



# CURRICULUM COMMITTEE | AGENDA

Wednesday, March 16, 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     | Vicki Drake        | Pete Morris   | Linda Sinclair |
| Patricia Burson | Jonathan Eady (AS) | Steven Myrow  | Esau Tovar     |
| Dione Carter    | Kiersten Elliott   | Estela Ruezga | Julie Yarrish  |

**Ex-Officio Members:**

- |               |              |
|---------------|--------------|
| Fran Chandler | Jesse Randel |
|---------------|--------------|

## AGENDA

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

- I. Call to order
- II. Public Comments\*
- III. Approval of Minutes .....2
- IV. Chair’s report:
  - Curriculum Agenda Creation Process
- V. Action Items:
  - a. Revisions to AR 5110: Curriculum Committee Structure, Functions, Responsibilities, Meetings.....4
  - b. Revisions to AR 5111: Establishment of Courses and Programs Originating Within Departments.....10
  - c. Removal of AR 5112: Establishment of Courses and Programs Originating Outside Departments.....12
  - d. Revisions to AR 5113: Program Discontinuance Process.....15
  - e. Cross Listing Change Proposal.....17
- VI. New Business
  - AP Exam Credit in Relation to ADTs and GE
- 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, March 2, 2016 / 3:00 p.m.

Loft Conference Room – Drescher Hall 300-E

## Members Present:

Guido Davis Del Piccolo, <i>Chair</i>	Maral Hyeler	Walt Louie	Elaine Roque
Jennifer Merlic, <i>Vice Chair</i>	William Konya	Steve Maldonado (AS)	Gita Runkle
Brenda Antrim (non-voting)	Helen LeDonne	Emin Menachekanian	Odemaris Valdivia
Christina Gabler	Karen Legg	Estela Narrie	
Sandra Hutchinson	Emily Lodmer	James Pacchioli	

## Members Absent:

Ida Danzey	Georgia Lorenz	Kymia Mahjouri (AS)	Darryl-Keith Ogata
David Shirinyan	Mark Tomasic		

## Others Present:

Sage Bennet	Fariba Bolandhemat	Vicki Drake	Matthew Hank
Gary Huff	Erica LeBlanc	Martha Linden (AS)	Laura Manson
Dawn Murphy	Melody Nightingale	Christine Schultz	Sal Veas

## 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\*:

None.

### III. Approval of Minutes:

The minutes of February 17, 2016 were approved as presented.

### IV. Chair's report:

- Guido reported that our upper division English course and our Bachelor of Science in Interaction Design degree were approved by the Academic Senate and Board of Trustees on March 1, 2016.

### V. Information Items:

*(Course Updates)*

- KIN PE 56A Beginning Track And Field
- MATH 2 Precalculus
- MATH 10 / CS 10 Discrete Structures
- MATH 11 Multivariable Calculus
- MATH 18 Intermediate Algebra for Statistics and Finite Mathematics
- MATH 21 Finite Mathematics
- MATH 26 Functions and Modeling for Business and Social Science
- MATH 28 Calculus I for Business and Social Science
- MATH 29 Calculus 2 for Business and Social Science
- MATH 41 Mathematics for Elementary School Teachers
- MATH 81 Basic Arithmetic
- MATH 84 Prealgebra
- MATH 85 Arithmetic and Prealgebra

*(Course Deactivation)*

14. MUSIC 35 Women in Music (deactivation of the course and removal from the following programs: History AA-T, Liberal Arts – Arts & Humanities AA, Music AA, and Women’s Studies AA)

**VI. Action Items:***(Consent Agenda)*

- a. ET 20 Visual Development (course update and removal of ET 91 and ET 94 from prerequisites and change to Skills Advisories instead)
- b. TH ART 15A Stage Movement For The Actor (renumbering to TH ART 15 and course update)

**Motion made by:** James Pacchioli      **Seconded by:** Odemaris Valdivia  
The motion passed unanimously.

*(New Courses)*

- c. KIN PE 56B Intermediate Track and Field – presented by Elaine Roque  
**Motion made by:** Odemaris Valdivia      **Seconded by:** Walt Louie  
The motion passed unanimously.
- d. PRO CR 25 Personal Trainer Preparation – presented by Matthew Hank and Elaine Roque  
(Approved with minor edits.)

**Motion made by:** Helen LeDonne      **Seconded by:** Emily Lodmer  
The motion passed unanimously.

*(Distance Education)*

- e. ECE 21 Observation And Assessment – presented by Laura Manson  
**Motion made by:** Odemaris Valdivia      **Seconded by:** Gita Runkle  
The motion passed unanimously.
- f. ECE 22 Practicum in Early Childhood Education – presented by Laura Manson  
**Motion made by:** Odemaris Valdivia      **Seconded by:** Gita Runkle  
The motion passed unanimously.
- g. GEOG 14 Geography Of California – presented by Vicki Drake  
**Motion made by:** James Pacchioli      **Seconded by:** Maral Hyeler  
The motion passed unanimously.
- h. PHILOS 23 Philosophy Of Religion – presented by Sage Bennet  
**Motion made by:** Elaine Roque      **Seconded by:** Emily Lodmer  
The motion passed unanimously.

*(Program Revisions)*

- i. Digital Media Associate in Science (AS) / Certificate of Achievement (removal of ET 58 and ET 59; addition of GR DES 71 and GR DES 71B) – presented by Guido  
**Motion made by:** Elaine Roque      **Seconded by:** Walt Louie  
The motion passed unanimously.
- j. Changes to degrees and certificates as a result of courses considered on this agenda
- a. Kinesiology Physical Education Degree
  - b. Athletic Coaching Degree and Certificate of Achievement
- Motion made by:** Maral Hyeler      **Seconded by:** Estela Narrie  
The motion passed unanimously.

**VII. New Business**

- Non-Credit Overview Presentation by Erica LeBlanc, Dawn Murphy, Melody Nightingale, and Gita Runkle

**VIII. Adjournment**

The meeting adjourned at 5:10pm.



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### ARTICLE 5100: CURRICULUM

#### AR 5110 CURRICULUM COMMITTEE STRUCTURE, FUNCTIONS, RESPONSIBILITIES, MEETINGS

##### Title 5 § 55002 Standards and Criteria for Courses and Classes

Curriculum Committee: The Academic Senate Joint Curriculum Committee recommending the course shall be established by the mutual agreement of the Academic Senate and college and/or district administration and the ~~academic~~-Academic senateSenate. The committee shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the ~~academic~~-Academic senateSenate.

#### **1. Committee Structure**

A. The Curriculum Committee is a joint Academic Senate/administration committee in accordance with Board of Trustees Policy 2210 and the Bylaws of the SMC Academic Senate to include five (5) administrators, ~~fifteen~~-seventeen (17) regular or contract faculty members ~~elected by area, two faculty appointments made by the Academic Senate President with the advice and consent of the full Senate,~~ and two (2) students. Each member has one vote with the exception of the Library faculty member and the Committee Chair who votes only in the event of a tie vote.

(1) Five administrators, including those most directly concerned with curriculum are appointed by the Superintendent/President or designee. One of the administrators will be designated to serve as vice-chair to the Committee.

(2) Two students are selected according to the Bylaws of the SMC Associated Student Government.

(3) Faculty members are selected to serve on the Committee according to the Bylaws of the SMC Academic Senate.

(4) One faculty member is appointed committee chair by the Academic Senate President and represents the Senate in all committee deliberations.

~~(5) Non-voting liaisons to the committee may include:~~



- ~~• The Librarian or designee~~
- ~~• The Articulation Officer or designee~~
- ~~• The Matriculation Officer or designee~~
- ~~• The Associated Students President or designee.~~

## 2. Committee Functions

The functions of the Curriculum Committee, as detailed in the Academic Senate Constitution and Bylaws and in compliance with Title 5 (Section 51022a) and the Education Code Section 78016, include the following:

- A. to review and recommend to the Academic Senate action on existing and proposed curricula, courses, prerequisites, corequisites, advisories and programs;
- B. to encourage and recommend development of new curricula ~~and courses~~;
- C. to assist faculty in preparing curricular proposals to meet Title 5, other relevant regulations ~~and matriculation mandates~~ and district goals and objectives as stated in the college's mission;
- D. to disseminate curricular information and recommendations to the department chairs and the Academic Senate;
- E. to implement appropriate state-mandated regulations or policies that affect curriculum;
- F. to recommend to the Academic Senate additions, deletions, and modifications in general education patterns for ~~the Associate in Arts (AA) degrees~~, the Intersegmental General Education Transfer Curriculum (IGETC), and the California State University (CSU) General Education Certification Requirements, ~~and Occupational Certificate Requirements~~;
- G. to recommend to the Academic Senate proposals to implement curriculum transformation;
- H. to ensure that the Santa Monica College Catalog contains only those courses offered on a regular basis;
- I. to request, consider, and respond to reports from various Academic Senate committees and college groups that have a direct bearing on matters of curriculum;
- J. to help assure that the curriculum at Santa Monica College supports the college's mission, supports its goals, and meets the needs of its students;
- K. to approve alternative delivery systems;
- L. and to perform other duties assigned by the Academic Senate president with the advice and consent of the Senate.

## 3. What the Curriculum Committee Handles

The following items come before the Curriculum Committee for review and approval:

- A. proposed credit and non-credit courses;



B. proposed ~~substantive~~ changes in courses, which may include but are not limited to:

- (1) prerequisites, corequisites and skills advisories,
- (2) catalog description,
- (3) ~~course content~~outline (e.g., course transformation for diversity),
- (4) objectives
- (5) student learning outcomes
- (4) lecture/lab/arranged hours,
- (5) number of units;
- (6) alternative delivery system-method (e.g. distance education);

C. proposed credit and non-credit programs (~~including i.e., transfer, Associate in Arts degrees, certificates of achievement, and department certificates) and all other programs involving curriculum~~);

D. proposed changes in programs, which may include but are not limited to:

- (1) prerequisite requirements (including admission criteria to a particular program),
- (2) catalog description
- (3) requirements (units, structure, electives)

~~E.~~ suggestions for deletion of courses;

~~E.~~ requests for courses to be included in or deleted from local general education, IGETC, the AA degree pattern, and CSU GE ~~certification~~ patterns;

~~F.~~ requests for changes to or inclusion on the Disciplines List;

~~H.~~ determination of repeatability of courses according to Title 5 standards;

~~H.~~ non-credit courses;

~~I.~~ not for credit Community Services courses;

~~J.~~ Student Learning Outcomes.

#### 4. Committee Meetings

A. A quorum must be present to conduct official committee business. A quorum consists of eight faculty and three administrators. ~~No S~~ student attendance is present are not necessary to achieve a quorum.

B. The committee usually meets the first, third, and (when necessary) the fifth Wednesday of each month during the fall and spring semesters in the afternoon.

(1) Meetings are open to all who wish to attend.

(2) If extraordinary circumstances require it, special meetings may be called by the chair during the winter and summer sessions.



C. Agendas are prepared by the Curriculum Committee Chair and/or Vice-Chair.

(1) Agendas are distributed to committee members and ~~the library and~~ are posted electronically and in the Academic Senate office (visible from the outside) in the mailroom at least seventy-two hours prior to each scheduled meeting ~~and posted electronically~~.

(2) Included with the agenda sent to members of the Committee are the minutes of the previous meeting, the information for any courses, and/or programs to be considered at the meeting, and any documents that will be discussed.

### **Curriculum Committee Members: Responsibilities and Participation Guidelines**

#### 1. Responsibilities

A. Preparation for the meetings by reading beforehand all materials distributed with the agenda.

B. Attendance at all meetings. In case of time conflict or illness, the member should notify the Curriculum Committee Chair, Vice Chair, and/or the ~~administrator individual~~ who serves as ~~committee~~ Committee secretary Secretary.

C. Familiarization with the documents most often referred to in committee work, especially:

(1) the SMC Catalog and the SMC Vision and Mission Statement

(2) Relevant Title 5 and Education Code regulations,

(3) general educational patterns for SMC, IGETC, and CSU, ~~and SMC AA~~,

(4) the Disciplines List,

(5) all relevant Board of Trustees policies and Administrative Regulations.

D. ~~Careful~~ review of submitted Course Outlines of Record to determine (a) if they meet the criteria for any prerequisites, co-requisites or advisories and (b) if they detail sufficiently the rationale for the course, the course materials, and the methods of presentation and evaluation.

E. ~~Report~~ing regularly to the constituency from which the member was elected.

#### 2. Participation Guidelines

To assure positive, open, and effective discussions both between the committee and a proposer and within the committee itself, the Curriculum Committee member should:

A. keep an open mind; listen to and carefully consider a proposer's or a committee member's responses;

B. ask positive questions that elicit clarification and discussion; ask follow-up questions when appropriate.

~~Other from AR 5111: Establishment of Courses and Programs Originating Within Departments~~





### 3. Curriculum Committee Approval

- A. The Curriculum Committee Chair and/or Vice-Chair determines that the proposal is complete and ~~with the Curriculum Committee chair~~ edits it for compliance with guidelines-relevant regulations before putting it on the agenda. If necessary, tThe item should be returned to the department for substantive changes.
- B. All department chairs receive notification of electronic access to the agenda at least 72 hours in advance of a scheduled meeting. ~~When the proposal goes on the agenda, the committee Vice-Chair notifies the department chair at least 72 hours in advance of the scheduled meeting.~~

The proposer(s) and the department chair or designee should attend the meeting at which the proposal is presented. Although the ~~Course Data Record, or Program P~~proposal should be complete and self-explanatory, the proposer should be prepared to give a brief overview of the proposal ~~justification~~ and answer any questions about the proposed course or program in detail, including the need for such a course or program change and/or addition, materials used, objectives, and methods of instruction and assessmentevaluation.

Any relevant texts and supporting information may be presented to the committee to augment the details contained in the proposal.

- C. After the presentation of the proposal, the Curriculum Committee discusses the proposed courseproposal and votes to either (1) recommend approval ~~of the course~~ to the Academic Senate ~~and Superintendent/President~~, (2) recommend approval ~~of the course~~ contingent upon completion of specific requested changes by a designated deadline (3) return the proposal to the department with recommendations for further development or revision, (4) return it to the department with notification that the ~~course~~ proposal has not been approved. If changes are requested and/or the proposal is returned to the department, tThe Curriculum Committee ~~chair~~ Chair will notify the department chair ~~orally or by email~~ within two days of the Committee's decision.

~~If approved by the committee, the course will be presented jointly to the Academic Senate for approval and to the Superintendent/President.~~

If the course is returned to the department without approval, the proposer(s) may request a meeting with the committee ~~chair~~ Chair to discuss the reason(s) for non-approval. The proposal may be resubmitted to the Curriculum Committee.

### 4. Final Approval

- A. The Curriculum Committee Chair recommends acceptance of any course-proposal the committee has approved to the Academic Senate ~~and the Superintendent/President~~.
- ~~B. The Academic Senate and Superintendent/President ratify the course.~~
- C. ~~The course~~ Proposals approved by the Academic Senate are presented to the Board of Trustees for inclusion in the Santa Monica College curriculum.

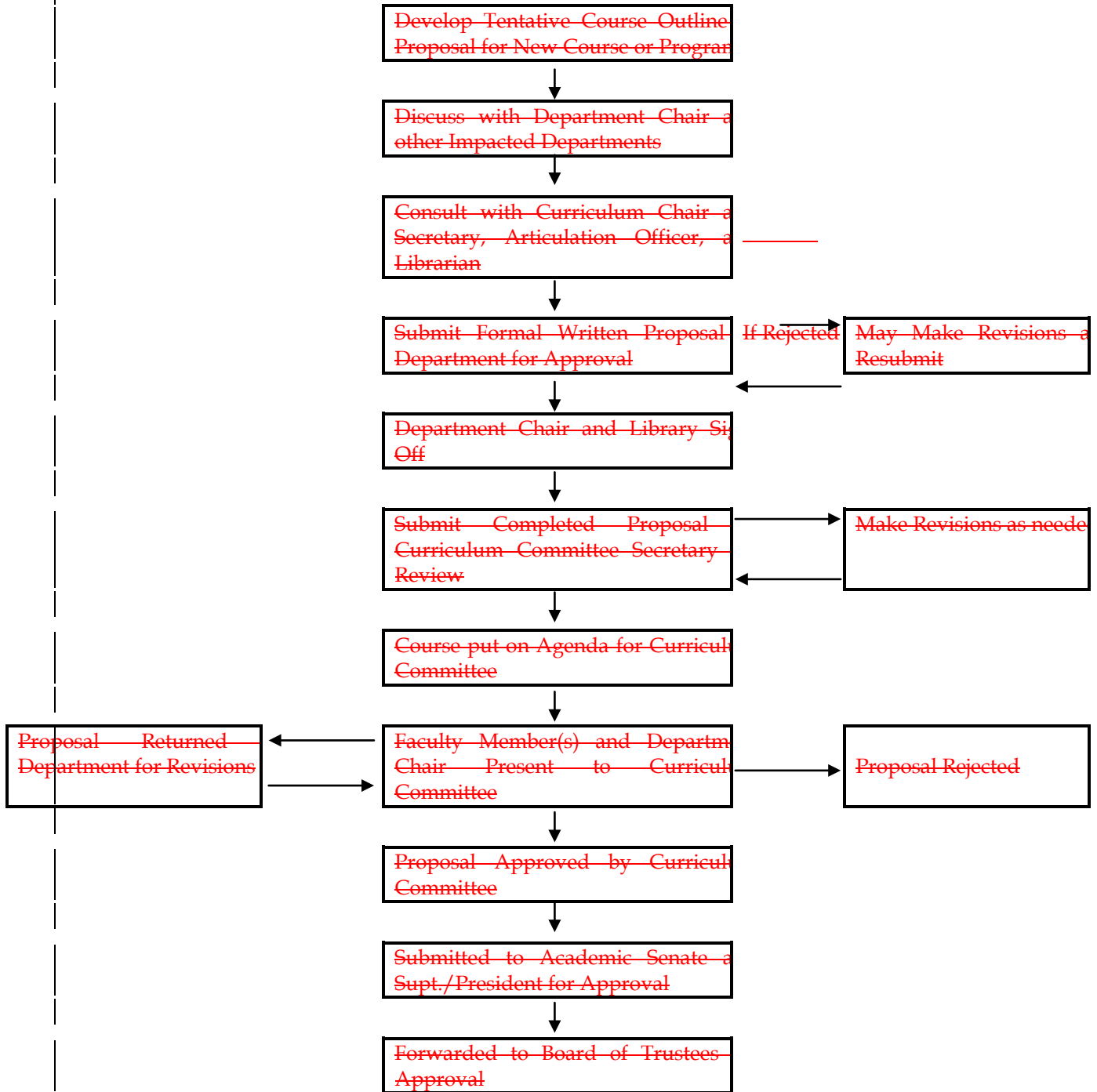
*Approved by the Curriculum Committee 10/01/03*





Revised: Academic Senate approval 5/15/07, Superintendent/President approval 7/30/07  
 Reviewed and Revised: 7/22/08

5. THE CURRICULUM PROCESS





**AR 5111 Establishment of Courses and Programs ~~Originating Within Departments~~**

Step One: Definition of the Program and Communication with the College Community

Whether the program is proposed by faculty or administration, significant support and exchange of information is crucial for a new program's success. During this first step the following activities occur (not necessarily in the order below):

1. Related departments discuss the program and vote to support it.
2. For all occupational programs and where otherwise appropriate, an external advisory board is created, consisting of community members with expertise in some or all of the program areas. The new program development leader selects representatives from the college to attend initial meetings with the external advisory board.
- ~~3.~~ 3. If the program is originating outside established departments, a program leader will be appointed by the Academic Senate and a lead administrator will be appointed by the Superintendent/President. In cases where the expertise is not available on campus, administration is urged to find a way of bringing an expert into the process as early as possible.
- ~~3.~~ 4. A campus advisory board is created, consisting of administrators and faculty who have interest and/or expertise in the program. The Senate President (or designee), the Curriculum Committee Chair and faculty from related disciplines are included in the membership.
- ~~4.~~ 5. Early in the process, when the identity of the program is established, all segments of the campus are informed and encouraged to participate in defining the program.

Step Two: Creation of the Program

1. From the college advisory board and representatives of the community advisory board (if appropriate), a steering committee and/or subcommittees form, to advance work on these aspects:
  - create a timeline for the program to implement core courses
  - create proposals for new courses or modifications to existing ones
  - solicit community responses to the proposals and modify the proposals when appropriate.
2. With the ~~department's and campus~~ advisory board's support, and, if appropriate, the external advisory board's support, the course proposals and program overview move to the Curriculum Committee.
3. Program leaders and a subcommittee of the Curriculum Committee devise an evaluation plan for the program.
4. Curriculum Committee receives an overview of the program which addresses the following areas:
  - Statement of Needs at SMC
  - Statement of Major Objectives of the Program
  - Schedule of Activities
  - Proposed New Courses or Modification of Existing Courses (Cross-listing, for example).
  - Proposed Program Evaluation Plan
  - Labor Market Data, when applicable



5. Faculty from one department or related departments form the core of the program. Future program needs may call for the creation of a new department.
6. Upon approval by the Curriculum Committee, the program moves to the Academic Senate for approval.
7. Upon approval by the Academic Senate, Superintendent/President and the Board of Trustees, documentation for state approval (when required) is completed and submitted.

Step Three: Review of the Program by the Curriculum Committee

1. The program's year-end review and/or completion of cycle is presented to~~by~~ the Curriculum Committee containing the following information:
  - Demonstrated strengths of the program
  - Areas for program improvement
  - Goals for the next three years
  - Proposed curricular changes and possible re-configuration of the program
2. The Curriculum Committee reviews the program's effectiveness in accomplishing its stated objectives and takes appropriate action.
  - Recommend continuation of the program to the Academic Senate
  - Approve changes to the program and/or courses and send them to the Academic Senate for approval
  - ~~Approve curricular changes and send them to the Academic Senate for approval~~
  - Recommend discontinuation of the program to the Academic Senate.

Note: If ~~The~~ Curriculum Committee does not approve the proposed program, the Academic Senate may serve as a forum for appeal.

Reviewed and/or Updated 10/02, 07/22/08



**ARTICLE 5100: CURRICULUM**

**AR 5112 — Establishment of Courses and Programs Originating Outside Departments**

**Step One: Definition of the Program and Communication with the College Community:**

~~Whether the program is proposed by faculty or administration, significant support and exchange of information is crucial for a new program's success. During this first step the following activities occur (not necessarily in the order below):~~

- ~~1. Related departments discuss the program and vote to support it.~~
- ~~2. For all occupational programs and where otherwise appropriate, an external advisory board is created, consisting of community members with expertise in some or all of the program areas. The new program development leader selects representatives from the college to attend initial meetings with the external advisory board.~~
- ~~3. The program leader will be appointed by the Academic Senate and the administrator by the Superintendent/President. In cases where the expertise is not available on campus, administration is urged to find a way of bringing an expert into the process as early as possible.~~
- ~~4. A campus advisory board is created, consisting of administrators and faculty who have interest and/or expertise in the program. The Senate President (or designee), the Curriculum Committee Chair and faculty from related disciplines are included in the membership.~~
- ~~5. Early in the process, when the identity of the program is established, all segments of the campus are informed and encouraged to participate in defining the program.~~

**Step Two: Creation of the Program**

- ~~1. From the college advisory board and representatives of the community advisory board (if appropriate), a steering committee and/or subcommittees form, to advance work on these aspects:
  - ~~• create a timeline for the program to implement core courses~~
  - ~~• create proposals for new courses or modifications to existing ones~~
  - ~~• solicit community responses to the proposals and modify the proposals when appropriate.~~~~
- ~~2. With the advisory board's support, the course proposals and program overview move to the Curriculum Committee.~~
- ~~3. Program leaders and a subcommittee of the Curriculum Committee devise an evaluation plan for the program.~~
- ~~4. Curriculum Committee receives an overview of the program which addresses the following areas:
  - ~~• Statement of Needs at SMC~~
  - ~~• Statement of Major Objectives of the Program~~
  - ~~• Schedule of Activities~~
  - ~~• Proposed New Courses or Modification of Existing Courses (Cross listing, for example).~~
  - ~~• Proposed Program Evaluation Plan~~~~



~~5. Upon approval by the Curriculum Committee, the program moves to the Academic Senate and the Superintendent/President for approval.~~

~~6. Upon approval by the Academic Senate, Superintendent/President and the Board of Trustees, documentation for state approval (when required) is completed and submitted.~~

~~Step Three: Review of the Program by the Curriculum Committee~~

~~1. The program in year end review and/or completion of cycle is presented to the Curriculum Committee containing the following information:—~~

- ~~• Demonstrated strengths of the program~~
- ~~• Areas for program improvement~~
- ~~• Goals for the next three years~~
- ~~• Proposed curricular changes and possible re-configuration of the program~~

~~2. The Curriculum Committee reviews the program's effectiveness in accomplishing its stated objectives and takes appropriate action:~~

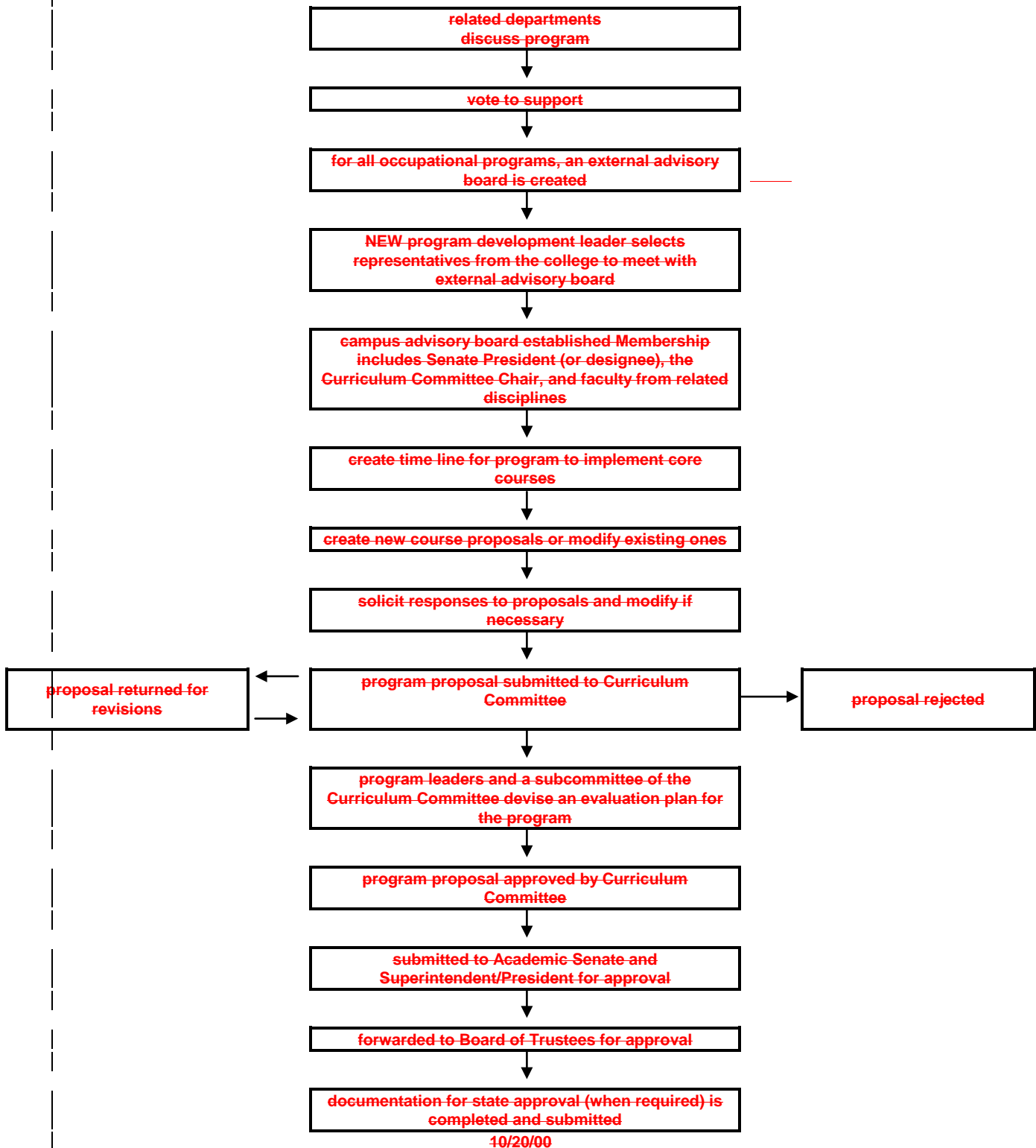
- ~~• Approve changes to the program and send them to the Academic Senate for approval~~
- ~~• Approve curricular changes and send them to the Academic Senate for approval~~
- ~~• Recommend discontinuation of the program.~~

~~— NOTE: If the Curriculum Committee does not approve the proposed program, the Academic Senate may serve as a forum for appeal.~~

~~— Reviewed and/or Updated 10/02~~



## ESTABLISHMENT OF PROGRAMS



10/20/00



**ARTICLE 5100: CURRICULUM**

**AR 5113 Program Discontinuance Process**

**1. Definition**

The program discontinuance process detailed below shall be invoked only when an entire discipline, department, or area of study is being considered for discontinuance. It does not apply to the discontinuance of individual courses, certificates, or degrees unless such action would result in the discontinuance of an entire discipline, department, or area of study.

**2. Identification**

The appropriate senior administrator will identify a program to be considered for discontinuance and specify the criteria to make the identification. Criteria might include, but would not be limited to, issues concerning enrollment, demand for a service, budget, facilities, staffing, and match with the college's mission or current goals and objectives. A summary of previous efforts to address the issues relative to the criteria will be included in the identification.

**3. Recommendation**

A. For Instructional, Student Support, and Instructional Support Programs

(1) Consultation

- (a) With instructional, student support, and instructional support programs, the Academic Senate and Faculty Association will be consulted.
- (b) The Academic Senate will employ appropriate committees to consider the identified program and make a recommendation. This process will include members of the designated program. It may also involve seeking input from the community groups.

(2) Evaluation Criteria

- (a) The Administration and Academic Senate will attempt to reach mutual agreement on specific criteria to be used to evaluate the program. If agreement is not reached, the senior administrator will provide the Academic Senate with the criteria that the Administration will use.

(3) Recommendation

- (a) Addressing the specified evaluation criteria, the Academic Senate will prepare a recommendation regarding the identified program.
- (b) The senior administrator will receive and consider the recommendations of the Academic Senate, Faculty Association and other interested groups.





B. For Other College Programs

The appropriate senior administrator will consult relevant constituencies and receive recommendations regarding the identified program.

| 34. Notification

- A. The senior administrator will notify the program leader(s) of the recommendation for discontinuance, explain the criteria upon which the recommendation is based, and inform the program leader(s) of the opportunity to appeal.
- B. The senior administrator will notify the members of the District Planning and Advisory Council of the recommendation and, in collaboration with the program leader(s), establish a timeline for consideration of the recommendation by the District Planning and Advisory Council.
- C. The appropriate senior administrator will present the criteria upon which the recommendation is based to the District Planning and Advisory Council for discussion.

| 45. Appeal

- A. Program representatives, including faculty and staff directly affected, will be given the opportunity to appeal the recommendation and provide information supporting the appeal to the District Planning and Advisory Council. The constituent representatives on the District Planning and Advisory Council will be able to provide assistance on how to present the appeal if this is requested by the program. For instructional, student support, and instructional support programs, the Academic Senate may provide support for the appeal.
- B. Based upon the criteria supporting the recommendation and the information presented in the appeal, the District Planning and Advisory Council will come to a decision to support or not support the recommendation.
- C. If the District Planning and Advisory Council decides not to support the recommendation, it will provide the administration and the program leadership with a plan as to how the issues surrounding the recommendation for discontinuance can be resolved.
- D. If the District Planning and Advisory Council decides to support the recommendation, the recommendation will be submitted to the Superintendent/ President.

*Reviewed and/or Updated 10/02, 12/3/08, 3/16/09*

## **Rationale for change in how cross listed courses are currently handled/implemented at SMC**

presented by:

- Guido L. Davis Del Piccolo,  
Chair, Curriculum Committee  
Faculty Leader, Interdisciplinary Studies
- Jennifer Merlic,  
Dean, Instructional Services

We feel the need to make some changes to the manner in which cross listed courses are handled/implemented. This change is spurred by several issues which you may or may not already know:

- Cross listing is currently very labor intensive on the administrative end.
  - Enrollment spots are manually adjusted to account for seat openings and students' enrollment patterns. Errors are easily made and can result in over (or under) enrolled sections.
  - Faculty have multiple enrollment, drop, grade, and SLO rosters.
- Cross listing currently creates a fair amount of confusion for students with regard to completing GE patterns (for Areas which require 3 courses from at least 2 disciplines). Some students are under the assumption that they have satisfactorily completed IGETC Area 4, for example, when in essence, they have taken 3 courses from the same discipline because one of those courses is cross listed with the same discipline as the other two.
- CSU GE pattern is changing and the "subareas" of Area D are being removed—which will now mirror the IGETC pattern, creating even more scenarios similar to the above bullet point.

For all of the above reasons, we feel it is necessary to end the manner in which we currently cross list courses. However, we also recognize the benefits and merits of the concept of cross listing. Therefore, we believe the plan below maintains most of the benefits and merits, while also removing most of the problematic aspects.

## Draft plan on addressing cross listed courses

- 1) Review courses for any “outdated” or “unnecessary” cross listing.
  - a. Remove cross listing if that is deemed appropriate by both disciplines.
- 2) If cross listing continues to be appropriate, both disciplines will come to an agreement on which is the “home discipline”.
  - a. The “home discipline” will be the ONLY discipline in which students may enroll in a course.
  - b. The “not-home discipline” will continue to show in the catalog and schedule of classes but ONLY with the home discipline course/section being shown.
  - c. For example: HIST 14 (currently cross listed as ENVRN 14)
    - i. If History is determined by the faculty to be the home discipline, then under Environmental Studies in the catalog and schedule of classes, students will find:
      1. *These interdisciplinary courses are related to Environmental Studies:*
        - a. HIST 14
        - b. HIST 32
        - c. ...
      - ii. Under History in the catalog and schedule of classes, students will find HIST 14 with a note: *Also related to Environmental Studies.*
      - iii. PLEASE SEE BELOW FOR CATALOG EXAMPLE (PAGES 6-14).
      - iv. Transcript will show “HIST 14”
    - d. These changes will NOT impact who is able to teach the course. The Minimum Qualifications for faculty to teach the course will continue to be the same unless changed via the Curriculum Committee approval process.
- 3) If cross listing continues to be appropriate but the disciplines cannot come to an agreement on which should be the “home discipline” the following criteria will be utilized to recommend the most appropriate home discipline:
  - a. Articulation agreements
  - b. Transfer applicability
  - c. SMC enrollment patterns over the past 5 years
- 4) If there is still no agreement, the recommendation will be to create a new course in each discipline and/or create a new SMC discipline.
- 5) We have gone through all of our cross listed courses and we make the RECOMMENDATION found below (PAGES 3-5). It is ONLY A SUGGESTION.

Currently  
Crosslisted Courses

Recommendation

Course	Home Discipline	Cross Reference in Schedule & Catalog?	Notes/Comments
ACCTG 26	BUS 6	NO	
BUS 6			
ACCTG 35	ACCTG 35	YES	
CIS 35			
ACCTG 45	ACCTG 45	YES	
BUS 45			
AHIS 52	PHOTO 52	YES	
PHOTO 52			
BUS 27	BUS 27	NO	Perhaps we should create two separate classes?
CIS 27			
BUS 29	JOURN 43	?	
JOURN 43			
BUS 33	MEDIA 18	?	
MEDIA 18			
BUS 47	COUNS 47	?	
COUNS 47			
CIS 19	GIS 19	NO CIS / YES (GEOG)	
GIS 19			
GEOG 19			
CIS 21	GIS 21	NO CIS / YES (GEOG)	
GIS 21			
CIS 23	GIS 23	NO CIS / YES (GEOG)	
GEOG 23			
GIS 23			
CIS 9A	CS 9A	YES	
CS 9A			
CIS 9B	CS 9B	YES	
CS 9B			
CS 10	MATH 10	YES	
MATH 10			
DANCE 75	DANCE 75	YES	
ECE 75			
ECE 18	PSYCH 18	YES	
PSYCH 18			
ECON 15	ECON 15	YES	
HIST 15			
ECON 5	ECON 5	YES (ALL 3)	
POL SC 5			
GLOBAL 5			
ENGL 11	FILM 11	NO	
FILM 11			
ENGL 26	ENGL 26	NO	Deactivate Hum 28S and end group header of Humanities
HUM 26			

Currently  
Crosslisted Courses

Recommendation

Course	Home Discipline	Cross Reference in Schedule & Catalog?	Notes/Comments
ENGL 32	ENGL 32	NO	
HIST 30			
ENGL 51	REL ST 51	YES	
REL ST 51			
ENGL 52	REL ST 52	YES	
REL ST 52			
ENGL 55	TH ART 7	END CLASS?	
TH ART 7			
ENVRN 14	HIST 14	YES	
HIST 14			
ENVRN 20	ENVRN 20	YES	
PHILOS 20			
ENVRN 22	ENVRN 22	YES	
POL SC 22			
ENVRN 32	HIST 32	YES	
HIST 32			
ENVRN 40	ENVRN 40	YES	
PSYCH 40			
ENVRN 7	ENVRN 7	YES	Title change? Environmental Issues
GEOG 7			
ET 37	GR DES 64	YES	
GR DES 64			
GEOG 11	GEOG 11	YES	
GLOBAL 11			
GEOG 20	GIS 20	YES	
GIS 20			
GEOG 8	GEOG 8	YES	
URBAN 8			
GEOG 94	GEOL 94	YES	
GEOL 94			
GLOBAL 3	MEDIA 3	YES	
MEDIA 3			
HEALTH 60	HEALTH 60	YES	
NURSNG 60			
HIST 48	HIST 48		Perhaps it should probably be cross listed with Pol Sci. ?
PHILOS 48			
JOURN 21	JOURN 21	YES	
PHOTO 13			
JOURN 22	JOURN 14	YES	
PHOTO 14			
JOURN 4A	JOURN 4A	YES	
MEDIA 14			

Currently  
Crosslisted Courses

## Recommendation

Course	Home Discipline	Cross Reference in Schedule & Catalog?	Notes/Comments
JOURN 4B	JOURN 4B		Should this course be de-activated?
MEDIA 15			
MUSIC 45	KEEP BOTH		Keep two classes, remove equivalency?
TH ART 45			
MUSIC 46	TH ART 53	NO	Deactivate Music 46
TH ART 53			
PHILOS 51	POL SC 51	YES	
POL SC 51			
PHILOS 52	POL SC 52	YES	
POL SC 52			

# Dance

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Students enrolled in Dance classes are required to purchase tickets for and attend a performance of both Synapse (Nov 6 & 8) and Global Motion (Nov 20 & 21) at the Broad Stage. For more information see [www.smc.edu/dance](http://www.smc.edu/dance).

## DANCE 9, Dance Productions 3 units

Transfer: UC, CSU

- *Prerequisite: None.*

This lecture survey course addresses the many different requirements of putting on a production, providing the theoretical foundation that supports the production process, and building an information base of the specialized language and terminology, schedules and procedures necessary to produce a show. Students learn how to organize and prepare the different aspects of production, how to implement ideas, and how to communicate with specialists in the field.

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## DANCE 70, Dance Staging Technique 1 unit

Transfer: CSU

- *Prerequisite: None.*

This course is designed to develop stage production skills for dance performances. Students will learn how to transfer a dance work from the rehearsal studios to a professional stage, using the elements of staging, lighting, scenery/props, and make-up for various styles of dance productions. Students will also learn about the process of touring with a production, site selection and fundamentals of arts management.

## DANCE 75, The Teaching of Dance for Children 3 units

Transfer: CSU

- *Prerequisite: None*
- **Also related to Early Childhood Education**

This course, the study of developmentally appropriate creative movement experiences for children, gives students methods to guide creativity in the pre-K and elementary classroom and to develop dance lessons tied to specific subject areas. Students gain knowledge of the movement aspect of child development and how to use creative dance to research and teach subject matter across the pre- K and elementary curriculum. It covers the role of movement in developing children's physical, motor, emotional, and cognitive skills, and includes workshops and field experience in planning and implementing appropriate creative experiences with young children.

***Dance 75 and ECE 75 are the same course. Students may receive credit for one but not both.***

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## DANCE 90B, Internship in Dance 2 units

Transfer: CSU

- *Prerequisite: None.*

*Students must arrange an approved internship prior to enrolling in this class. F-1 students must see the Immigration Coordinator at the International Education Center before enrolling.*

The Internship Program is designed to provide the student with "real life" experience in a Dance environment. Students will work with a local school to apply academic dance principles.

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# Early Childhood Education

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## **Related courses are listed at the end of the ECE course listings**

Students taking Early Childhood Education and Education courses that include field work may be required to pay for Live Scan fingerprint processing and/or a TB test.

## ECE 2, Principles and Practices of Teaching Young Children 3 units

Transfer: CSU

- *Skills Advisory: Psychology 11.*
- *C-ID: ECE 120.*



An examination of the underlying theoretical principles of developmentally appropriate practices applied to programs, environments, emphasizing the key role of relationships, constructive adult-child interactions, and teaching strategies in supporting physical, social, creative and intellectual development for all children. This course includes a review of the historical roots of early childhood programs and the evolution of the professional practices promoting advocacy, ethics and professional identity.

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ECE 88A, Independent Studies in  
Early Childhood Education 1 unit

Transfer: CSU

Please see "Independent Studies" section.

ECE 88B, Independent Studies in  
Early Childhood Education 2 units

Transfer: CSU

Please see "Independent Studies" section.

## **ECE Related Courses**

*These interdisciplinary courses are related to ECE*

**DANCE 75, The Teaching of Dance for Children 3 units**

Transfer: CSU

- Prerequisite: None.

This course, the study of developmentally appropriate creative movement experiences for children, gives students methods to guide creativity in the pre-K and elementary classroom and to develop dance lessons tied to specific subject areas. Students gain knowledge of the movement aspect of child development and how to use creative dance to research and teach subject matter across the pre- K and elementary curriculum. It covers the role of movement in developing children's physical, motor, emotional, and cognitive skills, and includes workshops and field experience in planning and implementing appropriate creative experiences with young children.

~~ECE 75 and Dance 75 are the same course. Students may receive credit for one but not both.~~

**PSYCH 18, Childhood: Culture and Personality 3 units**

Transfer: UC, CSU

IGETC AREA 4G (Social & Behavioral Sciences)

- Prerequisite: None.
- Satisfies SMC's Global Citizenship requirement

~~This course satisfies the Santa Monica College Global Citizenship requirement.~~

This course summarizes anthropological and psychological theories, methods and data. These are used to show the relationship between critical aspects of culture and the personality development of children, adolescents and adults. Comparisons of child rearing in different societies illustrate the role of myths, play, nutrition, education, and family in socialization. Inter-culture contact is discussed in relation to individuals and conflict in U.S. schools. Wherever possible, at least three cultures found within the California school systems, including but not limited to, Asian, Native American and Hispanic families are examined. This course is the same as Early Childhood Education 18. Students may earn credit for Psychology 18 or Early Childhood Education 18, but not both.

~~Early Childhood Education 18 is the same course as Psychology 18. Students may receive credit for one, but not both.~~

## **Economics**

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Some of the courses listed in this section are accompanied by Supplemental Instruction. Supplemental Instruction (SI) is an academic assistance program that utilizes free peer-assisted weekly study sessions to help students learn the most difficult course content. For more information, please see the SI website at [www.smc.edu/si](http://www.smc.edu/si).

**ECON 1, Principles of Microeconomics 3 units**

Transfer: UC, CSU

IGETC AREA 4B (Social & Behavioral Sciences)

- Prerequisite: MATH 31 or MATH 49.
- Skills Advisory: Eligibility for English 1.

This course introduces students to the supply and demand model, the concept of elasticity, productivity and cost structures. Within the Supply and Demand framework, the class studies the impact of government intervention on markets. The class evaluates alternative market structures in terms of prices, efficiency, and the role of the government.

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### ECON 5, International Political Economy: Introduction to Global Studies 3 units

Transfer: UC, CSU

IGETC AREA 4 (Social and Behavioral Science)

- Prerequisite: None.
- Skills Advisory: Eligibility for English 1.
- Also related to Global Studies and Political Science
- Satisfies SMC's Global Citizenship requirement

This course offers an interdisciplinary introduction to the fields of Global Studies and International Political Economy. Students will analyze critically the role of national governments, international organizations, nongovernmental organizations, and multinational corporations, in regard to phenomena such as, international markets and production regimes, monetary and trade policy, international and global conflict, and environmental degradation. Contending theoretical and ideological perspectives regarding international systems, processes, and trends will be applied and evaluated.

~~Economics 5 is the same course as Political Science 5 and Global Studies 5. Students may earn credit for one, but not both.~~

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### ECON 15, Economic History of the U.S. 3 units

Transfer: UC, CSU

IGETC AREA 4 (Social & Behavioral Sciences) OR 3B (Humanities)

+ satisfies CSU U.S. History graduation requirement

- Prerequisite: None.
- Skills Advisory: Eligibility for English 1.
- Also related to History

This course offers a chronological study of American economic history by major areas including agriculture, industrial development, money, banking, and transportation. The roles of business, labor, and government are given a particular emphasis.

~~Economics 15 is the same course as History 15. Students may earn credit for one, but not both.~~

### ECON 90B, Internship in Economics 2 units

Transfer: CSU

- Prerequisite: None.

Students must arrange an approved internship prior to enrolling in this class. F-1 students must see the Immigration Coordinator at the International Education Center before enrolling.

The Internship Program is designed to provide the student with "real life" experience in a public or private organization concerned with issues relating to areas in the social sciences. Students will work with the organization, agency, business, or institution (public or non-profit) to develop their understanding of and ability to apply the principles of economics.

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## Environmental Studies

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**Related courses are listed at the end of the ENVRN course listings**

### ENVRN 7, Introduction to Environmental Studies 3 units

Transfer: UC, CSU

IGETC AREA 4 (Social and Behavioral Sciences)

- Prerequisite: None.
- Satisfies SMC's Global Citizenship requirement

~~This course satisfies the Santa Monica College Global Citizenship requirement.~~

This introductory course will use an interdisciplinary approach to provide students with a broad perspective on environmental problems and solutions. Students will be introduced to the strategies used by scientists, economists, political analysts, and other writers and researchers to investigate and analyze environmental and urban issues, human/nature relationships, natural and built environments, and environmental citizenship.

~~Environmental Studies 7 is the same course as Geography 7. Students may earn credit for one, but not both.~~

### ENVRN 20, Environmental Ethics 3 units

Transfer: UC, CSU

IGETC AREA 3B (Humanities)

- Prerequisite: None.
- Skills Advisory: Eligibility for English 1.
- Satisfies SMC's Global Citizenship requirement

~~This course satisfies the Santa Monica College Global Citizenship requirement.~~

This course introduces the field of environmental ethics with an emphasis on global environmental problems and global citizenship. The conceptual foundations of environmental attitudes and values are examined through an historical survey of philosophies of nature and human/nature relations. Ethical theories are presented and used to analyze contemporary environmental problems, e.g. mistreatment of animals, pollution, climate change, species extinction, natural resource depletion, environmental racism etc. The ethical assumptions underlying various national and international responses to environmental problems will be analyzed and evaluated.

~~ENVRN 20 is the same course as Philos 20. Students may earn credit for one but not both.~~

## ENVRN 22, Environmental Politics and Policies      3 units

Transfer: UC, CSU

IGETC AREA 4 (Social and Behavioral Sciences)

- Prerequisite: None.
- Skills Advisory: Eligibility for English 1.
- Satisfies SMC's Global Citizenship requirement

~~This course satisfies the Santa Monica College Global Citizenship requirement.~~

This course examines environmental politics, including, but not limited to the issues of population, natural resource use, habitat loss, global climate change and pollution. The political, economic, and social origins of environmental change and degradation are examined, as well as democratic, bureaucratic and market-based solutions to environmental problems advocated by environmental movements, interest groups and political parties. Arguments for best public policy responses to a range of environmental problems will be assessed and debated. The course offers a practical problem-solving approach which includes local, state, national and global environmental politics. Course content focuses primarily on political concepts, such as sustainable development and ecological democracy, and on the relations between a range of contemporary political values and the environmental policy recommendations of each. The course explores various perspectives on what it means to take political responsibility for reducing the human impact on the earth.

~~Environmental Studies 22 is the same course as Political Science 22. Students may earn credit for one, but not both.~~

## ENVRN 40, Environmental Psychology      3 units

Transfer: UC, CSU

IGETC AREA 4 (Social & Behavioral Sciences)

- Prerequisite: None.
- Satisfies SMC's Global Citizenship requirement

~~This course satisfies the Santa Monica College Global Citizenship requirement.~~

This course will focus on the theory and application of psychological principles as they relate to the causes of, and potential solutions to, current global environmental problems. Modern ecological issues (such as global climate change, habitat-loss, etc.) have their historical origin in human behavior; this class will focus both on relevant causal behaviors, and on the mental mechanisms that give rise to such behavior. An evolutionary perspective will be employed to identify the pathways by which the clash of a 'universal human nature' and the modern environment results in an 'evolutionary mismatch.' Evolutionary models such as the 'tragedy of the commons' will be elucidated with relevant and real world examples. In addition, the course will explore potential avenues to effectively reshape human kind's social, technological and economic relationship with its environment. As such, a systems approach will be taken that considers the human as a part of, as well as an influence on, ecosystems. Cutting edge research will be integrated from different domains of psychology (cognitive, social, developmental and evolutionary, etc.) as well as related fields (genetics, behavioral economics, game-theory, anthropology, etc.) to comprehensively study the human-environment interaction.

~~ENVRN 40 is the same course as PSYCH 40. Students may earn credit for one but not both.~~

## **ENVRN Related Courses**

~~These interdisciplinary courses are related to ENVRN~~

## HIST 14, Environmental History      3 units

Transfer: UC, CSU

IGETC Area 4F (Social and Behavioral Sciences)

- Prerequisite: None.
- Skills Advisory: Eligibility for English 1.
- Satisfies SMC's Global Citizenship requirement

~~This course satisfies the Santa Monica College Global Citizenship requirement.~~

This course surveys environmental history of the United States from earliest human migration to the present, focusing on the

complex and consequential ways people have perceived, relied on, interacted with, and been impacted by the natural world. Topics include diverse patterns of interaction with land, water, plants, animals, and energy sources, as well as the economic, political, social, cultural, technological and global aspects of these patterns.

~~Environmental Studies 14 is the same course as History 14. Students may earn credit for one, but not both.~~

## HIST 32, Global Environmental History 3 units

Transfer: UC, CSU

IGETC Area 4F (Social and Behavioral Sciences)

- Prerequisite: None.
- Skills Advisory: Eligibility for English 1.
- Satisfies SMC's Global Citizenship requirement

~~This course satisfies the Santa Monica College Global Citizenship requirement.~~

This course surveys global environmental history from early human evolution to the present, focusing on the complex and consequential ways people have perceived, relied on, interacted with and been impacted by the natural world. Topics include the diverse patterns of interaction with land, water, plants, animals, and energy sources, as well as their economic, political, social, cultural, and technological aspects in the local, regional, and global context.

~~Environmental Studies 32 is the same course as History 32. Students may earn credit for one, but not both.~~

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# Geography

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All Geography classes include environmental and/or urban studies material in the course content.

## GEOG 1, Introduction to Natural Environment 3 units

Transfer: UC\*, CSU

IGETC AREA 5 (Physical Sciences, non-lab)

- Prerequisite: None.
- Skills Advisory: Eligibility for English 1.
- C-ID: GEOG 110.

\*Maximum credit allowed for Geography 1 and 5 is one course (4 units).

This course surveys the distribution and relationships of environmental elements in our atmosphere, lithosphere, hydrosphere and biosphere, including weather, climate, water resources, landforms, soils, natural vegetation, and wildlife. Focus is on the systems and cycles of our natural world, including the effects of the sun and moon on environmental processes, and the roles played by humans.

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## GEOG 7, Introduction to Environmental Studies 3 units

Transfer: UC, CSU

IGETC AREA 4 (Social and Behavioral Sciences)

- Prerequisite: None.
- Also related to Environmental Studies
- Satisfies SMC's Global Citizenship requirement

~~This course satisfies the Santa Monica College Global Citizenship requirement.~~

This introductory course will use an interdisciplinary approach to provide students with a broad perspective on environmental problems and solutions. Students will be introduced to the strategies used by scientists, economists, political analysts, and other writers and researchers to investigate and analyze environmental and urban issues, human/nature relationships, natural and built environments, and environmental citizenship.

~~Geography 7 is the same course as Environmental Studies 7. Students may earn credit for one, but not both.~~

## GEOG 8, Introduction to Urban Studies 3 units

Transfer: UC, CSU

IGETC AREA 4 (Social and Behavioral Sciences)

- Prerequisite: None.
- Also related to Urban Studies

This course introduces students to the multi-disciplinary study of urban society and space. Cities are examined both as complex social-economic groupings of people, and as material landscapes of buildings, pathways, and public and private spaces. Attention is paid to what cities are and have been (the evolving urban experience of the past and present) as well as to ever-

changing ideas about what cities should be (urban planning and design for the future). While the overall perspective of the course is global, its primary focus is on the cities of North America and, in particular, the Los Angeles metropolitan area. This emphasis is evident both in the classroom and in field trips or other assignments that ask students to apply classroom ideas to our local urban setting.

~~Geography 8 is the same course as Urban Studies 8. Students may earn credit for one, but not both.~~

### GEOG 10, Living in a Hazardous Environment      3 units

Transfer: CSU

- *Prerequisite: None.*

This course is a study of hazards and their effect on humans and the natural environment. It includes an analysis of volcanoes, earthquakes, floods, droughts, hurricanes, tornadoes, catastrophic mass wasting, fires, and the effects of terrorism. This course focuses on appropriate responses from law enforcement personnel, fire technicians, and public sector managers.

### GEOG 11, World Geography: Introduction to Global Studies      3 units

Transfer: UC, CSU

*IGETC AREA 4E (Social & Behavioral Sciences)*

- *Prerequisite: None.*
- *C-ID: GEOG 125.*
- *Also related to Global Studies*
- *Satisfies SMC's Global Citizenship requirement*

~~This course satisfies the Santa Monica College Global Citizenship requirement.~~

This course introduces Global Studies through a survey of the world's major geographic regions. Students will encounter core concepts related to processes of global connection and change, while also developing basic geographic literacy in the distribution of human and natural features on Earth. Students will examine and discuss significant issues--cultural, social, political-economic, and environmental--impacting humanity today as both problem and possibility. In particular, this course considers the diverse localized impacts of globalization as a continuing story of peoples and places isolated and connected by imperial, colonial, and international systems of the past and present.

~~Geography 11 is the same course as Global Studies 11. Students may earn credit for one but not both.~~

### GEOG 14, Geography of California      3 units

Transfer: UC, CSU

*IGETC AREA 4 (Social and Behavioral Sciences)*

- *Prerequisite: None.*
- *C-ID: GEOG 140.*
- *Satisfies SMC's Global Citizenship requirement*

~~This course satisfies the Santa Monica College Global Citizenship requirement.~~

This course surveys the physical and human geography of California and the process shaping its landscapes. Topics include natural features and resources, such as geology, climate, plants and animals, and hydrology. Historical and current trends in human population, migration, and settlement patterns are considered, including a review of the state's major cultural groups. Primary and advanced economic activities are examined within modern rural and urban settings. Emphasis is on the profound connections between these topics, on California's unequalled diversity, and the rapid change that is transforming our people and its landscapes.

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## **Global Studies**

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**Related courses are listed at the end of the GLOBAL course listings**

### GLOBAL STUDIES 3, Global Media      3 units

Transfer: CSU, UC (pending)

- *Prerequisite: None.*
- *Satisfies SMC's Global Citizenship requirement*

~~This course satisfies the Santa Monica College Global Citizenship requirement.~~

This course provides a detailed introduction to global media systems around the world, examining the main economic and cultural dimensions of the international media environment. Key theoretical approaches to international and global communication will be examined. Consideration will be given to the key issues, main actors, and significant developments in global media.

*Global Studies 3 is the same course as Media 3. Students may earn credit for one, but not both.*

## GLOBAL STUDIES 10, Global Issues 3 units

Transfer: UC, CSU

- *Prerequisite: None.*
- *Skills Advisory: Eligibility for English 1.*

*This course satisfies the Santa Monica College Global Citizenship requirement.*

This introductory course offers an interdisciplinary approach to exploring the origins, current status, trends and possible solutions of major global issues. Students will examine multiple issues of concern such as international war and conflict, global inequality, food, water, energy, climate change, population growth, migration, and social change. This Global Studies course will emphasize interdisciplinary inquiry by drawing upon both the holistic body of work in global studies, as well as the approaches of related fields such as anthropology, economics, environmental studies, geography, history, philosophy, political science, psychology, sociology, and women's studies.

## GLOBAL Related Courses

*These interdisciplinary courses are related to GLOBAL*

### ECON 5, International Political Economy: Introduction to Global Studies 3 units

Transfer: UC, CSU

*IGETC AREA 4 (Social Science)*

- *Prerequisite: None.*
- *Skills Advisory: Eligibility for English 1.*
- *Satisfies SMC's Global Citizenship requirement*

*This course satisfies the Santa Monica College Global Citizenship requirement.*

This course offers an interdisciplinary introduction to the fields of Global Studies and International Political Economy. Students will analyze critically the role of national governments, international organizations, nongovernmental organizations, and multinational corporations, in regard to phenomena such as, international markets and production regimes, monetary and trade policy, international and global conflict, and environmental degradation. Contending theoretical and ideological perspectives regarding international systems, processes, and trends will be applied and evaluated.

~~*Global Studies 5 is the same course as Economics 5 and Political Science 5. Students may earn credit for only one course.*~~

### GEOG 11, World Geography: Introduction to Global Studies 3 units

Transfer: UC, CSU

*IGETC AREA 4E (Social & Behavioral Sciences)*

- *Prerequisite: None.*
- *C-ID: GEOG 125.*
- *Satisfies SMC's Global Citizenship requirement*

*This course satisfies the Santa Monica College Global Citizenship requirement.*

This course introduces Global Studies through a survey of the world's major geographic regions. Students will encounter core concepts related to processes of global connection and change, while also developing basic geographic literacy in the distribution of human and natural features on Earth. Students will examine and discuss significant issues—cultural, social, political-economic, and environmental—impacting humanity today as both problem and possibility. In particular, this course considers the diverse localized impacts of globalization as a continuing story of peoples and places isolated and connected by imperial, colonial, and international systems of the past and present.

~~*Global Studies 11 is the same course as Geography 11. Students may earn credit for one but not both.*~~

### GLOBAL 35, Global Citizenship Field Study 1 unit

Transfer: CSU

- *Prerequisite: None.*

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.

### GLOBAL STUDIES 95, Global Los Angeles – Experiential Learning 2 units

Transfer: CSU

- *Prerequisite: None.*

This course is a practicum in global studies in a local setting. As a hands-on course, students will engage in experiential learning outside the classroom through various agencies which have significant ties to international/global issues. Each student will develop a reading list, customized to their particular agency's focus and complete a minimum of 30 hours of volunteer work with that agency. Students are required to complete a faculty-led orientation and submit academically-sound reflection journals to the SMC instructor. By applying theoretical ideas and empirical data to their experiences, students develop a deeper understand-



ing of international and global relations and issues, particularly as they impact the target population(s) of the organization with which students are working.

*This course is offered on a credit-no credit basis only.*

# History

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## Related courses are listed at the end of the HIST course listings

### HIST 1, History of Western Civilization I 3 units

Transfer: UC, CSU

IGETC AREA 3B (Humanities)

- Prerequisite: None.
- Skills Advisory: Eligibility for English 1.
- C-ID: HIST 170.

This course surveys the development of Western Civilization from its beginnings in the valleys of the Tigris-Euphrates and Nile Rivers to Europe of the 16th century. It addresses cultures of the Near East, Greece, and Rome; the medieval period; the Renaissance; and the Reformation, introducing the social, economic, political, intellectual, and artistic transformations that shaped what came to be known as the West.

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### HIST 14, U.S. Environmental History 3 units

Transfer: UC, CSU

+ satisfies CSU U.S. History graduation requirement

IGETC Area 4F (Social and Behavioral Sciences)

- Prerequisite: None.
- Skills Advisory: Eligibility for English 1.
- Also related to Environmental Studies
- Satisfies SMC's Global Citizenship requirement

~~This course satisfies the Santa Monica College Global Citizenship requirement.~~

This course surveys the environmental history of the United States from earliest human migration to the present, focusing on the complex and consequential ways people have perceived, relied on, interacted with, and been impacted by the natural world. Topics include diverse patterns of interaction with land, water, plants, animals, and energy sources, as well as the economic, political, social, cultural, technological and global aspects of these patterns.

~~History 14 is the same course as Environmental Studies 14. Students may earn credit for one, but not both.~~

### HIST 15, Economic History of the U.S. 3 units

Transfer: UC, CSU

IGETC AREA 3B (Humanities) or 4 (Social and Behavioral Science)

+ satisfies CSU U.S. History graduation requirement

- Prerequisite: None.
- Skills Advisory: Eligibility for English 1.

~~This course is a chronological study of American economic history by major areas, including agriculture, industrial development, money, banking, and transportation. The roles of business, labor, and government are given a particular emphasis.~~

~~History 15 is the same course as Economics 15. Students may earn credit for one, but not both.~~

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### HIST 88A, Independent Studies in History 1 unit

Transfer: CSU

Please see "Independent Studies" section.

### HIST 88B, Independent Studies in History 2 units

Transfer: CSU

Please see "Independent Studies" section.

### HIST 90A, Internship in History 1 unit

Transfer: CSU

- Prerequisite: None.

You must meet the following eligibility requirements to apply for this internship: 1) Must be a SMC student & have completed 6



units during the previous semester, 2) Completed English 1 or equivalent with a C or higher, and 3) Must have cumulative GPA of 2.0 or higher. If you are eligible, please contact Prof. Sang Chi ([chi\\_sang@smc.edu](mailto:chi_sang@smc.edu)) for application materials. Students must arrange an approved internship prior to enrolling in this class. F-1 students must see the Immigration Coordinator at the International Education Center before enrolling.

The internship in history is intended to provide the student with experience working as a historian in the field, conducting work on local history projects.

## **HIST Related Courses**

*These interdisciplinary courses are related to HIST*

**ECON 15, Economic History of the U.S. 3 units**

Transfer: UC, CSU

*IGETC AREA 4 (Social & Behavioral Sciences) OR 3B (Humanities)*

+ satisfies CSU U.S. History graduation requirement

- Prerequisite: None.
- Skills Advisory: Eligibility for English 1.

This course offers a chronological study of American economic history by major areas including agriculture, industrial development, money, banking, and transportation. The roles of business, labor, and government are given a particular emphasis.

~~Economics 15 is the same course as History 15. Students may earn credit for one, but not both.~~