



CURRICULUM COMMITTEE | AGENDA

Wednesday, October 15, 2014 | 3:00 p.m.

Loft Conference Room – Drescher Hall 300-E

Members:

Guido Davis Del Piccolo, <i>Chair</i>	Ida Danzey	Helen LeDonne	James Pacchioli
Georgia Lorenz, <i>Vice Chair</i>	Ron Furuyama	Karen Legg	Rizwan Rashid (AS)
Terrin Adair-Lynch	Suellen Gauld	Walt Louie	Elaine Roque
Brenda Antrim (non-voting)	Sandra Hutchinson	Jae Lee	David Shirinyan
Sang Chi	Maral Hyeler	Jenny Merlic	Toni Trives
Caitlin Corker (AS)	William Konya	Estela Narrie	Odemaris Valdivia

Interested Parties:

Jamey Anderson	Jonathan Eady (AS)	Steven Myrow	Sal Veas
Maria Bonin	Kiersten Elliott	Katharine Muller	Chris Young
Patricia Burson	Mona Martin	Linda Sinclair	

Ex-Officio Members:

Eve Adler	Ali Khan
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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. ART 21A Drawing 3
- 2. ESL 10G Multiple Skills Preparation: Listening Speaking and Grammar
- 3. ESL 10W Multiple Skills Preparation: Reading and Writing
- 4. ESL 11A Basic English I
- 5. ESL 11B Basic English 2
- 6. ESL 21A English Fundamentals I
- 7. ESL 21B English Fundamentals 2

Course Updates (Program Review):

- 8. BIOL 15N Marine Biology
- 9. BOTANY 3 Field Botany
- 10. PHILOS 1 Knowledge And Reality
- 11. PHILOS 2 Ethics
- 12. PHILOS 3 Early Philosophers
- 13. PHILOS 4 Modern Philosophers
- 14. PHILOS 5 Contemporary Moral Conflicts
- 15. PHILOS 6 Philosophy Of Science
- 16. PHILOS 7 Logic And Critical Thinking
- 17. PHILOS 9 Symbolic Logic

*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.

18. PHILOS 10 Bio-Ethics
19. PHILOS 11 Philosophy Of Art And Aesthetics
20. PHILOS 24 Philosophy In Literature
21. PHILOS 41 Philosophical Problems Seminar
22. PHILOS 48 Non Violent Resistance
23. PHILOS 51 Political Philosophy
24. PHILOS 52 Contemporary Political Thought
25. PHILOS 88A Independent Studies In Philosophy
26. PHILOS 88B Independent Studies In Philosophy
27. POL SC 1 National And California Government
28. POL SC 2 Comparative Government And Politics
29. POL SC 3 Introduction to Politics: Justice, Power and Agency
30. POL SC 5 International Political Economy: Introduction To Global Studies
31. POL SC 7 International Politics
32. POL SC 8 The Modern Far East
33. POL SC 10 Government Internships
34. POL SC 11 World Affairs And The United Nations
35. POL SC 12 Model United Nations
36. POL SC 14 Middle East Government And Politics
37. POL SC 21 Race, Ethnicity, and the Politics of Difference
38. POL SC 22 Environmental Politics And Policies
39. POL SC 23 Sex, Gender, And Power
40. POL SC 47 International Politics Seminar
41. POL SC 88A Independent Studies In Political Science
42. POL SC 88B Independent Studies In Political Science
43. POL SC 95 Public Policy—Experiential Learning

Course Updates (Distant Education Revision):

44. BUS 23 Principles Of Selling
45. BUS 32 Business Communications
46. BUS 63 Principles Of Entrepreneurship

VI. Action Items:

Consent Agenda—Renumbering and addition of prerequisites:

- a. WOM ST 80 (formerly WOM ST 8); prerequisite addition of WOM ST 10, 20, or 30 ..5

New Courses:

- b. GLOBAL 35 Global Citizenship Field Study..... 12

Distance Education:

- c. ECE 51 The Reggio Approach 15

Program Revisions:

- d. Photography AS and Certificate of Achievement 22
- e. Fashion Design AS and Certificate of Achievement..... 24
- f. Fashion Merchandising AS and Certificate of Achievement 26

New Business:

- g. Study regarding Skills Advisory: Eligibility for English I
- h. 100% Compliance with AD-T Requirements (the cases of Music and Computer Science)
- i. C-ID Requirements for AD-Ts (the cases of Economics I and 2)
- j. SB 850 – Offering a Bachelors Degree at a Community College

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 | MINUTES

Wednesday, September 24, 2014 | 3:00 p.m.

Business Building, Room 111

Members Present:

Guido Davis Del Piccolo, <i>Chair</i>	Caitlin Corker (AS)	William Konya	James Pacchioli
Georgia Lorenz, <i>Vice Chair</i>	Ida Danzey	Walt Louie	Rizwan Rashid (AS)
Terrin Adair-Lynch	Ron Furuyama	Jae Lee	David Shirinyan
Brenda Antrim (non-voting)	Suellen Gauld	Jenny Merlic	Toni Trives
Sang Chi	Maral Hyeler	Estela Narrie	Odemaris Valdivia

Members Absent:

Sandra Hutchinson	Helen LeDonne	Karen Legg	Elaine Roque
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Others Present:

Nancy Grass Hemmert	Cara Thompson	Hari Vishwanadha
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MINUTES

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

I. Call to order:

The meeting was called to order at 3:07pm.

II. Public Comments*:

None.

III. Approval of Minutes:

Motion made by: Maral Hyeler

Seconded by: James Pacchioli

Y: 9

N: 0

A: 8 (Adair-Lynch, Corker, Furuyama, Gauld, Lee, Merlic, Rashid, Valdivia)

Not Present for vote: 1 (Lorenz)

IV. Chair's report:

- The Chair welcomed the new members to the committee: Ron Furuyama, Suellen Gauld (Fall 2014), Jae Lee (Fall 2014), Terrin Adair-Lynch, Jenny Merlic, Odemaris Valdivia, Rizwan Rashid (AS) and Caitlin Corker (AS)
- The Chair announced that the meeting of October 1 would be cancelled; the next meeting will be held on October 15, 2014
- The Chair provided an update on the status of SMC's AD-Ts: SMC has 7 approved AD-Ts; 5 others we sent back to us for revisions (primarily typographical revisions) and 2 others have not yet been submitted.

V. Information Items:

I. UC-TCA decisions for 2014-2015

- a. The following new courses were approved as UC Transferable:
 - ASTRON 8 Introduction to Astrophysics 3
 - BIOL 94C Cell and Molecular Biology Research Methods 2
 - COM ST 30 Introduction to Communication Theory 3
 - DANCE 38 Intermediate Pointe 2

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- ET 91 Perspective Drawing 2
 - FILM 32 Advanced Digital Filmmaking 3
 - INTARC 28A Visual Studies I 3
 - KIN PE 41M Self Defense for Men I
 - MEDIA 3 Global Media 3
- b. The following revised courses were re-approved as UC Transferable:
- DANCE 32 Ballet 2 2
 - DANCE 42 Contemporary-Modern Dance 2 2
 - MATH 21 Finite Mathematics 3
 - MATH 54 Elementary Statistics 4
- c. The following courses were not approved as UC Transferable (but are being re-submitted in October):
- ASTRON 7 Cosmology 3 (*Unable to review due to typographical errors (possible faulty upload)*).
 - FILM 31 Introduction to Digital Film Making 3 (*Practical and applied*).
 - CHEM 31 Biochemistry I 5 (*Lab courses must include a lab manual*).

Course Updates:

2. FILM 31: Introduction To Digital Filmmaking

VI. Action Items:

New Courses:

- a. **COM ST 36: Gender and Communication** – presented by Nancy Grass Hemmert.
(Approved with minor edits to course objectives)
Motion made by: Odemaris Valdivia **Seconded by:** Toni Trives
The motion passed unanimously.

- b. **ENGL 49: Asian Mythology** – presented by Hari Vishwanadha
(Approved with edits to course content, student learning outcomes and assessment best practices in the DE form)
Motion made by: James Pacchioli **Seconded by:** David Shirinyan
The motion passed unanimously.

Prerequisite: ENGL I

- Motion made by:** Odemaris Valdivia **Seconded by:** Maral Hyeler
The motion passed unanimously.

DE:

- Motion made by:** Estela Narrie **Seconded by:** Sang Chi
The motion passed unanimously.

- c. **GEOL 3 Introduction to Environmental Geology** – presented by Cara Thompson
(Approved with minor edits to course objectives, course content and student learning outcomes)
Motion made by: David Shirinyan **Seconded by:** Suellen Gauld
The motion passed unanimously.

Global Citizenship:

- d. **ENGL 49 Asian Mythology**
Motion made by: Toni Trives **Seconded by:** David Shirinyan
The motion passed unanimously.

VII. Adjournment

The meeting was adjourned at 4:32pm

Update (NON-Substantial Changes)
Expanded Course Outline for
WOM ST 80 - Women's Studies Leadership Practicum

Course Cover	
Discipline	WOM ST-WOMEN'S STUDIES
Course Number	80
Full Course Title	Women's Studies Leadership Practicum
Catalog Course Description	This course is an application of feminist theories and women's studies pedagogy to leadership development. Utilizing the methods and tools found in the interdisciplinary field of women's studies, the course is rooted in theoretically-based and thoughtfully-organized individual and collective action through leadership training, group activities, service-learning, and networking opportunities both on and off campus. By emphasizing the importance of praxis--connecting theory and practice--students develop an understanding of a broad range of women's experiences across class, racial/ethnic, and international lines. Students initiate, design, and implement a "field project" of their choosing that demonstrates their understanding of feminist theories and praxis. Specific course content fluctuates based on individual and group interests, available resources, and community needs.
Rationale	Program Review and Prereq addition
Course Unit/Hours	
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Total Semester Instructional Hours	54.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transfers to CSU	
Does NOT satisfy any area of IGETC:	
Does NOT satisfy any area of CSU GE:	
Does NOT satisfy any area of SMC GE:	
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	AA Degree -Women's Studies
Pre/Corequisites & Advisories	
Skills Advisory : Eligibility for English 1	
Prerequisite : WOM ST 10 or WOM ST 20 or WOM ST 30	

Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Utilize women's studies pedagogy and feminist theories through the initiation, design, and completion of an individual or group project.	
2. Apply a feminist analysis of current world events as they relate to women.	
3. Analyze the organizational structure of groups dedicated to women's issues.	
4. Explore these groups or individual leaders in terms of the internal group dynamics and the social context which shape them.	
5. Examine the skills and abilities involved in leadership and think critically about leadership knowledge and practice.	
6. Evaluate the effectiveness, goals, and objectives of individual and collective activities--including their own--that seek to accomplish social change.	
Course Content	
6.25%	Foundations of women's studies and feminism and they are related to contemporary issues
6.25%	Women, Feminism, and Leadership theory and training
12.5%	Examination of local, national and international women leaders and women's movements
6.25%	Action Research Projects and Service-Learning
6.25%	Networking strategies
6.25%	Community building and outreach
6.25%	Student project initiation, discussion, and written proposal
18.75%	Student projects critically revisited, designed, finalized. Written project summary (design, participants, purpose, and goals)
18.75%	Student project activities: Praxis
12.5%	Analysis and evaluation of project activities
Total: 100%	
Methods of Presentation	
Methods	Field Experience Group Work Lecture and Discussion Projects Service Learning Visiting Lecturers
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 25% - Class Participation contribution to, and support, and constructive evaluation of fellow student projects and activities • 50% - Group Projects Individual and/or group project preparation, activity, presentation, and critical evaluation (both oral and written) • 25% - Projects

	<p>Multiple assignments emphasizing participation in related campus and community activities (activity-based, oral, and/or written)</p> <ul style="list-style-type: none"> • 100% - Total
<p>Additional Assessment Information (Optional)</p>	<p>Women’s Studies 80 requires students to think and write critically. Evaluations may include essays, journals, research projects, as well as in-class and out-of-class assignments.</p>
<p>Appropriate Textbooks</p>	
<p>Textbooks such as the following are appropriate:</p>	
<p>1. Basu, Amrita. <i>Women's Movements in the Global Era: The Power of Local Feminisms</i>, ed. Westview Press, 2010</p>	
<p>2. Chin, Jean Lau, Bernice Lott, Joy Rice, & Janis Sanchez-Hucles. <i>Women and Leadership: Transforming Visions and Diverse Voices</i>, ed. Wiley-Blackwell, 2007</p>	
<p>3. Balliet, Barbara J. and Kerrissa Heffernan. <i>Practice Of Change: Concepts and Models for Service Learning in Women's Studies</i>, ed. Service Learning in the Disciplines Series, 2000</p>	
<p>4. Goldsmith, Joan and Warren Bennis. <i>Learning to Lead: A Workbook on Becoming a Leader</i>, ed. Basic Books, 2010</p>	
<p>5. Stringer, Ernest T.. <i>Action Research</i>, ed. Sage, 2014</p>	
<p>6. Grewal, Inderpal. <i>Transnational America: Feminisms, Diasporas, Neoliberalisms</i>, ed. Duke University Press Books, 2005</p>	
<p>7. Kirk, Gwyn and Margo Okazawa-Rey. <i>Women's Lives: Multicultural Perspectives</i>, ed. McGraw-Hill, 2009</p>	
<p>8. Matusak, Lorraine R. <i>Finding Your Own Voice: Learning to Lead Anywhere You Want to Make a Difference</i>, ed. Jossey-Bass, 2008</p>	
<p>Other</p>	
<p>1. Because scholarly work is continually being updated, no specific text is in permanent use in this course. Moreover, the content of this course lends itself to the use of anthologies and periodical texts (which may include electronic media) of a scholarly nature. It is essential, however, that any text used be both appropriate and approachable for lower-division students, as well as grounded in or supplemented by a strong theoretical framework. Note that required readings will be tailored to individual student projects. Some suggested texts are included.</p>	
<p>Assignments</p>	
<p>Sample Assignment 1: Based on your understanding of women’s studies, feminism, and leadership, provide a critical evaluation of the presented case study. What would you have done differently if you were in a position of leadership? How can we apply these lessons to our own lives and efforts?</p>	
<p>Sample Assignment 2: Through the project you have been involved with, critically evaluate either your own leadership skills or the skills of someone in a leadership role. Be sure to assess the specific issues of networking, coalition building, outreach, goals,</p>	

objectives, and evaluation.	
Student Learning Outcomes	
1. Exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code, and commitment to individual and collective action through leadership training, group activities, service learning, and networking opportunities on and off campus.	
2. Demonstrate through oral and written work as well as individual and collective action knowledge of the course content: women’s studies as an interdisciplinary academic discipline rooted in individual and collective action, the organizational structure of groups dedicated to women’s issues, and leadership knowledge and practice.	
3. Be proficient in the research, analytical, and communication skills necessary to present a student field project that develops an understanding of this field in terms of a broad range of women's experiences across class, racial/ethnic, and international lines and recognizes the importance of combining theory and practice in leadership	
Minimum Qualification	
Minimum Qualifications:	Women’s Studies (Masters Required)

Prerequisite / Corequisite Checklist and Worksheet

Women's Studies 80

Prerequisite: Women's Studies 10: Introduction To Women's Studies OR
 Women's Studies 20: Women, Feminisms, And Social Movements: A Global Approach OR
 Women's Studies 30: Women And Popular Culture

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.

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

Complete the Prerequisite Worksheet

Prerequisite Worksheet

ENTRANCE SKILLS FOR Women's Studies 80

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

A)	Understand the theoretical and methodological perspectives that are utilized in women's studies.
B)	Understand the intersectionality of gender/sex, race/ethnicity, class, sexual orientation, age, physical ability and how these constructs are socially constructed through the economic, political, and cultural structures of society.
C)	Understand the historical development of women's studies as an academic field and a social movement.
D)	Understand the distinction between anecdotal evidence and systematic, scientific analysis.
E)	Ability to discern between societal-level and individual-level understandings of gender/sex.
F)	Distinguish a feminist perspective and social movement from other perspectives and social movements.
G)	Recognize historical and contemporary examples of women's activism.
H)	Utilize feminist theories in order to place the students' experiences in the larger social context.
I)	Analyze images, roles, and stereotypes of women and connect these to the socio-historical, political, economic and cultural spheres.
J)	Identify the role of the media as it impacts popular culture and women.

SELECTED EXIT SKILLS (objectives) FOR Women's Studies 10, 20, or 30

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

1.	Articulate the various theoretical and methodological perspectives that are reflective of the interdisciplinary approach used in women's studies. (WS 10, 20, 30)
2.	Develop a critical analysis based on the understanding of the intersectionality of gender/sex, race/ethnicity, class, sexual orientation, age, physical ability and how these constructs are socially constructed through the economic, political, and cultural structures of society – that of the United States as well as globally. (WS 10, 20, 30)
3.	Discuss the historical development of women's studies as an academic field and a social movement in the United States and globally. (WS 10, 20, 30)
4.	Distinguish between anecdotal evidence and systematic, scientific analysis. (WS 10, 20, 30)
5.	Discern between societal-level and individual-level understandings of gender/sex. (WS 10, 20, 30)
6.	Analyze ourselves in terms of "positionality;" (i.e., examine the power relations we experience personally as well as those that exist more generally in society). (WS 10, 20, 30)
7.	Identify the underlying characteristics of feminist analysis and feminist social movements. (WS 10, 20, 30)
8.	Distinguish a feminist perspective and social movement from other perspectives and social movements. (WS 10, 20, 30)
9.	Compare and contrast historical and contemporary examples of women's activism. (WS 10, 20, 30)
10.	Utilize feminist theories in order to place the students' experiences in the larger social context. (WS 10, 20, 30)
11.	Propose informed solutions to social issues confronting women's lives. (WS 10, 20, 30)
12.	Analyze images, roles, and stereotypes of women in popular culture and connect these to the socio-historical, political, economic and cultural spheres. (WS 10, 20, 30)
13.	Analyze how popular culture constructs gender norms and expectations. (WS 10, 20, 30)
14.	Identify the role of the media as it impacts popular culture and women. (WS 10, 20, 30)
15.	Explore and identify alternative sources/choices of information and recognize themselves as agents of change. (WS 10, 20, 30)

		ENTRANCE SKILLS FOR WS 80									
		A	B	C	D	E	F	G	H	I	J
EXIT SKILLS FOR WS 10, 20, 30	1	X		X							
	2		X								
	3	X		X							
	4				X						
	5					X					
	6		X						X		
	7						X		X		
	8						X				
	9							X			
	10								X		
	11	X									
	12									X	X
	13									X	X
	14									X	X
	15									X	X

New SMC Course

Expanded Course Outline for GLOBAL 35 - Global Citizenship Field Study

Course Cover	
Discipline	GLOBAL-GLOBAL STUDIES
Course Number	35
Full Course Title	Global Citizenship Field Study
Catalog Course Description	This course supports a diverse range of academic offerings that combine field-based learning and/or research in the context of global citizenship. This course explores the human, scientific, theoretical and/or ecological dimensions of our world. Set in a variety of international and domestic locations, each field study offering will focus on a discipline specific aspect of the location to expand student understanding of both the discipline and the location.
Rationale	A short-term study abroad option to broaden international and national experiences for faculty and students.
Proposal Information	
Proposed Start	Year: 2015 Semester: Spring
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Credit Hours	Min: 1.00
Weekly Lecture Hours	Min: 0.35 (Sem: 6.3)
Weekly Arranged Hours	Min: 2.32 (Sem: 41.76)
Total Semester Instructional Hours	48.06
Load Factor	0.75
Repeatability	May be repeated 3 time(s)
Notes on Repeatability (for the student)	As a field study that can be from a variety of disciplines, each course offers a completely different learning experience for the student.
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transfers to CSU	
Does NOT satisfy any area of IGETC:	
Does NOT satisfy any area of CSU GE:	
Does NOT satisfy any area of SMC GE:	

Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	Stand-Alone (not in any program)
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Exhibit an understanding of the environment, ecology, people, history, and/or culture of the specific area or region.	
2. Discuss, analyze, and evaluate discipline-based knowledge in the context of the specific location in an increasingly globalized world.	
Arranged Hours Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Apply discipline-based knowledge to the specific field experiences.	
2. Identify key features and processes of the location's environmental characteristics, historical significance, artistic achievements, religious institutions, socio-cultural customs and rituals, and/or political landscape.	
Course Content	
50%	Discipline-based content contextualized to the specific location.
50%	Application of discipline-based knowledge in the field.
Total: 100%	
Arranged Hours Instructional Activities	
Methods	Experiments Field Experience Field Trips Group Work Projects Service Learning Visiting Lecturers
Methods of Presentation	
Methods	Group Work Lecture and Discussion Visiting Lecturers
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 25% - Class Participation Attendance and active participation in all course related sessions and activities. • 50% - Other Projects and assignments related to the location of the study abroad. Varies by instructor and location to take maximum advantage of the travel study experience. • 25% - Papers • 100% - Total
Appropriate Textbooks	

Other	
1. Faculty members will determine relevant reading and other materials necessary for the field study in question.	
Assignments	
Sample Assignment	
Ethnography of Merida’s Churches	
<p>Religion and spirituality are powerful elements in the lives of millions of Latin Americans. Although Catholicism has historically been the dominant form of religious expression for the last 500 years since the beginning of the colonial era in the late sixteenth century to the present, there remain today a variety of religious faiths and forms of expression throughout Latin America with influences from Africa, indigenous Latin America, Asia, Europe and increasingly the United States. Slaves, indigenous peoples, the rural peasantry, and poor urban dwellers have often utilized spiritual/religious expression as a site of resistance to the power of the European Catholic tradition which was forced upon them. <i>Syncretic</i> religious faith and practice combining elements of orthodox European Catholicism with indigenous and/or African influences developed throughout the Caribbean, Mexico, Central America, and South America, in part as resistance to colonial religious domination. We see clear examples of these with the religious expression of Creole, Garifuna and Maya in Belize and the indigenous Maya (especially in the rural highlands) in Guatemala and Mexico.</p> <p>In this assignment, on Sunday, XXX, students in groups of 3-5 will explore this diversity of religious expression in the city of Merida, Mexico by collecting ethnographic data in some of these houses of worship. Each group will visit <u>any 3 churches</u> in the city of Merida and record their observations. You must spend a minimum of 30 minutes during each of your 3 church visits.</p> <p>You should note the following from each church:</p> <ul style="list-style-type: none"> • Name of church, and priest conducting services (if available). <ul style="list-style-type: none"> • Time you begin and end your observations. • Description of the church – size, architecture, paintings, statues, age of church... • Descriptions of worshipers in attendance – dress, ethnicity, race, class (if you can decipher this), gender, age ... • Instances of syncretism with indigenous beliefs and practices (this may or may not be apparent). • Other important observations – ex. difference with religious practice in US, printed literature available... <p>This assignment is due at dinner on Sunday, XXX and is worth XX points towards your final grade in this course. You should turn in one assignment per group.</p>	
Student Learning Outcomes	
1. Employ a comparative and/or analytical framework to identify how history, the natural environment, culture, political, and/or economic systems impact people in a particular country or society.	
Minimum Qualification	
Minimum Qualifications:	Other - Requirements are the same as those designated for whichever discipline is sponsoring the field study.
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes

Update (NEW/MODIFIED DE)

Expanded Course Outline for ECE 51 - The Reggio Approach

Course Cover	
Discipline	ECE-EARLY CHILDHOOD EDUCATION
Course Number	51
Full Course Title	The Reggio Approach
Catalog Course Description	In cooperation with the State Commission of Teacher Credentialing, this course will focus on the theories, research, and practical application of the Reggio Emilia Approach as applicable to early childhood education in the U.S. The key concepts of collaboration between parents, teachers and children; observation of how children construct theories; documentation and reflection of the learning process; the expanded role of the teacher as a co-constructor of knowledge, and the examination of the impact of the environment in facilitating children's learning will be studied.
Rationale	This course will be accessible to more working professionals if it is offered online without time constraints of attending a weekly face-to-face class. It will appeal to a broader range of early childhood program practitioners than a class that is offered at a specific location and during a particular period during the semester.
Proposal Information	
Proposed Start	Year: 2014 Semester: Fall
Proposed for Distance Ed	Yes
Proposed for Global Citizenship	No
Course Unit/Hours	
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Total Semester Instructional Hours	54.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Transfers to CSU	
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	AS Degree -Early Childhood Education
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Review the history of the Reggio Approach.	
2. Recount key concepts of the Reggio Approach.	

	3. Demonstrate an understanding of the relationship of Reggio practices to Piaget/constructivist theory.
	4. Demonstrate an understanding of the importance of learning in a social context as theorized by Vygotsky.
	5. Be able to listen, observe and reflect on children's thinking processes as evidenced through play, language and material constructions.
	6. Examine a variety of environments and be able to determine what aspects facilitate or inhibit children's thinking.
	7. Design a physical space that facilitates children's thinking as supported by the Reggio Approach.
	8. Examine the expanded roles of the teacher in Reggio inspired programs: informed observer, reflector (memory of the child), motivator or provocateur, documenter, researcher and communicator to parents, colleagues and children.
	9. Demonstrate the ability to document children's experiences using poster boards, PowerPoint's, notebook, photo albums just to name a few options.
	10. Be able to create a documentation panel to share with classmates.
	11. Relate the conditions, which facilitate the collaboration of parents and teachers.
	12. Show increased proficiency in the use of several media suitable for young children.
	13. Understand how the image we hold of the child affects our teaching.
	14. Describe how the Reggio Approach builds upon and supports the development of the whole child in the context of community and enhances developmentally appropriate practices.
	15. Understand and experience emergent child centered curriculum.
Course Content	
5%	Introduction to the Reggio Approach
5%	Reggio adaptations in the U.S. Stories of change: Building community in a diverse population.
5%	The image we hold of the child and how it affects our practice.
5%	Reggio's relationship to other educational theory particular attention to relationship to Vygotsky, Piaget and Dewey.
10%	Role of the teacher in a Reggio inspired program?observer, nurturer, memory, provocateur, and guide.
10%	Emergent curriculum. Documentation, projection and possibilities. Theory into practice.
5%	The environment as teacher. Creating caring spaces for learning.
5%	The role of the studio and studio teacher (Atelierista). Adaptations for various environments. The role of art expression.
5%	Experience with media. Exploring the expressive language of materials.
10%	Curriculum development in Reggio Emilia. Projects: why, when, how. Group work. The role of the Pedagogista. Interfacing with developmentally appropriate practices.
10%	What is the child's experience in the classroom. A look at the use of time and

	space and the development of imagination.
5%	Making experience visible. Creating documentation panels.
10%	Building community within the classroom. Facilitating social and emotional development through dramatic play and small group interaction.
5%	The school as a system of interactions and relationships
5%	Staff development, bringing others along. Modeling the collaborative approach with adults.
Total: 100%	
Methods of Presentation	
Methods	Field Trips Group Work Lecture and Discussion Observation and Demonstration Projects Visiting Lecturers
Other Methods	Lecture, discussion of the assigned reading by the students in class, and "hands on" experiences using methods of the Reggio Approach will be the primary methods of instruction. Students will observe, at local preschools, the collaboration of children, teachers and parents in programs and work in small groups to solve problems and prepare documentation to demonstrate their understanding of concepts and their ability to translate theory into practice. Guest lecturers, Reggio adapted slides and videos, and project assignments will provide opportunities to learn using various modalities, or "languages", as they are known in the Reggio Approach.
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 20% - Exams/Tests Essay and multiple choice • 25% - Final Performance reflection on class presentations, class content, plans for implementation • 15% - In Class Writing reflections, journaling • 15% - Projects PowerPoint presentation based on observations of programs • 25% - Written assignments reflections on readings and class discussion, observations • 100% - Total
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
1. Mooney, Gahart Carol. <i>Theories of Childhood</i> , 2nd ed. St Paul MN: Red Leaf Press, 2013, ISBN: 978-1-60554-138-9.	
2. Lewin-Benham. <i>Twelve Best Practices in Early Childhood</i> , First ed. New York:	

Teacher's College Press, 2011, ISBN: 978-0-8077-5232-6.	
3. C. Edwards, L. Gandini, G. Forman. <i>The Hundred Languages of Children</i> , 3rd ed. Greenwich, CT: Praeger, 2011, ISBN: 978-0-313-35981-1.	
Periodicals	
1. Malaguzzi, Loris. <i>Your Image of the Child</i> , <u>Child Care Information Exchange</u> Volume 1994	
Assignments	
1. Student will read Untiming our Day article from Young Children before coming to class in preparation for a large group discussion in class.	
2. Using a Venn Diagram compare and contrast American and Reggio early childhood education programs.	
Student Learning Outcomes	
1. Identify and apply components of the child as a competent learner who collaborates in the learning process with teachers, peers, parents and the community by examining and documenting an actual project generated by children. Assessed by: Written documentation of project	
2. Analyze strategies for assessing environments for children regarding the function of the environment as the third teacher, the importance of untiming activities within the environment and the environment's connection to promoting human relationships by re-designing an existing component of a child's environment. Assessed by: Redesign of an existing component in the environment	
3. Demonstrate knowledge of constructivist theory and theorists as applied to the principles of the Reggio Approach by creating traditional Reggio documentation practices including, but not limited to, videos, digital photographs and documentation boards. Assessed by: Documentation boards	
Minimum Qualification	
Minimum Qualifications:	Child Development/Early Childhood Education (Masters Required)
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes
Distance Ed	
Distance Education Application	
Delivery Methods	Online Hybrid (51% or more of course is held on-campus) Online/Web-based
Need/Justification	
Distance Education Quality	
Quality Assurance	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ 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 ✓ Adequately fulfills "effective contact between faculty member and student" required by Title 5. ✓ Will not affect existing or potential articulation with other colleges ✓ Special needs (i.e., texts, materials, etc.) are reasonable ✓ Complies with current access guidelines for students with disabilities
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Guidelines and Questions for Curriculum Approval of a Distance Education Course

Student Interactions

Student-Instructor Interaction	<ol style="list-style-type: none"> 1. Instructor interacts through announcements/reminders/ email/phone/chat sessions or virtual meetings, discussion boards. 2. Instructor email response time is generally within 24 hours of initial posting. 3. Regular feedback about student performance is provided in a timely manner throughout the course throughout the course (e.g. discussion board posts, assignments, quizzes, etc.). Grades and comments for weekly assignments generally posted within 1 week after assignment due date.
Student-Student Interaction	Use of collaborative/communication tools in the course such as: email, chat, discussion boards, small group work and projects, debates
Student-Content Interaction	Assignments require students to be actively engaged in the course material for at least 18 hours throughout the duration of the course. Assignments may require any of the following (for example): video, reading text, articles, online discussion, writing papers, multiple choice and short essay exams, reading articles and short lecture material, viewing PowerPoint lectures.

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	Weekly threaded discussions assigned to engage students in open dialogue regarding the content assigned for the week.	20%
Online Lecture	Content material presented through powerPoint presentation with audio narration, lecture material	20%

	enhanced by video, audio and weblinks.	
Videos	Embedded throughout the course.	20%
Project Presentation	Small group project which requires students to collaborate and present their findings to their peers via uploading their work to discussion board or doc sharing	10%
Exams	One midterm exam	10%
Written assignments	Weekly written assignments created to assist students in synthesizing material	20%
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.)		
A typical instructional module will include the following: online lecture material including videos, web links and simulation activities, a threaded discussion, and written assignments. There will be an environment and documentation analysis and team power point project.		
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.)		
<p>The instructor should demonstrate expertise in online pedagogy by any of the examples below:</p> <ol style="list-style-type: none"> 1. Evidence of best practice in online course design and delivery through a course they teach and assessment according to the SMC Best practices document posted in FAC 101. (this is currently in the process of revision, but to date, this is the document to be used). 2. DE teaching certification through @one or similar program. <p>Note: The DE committee is currently working on a "DE certification (not the official title)" which would include criteria for online instructors. Please stay tuned.</p>		
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 all student support services as listed on SMC webpage and technical assistance (help desk) will be clearly available through the course shell.		
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.		
Textbooks and videos will Section 508 compliant. Fonts, colors, and graphics will also be carefully selected to ensure compliance.		
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.).		
<p>Student will practice collaboration, analysis of learning experience and presentation skills to produce a group PowerPoint geared towards adult learners.</p> <p>Activity -</p> <ol style="list-style-type: none"> 1. Students will practice encountering several materials to use as languages to express concepts and ideas. 		

2. Students will document this experience via technology (iPad, cameras, etc.) and share their documentation online.
3. Students will participate in a discussion board with their team and create a PowerPoint presentation about the experience.
4. The PowerPoint will be evaluated and given feedback from peers and instructor.

Assessment Best Practices

- 25%-**Written assignments** - rubric
- 10%-**Final project reflection and plan** - rubric
- 20%-**Small group project** - rubric
- 20%-**Mid-term and final exam** - essay and/or multiple choice
- 25%-**Threaded discussions weekly** - rubric

PHOTOGRAPHY **revise 10/02/14**

Associate in Science (AS) / Certificate of Achievement

The Photography program teaches the dynamics of visual communication to illustrate ideas, record events, articulate stories, express moods, sell products, and interpret a person's character. Courses stress technical knowledge, proficiency in camera control, digital and analog capture methods, artificial and natural light control, and image manipulation. This program prepares students for careers in photography-related genres including advertising photography, food photography, architectural photography, editorial photography, portrait photography, fashion photography, and photojournalism. - For additional possibilities, explore the computerized career information systems and other valuable career resources at the Career Services Center on SMC's main campus.

SMC has articulation agreements in place with several 4-year institutions. Students planning to transfer should complete the lower-division major requirements and the general education pattern for the institution to which they intend to transfer.

High school students in the 11th and 12th grades may begin this program concurrently with their high school program if approved by the high school principal.

Information regarding the Photography program is available in the Photography Department, (310) 434-3547, and through the Photography Department's website: www2.smc.edu/photo.

This Certificate of Achievement involves satisfactory completion of the area of emphasis (articulated below). This Associate degree involves satisfactory completion of a minimum of 60 semester units with a C average or higher, including the semester units of the area of emphasis (articulated below), fulfillment of the Global Citizenship requirement, and fulfillment of all Santa Monica College general education requirements, CSU GE, or IGETC. At least 50% of the area of emphasis units must be completed at Santa Monica College. Each course in the area of emphasis must be completed with a grade of C or higher. Additional graduation requirements for the Associate degree are available at the Transfer/Counseling Center and online at www.smc.edu/articulation.

Catalog rights dictate that a student may satisfy the requirements of a degree or certificate by completing the general education and area of emphasis requirements in effect at any time of the student's continuous enrollment. Continuous enrollment is defined as enrollment in consecutive Fall and Spring semesters until completion.

Area of Emphasis

Required Courses: (32 units)

		Units
PHOTO 1	Introduction To Photography	3
PHOTO 2	Basic Photography Lab Techniques	2
PHOTO 5	Digital Asset Management, Modification, & Output	3
PHOTO 30	Techniques of Lighting: Introduction	4
PHOTO 31	Photographing People: Introduction	4
	or	
PHOTO 32	Lighting for People 2	4
PHOTO 33	Techniques of Lighting: Product	4
PHOTO 39	Beginning Photoshop	3
PHOTO 43	Portfolio Development	3
PHOTO 52 (same as AHIS 52)	History Of Photography	3
PHOTO 60	Business Practices In Photography	3
ART 10C	Computer Design (moved to Area A)	3

Area A: Restricted Electives (3 units): Choose any one of the following courses: (NEW AREA)

		Units
ART 10A	Design I	3
ART 10C	Computer Design	3
ART 20A	Drawing 1	3
BUS 22	Introduction To Advertising	3

BUS 34	Introduction to Social Media Marketing	3
BUS 63	Principles Of Entrepreneurship	3

Area B: Restricted Electives (5 units): (Please note that no more than 2 units of Independent Study (Photo 88A & 88B) and no more than 3 units of Internship (Photo 90A-90D) may be used to satisfy completion of this area.)

	Units	
PHOTO 7	Advanced Portfolio Development	3
PHOTO 13 (<i>same as JOURN 21</i>)	News Photography	3
PHOTO 14 (<i>same as JOURN 22</i>)	Photography For Publication	3
PHOTO 21	Alternative Photographic Processes	3
PHOTO 29	Video Production For Still Photographers	3
PHOTO 32	Lighting for People 2	4
PHOTO 37	Advanced Black And White Printing Techniques	3
PHOTO 40	Digital Capture	3
PHOTO 42	Advanced Photoshop	3
PHOTO 44	Building Web Sites For Photographers	2
PHOTO 50	Basic Color Printing	3
PHOTO 88A	Independent Studies In Photography	1
PHOTO 88B	Independent Studies In Photography	2
PHOTO 90A	Internship In Photography	1
PHOTO 90B	Internship In Photography	2
PHOTO 90C	Internship In Photography	3
PHOTO 90D	Internship In Photography	4
GR DES 31	Graphic Design Studio 1 (added)	2

Total Units for Area of Emphasis: 40

FASHION DESIGN **REVISED 10/02/14**

Associate in Arts (AS) / Certificate of Achievement

Fashion design students develop skills in design communication, including preliminary sketching, technical flat sketching, illustration, and usage of Adobe Photoshop, Illustrator and CAD software. Skills in draping, pattern-drafting from draping and body measurements, and basic sewing skills to advanced construction are developed in order to create sample garments for production and sales.

PROGRAM LEARNING OUTCOMES:

Upon completion of the program, students will demonstrate the ability to channel their creativity into marketable fashion and lifestyle product lines, understanding the various design challenges ? fit, textile fabrications, cost, sizing, design editing, aesthetics - for various target markets; understand production to wholesale and retail in order to meet consumer needs while creating forward trend directions. Program electives bridge communication with fashion merchandising concepts, ensuring creativity and marketability. Students develop an awareness of art, visual communication, global culture, computer technology, and business in the design process. Additionally, students will demonstrate the skills pertinent to successfully enter third-year college fashion design programs, translate their internship experiences into positions at small to large-scale design firms, or create their own design line.

This Certificate of Achievement involves satisfactory completion of the area of emphasis (articulated below). This Associate degree involves satisfactory completion of a minimum of 60 semester units with a C average or higher, including the semester units of the area of emphasis (articulated below), fulfillment of the Global Citizenship requirement, and fulfillment of all Santa Monica College general education requirements, CSU GE, or IGETC. At least 50% of the area of emphasis units must be completed at Santa Monica College. Each course in the area of emphasis must be completed with a grade of C or higher. Additional graduation requirements for the Associate degree are available at the Transfer/Counseling Center and online at www.smc.edu/articulation.

Catalog rights dictate that a student may satisfy the requirements of a degree or certificate by completing the general education and area of emphasis requirements in effect at any time of the student's continuous enrollment. Continuous enrollment is defined as enrollment in consecutive Fall and Spring semesters until completion.

Area of Emphasis

First Level Courses:		Units
FASHN 1	Fashion Trends And Design	3
FASHN 2	Color Analysis	3
FASHN 3	Apparel Construction	3
Second Level Courses:		Units
FASHN 5	Fashion Buying	3
FASHN 6A	Pattern Analysis And Design	2
FASHN 7	Fabrics For Fashion Design And Merchandising	3
FASHN 8	History Of Fashion Design	3
Third Level Courses:		Units
FASHN 9A	Fashion Illustration And Advertising	3
FASHN 10	Advanced Design And Construction	3
FASHN 13	Draping I	3
Fourth Level Courses:		Units
FASHN 12	Fashion Show Production	3
FASHN 18	Computer Assisted Fashion Illustration And Design	2

Elective courses: Select a minimum of 6 units from the list of courses below:		Units
FASHN 6B	Pattern Drafting And Design (Intermediate)	3
FASHN 9B	Advanced Fashion Illustration	3
FASHN 11	Advanced Clothing - Tailoring	2
FASHN 14	Draping II	3
FASHN 15	Ethnic Fashion	3
FASHN 16	Pattern Grading	2
FASHN 17	Apparel Production Manufacturing Techniques	3
FASHN 19	Fashion Marketing	3
FASHN 20	Window Display For Fashion	3
FASHN 88A	Independent Studies In Fashion	1
FASHN 88B	Independent Studies In Fashion	2
FASHN 88C	Independent Studies In Fashion	3
FASHN 90A	Internship	1
FASHN 90B	Internship	2
FASHN 90C	Internship	3
ACCTG 1	Introduction to Financial Accounting	5
ART 10A	Design I	3
ART 20B	Drawing 2	3
BUS 21	Merchandising Principles	3
BUS 63	Principles Of Entrepreneurship	3

Total Units for Area of Emphasis: 40

Changes to existing program include:

- FASHN 6A is now required (as opposed to 6A or 13)
- FASHN 13 is now required (as opposed to 13 or 6A)
- FASHN 18 is now required (as opposed to an elective)
- FASHN 6B, 11, 14 are now electives (as opposed to required)

FASHION MERCHANDISING REVISED 10/02/14

Associate in Arts (AS) / Certificate of Achievement

Fashion merchandising students learn and experience each step of the development, promotion, and sales of fashion and lifestyle product lines. Fashion trends are identified and analyzed in order to understand the direction of product development, the positioning in the marketplace, the importance of proper sales representation via visual presentation, advertising, public relations, and social media in the fashion cycle from initial concept to brick-n-mortar and e-commerce sales.

PROGRAM LEARNING OUTCOMES:

Upon completion of the program, students will demonstrate the ability to analyze and assess the marketable trends in fashion and lifestyle product lines for all target markets; understand the logistics from fashion production to wholesale, retail, and resale; develop pre-and-post promotional activities necessary to launch brands/private labels in order to maintain success in the local and global marketplace; utilize critical thinking in solving design, sales or promotional issues; have the ability to utilize software applicable to promotional needs, and understand the working relationship between designers and marketers. Additionally, students will demonstrate the skills pertinent to successfully enter third-year college fashion programs, advance in management positions, or enter major retail executive buying/ management training programs.

This Certificate of Achievement involves satisfactory completion of the area of emphasis (articulated below). This Associate degree involves satisfactory completion of a minimum of 60 semester units with a C average or higher, including the semester units of the area of emphasis (articulated below), fulfillment of the Global Citizenship requirement, and fulfillment of all Santa Monica College general education requirements, CSU GE, or IGETC. At least 50% of the area of emphasis units must be completed at Santa Monica College. Each course in the area of emphasis must be completed with a grade of C or higher. Additional graduation requirements for the Associate degree are available at the Transfer/Counseling Center and online at www.smc.edu/articulation.

Catalog rights dictate that a student may satisfy the requirements of a degree or certificate by completing the general education and area of emphasis requirements in effect at any time of the student's continuous enrollment. Continuous enrollment is defined as enrollment in consecutive Fall and Spring semesters until completion.

Area of Emphasis

First Level Courses:		Units
FASHN 1	Fashion Trends And Design	3
FASHN 2	Color Analysis	3
Second Level Courses:		Units
FASHN 3	Apparel Construction	3
FASHN 5	Fashion Buying	3
FASHN 7	Fabrics For Fashion Design And Merchandising	3
FASHN 8	History Of Fashion Design	3
Third Level Courses:		Units
FASHN 18	Computer Assisted Fashion Illustration And Design	2
FASHN 20	Window Display For Fashion	3
BUS 21	Merchandising Principles	3
Fourth Level Courses:		Units
FASHN 12	Fashion Show Production	3
BUS 23	Principles Of Selling	3
Elective courses: Select a minimum of 8 units from the list of courses below:		Units
FASHN 6A	Pattern Analysis And Design	2
FASHN 6B	Pattern Drafting And Design (Intermediate)	3

FASHN 9A	Fashion Illustration And Advertising	3
FASHN 9B	Advanced Fashion Illustration	3
FASHN 10	Advanced Design And Construction	3
FASHN 11	Advanced Clothing - Tailoring	2
FASHN 13	Draping I	3
FASHN 14	Draping II	3
FASHN 15	Ethnic Fashion	3
FASHN 16	Pattern Grading	2
FASHN 17	Apparel Production Manufacturing Techniques	3
FASHN 19	Fashion Marketing	3
FASHN 88A	Independent Studies In Fashion	1
FASHN 88B	Independent Studies In Fashion	2
FASHN 88C	Independent Studies In Fashion	3
FASHN 90A	Internship	1
FASHN 90B	Internship	2
FASHN 90C	Internship	3
ACCTG 1	Introduction to Financial Accounting	5
ART 10A	Design I	3
ART 20B	Drawing 2	3
BUS 25	Advertising Display	3
BUS 63	Principles Of Entrepreneurship	3

Total Units for Area of Emphasis:

40

Changes to existing program include:

- FASHN 6A, 9A, 9B, 15, 19 are now electives (as opposed to required)
- FASHN 18, 20 are now required (as opposed to electives)
- BUS 23 has been added as a required course
- FASHN 10, ACCT 1, BUS 25 have been added as electives
- BUS 31, CIS 1 have been removed as electives