



# CURRICULUM COMMITTEE | AGENDA

Wednesday, May 4, 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 .....3
- IV. Chair’s report:
- V. Information Items:

*(Course Updates)*

- |  |   |
|--|---|
| 1. BUS 5 Business Law  | 12. KIN PE 19C Fitness - Body Level Exercises |
| 2. GR DES 18 Introduction to Graphic Design Applications         | 13. KIN PE 25A Beginning Golf                 |
| 3. GR DES 31 Graphic Design Studio I                             | 14. KIN PE 25B Intermediate Golf              |
| 4. GR DES 35 Sketching For Graphic Design                        | 15. KIN PE 25C Advanced Golf                  |
| 5. GR DES 41 Graphic Design Studio 2                             | 16. KIN PE 58A Beginning Yoga                 |
| 6. GR DES 50 Graphic Design Portfolio and Professional Practices | 17. KIN PE 58B Intermediate Yoga              |
| 7. GR DES 64 Digital Imaging For Design I                        | 18. KIN PE 58C Advanced Yoga                  |
| 8. KIN PE 3 Introduction To Exercise Physiology I                | 19. MATH 7 Calculus I                         |
| 9. KIN PE 17 Boxing For Fitness                                  | 20. MATH 8 Calculus 2                         |
| 10. KIN PE 19A Fitness - Anaerobic Exercises                     | 21. PRO CR 6A Coaching Of Football            |
| 11. KIN PE 19B Fitness - Aerobic Exercises                       | 22. PRO CR 8 Coaching of Basketball           |

*(Course Updates: Distant Education Revision):*

- 23. ACCTG 6 Accounting Consolidations
- 24. ACCTG 7 Advanced Accounting: Special Topics

*\*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.*

## VI. Action Items:

*(Consent Agenda)*

- a. GR DES 33 Typography Design I (change of GR DES 18 from prerequisite to advisory)
- b. GR DES 43 Typography Design 2 (removal of GR DES 34 from advisory)
- c. HEALTH 11 First Aid and Cardio-Pulmonary Resuscitation (previously approved as PRO CR 21; minimum qualifications: “Emergency Medical Technologies and must have American Red Cross Instructor Certification”)
- d. KIN PE 10A Fitness Center Lab (course update and number change from 10 to 10A)
- e. NUTR 8 (course update and title change from “Principles of Food Preparation” to “Principles of Food with Lab”)

*(Course Revision: addition of prerequisite)*

- f. PRO CR 12 Emergency Care And Water Safety (addition of prerequisite: KIN PE 48B)....5

*(New Courses)*

- g. ECE 32 Communicating With Families (replacing 2 unit ECE 31).....10
- h. MEDIA 4 Introduction to Game Studies.....16

*(Distance Education)*

- i. ECE 32 Communicating With Families.....10

*(New Program)*

- j. Infant/Toddler Teacher Associate in Science (AS) / Certificate of Achievement .....22

*(Program Revisions)*

- k. Changes to degrees and certificates as a result of courses considered on this agenda

*(Global Citizenship)*

- l. Possible changes to the Global Citizenship Degree Requirement.....24

## 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.



# CURRICULUM COMMITTEE I MINUTES

Wednesday, April 20, 2016 / 3:00 p.m.

Loft Conference Room – Drescher Hall 300-E

### Members Present:

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

### Members Absent:

Ida Danzey	Emily Lodmer	Georgia Lorenz	Kymia Mahjouri (AS)
Estela Narrie	Darryl-Keith Ogata		

### Others Present:

Terrin Adair-Lynch	Dione Carter	Eric Oifer	Perviz Sawoski
Christine Schultz			

## MINUTES

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

### I. Call to order:

The meeting was called to order at 3:14pm.

### II. Public Comments\*:

Guido welcomed and introduced Dione “Dee Dee” Carter as our new Dean of Noncredit and External Programs.

### III. Approval of Minutes:

The minutes of April 6, 2016 were approved as presented.

### IV. Chair’s report:

- Guido reported that Academic Senate raised concerns regarding the proposal to discontinue cross listing. Therefore, we are exploring other options of resolving the CSU GE issue regarding how cross listed courses will be handled.

### V. Information Items:

*(Course Updates)*

- |  |   |
|--|---|
| 1. KIN PE 5A Beginning Badminton           | 19. MUSIC 32 Appreciation of Music                |
| 2. KIN PE 48A Beginning Swimming           | 20. MUSIC 34 Survey of Piano Music                |
| 3. KIN PE 48B Elementary Swimming          | 21. MUSIC 36 History of Rock Music                |
| 4. KIN PE 48C Intermediate Swimming        | 22. MUSIC 50A Elementary Voice                    |
| 5. KIN PE 48D Advanced Swimming            | 23. MUSIC 50B Intermediate Voice                  |
| 6. KIN PE 57A Beginning Volleyball         | 24. MUSIC 53 Jazz Vocal Ensemble                  |
| 7. KIN PE 57B Intermediate Volleyball      | 25. MUSIC 60A Elementary Piano First Level        |
| 8. KIN PE 57C Advanced Volleyball          | 26. MUSIC 60B Elementary Piano Second Level       |
| 9. KIN PE 59A Beginning Beach Volleyball   | 27. MUSIC 60C Elementary Piano Third Level        |
| 10. MUSIC 1 Fundamentals Of Music          | 28. MUSIC 60D Elementary Piano Fourth Level       |
| 11. MUSIC 2 Musicianship                   | 29. MUSIC 61A Intermediate Piano Fifth Level      |
| 12. MUSIC 6 Diatonic Harmony               | 30. MUSIC 61B Intermediate Piano Sixth Level      |
| 13. MUSIC 10 Popular Harmony And Arranging | 31. MUSIC 63 Sight Reading At Keyboard            |
| 14. MUSIC 13 Tonal Counterpoint            | 32. MUSIC 64 Piano Ensemble                       |
| 15. MUSIC 19 Orchestration                 | 33. MUSIC 79A Jazz Improvisation                  |
| 16. MUSIC 24 Conducting                    | 34. MUSIC 81 Introduction To Mariachi Performance |
| 17. MUSIC 30 Music History I               |   |
| 18. MUSIC 31 Music History II              |   |

**VI. Action Items:**

*(New Courses)*

- a. MEDIA 4 Introduction to Game Studies  
(Tabled pending attendance of presenter)  
**Motion made by:** David Shirinyan      **Seconded by:** Christina Gabler  
The motion passed unanimously.
- b. POL SC 24 Introduction to Law – presented by Christina Gabler, Eric Oifer and Christine Schultz  
(Approved with minor edits and addition of CSU GE, IGETC, and SMC GE)  
**Motion made by:** Gita Runkle      **Seconded by:** William Konya  
The motion passed unanimously.

*(Course Reinstatement)*

- c. TH ART 28B 3D Make-Up and Theatrical Styles – presented by Terrin Adair-Lynch and Perviz Sawoski  
(Approved with minor edits and title change)  
**Motion made by:** Elaine Roque      **Seconded by:** Helen LeDonne  
The motion passed unanimously.
- d. TH ART 32 Scenic Design – presented by Terrin Adair-Lynch and Perviz Sawoski  
(Approved with minor edits)  
**Motion made by:** Mark Tomasic      **Seconded by:** James Pacchioli  
The motion passed unanimously.

*(New Program)*

- e. Visual Development Department Certificate – presented by Walt Louie  
**Motion made by:** Maral Hyeler      **Seconded by:** William Konya  
The motion passed unanimously.

*(Program Revisions)*

- f. Changes to degrees and certificates as a result of courses considered on this agenda
  - a. Liberal Arts - Social & Behavioral Science Associate in Arts (AA) (addition of POL SC 24 to Area A, Group 4)
  - b. Political Science Associate in Arts for Transfer (AA-T) (addition of POL SC 24 to List B)
  - c. Technical Theatre Associate in Science (AS) / Certificate of Achievement (addition of TH ART 28B and TH ART 32 to Electives)  
**Motion made by:** James Pacchioli      **Seconded by:** Mark Tomasic  
The motion passed unanimously.

**VII. New Business**

- Global Citizenship Requirement – presented by Guido  
Guido informed the committee that some concerns have been raised regarding our current Global Citizenship requirement and that at a future meeting the committee will be asked to vote on specific revisions.

**VIII. Adjournment**

The meeting adjourned at 4:50pm.

# Santa Monica College

## Course Outline For KINESIOLOGY PROFESSIONAL COURSES 12, Emergency Care And Water Safety

Course Title: Emergency Care And Water Safety Units: 3.00  
Total Instructional Hours (usually 18 per unit): 72  
Hours per week (full semester equivalent) in 3.00 In-Class Lab: 1.00 Arranged:  
Lecture:

Date Submitted: May 2011  
Date Updated: April 2016  
Transferability: Transfers to UC  
Transfers to CSU

IGETC Area:  
CSU GE Area:  
SMC GE Area:

Degree Applicability: Credit - Degree Applicable  
Prerequisite(s): KIN PE 48B  
Ability to swim 300 consecutive yards.  
Pre/Corequisite(s): None  
Corequisite(s): None  
Skills Advisory(s): None

### I. Catalog Description

This course deals with preventing accidents, caring for common injuries, and emergency procedures at the scene of accidents or sudden illness and learning fundamental principles behind teaching water safety. The instruction will include the practice of American Red Cross senior life saving, water safety, lifeguard training, first aid, and CPR/AED for the professional rescuer. Successful completion of course requirements leads to American National Red Cross advanced first aid, blood borne pathogens, CPR, Water Safety Instructor certificates, and fundamentals of instructor training.

### II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. American Red Cross ? Lifeguarding 2016
2. American Red Cross ? Water Safety Instructor 2016 manual.

### III. Course Objectives

Upon completion of this course, the student will be able to:

1. Identify life-threatening conditions.
2. Assess victims and apply the proper first aid and CPR treatment accordingly.
3. Activate the emergency medical system (EMS) appropriately.
4. Teach the four competitive strokes of swimming and two resting strokes.
5. Construct unit and lesson plans for 6 levels of swimming courses.
6. Teach water safety for various ages and skill levels.
7. Perform appropriate water rescues according to American Red Cross lifeguarding standards.

**IV. Methods of Presentation:**

Lecture and Discussion , Observation and Demonstration , Visiting Lecturers , Other (Specify)

Other Methods: Demonstrations Directed programs Student participation in directed programs Guest speaker demonstration DVD

**V. Course Content**

<u>% of course</u>	<u>Topic</u>
10%	Basics of water safety and overview.
15%	Primary assessment, secondary assessment and when to call 911. First aid, injuries, bandaging, splintings, emergency rescue and transfer.
10%	CPR/AED/Rescue Breathing for adult, child, infant and CPR.
10%	Water Safety Instructor (WSI)
10%	Hydrodynamic Principles.
15%	Course Planning: Pre school, parent & child aquatics, through teach backs and participation critique.
10%	Advance swimming mechanics.
20%	Teaching various levels of swimming.
100%	Total

**Vb. Lab Content:**

<u>% of course</u>	<u>Topic</u>
40%	Swimming mechanics and skill progressions
20%	Water Rescues
20%	First Aid techniques

20%	CPR and AED procedures and techniques
100%	Total

**VI. Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)**

<u>Percentage</u>	<u>Evaluation Method</u>
20 %	Exams/Tests - Midterm written exam
10 %	Class Participation - Attendance and participation
30 %	Homework
20 %	Final exam - Written and practical
20 %	WSI Teachbacks: Pre school aquatics levels 1-3. Learn to swim levels 1-6. Parent and child levels 1& 2.
100 %	Total

**VII. Sample Assignments:**

1. Students will construct swim lesson plans given a level, session number and a time limit for the class.
2. Students will construct a block plan for teaching swimming given a swim level, number of lessons, and a time limit.

**VIII. Student Learning Outcomes**

1. Identify unsafe and/or life-threatening conditions in a water environment and apply appropriate action including CPR, First Aid and Rescue breathing when appropriate.
2. Evaluate and deliver appropriate instructions for all levels of the American Red Cross water safety instructor curriculum.

## Prerequisite / Corequisite Checklist and Worksheet

### PRO CR 12: Emergency Care and Water Safety

**Prerequisite:** KIN PE 48B: Elementary Swimming

Other prerequisites, corequisites, and advisories also required for this course:  
Students must be able to swim 300 yards consecutively.

**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.	<b>X</b>	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	<b>X</b>	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	<b>X</b>	
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.	<b>X</b>	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	<b>X</b>	
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.	<b>X</b>	
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.	<b>X</b>	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	<b>X</b>	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	<b>X</b>	

**SECTION II - ADDITIONAL LEVEL OF SCRUTINY:**

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

Type 5: Health and Safety

  X   **Students who lack the prerequisite might endanger themselves, other students or staff. Explain: Students will be in the deep water of the pool learning rescue techniques. They must be able to swim to be able to save others. They will also learn water safety and life guard training. Non-swimmers won't be able to participate in the class drills and training.**



# Prerequisite Worksheet

## ENTRANCE SKILLS FOR PRO CR 12

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

A)	Must be able to swim 300 yards consecutively.
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## EXIT SKILLS (objectives) FOR KIN PE 48B

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

1.	Be able to swim using the back stroke and free style.
2.	Demonstrate physical swimming stamina

		ENTRANCE SKILLS FOR PRO CR 12							
EXIT SKILLS FOR KIN PE 48B		A	B	C	D	E	F	G	H
		1	X						
2	X								
3									
4									
5									
6									
7									
8									

**Santa Monica College**  
**Course Revision (SUBSTANTIAL Changes)**  
**Expanded Course Outline for ECE 32 - Communicating With Families**

Course Cover	
Discipline	ECE-EARLY CHILDHOOD EDUCATION
Course Number	32
Full Course Title	Communicating With Families
Catalog Course Description	This course will enhance the capacity of early childhood educators to communicate effectively with families about development and developmental concerns. Topics covered will include an overview of typical and atypical child development, parenting and social challenges faced by families of children with special needs, the importance of developmental screening and effective communication strategies for working with families. The ultimate goal of the course is to enhance the relationships between parents and the providers who serve them.
Rationale	With the pending development of an infant and toddler certificate, we conducted a needs assessment of key infant/toddler workforce skills with various stakeholders through our advisory and faculty meetings. Feedback indicated an increased need for students to learn more about working with diverse families using a strengths-based approach. After completing a gap analysis using existing coursework, we determined that additional content and hands-on learning experiences working with families needed to be added to our curriculum in order to address this workforce need. Modifying Communicating with Families from a two to a three-unit course, enables us to add this important content and gives students more time to practice skills in hands-on assignments. Additional content will include the Brazelton Touchpoints Approach and Strengthening Families Model, two industry leading approaches for working with diverse families. Students will complete assignments observing and interacting with parents and their young children to support their learning in this area.
Proposal Information	
Proposed Start	Year: 2017 Semester: Spring
Proposed for Distance Ed	Yes
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Weekly Laboratory Hours	Min: 0
Total Semester Instructional Hours	54.00
Load Factor	1.00

Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
<b>Transfer/General Ed</b>	
Transferability	
Transfers to CSU	
<b>Program Applicability</b>	
Designation	Credit - Degree Applicable
Proposed For	<b>AS Degree</b> -Infant/Toddler (forthcoming) <b>Certificate of Achievement</b> -Infant/Toddler (forthcoming)
<b>Course Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Identify major developmental milestones of children birth to 5 years of age.	
2. Analyze how children develop within the context of dynamic family systems.	
3. Identify factors that influence family systems.	
4. Recognize the strengths of the child, family, home and community environment as protective factors in child development.	
5. Describe how communication takes place within the context of a relationship in various family systems.	
6. Identify and articulate developmental concerns based on observation of a child, apply a family systems, relationship-based perspective.	
7. Explain the importance of using developmental screening tools when working with young children and their families.	
8. Use anticipatory guidance as a strategy for communicating with families about development and developmental concerns.	
9. Describe stressors that are common to families of young children with special needs and demonstrate effective ways to support families who exhibit individual styles of coping with disability.	
10. Understand and demonstrate techniques to support the capacities of family members to meet the need of young children with or at risk for developmental disabilities.	
11. Promote acceptance of children with special needs as valued and contributing family and community members.	
12. Demonstrate awareness of personal biases and how biases impact relationships with families.	
13. Identify and describe the challenges faced when communicating with families about difficult topics.	
14. Identify and describe the referral processes and steps for linking families with appropriate resources and services.	
15. Compare and contrast multiple home visiting program models (universal, targeted, and intensive/intervention programs) actively used in California, with emphasis on strategic principles, populations served, geographic area covered, and basic services provided.	
16. Examine and apply key principles of the Strengthening Families Model and the Brazelton Touchpoints Approach to a strength-based home visitation plan.	

<b>Course Content</b>	
9%	Overview of child development
7%	Family systems
7%	Recognizing developmental challenges
7%	Developmental screening tools
10%	Touchpoints overview/approach/supporting parent mastery
9%	Touchpoints in practice
7%	Anticipatory Guidance
15%	Communicating with families when you suspect a problem
6%	Challenges for families of children with special needs/stress and grief
3%	Avoiding bias
3%	Provider burn out
7%	Referral and advocacy
10%	Homevisiting models and strategies
Total: 100%	
<b>Methods of Presentation</b>	
Methods	Group Work Lecture and Discussion Observation and Demonstration Online instructor provided resources Visiting Lecturers
Other Methods	Videos
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 25% - Class Participation Article reviews</li> <li>• 25% - In Class Writing Case Studies</li> <li>• 25% - Papers Reflection papers and action plans</li> <li>• 25% - Written assignments Resource reports</li> <li>• 100% - Total</li> </ul>
<b>Appropriate Textbooks</b>	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Ensher, Clark, Songe. <i>Families, Infants and Young Children at Risk, Pathways to Best Practice</i> , ed. Brooks Publishing , 2008	
2. Klass, C.S.. <i>The Home Visitor's Guidebook</i> , 3 ed. Brooks Publishing, 2008, ISBN: 10:1557669031.	
3. Brazelton, T.. <i>Touchpoints Birth -three</i> , 2 ed. Boston: De Capo Press, 2006, ISBN: 10: 0738210498.	
4. Gonzalez-Mena, J. <i>50 Strategies for Communicating and working with Diverse</i>	

*Families*, 3rd ed. Pearson, 2014, ISBN: 9780133090277.

### Assignments

#### Sample Assignment

##### Sample Assignment 1

Students will be presented with a case study (or use a child and family they are currently working with). They will create a resource file of 3 resources for that family, explain why they chose those resources, and share them with the class.

##### Sample Assignment 2

Students will observe a professional-parent interaction as conducted by the instructor and family guest speaker and write an analysis paper about the interactions, focusing on the communication strategies observed during the interaction, suggestions for improvement, and a prediction of next steps.

### Student Learning Outcomes

1. Explore, develop, and identify positive relations with families and recognize their critical role in quality care
2. Describe the formation of secure relationships and justify the importance of attachment in the care-giving situation with infants and toddlers.
3. Apply family support strategies from various evidence and strength-based practices that meet the needs of diverse families and communities

### Minimum Qualification

Minimum Qualifications:	Child Development/Early Childhood Education (Masters Required)
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### Library

List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes

### Distance Ed

#### Distance Education Application

Delivery Methods	Online/Web-based Online Hybrid (51% or more of course is held on-campus)
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#### Distance Education Quality

Quality Assurance	<p>Course content has not changed</p> <p>Method of instruction meets the same standard of course quality</p> <p>Outside assignments meet the same standard of course quality</p> <p>Serves comparable number of students per section as a traditional course in the same department</p> <p>Required texts meet the same standard of course quality</p> <p>Course objectives have not changed</p>
Additional Considerations	<p>Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation</p>

	<p>standard 2B.2.</p> <p>Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures.</p> <p>Adequate technology resources exist to support this course/section</p> <p>Library resources are accessible to students</p> <p>Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments</p> <p>Adequately fulfills ?effective contact between faculty member and student? required by Title 5.</p> <p>Will not affect existing or potential articulation with other colleges</p> <p>Special needs (i.e., texts, materials, etc.) are reasonable</p> <p>Complies with current access guidelines for students with disabilities</p>
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**Guidelines and Questions for Curriculum Approval of a Distance Education Course**  
**Student Interactions**

Student-Instructor Interaction	There will be multiple, frequent and on-going communication between the instructor and each student via threaded discussions, email and online chats that occur throughout the course. These communications can be initiated by either the instructor or the student, as needed. The instructor will provide on-going feedback, comments and suggestions to assist and improve student performance. The instructor will also provide instructions and support as needed for course navigation. Further clarification will also be provided regarding content, exams and assignments.
Student-Student Interaction	Students will participate in student-student interactions using the threaded discussions. Using this asynchronous forum, students will be able to communicate with each other throughout the course regarding course material and assignments.
Student-Content Interaction	Students will engage with the content regularly throughout the course. Each unit will include online lectures that allow the student to assess their comprehension of the course content before they complete a graded assignment

<b>Online class activities that promote class interaction and engagement</b>	<b>Brief Description</b>	<b>Percentage of Online Course Hours</b>
Discussion Boards	Threaded discussion of relevant topics	40%
Online Lecture	Narrative with embedded web links and video links if applicable	12%
Written assignments	Self reflections, observations, home visit plans, case studies	28%
Other (describe)	Small group activities such as team planning for family support activities.	20%

Describe how content will be organized and delivered in the interest of achieving course

outcomes/objectives (e.g. what are the methods of instruction being used, technologies used, approximate time schedule, necessary instructional materials.)
The course will be taught over the period of 8 -18 weeks and each week will contain a specific focus of study. Weekly lessons will consist of online lecture material, textbook assignment reading, engagement in discussion through discussion threads, self-reflection exercise or writing, and any additional assessment assignments deemed appropriate. Video clips will be threaded throughout the course to supplement understanding as well as other online resources as appropriate.
Describe the technical qualifications an instructor would need and the support that might be necessary for this course to be delivered at a distance (e.g. the college's existing technology, CCCConfer certification, other specialized instructor training, support personnel, materials and resources, technical support, etc.)
The instructor would need to be familiar with each of the tools in CMS platform and be able to use them efficiently. In addition, they need to be knowledgeable and able to implement the guidelines of online pedagogy and practice as outlined by the SMC Distance Education Best Practices document.
Describe any student support services one might want or need to integrate into the online classroom for this course (e.g. links to counseling, financial aid, bookstore, library, etc.)
A link to specific services that may be helpful to students may be included in the course shell. Such services may include links to financial aid, posted information on scholarships and calendar events on campus, tutoring services available on campus as well as in our department Teacher Resource Room (TRR).
Describe how the design of the course will ensure access for students with disabilities including compliance with the regulations of Section 508 of the Rehabilitation Act.
FAC 101 contains the specific guidelines one must follow when creating and implementing an online course in adherence to the CCCCO Distance Education Guidelines, CA Code 11135, and Section 508 of the Rehabilitation Act. All guidelines will be carefully followed to ensure we are in compliance. Any videos in the course will be close captioning if they do not already include that option.
Using one of the course objectives, describe an online lesson/activity that might be used in the course to facilitate student learning of that objective. Be sure the sample lesson/activity includes reference to the use of online teaching tools (such as drop box or threaded discussion, or multimedia such as Articulate, Flash, Jing, etc.).
Course Objective # 15 Identify and describe the referral processes and steps for linking families with appropriate resources and services.  Students using a case study would describe the selected process for linking their case study family to services. Students would upload into a threaded discussion area. Then students would review a classmates posting and add an additional service(s) to support the family.
<b>Assessment Best Practices</b>
40% - <b>Threaded discussion guidelines for each discussion clearly delineated</b> - Threaded discussion grading rubric 15% - <b>Small group assignments - guidelines for each small group experience clearly delineated</b> - Assessed by grading rubric 45% - <b>Written papers uploaded into course shell</b> -

# Santa Monica College

## New SMC Course

### Expanded Course Outline for MEDIA 4 - Introduction to Game Studies

Course Cover	
Discipline	MEDIA-MEDIA STUDIES
Course Number	4
Full Course Title	Introduction to Game Studies
Catalog Course Description	This introductory course examines the medium of videogames. The course studies how videogames have developed historically, culturally, and technically. Issues of narrative, design, interactivity, and spatiality which inform both the medium as a whole and individual games in particular, are examined. How videogames function as media texts within popular culture is also assessed.
Rationale	A growing industry in Silicon Beach is the video game industry. In order to better equip our students for careers in Silicon Beach (CTE) and more broadly careers in media fields, this course offers students a theoretical background into video games as a historical, social, and cultural medium.
Proposal Information	
Proposed Start	Year: 2017 Semester: Spring
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
Load Factor	1.00
Load Factor Rationale	Lecture-based course (same course load as Media 1, Media 10)
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Transfers to UC (pending review)	
Transfers to CSU	
IGETC Area:	
(pending review)	



<ul style="list-style-type: none"> <li>• IGETC Area 4: Social and Behavioral Sciences <ul style="list-style-type: none"> <li>◦ 4G: Interdisciplinary, Social &amp; Behavioral Sciences</li> </ul> </li> </ul>	
CSU GE Area:	
(pending review)	
<ul style="list-style-type: none"> <li>• CSU GE Area D: Social, Political, and Economic Institutions and Behavior, Historical <ul style="list-style-type: none"> <li>◦ D7 - Interdisciplinary Social and Behavioral Science</li> </ul> </li> </ul>	
SMC GE Area:	
<ul style="list-style-type: none"> <li>• GENERAL EDUCATION PATTERN (SMC GE) <ul style="list-style-type: none"> <li>◦ Area II-B: Social Science (Group B)</li> </ul> </li> </ul>	
<b>Comparable Transfer Courses:</b>	
<ul style="list-style-type: none"> <li>• <b>UC</b> UC Irvine CG &amp; Society ICS 60</li> <li>• <b>UC</b> UC Los Angeles Videogames: History, Theory and Criticism Film &amp; TV 98</li> </ul>	
<b>Program Applicability</b>	
Designation	Credit - Degree Applicable
<b>Course Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Explain important fundamental concepts of game studies.	
2. Recognize and interpret basic game elements.	
3. Explain the historical development of video games.	
4. Analyze a broad range of games and assess the cultural context within which games exist (children's culture, geek culture, sports culture, women's issues, political debate, economic and hardware constraints, aesthetic concerns, etc.).	
5. Articulate how the content and mechanics of a game work together to generate and reflect a particular set of core cultural values.	
<b>Course Content</b>	
11.2%	Introduction to Videogame Studies <ul style="list-style-type: none"> <li>• Why we should we study videogames</li> <li>• A critical approach to studying games</li> <li>• The role do videogames play in popular culture</li> <li>• Videogames and regulation</li> </ul>
11.1%	Videogame History

	<ul style="list-style-type: none"> <li>• The early invention and creation of videogames</li> <li>• Changes in videogames throughout history</li> <li>• Historical understandings of the development of videogames</li> </ul>
11.1%	<p>Defining Games and Play</p> <ul style="list-style-type: none"> <li>• Defining games</li> <li>• Defining play</li> <li>• The relationship between videogames, videogame play, and digital technology</li> <li>• The unique structural elements of digital game play</li> </ul>
11.1%	<p>Narratology and Ludology – Differing Approaches to Game Studies</p> <ul style="list-style-type: none"> <li>• The narrative function of contemporary videogames</li> <li>• Differences between videogame narratives and narratives in cinema and literature</li> <li>• Defining ludology</li> <li>• Understanding ludology as fundamental to game studies</li> </ul>
11.1%	<p>Interactivity, New Media Theory, and Videogames</p> <ul style="list-style-type: none"> <li>• Defining the player</li> <li>• Understanding the constructed “feedback loop” within digital games</li> <li>• Differences between videogame interaction and videogame immersion</li> <li>• Defining databases and interfaces</li> <li>• How databases and interfaces appear within, and foundationally structure, contemporary videogames</li> </ul>
11.1%	<p>Game Worlds and Spatiality</p> <ul style="list-style-type: none"> <li>• The various ways that space are represented onscreen in contemporary videogames</li> <li>• The historical changes in the visual presentation of videogame space</li> <li>• The relationship between visual changes and videogame technology</li> <li>• How videogame spaces are “mapped” through interfaces</li> <li>• How videogame space relate to narrative and to issues of play</li> <li>• How videogame players represented onscreen and in videogame worlds</li> <li>• Defining the avatar</li> <li>• The differences between videogame avatars and videogame characters</li> </ul>

	<ul style="list-style-type: none"> <li>• The relationship between avatars, interactivity and immersion</li> </ul>
11.1%	<p>Videogames and Representation</p> <ul style="list-style-type: none"> <li>• The function of videogames in popular culture</li> <li>• The significance of videogames in representing culture and society</li> <li>• How videogames represent history, and how these representations differ by genre</li> <li>• How war games, both simulations and first-person shooters, actively represent and work to produce both culture and history</li> </ul>
11.1%	<p>Classic Theories of Play</p> <ul style="list-style-type: none"> <li>• The ways that classic theorists understand play and how play functions within society</li> <li>• How understandings of play relate to the theories of digital game play we have previously encountered</li> <li>• How contemporary game genres relate to Roger Caillois' understanding of different types of play</li> </ul>
11.1%	<p>Games and Social Theory</p> <ul style="list-style-type: none"> <li>• The function of videogames as social discourse</li> <li>• How videogames have been understood to affect society</li> <li>• The use of videogames to promote knowledge and learning</li> <li>• How Bernard De Koven understands the potential positives and negatives of game play</li> </ul>
Total: 100%	
<b>Methods of Presentation</b>	
Methods	<p>Group Work Lecture and Discussion Observation and Demonstration Projects Visiting Lecturers</p>
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 10% - Class Participation</li> <li>• 20% - Class Work</li> <li>• 40% - Exams/Tests One midterm and one final exam</li> <li>• 10% - Group Projects</li> <li>• 20% - Quizzes 4 Quizzes</li> <li>• 100% - Total</li> </ul>
<b>Appropriate Textbooks</b>	

Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Mayra, Frans. <i>An Introduction to Game Studies</i> , 1 ed. Sage Publications, 2008, ISBN: 978-1412934466.	
2. Wolf, Mark J.P. & Perron, B.. <i>The Routledge Companion to Video Game Studies</i> , 1 ed. Routledge, 2014, ISBN: 978-0415533324.	
<b>Assignments</b>	
Sample Assignment	
Sample Assignments:	
<p>1) In Class Exercise: Ask students to keep a journal of their game playing habits. Have students document what games they play (including the ESRB rating, if applicable), when and for how long. If a student does not play games at all, ask them to find out the game playing habits of a family member or friend outside of class. Next, ask students to create a “gamer profile” that reflects on their habits. Some questions students should consider when writing this profile include: Would they consider themselves “gamers?” Why or why not? What genre of game do they play most frequently? What attracts them to this genre? Did any of the games played contain any content that some might find offensive? If so, describe the content and explain why it might be controversial. Are they (or have they ever been) restricted from playing certain games based on their content?</p> <p>2) In Class Exercise: Review the full decision of one of the court cases that is listed on the court cases tab. Explain the decision with regard to at least one of the following: a) First Amendment, b) media self-regulation, or c) aggression research. *Note: For a more advanced assignment, discuss the role of all three areas in relation to one court case.</p> <p>3) In Class Exercise: Organize a debate in the classroom, where half of the class would support First Amendment rights for video games and one half would oppose these rights. Instruct the students to incorporate arguments from the law or aggression research.</p> <p>4) Group Project Game Analysis: pick a game or practice involving a game (must be approved by instructor by week 3), play it, analyze it through at least one group of readings, and then show how the game/reading matters (5-8 pages; 12point Times New Roman font, double-spaced; 1 inch margins; must use references/citations; etc.)</p> <p>5) Group Project: Is it a Game?: pick a "game" and argue that it is a game/art/communicative thing using readings (500-1000 words; use references/citations where appropriate; links to images/videos highly suggested; comments and responses also highly suggested - thoughtful comments to others’ arguments can be just as important as your own post)</p>	
<b>Student Learning Outcomes</b>	
1. Demonstrate an understanding of the theories and methods of studying digital games that have gradually formed between the 20th and early 21st centuries	
2. Demonstrate an understanding of how and why digital games matter to people and the world as a communication technology	

3. Analyze and evaluate games as a part of our culture.	
<b>Minimum Qualification</b>	
Minimum Qualifications:	Mass Communication (Masters Required)
<b>Library</b>	
List of suggested materials has been given to librarian?	Yes
Library has adequate materials to support course?	Yes
<b>Additional Comments/Information</b>	
The attached syllabus has a list of suggested reading beyond the two textbooks I have indicated as appropriate for the course.	
<b>Attached Files</b>	
<a href="#">List of References/Syllabus</a>	

Infant/Toddler Teacher  
Associate in Science (AS) / Certificate of Achievement  
(effective Not Specified, Not Specified)

Justification for Proposal:

The Infant/Toddler Teacher Certificate is designed to be the first step toward obtaining an entry-level employment opportunity specializing in infant/toddler care. There are several reasons we would like a state recognized Infant Toddler Certificate:

1. For the past 3 years the Advisory Board to our Early Childhood Education Department has stressed the need for trained individuals to work with infants and toddlers. Development of this specialized certificate is a direct response to their request for a more robust training program.
2. There is a huge demand for infant toddler child care in our local area. Many private and public programs are opening up and the need for infant toddler specialists has never been greater.
3. Students obtaining the Infant Toddler Certificate will be highly marketable to employers who are actively seeking individuals with this expertise.

Career Opportunities:

Upon completion of this certificate, students will satisfy the minimum educational requirements for Title 22 option as an Infant/Toddler Teacher as well as a Preschool teacher

DESCRIPTION:

This program prepares students to work with infants/toddlers (0-36 months) enabling the student to assist a teacher in a public infant/toddler program or teach infants/toddlers in a private child care setting.

Early Childhood Education professionals adhere to the guidelines as well as the Professional Code of Ethics of the National Association for the Education of Young Children (NAEYC) providing developmentally appropriate learning opportunities for the enhancement of the physical, intellectual, social, emotional and creative domains of young children.

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

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

**Program Learning Outcomes:**

Upon completion of the program, students will demonstrate an understanding of young children and the multiple interacting influences on children's development and learning in order to create environments that are respectful and supportive for all children, especially 0-36 months old.

Upon completion of the program, students will demonstrate the ability to create respectful,

reciprocal relationships that support and empower families, and involve families in their children's learning and development.

### Area of Emphasis

<b>Required Courses:</b>		<b>Units</b>
PSYCH 11	Child Growth And Development	3
ECE 2	Principles And Practices Of Teaching Young Children	3
ECE 11	Child, Family And Community	3
ECE 17	Introduction To Curriculum	3
ECE 21	Observation And Assessment	4
ECE 22	Practicum in Early Childhood Education	5
ECE 32	Communicating With Families	3
ECE 46	Infant and Toddler Development	3
ECE 71	Infants and Toddler Education and Care	3

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**Total Units for Area of Emphasis:** **30**

PID 261

## Global Citizenship Degree Requirement:

### Current requirements:

“In order for a student to receive an Associate in Arts or Associate in Science degree, the student must complete at least 60 semester units (unless otherwise noted) that meet requirements for major/area of emphasis and **Global Citizenship** and either SMC GE, CSU GE, or IGETC.”

### GLOBAL CITIZENSHIP REQUIREMENT

“To fulfill the Global Citizenship requirement for the Associate degree from Santa Monica College, students must complete one of the courses listed below with a passing grade. These courses fall into four categories: American Cultures, Ecological Literacy, Global Studies, and Service Learning. These courses aim to provide an awareness of the diversity of cultures within the United States and/or an appreciation for the interconnectedness of cultural, ecological, economic, political, social, and technological systems of the contemporary world. This prepares students to make a responsible contribution to a rapidly changing global society. The Global Citizenship requirement can also be fulfilled by completing a Santa Monica College Study Abroad experience (if completed Spring 2008 or later).”

SMC General Education (GE) Requirements for Associate Degree (page 31 of current catalog)

...

V. GLOBAL CITIZENSHIP (page 32 of current catalog)

At least one course selected from the following:

...

### Background:

When the “American Cultures” degree requirement was transformed into the “Global Citizenship” degree requirement, it broadened the scope of what courses could satisfy the requirement (adding Ecological Literacy, Global Studies, and Service Learning).

In the original construction of the requirement (based on recollection), courses of less than 3 units would not be approved. However, we did not require “3 units minimum” in SMC GE to facilitate double counting and keep the SMC GE pattern at the required 18 units.

When SMC Study Abroad Program was reestablished, it was done with the understanding that the principles of “global citizenship” would be inherent in any SMC Study Abroad Program going forward. Therefore, action was taken to approve participation in an SMC Study Abroad Program as satisfying the Global Citizenship degree requirement. We decided to limit it to SMC Study Abroad (and not just any study abroad, nor any “international travel experience”). We also decided NOT to exempt international students from the requirement.

**Global Citizenship Information Sheet (posted on the CurricUNET site which was meant to have a guide for faculty):**



# Global Citizenship Information Sheet

## (For Courses To Fulfill SMC's Global Citizenship Associate Degree Requirement)

To fulfill the Global Citizenship requirement for an Associate degree from Santa Monica College, students must successfully complete an approved 3-unit course. These courses fall into **one** of the following four categories:

### 1) American Cultures:

An American Cultures course utilizes a comparative framework to explore how the American identity and experience have been shaped—and will continue to be shaped—by a diverse array of cultural influences and traditions. An American Cultures course compares and contrasts at least three American cultures including Latino American, African American, Asian American, Native American and European American.

In order for a course to be considered under the American Cultures category, the course meets **both** of the following two criteria:

- Utilizes a comparative framework to explore how the American identity and experience have been shaped—and will continue to be shaped—by a diverse array of cultural influences and traditions
- Compares and contrasts at least three American cultures including Latino American, African American, Asian American, Native American and European American.

### 2) Ecological Literacy:

Ecological literacy requires interdisciplinary understanding of both nature and humanity. This includes scientific examination of the interactions between and within the systems and cycles of the atmosphere, lithosphere, and hydrosphere, which together provide the basis for life on Earth. Ecological literacy also includes awareness and understanding of the many continuing impacts that human beings have had on natural environments, at scales ranging from the local to the global, and how those impacts are linked to the sustainability of social, cultural, and political-economic systems. Any course whose content **focuses primarily on one or more** of four areas (see below) will be considered for the Ecological Literacy category.

In order for a course to be considered under the Ecological Literacy category, the course content must focus primarily on **at least one** of the following four areas:

- Environmental values, debates and/or challenges
- Scientific understanding of Earth's natural systems and cycles, emphasizing humanity's role in the continuing viability of habitats and/or application of scientific principles and techniques to study the causes of and potential solutions to environmental problems
- Analysis of human activity and its impact on Earth's livability and sustainability
- Analysis of environmental problems and solutions as they apply to the understanding and practical application of technologies aimed at curbing the adverse impact of human activity on the natural environment and/or improving the sustainable use of natural resources.

### 3) Global Studies:

A course that fulfills this area will explore the factors that have shaped our global community and provide students with an understanding of their roles in relationship to other peoples and systems on a global level. To be included in the Global Studies category a **course must meet three criteria (see below)**.

In order for a course to be considered under the Global Studies category, the course must meet **all of the following three** criteria:

- Course content is explored primarily through a global perspective and a comparative and/or analytical framework is used. At least two societies or cultures outside the United States and their global impact are explored.
- Course material has contemporary significance. For example, a course would not only examine a period of history but the ways in which that period of history impacts the way we live in the world today.
- Course content addresses at least two interconnected systems (such as cultural, ecological, economic, political, social and technological systems).

### 4) Service Learning:

Service learning is an instructional method that fosters civic responsibility by integrating community service with academic instruction. A course must utilize service learning as a *significant* pedagogy in reaching the course objectives and student learning outcomes as expressed on the course outline of record. In order for the pedagogy to be considered “significant”, a **course must meet four criteria (see below)**.

In order for a course to be considered under the Service Learning category, the course must meet **all of the following four** criteria:

- The required hours of service must be at least 20 per semester.
  - The academic rigor of the course must be supported by the use of service learning.
  - Structured written and/or oral reflection activities must be ongoing, involve instructor feedback to students, and be structured in such a way to help achieve the course and/or assignment objectives.
  - The service-learning component of the course must be integrated into the grading criteria for the course such that it contributes to at least 40% of the grade. (Please note: the hours completed are NOT part of the grade, the academic work resulting from the service learning hours contribute to at least 40% of the grade.)
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- Each proposal submits a narrative/rationale explaining why the course should fulfill of the SMC Global Citizenship degree requirement for one of the particular categories (and specific criteria) above.
  - It is expected that at least one student learning outcome (SLO) of the course reflects the focus for one of the particular categories (and specific criteria) above.
  - It is expected that the particular focus of the category is integrated **throughout the course content, objectives, assignments, etc.**
  - The course outline of record must have been updated within the past two academic years to be considered by the Curriculum Committee.
  - A Departmental (or Area) vote in support of the course fulfilling the Global Citizenship degree requirement is necessary.

### Questions to consider

- Should courses of less than 3 units be considered for SMC GE Area V: Global Citizenship?
  - If so, should courses of less than 3 units SATISFY SMC GE Area V or should a minimum of 3 units (in combination) be required for SMC GE Area V?
- Should short-term (7-10 day) SMC Study Abroad programs satisfy SMC GE Area V under the current policy of “Santa Monica College Study Abroad (if completed Spring 2008 or later)”?