



CURRICULUM COMMITTEE | AGENDA

Wednesday, February 17, 2016 | 3:00 p.m.

Loft Conference Room – Drescher Hall 300-E

Members:

Guido Davis Del Piccolo, <i>Chair</i>	Maral Hyeler	Walt Louie	James Pacchioli
Jennifer Merlic, <i>Vice Chair</i>	William Konya	Kymia Mahjouri (AS)	Elaine Roque
Brenda Antrim (non-voting)	Helen LeDonne	Steve Maldonado (AS)	Gita Runkle
Ida Danzey	Karen Legg	Emin Menachekanian	David Shirinyan
Christina Gabler	Emily Lodmer	Estela Narrie	Mark Tomasic
Sandra Hutchinson	Georgia Lorenz	Darryl-Keith Ogata	Odemaris Valdivia

Interested Parties:

Maria Bonin	Jonathan Eady (AS)	Pete Morris	Linda Sinclair
Patricia Burson	Kiersten Elliott	Steven Myrow	Esau Tovar
Vicki Drake	Erica LeBlanc	Estela Ruezga	Julie Yarrish

Ex-Officio Members:

Fran Chandler	Jesse Randel
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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 Minutes2
- IV. Chair’s report:

- V. Information Items:
 - I. Baccalaureate Degree General Education and Graduation Requirement Update

- VI. Action Items:
 - (Consent Agenda)*
 - a. CIS 54 (course update and title change from Web Page Development and Scripting I to Web Development and Scripting)

 - (New Courses; Upper Division)*
 - b. ENGL 300 Advanced Writing and Critical Thinking in the Disciplines4

 - (New Degree)*
 - c. Bachelor of Science in Interaction Design.....11

- VII. Adjournment

Please advise Guido Davis Del Piccolo (x. 3561), Jennifer Merlic (x. 4616) or Irena Zugic (x. 4403) if you are unable to attend this meeting.

*Five minutes is allotted to any member of the public who wishes to address the Curriculum Committee on a specific agenda item, for general public comments, or non-agenda items.



CURRICULUM COMMITTEE I MINUTES

Wednesday, December 2, 2015 / 3:00 p.m.

Loft Conference Room – Drescher Hall 300-E

Members Present:

Guido Davis Del Piccolo, <i>Chair</i>	Karen Legg	Emin Menachekanian	David Shirinyan
Jennifer Merlic, <i>Vice Chair</i>	Emily Lodmer	Estela Narrie	Mark Tomasic
Brenda Antrim (non-voting)	Georgia Lorenz	James Pacchioli	Odemaris Valdivia
Ida Danzey	Walt Louie	Rachel Petrocelli	
Sandra Hutchinson	Kymia Mahjouri (AS)	Elaine Roque	
William Konya	Steve Maldonado (AS)	Gita Runkle	

Members Absent:

Maral Hyeler	Helen LeDonne	Darryl-Keith Ogata
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Others Present:

Laura Manson

MINUTES

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

I. Call to order:

The meeting was called to order at 3:10pm.

II. Public Comments*:

Georgia commended Guido and Jenny on doing an outstanding job of presenting our Bachelor of Science in Interaction Design degree to the Board of Trustees on December 1st.

III. Approval of Minutes:

The minutes of November 18, 2015 were approved as presented.

IV. Chair's report:

- Guido reported that all approved action items from the previous meeting were approved by the Academic Senate on December 1, 2015.
- Guido announced that due to CSU GE subareas being eliminated in Fall 2016 and scheduling complications, we are trying to explore ways to eliminate cross listed courses without any impact to students or faculty teaching those courses.
- Guido reported that Bachelor's degree taskforce met before the Thanksgiving break. We received numerous submissions from students interested in our Bachelor of Science in Interaction Design degree. In addition, Jamie facilitated several workshops for students interested in our Bachelor of Science in Interaction Design.

V. Information Items:

(Course Updates)

1. Dance 15 Intermediate Modern Jazz
2. Dance 16 Advanced Modern Jazz
3. Dance 22 Beginning Mexican Dance
4. Dance 23 Intermediate Mexican Dance
5. Dance 33 Ballet 3
6. Dance 55A Dance Performance – Modern
7. Dance 55B Dance Repertory – Modern
8. Dance 57A World Dance Performance
9. Dance 57B Repertory World Dance (title change: see below)
10. Dance 59A Dance Performance – Ballet
11. LIBR I Library Research Methods

VI. Action Items:

(Consent Agenda)

Change in Hours

- a. English 20 Reading and Writing 2 (exchange 2 “arranged hours” for 1 “lab hour”) – presented by Jennifer Merlic

Change current Skills Advisory to Prerequisite for the following courses:

- b. Dance 18
- c. Dance 32
- d. Dance 33
- e. Dance 34
- f. Dance 35
- g. Dance 36
- h. Dance 42
- i. Dance 43
- j. Dance 44
- k. Dance 45
- l. Dance 46
- m. Dance 61
- n. Dance 62

Co-requisite Expansion for the following courses:

- o. Dance 55A: include Ballet Courses
- p. Dance 55B: include Ballet Courses
- q. Dance 57A: add World and Modern Dance Courses
- r. Dance 57B: add World and Modern Dance Courses
- s. Dance 59A: include Dance 37 & 38

Title Change:

- t. Dance 57B: from “Repertory Ethnic Dance” to “Repertory World Dance”
- u. Dance 57C: from “Ethnic Dance Staging Techniques” to “World Dance Staging Techniques”

All Dance courses presented by Mark Tomasic

Motion made by: Emily Lodmer

Seconded by: David Shirinyan

The motion passed unanimously.

(New Courses)

- v. ECE 54 Documentation: Making Learning Visible (replacing 1 unit ECE 52) – presented by Laura Manson

(Approved with minor edits to phrasing.)

Motion made by: Georgia Lorenz

Seconded by: Ida Danzey

The motion passed unanimously.

- w. ECE 55 Environment As The Third Teacher (replacing 1 unit ECE 53) – presented by Laura Manson

Motion made by: Georgia Lorenz

Seconded by: Ida Danzey

The motion passed unanimously.

(New Business)

- x. Review of AR 5110: Curriculum Committee Structure, Functions, Responsibilities, Meetings

VII. Adjournment

The meeting adjourned at 4:51pm.

Santa Monica College New SMC Course

Expanded Course Outline for ENGL 300 - Advanced Writing and Critical Thinking in the Disciplines

Course Cover	
Discipline	ENGL-ENGLISH
Course Number	300
Full Course Title	Advanced Writing and Critical Thinking in the Disciplines
Catalog Course Description	Written and oral communications vary greatly between disciplines and fields. Building on the critical thinking and writing skills developed at the lower division level, this course further prepares students in the application of logical reasoning, analysis, and strategies of argumentation in both written and oral communication of content specific information. Students examine scholarly and professional readings and apply theoretical perspectives in a variety of modalities (genres and media) in a way that is targeted to specific audiences. Through critical analysis and review of appropriate literature, as well as complex writing assignments, students develop writing as a core aspect of academic and professional practice.
Proposal Information	
Proposed Start	Year: 2016 Semester: Fall
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
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	BS Degree -Interaction Design
Pre/Corequisites & Advisories	
Prerequisite ENGL 2	
<hr/>	
Prerequisite Admission to the SMC baccalaureate program	
Content Review	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Evaluate the historical, theoretical, and critical texts of a specific profession.	
2. Assess a writing objective, determine the appropriate genre/mode of response, and create documents according to the requirements of the profession.	
3. Analyze the process of writing and identify the habits, skills, techniques, and technologies that enable the student to produce the highest quality professional writing.	
4. Evaluate, critique, and synthesize primary and secondary sources of information most appropriate for successful argumentation in professional and academic contexts.	
5. Construct persuasive presentations that make effective use of technology.	
Arranged Hours Objectives	
Upon satisfactory completion of the course, students will be able to:	
Course Content	
30%	Historical texts: read and analyze seminal written works by notable practitioners from the field. Topics include field-specific literacies, whether alphabetic, numeric, visual, sculptural, or musical; and genre, including structure, purpose, and audience of discipline-specific texts.
30%	Critical and theoretical texts: read and analyze relevant criticism and theory, and use those frameworks to evaluate and criticize profession-specific texts. Topics include recognizing and evaluating the patterns of logical thought or fallacies in a critical or theoretical work, as well as the logic of relations between elements of a profession-specific text.
20%	Methods, materials, and structure of research papers and presentations, including a focus on profession-specific databases and sources, and how to locate and evaluate them.
10%	Rhetorical and citation conventions of targeted discipline/area.
10%	Individual and peer revision strategies.
Total: 100%	
Methods of Presentation	
Methods	Field Experience Group Work Lecture and Discussion

	Other Visiting Lecturers
Other Methods	Individual and group field experiences; i.e. conferences, installations, exhibits.
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 10% - Class Participation course blog • 25% - Exams/Tests • 10% - Oral Presentation group and individual presentations • 40% - Papers Formal criticism; critical analysis; journal article; white paper; blog post; 20-word gallery caption; press release • 15% - Projects Summarize and evaluate an exhibition, conference, or thesis review. • 100% - Total
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Kennedy, Mary Lynch and William Kennedy. <i>Writing in the Disciplines: A Reader and Rhetoric Academic for Writers</i> , 7th ed. New York: Longman, 2011, ISBN: -.	
2. Manovich, Lev. <i>The Language of New Media</i> , ed. Massachusetts: MIT Press, 2001	
Assignments	
Sample Assignment	
<p>1. Write a 3-4 page literature review of contemporary research related to your inquiry. A literature review is a means of identifying what has been written about a particular topic, the current consensus (assuming there is one), the main players in the field, and any sites of disagreement.</p> <p>2. Select a Request for Proposals from Google.org and write a 2-4 page paper that analyzes the proposal's implicit values. These values can be cultural, social, technological, or economic.</p> <p>3. Formal analysis. For this assignment, you will be working on the skills for analyzing and writing about a given project. Please view one of the installations that is a part of CURRENT: LA. Your task is to analyze the work and its mechanics as a cultural site. Key terms to consider are form, function, and address: what form does it take; how may this form be read, or what work does it do; and how does it address the viewer?</p> <p>4. In a design context, fiction can be a tool for creating speculative worlds or scenarios</p>	

that flesh out the possibilities and consequences of your projects beyond the merely probable. The story becomes the medium through which the design and its ideologies are manifest. While such fictions often avoid the conventions of scholarly work, they nevertheless convey an argument and a familiarity with the larger social, historical, and literary context. Write a 3-5 page work of speculative fiction that situates ideas discussed in this course in the material world.

Student Learning Outcomes

1. Apply discipline-specific historical, critical, and theoretical knowledge to create written work in a variety of genres and formats.
2. Determine and evaluate appropriate genre/media for presentations of writing and research.
3. Critically analyze communications according to the rhetorical expectations and vocabulary of the discipline.

Minimum Qualification

Minimum Qualifications:	English (Masters Required)
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Library

List of suggested materials has been given to librarian?	No
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Library has adequate materials to support course?	No
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Additional Comments/Information

Attached Files

[Prereq Form](#)

Prerequisite / Corequisite Checklist and Worksheet

English 300

Prerequisite: English 2: Critical Analysis and Intermediate Composition

Other prerequisites, corequisites, and advisories also required for this course:
Admission to the SMC baccalaureate program

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 English 300

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

A)	Write clear, effective essays designed to address critical positions.
B)	Define and address specific audiences.
C)	Recognize common logical errors or fallacies of language and thought.
D)	Distinguish and use both deductive and inductive reasoning.
E)	Distinguish factual from interpretive statements.
F)	Identify the interpretive communities to which they belong, that define their social, historical, moral, psychological, and philosophical assumptions.
G)	Describe the ways in which narratives (fiction and non-fiction), expository writings and arguments attempt to persuade an audience through appeals to reason and emotion.
H)	Identify the ways in which narratives, expository pieces and arguments (including literary analyses) are shaped by an author's social, historical, moral, psychological, and philosophical assumptions.
I)	Draw sound inferences from data.
J)	Distinguish and use effectively both denotative and connotative aspects of language.
K)	Locate and evaluate outside sources for use in developing their own analysis.
L)	Effectively use such writing strategies as analysis, synthesis, interpretation, and definition.
M)	Develop an ability to refine positions or seek new ones when they recognize weaknesses in their own arguments.
N)	Demonstrate an awareness of a broad range of cultural experiences and voices.

EXIT SKILLS (objectives) FOR English 2

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

1.	Write clear, effective essays designed to address critical positions.
2.	Define and address specific audiences.
3.	Recognize common logical errors or fallacies of language and thought.
4.	Distinguish and use both deductive and inductive reasoning.
5.	Distinguish factual from interpretive statements.
6.	Identify the interpretive communities to which they belong, that define their social, historical, moral, psychological, and philosophical assumptions.
7.	Describe the ways in which narratives (fiction and non-fiction), expository writings and arguments attempt to persuade an audience through appeals to reason and emotion.
8.	Identify the ways in which narratives, expository pieces and arguments (including literary analyses) are shaped by an author's social, historical, moral, psychological, and philosophical assumptions.
9.	Draw sound inferences from data.
10.	Distinguish and use effectively both denotative and connotative aspects of language.
11.	Locate and evaluate outside sources for use in developing their own analysis.
12.	Effectively use such writing strategies as analysis, synthesis, interpretation, and definition.
13.	Develop an ability to refine positions or seek new ones when they recognize weaknesses in their own arguments.
14.	Demonstrate an awareness of a broad range of cultural experiences and voices.

		ENTRANCE SKILLS FOR English 300													
		A	B	C	D	E	F	G	H						
EXIT SKILLS FOR English 2	1	X													
	2		X												
	3			X											
	4				X										
	5					X									
	6						X								
	7							X							
	8								X						
	9									X					
	10										X				
	11											X			
	12												X		
	13													X	
	14														X

SANTA MONICA COLLEGE PROGRAM OF STUDY

Interaction Design Bachelor of Science (BS)

(effective (Not Yet Approved))

The Interaction Design Bachelor of Science degree program blends the fields of design, user experience (UX), and technology. The proliferation of innovations such as e-commerce, mobile apps, smartphones, medical devices, wearable technology, connected appliances, and self-driving cars is creating strong demand for a new breed of designer who understands the user and employs a user-centered approach. The success of a new product or service in the competitive, fast-paced world of high technology hinges upon the quality of the user's first experience with the product. Interaction Designers ensure that products and services are appealing, effective and intuitive for their users by designing the behavior, organization, and aesthetics of the system to create successful end-to-end experiences. This is a four-year program with the lower division Graphic Design courses providing students with the skills necessary to enter the upper division courses in this exciting field.

BACCALAUREATE DEGREE REQUIREMENTS:

- completion of at least 120 semester units including:
 - completion of the Area of Emphasis with a grade of C or higher in each course
 - completion of at least 50% of Area of Emphasis units at SMC
 - one of the following general education patterns: CSU GE or IGETC (see www.smc.edu/articulation or visit the Transfer/Counseling Center)
 - six (6) semester units of upper division general education coursework
- overall GPA of 2.0 or higher

CATALOG RIGHTS: A student may satisfy the requirements of a Degree or Certificate that were 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.

Program Learning Outcomes:

Upon completion of the program, students will demonstrate knowledge of Interaction Design/User Experience Design history, practices, methodologies, tools, and project-based processes in designing for the user. Graduate will utilize human-centered design principles, user-testing outcomes, and ethnographic research insights, and will employ critical thinking, sketching, and iterative processes to define, develop, conceptualize, and solve problems. They will design and prototype correct affordances, interaction paradigms, and patterns for a range of platforms including web, mobile, and tangible systems. They will also collaborate effectively with customers and clients, and in team projects, brainstorming sessions, and in-class critiques. They will exhibit proficient visual, verbal, and written communication skills, particularly presentation skills necessary in the design industry.

Area of Emphasis

Lower Division Preparation for the IxD Major. (These courses, or equivalent, are required prior to enrollment in the IxD courses.)

		Units
GR DES 31	Graphic Design Studio 1	2
GR DES 33	Typography Design 1	2
GR DES 35	Sketching For Graphic Design	2
GR DES 41	Graphic Design Studio 2	2
GR DES 43	Typography Design 2	2
GR DES 50	Graphic Design Portfolio and Professional Practices	2
GR DES 60	Design Research	2
GR DES 61	User Experience Design	3
GR DES 62	User Experience Design 2	3
GR DES 64 (same as ET 37)	Digital Imaging For Design I	3
GR DES 65	Web Design 1	2
GR DES 66	Web Design 2	3
GR DES 67	Web Design 3	3
GR DES 71	Motion Graphics 1	3

GR DES 75	Mobile Design 1	3
GR DES 76	Mobile Design 2	3

Required Lower Division Courses (25 units): **Units**

AHIS 3	Western Art History III	3
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or

AHIS (any AHIS course satisfies requirement; AHIS 3 highly recommended)		3
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BUS 20	Principles Of Marketing	3
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or

BUS 63	Principles Of Entrepreneurship	3
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COM ST 16	Fundamentals Of Small Group Discussion	3
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CIS 54	Web Development And Scripting	3
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ENGL 1	Reading and Composition	3
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ENGL 2	Critical Analysis And Intermediate Composition	3
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MATH 54	Elementary Statistics	4
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PSYCH 1	General Psychology	3
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Upper Division Major Requirements (26 units): **Units**

IXD 310	Interaction Design Studio 1	3
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IXD 330	Interaction Design Studio 2	3
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IXD 350	Interactive Storytelling	3
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IXD 360	Product Design	3
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IXD 370	Design for Community Change	3
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IXD 430	Interaction Design Studio 3	3
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IXD 450	Interaction Design Portfolio	2
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IXD 460	Tangible Interaction	3
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IXD 470	Interaction Design Senior Studio	3
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IXD Internship / Project Management Experience (select a minimum of 3 units from the courses below): **Units**

IXD 410	Project Management for Design	2
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IXD 490A	Interaction Design Internship	1
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IXD 490B	Interaction Design Internship	2
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IXD 490C	Interaction Design Internship	3
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Upper Division General Education (6 units): **Units**

ENGL 300	Advanced Writing and Critical Thinking in the Disciplines	3
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PSYCH 320	Cognitive Psychology	3
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Total Units for Area of Emphasis: 60

PID 254