceptions shape policies such as which languages are chosen for government, education, and commerce.</p> <p>Course content will address cultural, political, and social systems as related to how particular language reflects culture, how perceptions of language groups affect language policy (e.g., which language is used for education, government, broadcasting, etc), and how language use conveys power between individuals and between groups.</p>

Prerequisite / Corequisite Checklist and Worksheet

MLT Program Prerequisite

Prerequisite: English 1: Reading and Composition 1

Other prerequisites, corequisites, and advisories also required for this program:

Anatomy 1, Chemistry 12, Microbiology 1, and Physiology 3 (as specified by the CA Lab Science Careers Project)

SECTION 1 - CONTENT REVIEW: 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 4: Program prerequisites

Prerequisite must be required for at least one of the courses in the program. Explain:

 X Anatomy 1 is currently a pre-requisite for students applying into the Medical Laboratory Technician program in Santa Monica College. English 1 is currently a pre-requisite for the Anatomy 1 course for students who take the course at SMC. The MLT program is requesting that the English 1 pre-requisite be maintained for students transferring from other schools (foreign or domestic) along with the other science course pre-requisites. This would help create consistency in pre-reqs for all students applying to the MLT program. The MLT program is also willing to conduct a validation study for English 1 as a program pre-req in collaboration with Institutional Research within the required two year time frame.

Students in the MLT program are expected to not only demonstrate comprehension of the spoken and

modified 09/26/2012

written English language, be able to write laboratory reports and solve case studies by using developed and complete paragraph formats. They are also expected to be able to write standard operating procedures for different instrumentation and assays performed in the laboratory. Finally, they are expected to demonstrate the ability to give oral or written directions to other health care providers, laboratory colleagues, and patients.

Prerequisite Worksheet

ENTRANCE SKILLS FOR the **MLT program**

(What the student needs to be able to do or understand BEFORE entering the program in order to be successful)

A)	Ability to synthesize information from multiple sources to generate a clear and coherent writings.
B)	Ability to employ the conventions of written English to produce essays and reports that are free from major errors in syntax, grammar, punctuation, diction, and spelling.
C)	Ability to develop strategies of organization (including effective introductions and conclusions, topic sentences, and transitions) for guiding readers through an analysis.
D)	Ability to formulate a focused research topic, gather information effectively from both traditional and electronic sources and evaluate that information for clarity, relevance and reliability.

EXIT SKILLS (objectives) FOR **English 1**

(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Synthesize information from multiple sources in order to generate a clear and coherent thesis from their reading.
2.	Employ the conventions of written English to produce essays that are free from major errors in syntax, grammar, punctuation, diction, and spelling.
3.	Develop strategies of organization (including effective introductions and conclusions, topic sentences, and transitions) for guiding readers through an analysis or argument
4.	Formulate a focused research topic, gather information effectively from both traditional and electronic sources, and evaluate that information for clarity, relevance, and reliability.

		ENTRANCE SKILLS FOR MLT PROGRAM							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR ENGLISH 1	1	x							
	2		x						
	3			x					
	4				x				
	5								
	6								
	7								
	8								

Medical Lab Technician (MLT)

Referral Checklist and FAQ

What is the MLT Program?

Graduates of a Medical Laboratory Technician (MLT) program are members of the healthcare team who provide clinical information for disease prevention, medical diagnosis and treatment of a patient by processing specimens and performing laboratory tests. Medical Laboratory Technicians (MLTs) are trained to perform a variety of general laboratory tests in hospital, clinic or private medical laboratories. The laboratory procedures performed by MLTs use an array of precision instruments and a variety of automated and electronic equipment. Upon completion of an MLT program, students will receive either an Associate degree in Medical Laboratory Technology or for those individuals already possessing a degree, a certificate. Students will be eligible to sit for a certification examination approved by Laboratory Field Services.

MLT programs are designed to be completed in two years, but some schools offer alternative scheduling to accommodate part-time students.

What is a Medical Laboratory Technician (MLT)?

- MLTs are an important part of the medical team. Working together with pathologists, specialists and Clinical Laboratory Scientists (CLS) they help determine the presence, extent or absence of disease and provide vital data to evaluate the effectiveness of treatment.
- MLTs are mid level laboratory professionals who under the supervision of a Clinical laboratory Scientist perform routine testing in the clinical laboratory. MLTs operate, maintain and troubleshoot high tech automated medical instrumentation.
- MLTs are graduates of nationally accredited or state approved MLT training programs which include academic and practical training. Core courses include: Chemistry, Hematology, Immunology, Blood Bank (nationally accredited programs only), Urinalysis and Body Fluids, Coagulation, Microbiology. Practical training includes hands-on experience in each area of a clinical laboratory.
- MLTs pass a national exam certifying them as a Medical Laboratory Technician.
- MLTs are required to complete 24 hours of continuing education each 2 year period as a condition of California MLT license renewal.
- MLTs are the second step in the Career Ladder between a Phlebotomist and a Clinical laboratory Scientist (CLS)

How do I become an MLT?

- Obtain an Associates degree or certificate from a nationally accredited or state approved MLT training program.
- Pass a state approved MLT certification examination
- MLT training programs can be completed in 2 years, but many schools offer alternative scheduling to accommodate part-time students.



MLT Program Locations

San Francisco Bay Area

DeAnza College
Diablo Valley College

San Diego

Southwestern College
Miramar College

Orange County

Saddleback College

Los Angeles

College of the Canyons

Sacramento

Folsom Lake College

What kind of classes do I need to take before being accepted into a MLT program?

Each MLT Program will have their own specific program prerequisites. Check the specific school's website for exact courses. This field requires a strong background in science which may include courses in:

- Human Anatomy & Physiology
- Chemistry
- Microbiology
- CA Phlebotomy certification (CPT-1) – this may be included in an MLT training program, check the specific school's website

As an MLT will I find a job?

- Currently there are severe laboratory staffing shortages nationwide including California. Position vacancy rates range from 9%-20%.
- Job projections predict the need for clinical laboratory professionals will increase in the next 8 years due to increase demand for testing and replacement of retirees.
- MLTs enjoy excellent salaries and benefits as well as great opportunities for lifelong learning through continued education.

As a MLT, where can I work?

- Hospital laboratories
- Clinics
- Physician Offices
- Commercial laboratories
- Veterinary laboratories
- Research laboratories
- Biotechnology
- Pharmaceutical companies



Will I make a good MLT?

- Are you a problem solver who enjoys challenging questions?
- Are you interested in combining the study of biology and chemistry with the exploration of state of the art technology to make a difference in patient care?
- Are you interested in becoming part of the health care team, performing testing to assist in the detection, diagnosis and treatment of disease? 85% of diagnostic treatment formulated by physicians is based on information obtained by laboratory professionals.
- Are you interested in becoming part of the health care team, performing testing to assist in the detection, diagnosis and treatment of disease? 85% of diagnostic treatment formulated by physicians is based on information obtained by laboratory professionals.
- Are you deeply committed to a laboratory profession and truly fascinated by all that science has to offer?
- Do you possess these qualities: accurate, dedicated, self-motivated, problem solver, always looking for a challenge, welcoming responsibility, reliable, possess good communication skills, and work well under pressure?
- Do you have the ability to relate to people, a capacity for calm and reasoned judgment and commitment to the patient?
- Can you keep patient data confidential?

Are there opportunities for advancement?

MLTs are the 2nd step in the Laboratory Career Ladder after Phlebotomist and under Clinical Laboratory Scientist (CLS).

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Santa Monica College
Update (NON-Substantial Changes)
Expanded Course Outline for DANCE 57A - World Dance Performance

Course Cover	
Discipline	DANCE-DANCE
Course Number	57A
Full Course Title	World Dance Performance
Catalog Course Description	This course offers performance experience in a world dance company. World dance forms are learned, refined, and presented in order to experience cultural identity, preservation, and global citizenship. Students audition as dancers and choreographers. Students rehearse and perform styles of world dances which may include African, Mexican, Asian, European, American, Jazz, Tap, Middle Eastern, and Latin. Students work with faculty choreographers, as well as professional guest choreographers. Students will participate in community outreach by performing in local schools, campus wide activities, as well as American College Dance Festival and other conferences. This performance class is intended for dance majors. Recommended dance experience in Dance 15, 16 21-25, 27, 29, 33-36, 43-46.
Rationale	
Rationale	Update to catalog description Updates to required text Updates to course objectives Updates to course content Update arranged hours objectives Update global citizenship requirement
Proposal Information	
Proposed Start	Year: 2013 Semester: Fall
Proposed for Distance Ed	No
Proposed for Global Citizenship	Yes
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min:
Weekly Laboratory Hours	Min: 9.00 (Sem: 162)

DANCE 57A - World Dance Performance

2 of 6

Weekly Arranged Hours	Min:
Total Semester Instructional Hours	162.00
Repeatability	May be repeated 3 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Transfers to UC Transfers to CSU	
IGETC Area:	
Does NOT satisfy any area of IGETC:	
CSU GE Area:	
SMC GE Area:	
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	AA Degree -AA in Dance
Pre/Corequisites & Advisories	
Prerequisite Audition Required	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Describe and critique dance as a performing art	
2. Describe various world dance forms within their historical, cultural and political contexts	
3. Recognize the body as aesthetic form in a world dance company	
4. Rehearse and perform different world dance forms in their historic and cultural contexts and recognize stylistic differences between world dance forms	
5. Rehearse and perform different world dance forms in their historic and cultural contexts, and their stylistic differences	
6. Explain the relationship of music, costume, lighting, sets, props, and make-up to world dance expression and performance	
7. Demonstrate rehearsal protocol and discipline, responsibility to schedule and commitments, and sense of professionalism to self, ensemble and production	
8. Demonstrate the different steps of performance preparation including audition and	

casting, studio rehearsals, costume construction and fittings, music rehearsals and recording sessions, spacing, lighting, technical and dress rehearsals, previews, performances, and post production meetings	
9. Learn requirements for publicity, press relations, and information for the public including photo sessions, press releases, interviews, program information, art work for fliers and other media announcements, billboarding and mailing	
10. Collaborate with various choreographers, analyze diverse world dance styles and how those styles are influenced socially, politically and culturally;	
11. Work with different designers, composers, and technicians, using appropriate terminology and time frames	
12. Collaborate with different members of an ensemble, performing with others and individually, supporting the overall production	
13. Embody self confidence, poise, and range as a performing artist	
14. Display respect for performance process as well as product	
15. Bring new artistic exposure and information to audiences, i.e. enrich, entertain, educate, thereby enhancing the artistic life of the community	
Course Content	
10%	Employ the tools of rehearsal protocol in a professional environment
10%	Develop movement quality in dance expression in different roles and repertory works
10%	Discuss the relationship of the world dance forms studied within historical, cultural and political contexts.
20%	Learn various choreographic form, structure and stylistic differences and analyze how these differences impact cultural identity
10%	Practice responsibility to schedules and commitments, and develop a sense of professionalism to self, ensemble, and production
10%	Learn specific protocol and terminology regarding performance and preparation: <ul style="list-style-type: none"> a. Audition and casting b. Studio rehearsals c. Costume design, construction, fitting, care d. Music selection, recording, rehearsals e. Stage rehearsals including spacing, lighting, tech and dress f. Previews, performances, and post production meetings g. Community outreach and conference attendance
10%	Learn skills for publicity, press relations, and information for the

	<p>public</p> <p>a. Biographies and resumes</p> <p>b. Press releases</p> <p>c. Photo sessions</p> <p>d. Interviews</p> <p>e. Program information</p> <p>f. Graphics and art work for fliers and other media announcements</p> <p>g. Bill boarding and mailing</p>
10%	Work with different choreographers to analyze how movement styles are influenced by social, political and cultural contexts of a given period;
10%	Collaborate with different designers, composers, and technicians, using appropriate terminology and time frames
Total: 100%	
Lab Content	
Total: 0%	
Methods of Presentation	
Opt Heading	
Methods	<p>Field Trips</p> <p>Lecture and Discussion</p> <p>Observation and Demonstration</p> <p>Other</p>
Other Methods	Lecture demonstration
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 40% - Class Participation Participation in all scheduled auditions, rehearsals, meetings photo/video sessions, performances • 20% - Final exam • 20% - Projects Completion of class assignments, projects and community outreach such as performance in local schools, campus wide activities, conference attendance • 20% - Written assignments Synapse dance concert report • 100% - Total

Additional Assessment Information (Optional)	A = 90 - 100% B = 80 - 89% C = 70 - 79% D = 60 - 69% F = Below 60%
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Leigh Foster, S. (Editor). <i>Worlding Dance (Studies in International Performance)</i> , ed. Palgrave MacMillan, 2009	
Assignments	
Sample Assignment	
<ol style="list-style-type: none"> 1. Students will write a self evaluation paper, sharing their experience as a performer and a choreographer. In an essay, students will discuss how they collaborated with a guest artist and peers during the rehearsal times and on stage, as well as describe how this performing experience influenced them as an artist. 2. Students will go to a SMC dance production, Synapse, and write a dance critique. In a critique, <p>Students will describe the relationship between the choreography and music, the use of costumes, lighting effects and their own opinion towards the concert.</p>	
Student Learning Outcomes	
1. Upon completion of this course, students will be able to discriminate between various world dance forms and their historic and cultural contexts. As assessed by: a) Evaluation of progress and final presentation b) Written self evaluation/reflection paper and written final	
2. Upon completion of this course, students will be able to reenact both specific traditional and contemporary world dance styles. As assessed by: a) Written course essays according to guidelines set by instructor	
3. Upon completion of this course, students will be able to develop a structured framework for the dance performance process from audition, to rehearsal, to performance, to post production. As assessed by: a) Ability to successfully follow through from technical rehearsals to on stage performance	
Minimum Qualification	
Minimum Qualifications:	Dance (Masters Required)
Library	

List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes
Global Citizenship Application	
Global Citizenship Category	Global Studies
Global Citizenship Sub-Categories	<p>Course content is explored primarily through a global perspective and a comparative and/or analytical framework is used. At least two societies or cultures outside the United States and their global impact are explored.</p> <p>Course material has contemporary significance. For example, a course would not only examine a period of history but the ways in which that period of history impacts the way we live in the world today.</p> <p>Course content addresses at least two interconnected systems (such as cultural, ecological, economic, political, social and technological systems).</p>
Citizenship Rationale	<p>In Dance 57A world dance forms are researched (including historical, cultural and political contexts), rehearsed, refined and presented in order to experience cultural identity, preservation, and global citizenship. Students are required to research the cultural, historical and political contexts of a minimum of three world dance forms which may include cultures of Africa, Mexico, Asia, Europe, America, Middle East and Latin America. Students work with faculty choreographers, as well as professional guest choreographers. Course content addresses social, cultural and political systems through world dance forms. Dance forms are studied and analyzed within an historical framework with emphasis on how that framework impacts cultural identity for today's student.</p>
Attached Files	
No Files attached	