



# CURRICULUM COMMITTEE | AGENDA

Wednesday, May 17, 2017 | 3:00 p.m.

Loft Conference Room – Drescher Hall 300-E

**Members:**

Guido Davis Del Piccolo, <i>Chair</i>	Maral Hyeler	Emin Menachekanian	Redelia Shaw
Jennifer Merlic, <i>Vice Chair</i>	Sasha King	Estela Narrie	David Shirinyan
Eve Adler	William Konya	James Pacchioli	Mark Tomasic
Brenda Antrim (non-voting)	Jing Liu	Adrian Restrepo (AS)	Odemaris Valdivia
Christina Gabler	Emily Lodmer	Elaine Roque	Audra Wells
Saori Gurung (AS)	Georgia Lorenz	Gita Runkle	Joshua Withers

**Interested Parties:**

Maria Bonin	Vicki Drake	Stacy Neal	Linda Sinclair
Patricia Burson	Kiersten Elliott	Patricia Ramos	Esau Tovar
Dione Carter	Pete Morris	Estela Ruezga	Julie Yarrish

**Ex-Officio Members:**

Fran Chandler	Terrance Ware Jr. (AS)
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## AGENDA

*(Items for information are listed numerically; major items of business are listed alphabetically)*

I.	Call to order	
II.	Public Comments <i>(Five minutes is allotted to any member of the public who wishes to address the Committee.)</i>	
III.	Approval of Minutes.....	3
IV.	Chair’s report:	
V.	Major Items of Business:	
	<i>(New Courses)</i>	
	a. ECE NC 901 Introduction to Early Care & Education.....	6
	b. ECE NC 902 Culturally Relevant Curriculum.....	13
	c. ECE NC 903 Early Care Licensing & Workforce Readiness.....	19
	d. HIST 27 History of Southeast Asia (Skills Advisory: Eligibility for English I).....	25
	e. PRO CR 80 Athletes and Leadership.....	29
	<i>(Distance Education)</i>	
	f. COM ST 16 Fundamentals of Small Group Discussion.....	33
	g. COM ST 36 Gender and Communication.....	40
	<i>(New Programs)</i>	
	h. Transitional Kindergarten Certificate of Achievement.....	48
	<i>(Program Revisions)</i>	
	i. Global Studies Associate in Arts (AA) / Certificate of Achievement (reduction in units)....	49
	j. Changes to degrees and certificates as a result of courses considered on this agenda	
VI.	Consent Agenda: <i>(Any item pulled from the Consent Agenda will be discussed and voted on separately.)</i>	
	k. PSYCH 8 Community Psychology (course renumbering from PSYCH 8s and addition to Psychology AA-T)	

**VII. New Business:**

- Guided Pathways: Organizational Structure and Recommendations
- Report from Community Services Offerings (Not-for-Credit)

**VIII. 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, May 3, 2017 | 3:00 p.m.

Loft Conference Room – Drescher Hall 300-E

## Members Present:

Guido Davis Del Piccolo, <i>Chair</i>	Sasha King	Estela Narrie	Redelia Shaw
Jennifer Merlic, <i>Vice Chair</i>	William Konya	James Pacchioli	David Shirinyan
Brenda Antrim (non-voting)	Jing Liu	Adrian Restrepo (AS)	Mark Tomasic
Christina Gabler	Georgia Lorenz	Elaine Roque	Odemaris Valdivia
Maral Hyeler	Emin Menachekanian	Gita Runkle	Joshua Withers

## Members Absent:

Eve Adler	Saori Gurung (AS)	Emily Lodmer	Adrian Restrepo (AS)
Audra Wells			

## Others Present:

Simon Balm	Fariba Bolandhemat	Gary Fouts	Gail Livings
Patricia Mantabe	Mitra Moassessi		

## MINUTES

*(Items for information are listed numerically; major items of business are listed alphabetically)*

### I. Call to order:

The meeting was called to order at 3:12pm.

### II. Public Comments:

None.

### III. Approval of Minutes:

The minutes of April 19, 2017 were unanimously approved.

### IV. Chair's report:

- All approved action items from the previous meeting were approved by the Academic Senate on Tuesday, April 25, 2017. All noncredit courses will be on the next Senate meeting agenda.

### V. Information Items:

*(Course Updates)*

- I. MATH 20 Intermediate Algebra

### VI. Major Items of Business:

*(Course Revisions)*

- a. MATH 7 Calculus I (addition of prerequisite pair of MATH 3 and MATH 4 as an alternative to MATH 2)

**Motion made by:** Joshua Withers      **Seconded by:** Estela Narrie  
The motion passed unanimously.

*(New Courses)*

- b. GEOG 25 Introduction to Cartography – presented by Jing Liu  
(Approved with minor changes)  
**Motion made by:** Georgia Lorenz      **Seconded by:** Elaine Roque  
The motion passed unanimously.
- c. GIS 26 Introduction to Remote Sensing – presented by Jing Liu  
(Approved with minor changes)  
**Motion made by:** Georgia Lorenz      **Seconded by:** Elaine Roque  
The motion passed unanimously.
- d. GIS 27 Applications in GIS (Advisory: GIS / GEOG 20) – presented by Jing Liu  
(Approved with minor changes)  
**Motion made by:** Georgia Lorenz      **Seconded by:** Elaine Roque  
The motion passed unanimously.  
Advisory: GIS / GEOG 20  
**Motion made by:** Estela Narrie      **Seconded by:** Odemaris Valdivia  
The motion passed unanimously.
- e. MATH 4 College Algebra for STEM Majors (prerequisite: MATH 20; Skills Advisory: Eligibility for English I) – presented by Mitra Moassessi  
**Motion made by:** David Shirinyan      **Seconded by:** Mark Tomasic  
The motion passed unanimously.  
Prerequisite: MATH 20; Skills Advisory: Eligibility for English I  
**Motion made by:** David Shirinyan      **Seconded by:** Gita Runkle  
The motion passed unanimously.
- f. PSYCH 8s Community Psychology (Advisories: PSYCH I and Eligibility for English I) – presented by David Shirinyan  
(Approved with minor changes)  
**Motion made by:** Joshua Withers      **Seconded by:** Sasha King  
The motion passed unanimously.  
Advisories: PSYCH I and Eligibility for English I  
**Motion made by:** Elaine Roque      **Seconded by:** Odemaris Valdivia  
The motion passed unanimously.

*(Course Reinstatements)*

- g. MATH 3 Trigonometry with Applications (prerequisites: MATH 20 and 32; Advisories: MATH 4 and Eligibility for English I) – presented by Mitra Moassessi  
**Motion made by:** Elaine Roque      **Seconded by:** David Shirinyan  
The motion passed unanimously.  
Prerequisites: MATH 20 and 32; Advisories: MATH 4 and Eligibility for English I  
**Motion made by:** Elaine Roque      **Seconded by:** Estela Narrie  
The motion passed unanimously.

*(Distance Education)*

- h. ASTRON 6 Archaeoastronomy – presented by Gary Fouts and Simon Balm  
**Motion made by:** Estela Narrie      **Seconded by:** Jing Liu  
The motion passed unanimously.
- i. GIS / GEOG 23 Intermediate Geographic Information Systems – presented by Jing Liu  
Liu  
(Approved with minor changes)  
**Motion made by:** Elaine Roque      **Seconded by:** Joshua Withers  
The motion passed unanimously.

*(Global Citizenship)*

- j. PSYCH 8s Community Psychology – presented by David Shirinyan  
**Motion made by:** Joshua Withers      **Seconded by:** Sasha King  
The motion passed unanimously.

- k. Addition of Genders & Sexualities as a new category of Global Citizenship – presented by Guido and Gail Livings  
**Motion made by:** James Pacchioli      **Seconded by:** Elaine Roque  
 The motion passed unanimously.

*(New Programs)*

- l. Basic Computer Operations Certificate of Completion (Noncredit) – presented by Gita Runkle  
**Motion made by:** David Shirinyan      **Seconded by:** Odemaris Valdivia  
 The motion passed unanimously.
- m. Electronic Medical Records Clerk Department Certificate – presented by Fariba Bolandhemat and Patricia Mantabe  
**Motion made by:** David Shirinyan      **Seconded by:** Maral Hyeler  
 The motion passed unanimously.
- n. Hospital Inpatient Coder Department Certificate – presented by Fariba Bolandhemat and Patricia Mantabe  
**Motion to table pending revisions:** William Konya  
**Seconded by:** James Pacchioli  
 The motion passed unanimously.
- o. Sociology Associate in Arts for Transfer (AA-T) – presented by Guido  
**Motion made by:** David Shirinyan      **Seconded by:** Christina Gabler  
 The motion passed unanimously.
- VII. Consent Agenda:** (Any item pulled from the Consent Agenda will be discussed and voted on separately.)
- p. ENGL 28 Intensive College Writing Skills (course renumbering from ENGL 25)  
**Motion made by:** William Konya      **Seconded by:** Gita Runkle  
 The motion passed unanimously.
- VIII. New Business:**
- CTE Approval Process – presented by Jennifer and Guido  
**Motion made by:** Redelia Shaw      **Seconded by:** Odemaris Valdivia  
 The motion passed unanimously.
- IX. Old Business:**
- Guided Pathways: Organizational Structure and Recommendations – discussion postponed to next meeting due to time constraints
- X. Adjournment**  
 The meeting adjourned at 5:28pm.

## Santa Monica College

### New SMC Course

#### Expanded Course Outline for ECE NC 901 - Introduction to Early Care & Education

Course Cover	
Discipline	ECE NC-ECE - NONCREDIT
Course Number	901
Full Course Title	Introduction to Early Care & Education
Catalog Course Description	This course is designed to introduce students to the stages of child development from birth through five years of age, best practices in supporting healthy growth and development, and an overview of family and community resources to support children's diverse needs. The course emphasizes effective communication and guidance strategies for working in a diverse early care and education setting.
Rationale	According to the National Association for the Education of Young Children ( <a href="http://www.naeyc.org">www.naeyc.org</a> ), teacher preparation is a key indicator of high-quality programs. In addition, wages are often directly connected to educational attainment and prior working experience with children and families. Currently, Family Child Care Providers and Assistant Teachers can gain employment without any academic units, but are extremely limited in advancement and rarely earn a living wage. Further, professional development opportunities are often fee-based and inaccessible for this population. This means that some individual teaching young children have little or no preparation to do so. This non-credit course provides foundational knowledge in child development from birth through age five that would 1) support entry-level preparation and improvements in quality and 2) serve as a bridge to credit bearing coursework in early childhood education, leading to job advancement and increased wages.
Proposal Information	
Proposed Start	Year: 2017 Semester: Fall
Proposed for Distance Ed	Yes
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 0
Weekly Lecture Hours	Min: 0.75 (Sem: 13.5)
Total Semester Instructional Hours	13.50
Repeatability	May be repeated
Grading Methods	Noncredit (Progress Indicators Used)

<b>Transfer/General Ed</b>	
Transferability	
Does NOT transfer to CSU or UC	
SMC GE Area:	
Does NOT satisfy any area of SMC GE:	
<b>Program Applicability</b>	
Designation	Noncredit
Proposed For	<b>Certificate of Completion (Noncredit Only)</b> - Introduction to Early Care & Education (Forthcoming)
<b>Course Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Describe typical development in children at various ages and stages (i.e. infants, toddlers, and preschool age children).	
2. Compare supportive and inclusive learning environments for children from birth through five years old.	
3. Demonstrate developmentally appropriate practices for caring for children from birth through five years old.	
4. Plan, present, and evaluate a variety of developmentally, culturally, and linguistically appropriate play-based curriculums and activities for children from birth through five years old.	
5. Role play appropriate language and social behaviors with children from birth through five years old and adults, including problem solving and conflict resolution strategies.	
6. Research and evaluate current trends in positive discipline for children from birth through five years old.	
7. Model positive discipline strategies for use with children from birth through five years old.	
8. Identify online and local resources that support children from birth through five years old and their families.	
<b>Course Content</b>	
50%	Introduction to typical stages and patterns of child development from birth to age 5, including: <ul style="list-style-type: none"> <li>• Developmental domains</li> <li>• Brain development and early learning</li> <li>• Temperament</li> <li>• Attachment</li> <li>• Learning styles</li> </ul>
15%	Atypical development and working with children with special needs.
10%	Environmental influences on child development. Including the following: <ul style="list-style-type: none"> <li>• Culture and family diversity</li> <li>• Parenting and primary caregiving</li> </ul>

	<ul style="list-style-type: none"> <li>• Safety, physical health, mental health, and nutrition</li> <li>• Access to care and education</li> </ul>
15%	<p>Effective verbal and written communication skills, including:</p> <ul style="list-style-type: none"> <li>• Methods of communication</li> <li>• Active listening</li> <li>• Conflict resolution</li> <li>• Supporting transitions and routines</li> </ul>
10%	<p>Overview of family, school, and community resources, including:</p> <ul style="list-style-type: none"> <li>• Childcare support</li> <li>• Domestic violence</li> <li>• Child maltreatment</li> <li>• Early intervention</li> <li>• Online resources</li> </ul>
Total: 100%	
<b>Methods of Presentation</b>	
Methods	<p>Group Work Lecture and Discussion Observation and Demonstration Online instructor-provided resources Other Projects</p>
Other Methods	Assigned readings
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 50% - Class Participation Small and large group discussions and other in-class activities.</li> <li>• 25% - Class Work Individual and small group demonstrations and role playing.</li> <li>• 25% - In Class Writing Reflective writing, position statements, etc.</li> <li>• 100% - Total</li> </ul>
<b>Appropriate Textbooks</b>	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Siegel, D., T. Bryson. <i>The Whole Brain Child</i> , ed. Delacorte Press, 2012, ISBN: 9780553807912.	
<b>Assignments</b>	
Sample Assignment	
1. Create a display of milestones of birth through five years old, including a	



<p>description of each developmental stage.</p> <p>2. With a partner, role play a conversation between a teacher and parent. In this scenario, the parent does not want her 3 year old son to play with dolls in the dramatic play area. During the conversation, practice each of the following communication strategies listed below. Following the role play, discuss the outcome of the role play with your partner and write a written reflection describing your efforts to demonstrate each strategy.</p> <ol style="list-style-type: none"> <li>1. Active listening</li> <li>2. Positive non-verbal communication behaviors</li> <li>3. Clarification for understanding</li> <li>4. Validating other's thoughts and feelings</li> <li>5. Compromise or negotiation</li> </ol> <p>3. Watch vignettes of positive guidance techniques and provide a written critique on the developmental appropriateness of each strategy.</p>	
<b>Student Learning Outcomes</b>	
1. Students can identify typical stages of child development in children from birth through age five.	
2. Students demonstrate the use of effective methods of communication with children from birth through age five and their parents.	
3. Students demonstrate positive guidance techniques for children from birth through age five.	
4. Students can identify family, school, and community resources for children from birth through age five.	
<b>Minimum Qualification</b>	
Minimum Qualifications:	Child Development/Early Childhood Education (Masters Required)
<b>Library</b>	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes
<b>Distance Ed</b>	
<b>Distance Education Application</b>	
Delivery Methods	Online/Classroom Hybrid Fully Online
<b>Distance Education Quality</b>	
Quality Assurance	<p>Course objectives have not changed</p> <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>
Additional Considerations	Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section

	<p>following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.</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 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>	
<b>Guidelines and Questions for Curriculum Approval of a Distance Education Course</b>		
<b>Student Interactions</b>		
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>
Online Lecture	Narrative with embedded web links and video links if applicable	17%
Videos	Students will view videos related to content.	25%
Written assignments	anecdotal observations journal entries	23%

Threaded Discussions	Threaded Discussions related to content topics	35%
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 4 - 12 weeks and each week will contain a specific focus of study. Weekly lessons will consist of online lecture material, reading materials, 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 as well as the OEI Design rubric.		
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) where ECE NC 900 will be housed		
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.).		
<p>Objective: Model positive discipline strategies.</p> <p>Students will review current theories and best practices for positive guidance in their textbook and online lecture.</p> <p>Visit the NAEYC website to identify, read, and summarize an article on positive guidance strategies.</p> <p>In a threaded discussion, students will upload a link to their chosen article and their article summaries. Students will comment on posts from at least 2 classmates.</p>		

Students will view a video that show a variety of challenging behaviors in young children of various ages.

In a threaded discussion post, students will choose 3 challenging behaviors from the video and provide at least 2 developmentally appropriate strategies for positive guidance with textbook or NAEYC article citations. Students will comment on posts from at least 2 classmates.

#### Assessment Best Practices

35% - **Written papers uploaded into course shell** - rubric

15% - **Small Group assignments** - rubric

50% - **Threaded Discussion both verbal and written** - Rubric

## Santa Monica College New SMC Course

### Expanded Course Outline for ECE NC 902 - Culturally Relevant Curriculum

Course Cover	
Discipline	ECE NC-ECE - NONCREDIT
Course Number	902
Full Course Title	Culturally Relevant Curriculum
Catalog Course Description	This course provides an introduction to developmentally appropriate and culturally relevant curriculum for children from birth through age five. Course content emphasizes developing age appropriate activities and creating effective learning environments for children in a diverse early care and education setting.
Rationale	According to the National Association for the Education of Young Children ( <a href="http://www.naeyc.org">www.naeyc.org</a> ), teacher preparation is a key indicator of high-quality programs. In addition, wages are often directly connected to educational attainment and prior working experience with children and families. Currently, Family Child Care Providers and Assistant Teachers can gain employment without any academic units, but are extremely limited in advancement and rarely earn a living wage. Further, professional development opportunities are often fee-based and inaccessible for this population. This means that some individual teaching young children have little or no preparation to do so. This non-credit course provides foundational knowledge planning and preparing culturally relevant curriculum for children from birth through age five and will 1) support entry-level preparation and improvements in quality and 2) serve as a bridge to credit bearing coursework in early childhood education, leading to job advancement and increased wages.
Proposal Information	
Proposed Start	Year: 2017 Semester: Fall
Proposed for Distance Ed	Yes
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 0
Weekly Lecture Hours	Min: 0.75 (Sem: 13.5)
Total Semester Instructional Hours	13.50
Repeatability	May be repeated
Grading Methods	Noncredit (Progress Indicators Used)
Transfer/General Ed	
Transferability	
Does NOT transfer to CSU or UC	
SMC GE Area:	
Does NOT satisfy any area of SMC GE:	

Program Applicability	
Designation	Noncredit
Proposed For	<b>Certificate of Completion (Noncredit Only)</b> -Introduction to Early Care & Education (forthcoming)
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Describe various strategies for meeting the learning and development needs of children between the ages of 0-5.	
2. Design curriculum and environments that demonstrate developmentally appropriate practices.	
3. Identify materials that demonstrate acceptance of all children's gender, family, race, language, culture, and special needs.	
4. Develop curriculum that is based on children's daily lives and experiences.	
5. Identify strategies to incorporate children's home language, family and home culture in the learning environment.	
6. Design strategies for collecting culturally relevant information about families.	
7. Plan learning experiences that involve the child's family in the program.	
Course Content	
25%	Introduction to best practices in teaching children from birth through five years old, including: <ul style="list-style-type: none"> <li>• Child observation</li> <li>• Developmentally appropriate practices</li> <li>• Emergent curriculum</li> <li>• Supporting English language learners</li> <li>• Cultural and family diversity</li> </ul>
50%	Culturally relevant curriculum design for children from birth through five years old, including: <ul style="list-style-type: none"> <li>• Planning an integrated curriculum</li> <li>• Gathering appropriate and affordable materials</li> <li>• Planning and implementing activities</li> <li>• Individualizing activities to support children's needs</li> </ul>
25%	Effective learning environments for children from birth through five years old, including: <ul style="list-style-type: none"> <li>• Routines, schedules, and systems</li> <li>• Safe environments that support autonomy</li> <li>• Multi-sensory environments that support multiple intelligences</li> <li>• Inclusive environments that support diversity and children's needs</li> </ul>
Total: 100%	

Methods of Presentation	
Methods	Field Trips Group Work Lecture and Discussion Observation and Demonstration Visiting Lecturers
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> <li>• 50% - Class Participation Small and large group discussions and other in-class activities</li> <li>• 25% - Class Work Individual and small group demonstrations and role playing</li> <li>• 25% - In Class Writing Reflective writing, positions statements, etc.</li> <li>• 100% - Total</li> </ul>
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Epstein, A. . <i>The Intentional Teacher</i> , ed. NAEYC, 2015, ISBN: 9781938113062.	
Assignments	
Sample Assignment	
<ol style="list-style-type: none"> <li>1. Create a survey or questionnaire for new families in the program to collect information that would enhance your understanding of their culture, values, holidays and availability to participate in the program.</li> <li>2. Develop a culturally relevant lesson plan for various developmental stages.</li> <li>3. Create and present an online portfolio of culturally sensitive and inclusive play materials for an early care and education setting.</li> </ol>	
Student Learning Outcomes	
1. Describe developmentally appropriate and culturally relevant curriculum strategies for children from birth through five years old.	
2. Create learning environments that affirm diversity for children from birth through five years old.	
3. Demonstrate effective communication and collaboration skills with families from various cultural, linguistic, and socio-economic backgrounds.	
Minimum Qualification	
Minimum Qualifications:	Child Development/Early Childhood Education (Masters Required)
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes
Distance Ed	



<b>Distance Education Application</b>	
Delivery Methods	Online/Classroom Hybrid Fully Online
<b>Distance Education Quality</b>	
Quality Assurance	<p>Course objectives have not changed</p> <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>
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 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>
<b>Guidelines and Questions for Curriculum Approval of a Distance Education Course</b>	
<b>Student Interactions</b>	
Student-Instructor Interaction	<p>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.</p>
Student-Student Interaction	<p>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.</p>
Student-Content Interaction	<p>Students will engage with the content regularly throughout the course. Each unit will include online lectures that allow the student</p>



	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>
Online Lecture	Narrative with embedded web links and video links if applicable	17%
Videos	Students will view videos related to content.	25%
Written assignments	Anecdotal observations journal entries	23%
Threaded Discussions	Threaded Discussions related to content topics	35%
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 4 - 12 weeks and each week will contain a specific focus of study. Weekly lessons will consist of online lecture material, reading materials, 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 as well as the OEI Design rubric.		
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) where ECE NC 900 will be housed		
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.).

Objective: Develop curriculum that is based on children's daily lives and experiences.

Students will review current theories and best practices for developmentally appropriate activities and materials for young children from their textbook and online lecture.

In a threaded discussion, students will view a video of "a day in the life of a child" and respond to the following prompts:

What are some of the child's unique interests?

What do you know about the child's age, developmental stage, skills, and abilities?

Based on what you have learned about this child, what are some toys, materials, or activities that you would offer to support the child's learning or development?

Student will read and respond to at least 2 classmate's posts.

Using a provided template, students will create an activity plan to support their response to the discussion prompt. Plans will be uploaded and assessed using a rubric.

#### Assessment Best Practices

15% - **Small group assignments.** - Rubric

50% - **Threaded discussions, both verbal and written.** - Rubric

35% - **Written papers uploaded in course shell.** - Rubric

## Santa Monica College New SMC Course

### Expanded Course Outline for ECE NC 903 - Early Care Licensing & Workforce Readiness

Course Cover	
Discipline	ECE NC-ECE - NONCREDIT
Course Number	903
Full Course Title	Early Care Licensing & Workforce Readiness
Catalog Course Description	Introduction to requirements for obtaining a license as a family home care provider. Review of the National Association for Education of Young Children (NAEYC) code of ethical conduct and California's licensing regulations. Emphasis on professionalism, health and safety in early care and education environments.
Rationale	According to the National Association for the Education of Young Children ( <a href="http://www.naeyc.org">www.naeyc.org</a> ), teacher preparation is a key indicator of high-quality programs. In addition, wages are often directly connected to educational attainment and prior working experience with children and families. Currently, Family Child Care Providers and Assistant Teachers can gain employment without any academic units, but are extremely limited in advancement and rarely earn a living wage. Further, professional development opportunities are often fee-based and inaccessible for this population. This means that some individual teaching young children have little or no preparation to do so. This non-credit course provides foundational knowledge the licensing regulations and workforce requirements for working in an early care and education setting and will 1) support entry-level preparation and improvements in quality and 2) serve as a bridge to credit bearing coursework in early childhood education, leading to job advancement and increased wages.
Proposal Information	
Proposed Start	Year: 2017 Semester: Fall
Proposed for Distance Ed	Yes
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 0
Weekly Lecture Hours	Min: 0.75 (Sem: 13.5)
Total Semester Instructional Hours	13.50
Repeatability	May be repeated
Grading Methods	Noncredit (Progress Indicators Used)
Transfer/General Ed	
Transferability	
Does NOT transfer to CSU or UC	
SMC GE Area:	
Does NOT satisfy any area of SMC GE:	

<b>Program Applicability</b>	
Designation	Noncredit
Proposed For	<b>Certificate of Completion (Noncredit Only)</b> -Introduction to Early Care & Education (forthcoming)
<b>Course Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Define elements of program quality based on the 10 standards developed by NAEYC.	
2. Evaluate early childhood environments using the appropriate environmental rating system tool.	
3. Describe the regulations and procedures for operating a family child care home.	
4. Create a licensing preparation action plan using CA Title 22 regulations.	
5. Participate in CPR/First Aid Training.	
6. Classify nutritional choices for age appropriate settings.	
7. Identify licensing preparation resources (i.e. assessment guides and self-evaluations from the CA Department of Social Services).	
8. Demonstrate professional practices in verbal and written communications.	
9. Examine and evaluate current challenges and special topics in the ECE field.	
<b>Course Content</b>	
25%	Professionalism in Child Development, including: <ul style="list-style-type: none"> <li>• NAEYC Code of Ethical Conduct</li> <li>• Family engagement</li> <li>• Job search and interviewing</li> <li>• Interactions with children</li> </ul>
25%	Overview of program assessment tools, including: <ul style="list-style-type: none"> <li>• Environmental Rating Scales (ECERS, ITERS, FCERS)</li> <li>• Quality Improvement Rating Scale (QRIS)</li> <li>• Classroom Assessment Scoring System (CLASS)</li> <li>• Go Green Rating Scale</li> </ul>
25%	California Title 22, including: <ul style="list-style-type: none"> <li>• Licensing regulations for family child care, preschool, and infant/toddler care</li> <li>• Preparing for licensing visits</li> <li>• Communicating with licensing</li> </ul>
25%	Health and safety, including: <ul style="list-style-type: none"> <li>• Review of pediatric CPR/first aid</li> <li>• Establishing health and safety policies</li> <li>• Identifying child maltreatment</li> <li>• Mandated reporting laws</li> </ul>
<b>Total: 100%</b>	

Methods of Presentation	
Methods	Group Work Lecture and Discussion Observation and Demonstration
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> <li>• 50% - Class Participation Small and large group discussion and other in-class activities.</li> <li>• 25% - Class Work individual and small group demonstrations and role playing.</li> <li>• 25% - In Class Writing Reflective writing, positions statements, developing health and safety policies</li> <li>• 100% - Total</li> </ul>
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Pruissen, C.. <i>Start and Run a Home Daycare</i> , ed. Self-Counsel Press, 2012, ISBN: 9781551805696.	
Other	
1. CA Title 22 Regulations Available as a free PDF download.	
Assignments	
Sample Assignment	
Complete a licensing self-evaluation checklist and create an action plan to address any areas of opportunity.	
Evaluate an early learning environment using pre-selected elements of an Environmental Rating System.	
Prepare a disaster plan for a family child care home.	
Student Learning Outcomes	
1. Demonstrate an understanding of the National Association for Education of Young Children (NAEYC) Code of Ethical Conduct and Family Child Care Home Licensing.	
2. Demonstrate the use of the Family Child Care Environment Rating Scale- Revised (FCCERS-R)	
3. Identify best practices in health and safety state guidelines.	
Minimum Qualification	
Minimum Qualifications:	Child Development/Early Childhood Education (Masters Required)
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes

<b>Distance Ed</b>	
<b>Distance Education Application</b>	
Delivery Methods	Online/Classroom Hybrid Fully Online
<b>Distance Education Quality</b>	
Quality Assurance	Course objectives have not changed Course content has not changed Method of instruction meets the same standard of course quality Outside assignments meet the same standard of course quality Serves comparable number of students per section as a traditional course in the same department
Additional Considerations	Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2. Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures. Adequate technology resources exist to support this course/section Library resources are accessible to students Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments Adequately fulfills ?effective contact between faculty member and student? required by Title 5. Will not affect existing or potential articulation with other colleges Special needs (i.e., texts, materials, etc.) are reasonable Complies with current access guidelines for students with disabilities
<b>Guidelines and Questions for Curriculum Approval of a Distance Education Course</b>	
<b>Student Interactions</b>	
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>
Online Lecture	Narrative with embedded web links and video links if applicable	17%
Videos	Students will view videos related to content.	25%
Written assignments	licensing case study NAEYC accreditation web search and review journal entries	23%
Threaded Discussions	Threaded Discussions related to content topics	35%
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 4 - 12 weeks and each week will contain a specific focus of study. Weekly lessons will consist of online lecture material, reading materials, 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 as well as the OEI Design rubric		
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) where ECE NC 900 will be housed		
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.).		



Objective: Evaluate early childhood environments using the appropriate environmental rating system tool.

Student will review components of the Infant Toddler Environmental Rating Scale (ITERS-R) or the Early Childhood Environmental Rating Scale (ECERS-3).

Students will view a video observation of an early learning environment.

Based on the video, students will use the appropriate rating tool to evaluate the environment shown in the video observation.

In a threaded discussion, student will respond to the following prompts:

Based on your observation and evaluation, how did this classroom score?

What did you like best about this learning environment?

If you were the caregiver or educator in this environment, what would do to improve quality in the environment?

Provide at least 3 pictures or external links to specific materials or equipment that you might add to this environment.

Respond to at least 2 classmate's posts

#### Assessment Best Practices

35%-**Written papers uploaded into course shell** - Rubric

50%-**Threaded Discussions: both verbal and written** - Rubric

15%-**Small Group assignments** - Rubric



## Santa Monica College New SMC Course

### Expanded Course Outline for HIST 27 - History of Southeast Asia

Course Cover	
Discipline	HIST-HISTORY
Course Number	27
Full Course Title	History of Southeast Asia
Catalog Course Description	This course surveys Southeast Asian history up to the present. It examines topics such as religion and cultural change; women and gender; colonialism, decolonization, and the Cold War; economic and environmental change, within a regional and global context.
Rationale	Please provide a rationale
Proposal Information	
Proposed Start	Year: 2018 Semester: Fall
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Total Semester Instructional Hours	54.00
Load Factor	1.00
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 3: Arts and Humanities               <ul style="list-style-type: none"> <li>○ 3B: Humanities</li> </ul> </li> <li>• IGETC Area 4: Social and Behavioral Sciences               <ul style="list-style-type: none"> <li>○ 4F: History</li> </ul> </li> </ul>	
CSU GE Area:	
<ul style="list-style-type: none"> <li>• CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages               <ul style="list-style-type: none"> <li>○ C2 - Humanities</li> </ul> </li> <li>• CSU GE Area D: Social, Political, and Economic Institutions and Behavior, Historical               <ul style="list-style-type: none"> <li>○ D6 - History</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>Program Applicability</b>	
Designation	Credit - Degree Applicable
Proposed For	<b>AA-T Degree</b> -History
<b>Pre/Corequisites &amp; Advisories</b>	
<b>Skills Advisory</b> Eligibility for English 1	
<b>Course Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Describe and discuss, orally and/or in writing, the historic development and migration of Southeast Asian societies; Indian, Chinese, and Islamic cultural influences; early modern states in the Age of Commerce; the early colonial and high imperial eras; the rise of nationalism and revolutionary movements; the Cold War, communism, and American intervention; environmental change; and contemporary regional developments including the impact of globalization.	
2. Critically examine and interpret both primary and secondary sources, attentive to such concepts as historical agency, context (both domestic and global), perspective (including race, class, gender, and ethnicity), and multi-causation (conjuncture), relating such material fully to the course content.	
3. Categorize and analyze in a historical manner major political, economic, social, cultural, and international events, trends, and themes related to the course content and discuss their historical significance.	
4. Draw connections between comparable and/or contrasting time periods and regions related to the course content, and discuss the value of historical knowledge and analysis for understanding change and continuity, up to the present time.	
5. Demonstrate, in written work, understanding of history as a discipline characterized by the critical analysis and synthesis of factual evidence.	
<b>Course Content</b>	
6%	Introduction to Southeast Asia and its historical study
12%	Early societies to 1600, including influence of Indian, Chinese, and Islamic cultures
6%	Pre- and early colonial states, 1400-1700s
6%	Trade and transoceanic connections in the Age of Commerce, 1450-1680
6%	Portuguese and Spanish colonization, 1511-1800s
13%	The High Colonial Era, Late 1700s-1920s
6%	Early Nationalist Movements, 1870s-1930s
6%	The Pacific War and the Origins of Independence, 1941-1950s
12%	Decolonization, the Cold War, and political violence throughout the region, 1950s-1970s
7%	Decolonization and the Cold War: Vietnam, 1945-1975

7%	The Cold War's legacies, 1980s to present
13%	Contemporary political, economic, cultural, and environmental issues and trends, 1990s to present
Total: 100%	
<b>Methods of Presentation</b>	
Methods	Group Work Lecture and Discussion Service Learning
Other Methods	Methods of presentation will vary among instructors encompassing a combination of the following: Lecture accompanied by audio-visual material (including maps, material objects, primary photographs, documentaries, films, etc.), class discussion and activities, collaborative-learning activities, and/or service-learning projects.
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 10% - Class Participation</li> <li>• 70% - Exams/Tests</li> <li>• 20% - Homework</li> <li>• 100% - Total</li> </ul>
Additional Assessment Information (Optional)	Methods of grading and assignments will vary among instructor. Generally, frequent quizzes and/or one or two midterms plus a final exam will be given. These will use a combination of objective questions, short answers/identifications, and extended essays. Various assignments, including book reviews, short research papers, critical analyses of documents, chapter study questions, etc. may also be given. The relative weight of exams and assignments will vary by instructor. Generally, exams will count for 66% to 75% of the course grade, with assignments and class participation making up the remainder.
<b>Appropriate Textbooks</b>	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Anthony Reid. <i>A History of Southeast Asia: Critical Crossroads</i> , ed. Wiley Blackwell, 2015	
2. Craig Lockard. <i>Southeast Asia in World History</i> , ed. Oxford University Press, 2009	
3. Norman G. Owen. <i>The Emergence of Southeast Asia: A New History</i> , ed. University of Hawai'i Press, 2005	
4. Barbara Watson Andaya and Leonard Y. Andaya. <i>A History of Early Modern Southeast Asia, 1400-1830</i> , ed. University of Hawai'i Press, 2015	
5. George Dutton. <i>Voices of Southeast Asia: Essential Readings from Antiquity to the Present</i> , ed. Routledge, 2014	
<b>Assignments</b>	
Sample Assignment	
1. Briefly summarize and analyze two primary sources, identifying their perspectives, purposes, the contexts in which they were produced, and their historical significance. Once you have analyzed each document, discuss how they relate to one	

another. For example, do they reveal different perspectives or change over time?

2. Write an analytical essay that identifies and discusses relevant political, economic, social, cultural, and/or external causes of a major event and its outcome. Your essay should draw on secondary sources (the text and lectures) and a minimum of six primary sources.

**Student Learning Outcomes**

1. Describe and discuss, orally and/or in writing, the historic development and migration of Southeast Asian societies; Indian, Chinese, and Islamic cultural influences; early modern states in the Age of Commerce; the early colonial and high imperial eras; the rise of nationalism and revolutionary movements; the Cold War, communism, and American intervention; environmental change; and contemporary regional developments including the impact of globalization.

2. Demonstrate the ability to interpret historical information by applying analytical skills used by historians--such as synthesizing evidence from both primary and secondary sources, comparing and contrasting multiple perspectives, contextualizing information, and/or identifying causes and effects of change and continuity--to the course content, as designated in the Course Outline of Record.

3. Appraise the value of historical knowledge for understanding more recent and/or comparable issues, events, and trends.

**Minimum Qualification**

Minimum Qualifications:	History (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

## Santa Monica College

### New SMC Course

#### Expanded Course Outline for PRO CR 80 - Athletes and Leadership

Course Cover	
Discipline	PRO CR-PROFESSIONAL COURSES-KINESIOLOGY
Course Number	80
Full Course Title	Athletes and Leadership
Catalog Course Description	This course explores how athletes have an impact on their teams, their campuses, and the larger community. The course examines how athletes influence the attitudes and behavior of peers and can influence changes in social norms. In the course students consider what it means to be an effective leader in private as well as in public. Students explore theories of leadership and motivation as well as the use and misuse of leadership particularly in reference to athletics.
Rationale	Sports is an area in which social change takes place before it reaches the broader society. Change makers such as Jackie Robinson, Bill Russell, and Billie Jean King are historical examples. Athletes are leaders, whether perceiving themselves as such, or whether perceived as leaders by others on campus. Leadership is a responsibility, requiring critical thinking about power, influence, values and teamwork - on the field, on the campus and in the community. The social expectations related to gender have a strong impact on how men and women in athletics see themselves and relate to others. Exploration of the historical and current cultural climate can make athletes aware of the important role they play. This course offers a much-needed opportunity for athletes and students to examine their power as role models and "influencers" in the culture of the campus. Skills for effective leadership do not come naturally. It is essential that athletes learn and develop leadership skills, such as effective communication, conflict resolution, how to have difficult conversations, handling strong emotions, and conveying respect for others - on and off the field.
Proposal Information	
Proposed Start	Year: 2017 Semester: Fall
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Total Semester Instructional Hours	54.00
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		
IGETC Area:		
Does NOT satisfy any area of IGETC:		
CSU GE Area:		
(pending review)		
<ul style="list-style-type: none"> <li>• CSU GE Area E: Lifelong Understanding and Self-Development <ul style="list-style-type: none"> <li>○ E - Lifelong Understanding and Self-Development</li> </ul> </li> </ul>		
SMC GE Area:		
Does NOT satisfy any area of SMC GE:		
<b>Program Applicability</b>		
Designation	Credit - Degree Applicable	
<b>Course Objectives</b>		
Upon satisfactory completion of the course, students will be able to:		
1. Analyze and understand the dynamics of power and how it applies to student-athletes' roles on campus and in their communities.		
2. Engage in critical thinking about cultural expectations related to competitive sports and how these impact men and women in athletics.		
3. Develop and build on their skills in using power effectively, motivating others, effective communication in difficult situations, and conflict-resolution.		
<b>Course Content</b>		
20%	Leadership in Athletics: Types of leaders; Power of leaders; Impact of leaders on others.	
15%	Team Values: inclusiveness, cooperation, teamwork, mutual respect	
15%	Stereotypes and expectations of male and female athletes	
15%	Power and Motivation: Using power in a team setting; Motivating others; Team bonding	
15%	Communication among teams: Empathy, Listening and Responding	
10%	Conflicts among teams: De-escalating a conflict situation, Healthy conflicts	
10%	Harassment in Athletics	
Total: 100%		
<b>Methods of Presentation</b>		
Methods	Group Work Lecture and Discussion Observation and Demonstration Online instructor-provided resources Visiting Lecturers	
<b>Methods of Evaluation</b>		
Methods	<ul style="list-style-type: none"> <li>• 20% - Class Participation</li> </ul>	

	<p>In class discussions</p> <ul style="list-style-type: none"> <li>• 20% - Final Project</li> <li>• 20% - Final exam</li> <li>• 20% - Group Projects</li> </ul> <p>Small group work</p> <ul style="list-style-type: none"> <li>• 20% - Quizzes</li> </ul> <p>Short essays on reading assignments</p> <ul style="list-style-type: none"> <li>• 100% - Total</li> </ul>
<b>Appropriate Textbooks</b>	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Other	
<p>1. Students will be assigned a reader, which will included the following:</p> <p>Title: Athletic Blacks vs Smart Whites: Why Sports Stereotypes Are Wrong            Format: Article Huffington Post            Author: Casey Gane-McCalla            Year: 2009</p> <p>Title: Are Head Coaches in Intercollegiate Athletics Perceived as Masculine? An Evaluation of Gender Stereotypes and the Effect of Sexism on Intercollegiate Coaches            Original Citation: Gender Issues, Dec, 2010, Vol.27 (3-4), p.165 (10)            Format: Article            Author: Thomas J Aicher ; Michael Sagas            Year: 2010</p> <p>Title: The Most Powerful Women in Sports            Format: Article Forbes Magazine            Author: Jason Belzer            Year: 2015</p> <p>Title: Perceived Masculinity: The Potential Influence of Race, Racial Essentialist Beliefs, and Stereotypes            Original Citation: Humboldt Journal of Social Relations, 2015, Vol.37, pp.20-28            Format: Article            Author: Y. Joel Wong; Angela J Horn; Shitao Chen ; Ronald F. (editor) Levant            Year: 2013</p> <p>Title: Explaining the Under-Representation of Women in Leadership Positions of Sport Organizations            Original Citation: National Assn for Kinesiology and Physical Education in Higher Education, Quest, 59, 244-265.            Format: Article            Author: Melanie Sartore ; George Cunningham            Year: 2007</p> <p>Title: The Relationship Between Coach Leadership, the Coach?Athlete Relationship,</p>	

Team Success, and the Positive Developmental Experiences of Adolescent Soccer Players  
 Original Citation: Physical Education & Sport Pedagogy Journal Volume 18, Issue 5  
 Format: Article  
 Author: Oades, Linsey; Vella, Stewart; Crowe Trevor  
 Year: 2013

**Assignments**

**Sample Assignment**

1. Written Paper/Project: Students will describe a recent experience in which they incorporated the principles of effective leadership and positive communication within their personal or athletic lives. Students should go into detail in regard to their leadership application and cite any sources/readings, any classroom discussions to detail their examples of effective leadership and positive communication.
  
2. Small Groups Project: Each member of the group will initially have turned in an individual paper in regard to the reading assignment on motivational leadership. Each group will then prepare a 10 -15 minute presentation in which they will compare and contrast their opinions and personal perspectives of motivational leadership. The presentation should include: 1) a summary of the leadership approach presented by the author; 2) examples of practical and personal applications of the approach in previous similar situations; 3) a discussion comparing and contrasting the approach and how they can approach a similar situation differently in the future. Creativity in content and presentation is encouraged as is shared responsibility within the group.

**Student Learning Outcomes**

1. Define and develop their values and philosophy related to teamwork.
2. Demonstrate an understanding of how athletes can use their influence to impact respectful interactions and relationships.
3. Analyze athletes' roles in changing cultural and social norms to emphasize respect and inclusivity.
4. Describe the concepts of leadership, teamwork, and the role of an effective leader within the athletic realm.

**Minimum Qualification**

Minimum Qualifications:	Counseling (Masters Required) Physical 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



## Santa Monica College DE for EXISTING courses

### Expanded Course Outline for COM ST 16 - Fundamentals Of Small Group Discussion

Course Cover	
Discipline	COM ST-COMMUNICATION STUDIES
Course Number	16
Full Course Title	Fundamentals Of Small Group Discussion
Catalog Course Description	This course focuses on the identification and analysis of processes and challenges of communication as affected by small group interactions. This course helps students develop competence and confidence as a group member and leader through a combination of theoretical and practical knowledge of small groups in everyday life. The course focuses on the principles of communication theory as they apply to the small group setting with an emphasis on practical application through study and practice in various group activities.
Rationale	Program Review Update
Proposal Information	
Proposed Start	Year: 2018 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)
Total Semester Instructional Hours	54.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Transfers to UC Transfers to CSU	
IGETC Area:	
<ul style="list-style-type: none"> <li>• IGETC Area 1: English Communication               <ul style="list-style-type: none"> <li>◦ 1C: Oral Communication</li> </ul> </li> </ul>	
CSU GE Area:	
<ul style="list-style-type: none"> <li>• CSU GE Area A: Communication in the English Language and Critical Thinking               <ul style="list-style-type: none"> <li>◦ A1 - Oral Communication</li> </ul> </li> </ul>	
SMC GE Area:	
Program Applicability	
Designation	Credit - Degree Applicable

Proposed For	<b>AA Degree</b> -Communication Studies <b>AA-T Degree</b> -Communication Studies
<b>Pre/Corequisites &amp; Advisories</b>	
<b>Skills Advisory</b> Eligibility for English 1	
<b>Course Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Define key terms and concepts in small group communication theory.	
2. Identify and discuss specific issues in small group communication.	
3. Demonstrate the ability to express a supported message effectively in a small group communication setting.	
4. Demonstrate the ability to listen empathically, actively and critically to messages in the small group setting.	
5. Differentiate among the major principles and theories of small group communication and their application to real or simulated communication acts.	
6. Critically evaluate the effectiveness of real and simulated small group processes.	
7. Demonstrate the ability to approach decision-making and problem-solving using a systematic and thorough approach.	
8. Demonstrate an understanding of differences in norms, values, and verbal and nonverbal behaviors of males and females and of distinctive cultures as they relate to small group interaction.	
9. Identify and discuss the sources of small group conflict and demonstrate the ability to manage such conflicts effectively.	
10. Assess and evaluate a group meeting for its effectiveness.	
<b>Course Content</b>	
5%	Introduction to the course and to the study of small group communication
5%	Self-concept and roles
10%	Verbal and nonverbal communication
10%	Norms, task, and maintenance functions and essential group elements
10%	Climate in small group
10%	Conflict in small group
10%	Leadership functions
20%	Group problem-solving/decision-making styles and techniques
20%	Classical group communication theories
Total: 100%	
<b>Methods of Presentation</b>	
Methods	Field Trips Lecture and Discussion
Other Methods	In-class activities, such as: Lecture Small group discussion

	<p>Directed class discussion  Class experiential activities  Demonstration, live and electronically recorded  Student oral presentations  Films, videotapes and other electronic reproductions  Guest speakers  Objective and essay tests of acquired skills and concepts</p> <p>Out-of-class activities comprise a significant portion of the requirements of this course. These activities include:  Field trips  Required attendance at relevant outside activities  Group projects  Field observations</p>
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 20% - Class Work</li> <li>• 20% - Exams/Tests</li> <li>• 20% - Homework  Homework 10% In-Class Assignments 10%</li> <li>• 30% - Oral Presentation</li> <li>• 10% - Papers</li> <li>• 100% - Total</li> </ul>
Additional Assessment Information (Optional)	<ol style="list-style-type: none"> <li>1. Student course performance is measured with a variety of oral and written testing techniques. The following should be included in computing the final grade: <ol style="list-style-type: none"> <li>1. Oral assignments such as speeches, group presentations, role-playing simulations, dyadic interactions, and/or other oral competency assessment activities.</li> <li>2. In- and out-of-class writing assignments such as essays, research papers, journals, reports, problem-solutions, analyses, and evaluations.</li> <li>3. Homework appraisals. Out-of-class requirements must be college-level in quality and quantity.</li> </ol> </li> <li>2. Evaluation will be based on most of the following levels of testing (based on Bloom's Taxonomy): <ol style="list-style-type: none"> <li>1. Memory</li> <li>2. Translation</li> <li>3. Interpretation</li> <li>4. Application</li> <li>5. Analysis</li> <li>6. Synthesis</li> <li>7. Evaluation</li> </ol> </li> <li>3. Successful completion of the course indicates that the student has demonstrated the ability to apply an acceptable level of critical thought to the course content and that he/she has demonstrated the competencies cited in section V, above, at an acceptable level. Grading may be comparatively or absolutely measured, as deemed appropriate by the</li> </ol>

	instructor.
<b>Appropriate Textbooks</b>	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Adams, K, Galanes, G. <i>Communicating in Groups: Applications and Skills</i> , 9th ed. McGraw Hill, 2014, ISBN: 0073523860.	
2. Downie, Virginia. <i>Together: A Relationship Survival Kit</i> , ed. Real Life Publications, 2010	
3. Rothwell. <i>In-Mixed Company</i> , 8th ed. Harcourt College Publishers, 2012, ISBN: 1111346852.	
4. Beebe and Masterson. <i>Communication in Small Groups: Principles and Practices</i> , 11th ed. Allyn & Bacon, 2014, ISBN: 0073523860.	
5. Burtis and Turman. <i>Group Communication Pitfalls: Overcoming Barriers to an Effective Group</i> , ed. Sage, 2005	
<b>Assignments</b>	
Sample Assignment	
<ol style="list-style-type: none"> <li>1. Students will give a 20-30 minute group presentation in which the group teaches the class about some aspect of small group communication theories or concepts. Each group member must have a meaningful speaking role. Each student must show that he/she has practiced thoroughly and that the group is well coordinated and has fully integrated the material. Students will prepare notes for classmates that summarize the material, provide a context and meaning relevant to the overall class discussions and include relevant terms and definitions.</li> <li>2. Each student will be assigned to a group that they will work with throughout the semester. Each group will give several presentations, including, but not limited to, an extended group project related to small group communication theories and concepts. Details will be provided in class.</li> </ol>	
<b>Student Learning Outcomes</b>	
1. In a group, identify a problem, establish criteria for developing a solution, and design and implement the solution.	
2. Plan, prepare and present a well organized, clear, and interesting presentation as a group.	
<b>Minimum Qualification</b>	
Minimum Qualifications:	Communication Studies (Masters Required) Speech Communication (Masters Required)
<b>Library</b>	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	No
<b>Distance Ed</b>	
<b>Distance Education Application</b>	
Delivery Methods	Online/Classroom Hybrid
<b>Distance Education Quality</b>	
Quality	Course objectives have not changed

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>
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 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>

### Guidelines and Questions for Curriculum Approval of a Distance Education Course

#### Student Interactions

Student-Instructor Interaction	<p>Communication Studies 16 strongly emphasizes small group and student-teacher interactions; the class is naturally set up to include these interactions to show the limits and potentials of student-teacher interaction.</p> <p>In a hybrid setting, the instructor will conduct online lectures, assignments, and activities. The instructor will provide feedback to students for assignments and activities through email, chat, and feeds. Half the time, the instructor will meet with students in an on-ground classroom. In on ground settings, the instructor will listen to student speeches, as well as provide feedback for student activities and in-class assignments.</p> <p>Group communication is happening online more and more, so, therefore, a hybrid course will allow instructors to navigate online communication by hosting classes online.</p>
Student-Student Interaction	<p>Communication Studies 16 strongly emphasizes small group and student-student interactions; the class is naturally set up to include these interactions to show the limits and potentials of student-student interaction. Most of the objectives and the SLOs for the course require ongoing student-student interactions.</p>

	<p>In an online setting, students will be able to chat, add to feeds, as well as discuss course content through Canvas applications. The students will do online activities that will require them to actively communicate virtually.</p> <p>In on-ground classroom settings, students will hear each others' speeches, collaborate in group assignments, and participate in group classroom activities.</p> <p>Quantitatively, a hybrid course will allow students to interact with each other frequently online and in on-ground classroom settings.</p>
<p>Student-Content Interaction</p>	<p>Communication Studies 16 strongly focuses on small group theory and content; students reflect on the theories and content to apply to homework assignments, real world simulations, and organizations.</p> <p>In online settings, students will listen to instructor lectures, as well as do homework assignments and activities related to the daily and weekly chapters. For the most part, online lectures and discussions will present important theories and content that will help students prepare for their presentations and group projects. The presentations and group projects will largely be prepared and delivered in on-ground classroom settings.</p>

<p><b>Online class activities that promote class interaction and engagement</b></p>	<p><b>Brief Description</b></p>	<p><b>Percentage of Online Course Hours</b></p>
<p>Discussion Boards</p>	<p>Collaborative discussion boards will occur regarding course content. Students will also provide feedback to help each other apply and further understand course content.</p>	<p>5%</p>
<p>Online Lecture</p>	<p>Narrated PowerPoint slides will be made available to students. Videos and outside resources will also be provided.</p>	<p>30%</p>
<p>Project Presentation</p>	<p>Students will prepare and deliver multiple group project presentations.</p>	<p>20%</p>
<p>Exams</p>	<p>One midterm and one final exam.</p>	<p>20%</p>
<p>Written assignments</p>	<p>Students will work on individual and group papers regarding leadership, group formation, and organizational communication.</p>	<p>20%</p>
<p>Other (describe)</p>	<p>Students will work on several in-class activities related to small group communication processes.</p>	<p>5%</p>

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 methods of instruction will include weekly lectures, exercises and assignments, in-class and virtual activities exams, and discussion. The lecture notes will be presented on the site along with a threaded discussion regarding the notes and readings, and projects and assignments posted to students' class discussion boards for review, feedback, and

grading. Individualized feedback on each assignment and projects will be provided. Overall, comments for the whole class will help students avoid common issues and adopt best practices and techniques.
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 will have and practice skills in delivering content online both written and visual content. The instructor will also need to create online environments using Canvas.
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.)
Students are referred to counseling, and tutoring services via announcements and the course syllabus. Students will have access to SMC DE support services. We encourage students to take a Canvas tutorial for online courses. There is also Canvas support available 24/7 for students. Students will also have access to information regarding library resources and counseling.
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.
Online lectures are provided through Canvas and meet basic Web standards for accessibility. Any new videos created for this course can be captioned through the Media Services department. Written content and other online resources are provided for all video content.
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.).
Purpose: Interview a leader in an on-campus program or organization to understand their leadership styles, as well as the ways they addressed a recent, urgent problem. You may reach out to any programs and organizations, including counseling, the financial aid office, the bookstore, the library, or on-campus student-led programs. Assignment (to be posted on Canvas): 1) Read the Chapter about different leadership styles, as well as the Chapter on Conflict Negotiation and Resolution 2) After reading our textbook Chapters, conduct a brief literature review by consulting the library databases and identifying academic journals related to the leadership and conflict negotiation concepts in our text . 3) Assess the ways the leader addressed the recent, urgent problem by : a) Identifying the type of conflict negotiation they utilized b) Describing the short- and long-term benefits of the conflict negotiation approach. Submit the assignment to Canvas. The instructor will deliver feedback digitally in a timely fashion.
<b>Assessment Best Practices</b>
20%- <b>Exams</b> - There will be a midterm and a final exam. 20%- <b>Homework</b> - Multiple handouts and homework assignments. 20%- <b>Class Work</b> - 30%- <b>Oral Presentations</b> - 10%- <b>Papers</b> - Individual and group papers will focus on small group dynamics, leadership, and organizational communication processes.



## Santa Monica College DE for EXISTING courses

### Expanded Course Outline for COM ST 36 - Gender and Communication

Course Cover	
Discipline	COM ST-COMMUNICATION STUDIES
Course Number	36
Full Course Title	Gender and Communication
Catalog Course Description	Exploring the role, influence, effects, and significance of gender on our everyday communication interactions, this course critically analyzes issues of gender and communication by examining the theoretical perspectives used to explain gender phenomena, gender socialization, and male and female interactions and stereotypes. With an emphasis on improving communication skills, we will explore the relationship between gender and communication as it pertains to the nature of gender(s), the language of gender, and gender differences in verbal and nonverbal communication.
Rationale	Gender Communication answers a demand from students to have a communication class that focuses specifically on the gender and sex aspects of the communication process as opposed to single units in classes focused on intercultural, group, and interpersonal communication. This course is consistent with other excellent Communication Studies community college programs in the state with whom we are competitive.
Proposal Information	
Proposed Start	Year: 2018 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)
Total Semester Instructional Hours	54.00
Load Factor	1.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Transfers to UC Transfers to CSU	
IGETC Area:	
<ul style="list-style-type: none"> <li>• IGETC Area 4: Social and Behavioral Sciences               <ul style="list-style-type: none"> <li>○ 4D: Gender Studies</li> </ul> </li> </ul>	



<b>CSU GE Area:</b>	
<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>◦ D4 - Gender Studies</li> </ul> </li> </ul>	
<b>SMC GE Area:</b>	
<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>California Community College</b> Antelope Valley College Gender and Communication Comm 217</li> <li>• <b>California Community College</b> Riverside City College Gender and Communication Com 13</li> </ul>	
<b>Program Applicability</b>	
Designation	Credit - Degree Applicable
Proposed For	<b>AA Degree</b> -Women's Studies (Area 2) <b>AA-T Degree</b> -Communication Studies
<b>Course Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Identify and evaluate the communication styles of men and women.	
2. Explore and analyze the construction of gender and the way it affects communication styles in multiple contexts.	
3. Explain the way language and symbols construct gender in the context of larger sexual, racial, ethnic, and class identities, and how gender in turn affects communication styles and practices.	
4. Evaluate gender role socialization and the role of popular culture in influencing gender communication.	
5. Recognize and discuss how perceptions of gendered communication vary from different standpoints such as those of heterosexual men and women as well as LGBTQ men and women.	
<b>Course Content</b>	
6.25%	Introduction to Gender and Communication
6.25%	Theoretical Approaches to Gender
12.5%	Sex and Gender Differences and Similarities between Men and Women
6.25%	Gendered Verbal Communication Differences
6.25%	Gendered Nonverbal Communication Differences
6.25%	Consequences and Integration of Gender Communication Differences

6.25%	Gender and Family Communication
6.25%	Gender and Friendship Communication
6.25%	Gender and Romance Communication
6.25%	Gender and Workplace Communication
6.25%	Gender and Health Communication
12.5%	Gender in Media: Content and Effects
6.25%	Gendered Power and Violence
6.25%	Gender and Communication: Social Change
Total: 100%	
<b>Methods of Presentation</b>	
Methods	Group Work Lecture and Discussion Projects
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 20% - Exams/Tests midterm and final exam</li> <li>• 40% - Homework online threaded discussions individual assignments</li> <li>• 20% - Papers reflection papers ethnographic papers</li> <li>• 10% - Projects application of course concepts in end of the semester project</li> <li>• 10% - Quizzes</li> <li>• 100% - Total</li> </ul>
<b>Appropriate Textbooks</b>	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Wood, J.T. <i>Gendered Lives</i> , 11 ed. Cengage Learning, 2013, ISBN: 9781285075938.	
2. Palczewski, C. & DeFrancisco V. <i>Gender in Communication</i> , 2 ed. Sage, 2013, ISBN: 9781452220093.	
<b>Assignments</b>	
Sample Assignment	
1. Write a 3-4 page paper analyzing a rhetorical artifact (advertisement, magazine article, webpage article, movie, song, etc.), identify the preconceived gender and social roles, and revise the artifact to create alternative gender identities.	
2. Write a paper about your personal experiences with gender communication. Within the context of a feminine and masculine communication styles, describe and analyze the communication styles of your friends, coworkers, significant others, bosses, etc. In your writing, determine if these individuals are following the norm or breaking the norm and identify them as a feminine or masculine communicator.	
3. Select a realm of gender that interests you as a presentation topic: family, power &	

<p>violence, education, friendships, romantic relationships, workplace and media. The goal of the presentation is for you to explore your chosen realm beyond the book content. You will have access to a list of suggestions, however, feel free to come up with your own topic (after instructor approval). You will create a PowerPoint presentation and narrate its content (by using a free online program) before submitting it online for a grade. Your presentation content must 1) address the status quo of the topic; 2) the ways it is changing; 3) the role of gender; 4) your own experience with it. Your grade will be based on the content of the presentation as well as your ability to present via an online platform.</p>	
<b>Student Learning Outcomes</b>	
1. Identify/describe theories related to gender and communication.	
2. Compare and contrast gender communication styles.	
3. Analyze gender as a social construction.	
<b>Minimum Qualification</b>	
Minimum Qualifications:	Communication Studies (Masters Required)
<b>Library</b>	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes
<b>Distance Ed</b>	
<b>Distance Education Application</b>	
Delivery Methods	Fully Online
<b>Distance Education Quality</b>	
Quality Assurance	<p>Course objectives have not changed            Course content has not changed            Method of instruction meets the same standard of course quality            Outside assignments meet the same standard of course quality            Serves comparable number of students per section as a traditional course in the same department            Required texts meet the same standard of course quality</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 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            Library resources are accessible to students            Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments</p>

	<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>
<b>Guidelines and Questions for Curriculum Approval of a Distance Education Course</b> <b>Student Interactions</b>	
<b>Student-Instructor Interaction</b>	<p>Every week, lecture notes with materials related to the week's topic, including videos, slide presentations, and tutorials, are posted for students to complete by the end of the week. Students are encouraged to ask questions to both the instructor and the class related to these materials.</p> <p>The weekly discussion includes a question, or series of questions, which the students will answer either individually or as a group. The instructor will participate in the discussion thread and will require students to comment on each other's posts.</p> <p>Weekly exercises will be assigned to assess the students' understanding of the material. The students will upload this exercise to their student via Canvas. The instructor then reviews and assesses this work and provides feedback to the student. Students are encouraged to discuss these comments further with the instructor.</p> <p>The instructor will participate in the weekly discussions and will provide feedback on student assignments at least weekly. The instructor will also post comments that will help students improve their performance as well as comments to motivate students to continue with their outstanding performance.</p> <p>Assignment rubrics will be made available to students prior to the due date of assignments to help students understand the breakdown of points. As always, students will be encouraged to discuss the evaluation with the instructor.</p> <p>The instructor will also be available through a "General Comments and Questions" discussion thread, and directly through email.</p>
<b>Student-Student Interaction</b>	<p>Students will have weekly interactions with each other while participating in the weekly discussions. Some discussion will be set up as group discussions where smaller groups of students will critique each other's work.</p> <p>Multiple exercises throughout the semester will be team exercises where students will need to complete work together.</p> <p>Depending on the assignment, students' work will be made public to</p>

	the rest of their peers in order for students to engage with each other and understand others' perceptions and stances in regards to gender.	
Student-Content Interaction	Every week the student will be responsible for reading the weekly lecture notes and to review and watch any video or slide presentations. Comprehension of that content is assessed by the student's posts related to the material throughout the week and their feedback to other student's comments. A weekly quiz covering the week's material is to be completed by the student. Depending on the week, students will complete more comprehensive assignments.	
<b>Online class activities that promote class interaction and engagement</b>	<b>Brief Description</b>	<b>Percentage of Online Course Hours</b>
Online Lecture	Aside from assigned reading from the book, narrated PowerPoint slides made available to students, along with videos and outside resources every week.	40%
Project Presentation	Student submit a narrated PowerPoint presentation about a gender topic (beyond book content). Every student selects two of their peers' presentations to listen to, evaluate and give feedback.	5%
Exams	Quizzes every other week or more often, one midterm and one final exam.	15%
Written assignments	Students assigned weekly mini-reflections based on outside sources, videos, book content (which will guide their threaded discussions) and other lengthier written assignments (as outlined in sample assignments)	20%
Other (describe)	Twice during the semester, students identify a current news article in relation to gender, provide insight about the article using course content and pose a question for their peers to answer based on content of the article.	5%
Threaded Discussions	Students post questions, answers and comments weekly or more often.	15%
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.)		
<p>The methods of instruction will be weekly lecture notes, exercises and assignments, quizzes, and discussion. The lecture notes will be presented on the site along with a threaded discussion regarding the notes and readings, a weekly quiz and projects and assignments posted to students' class blog for review, feedback, and grading.</p> <p>Individualized feedback on each assignment and projects will be provided. Overall, comments for the whole class will help students avoid common issues and adopt best</p>		

practices and techniques.
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.)
Instructor needs to have skills in delivering content online - both written and visual content. Ability to create online environments using Canvas.
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.)
Students are referred to counseling, and tutoring services via announcements and the course syllabus. Students will have access to SMC DE support services. We encourage students to take a Canvas tutorial for online courses. There is also Canvas support available 24/7 for students. Students will also have access to information regarding library resources and counseling.
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.
Online lectures are provided through Canvas and meet basic Web standards for accessibility. Any new videos created for this course can be captioned through the Media Services department. Written content and other online resources are provided for all video content.
Using one of the course objectives, describe an online lesson/activity that might be used in the course to facilitate student learning of that objective. Be sure the sample lesson/activity includes reference to the use of online teaching tools (such as drop box or threaded discussion, or multimedia such as Articulate, Flash, Jing, etc.).
Objective: Identify and evaluate the communication styles of men and women.  Assignment (to be posted on Canvas): 1) Read Chapter 5, Gendered Verbal Communication 2) Read the article, 'Sexist Language at Rio Olympics,' then read the article about Michael Phelps in which reporters wrote about him as if he were female. Consider the realms of gender - family, workplace, sports, politics, etc. Conduct an Internet search about one of these realms and make note of the ways in which males & females are talked about differently. Next re-write a paragraph about a male as if he were a female OR about a female as if she were a male. In your entry, include: a) A summary of your source - what is your source about? How does it refer to males and/or females? (3-5 sentences) b) The link of your source c) Your rewrite (should be 5-7 sentences long) d) Describe what you took into consideration for your rewrite (word usage, description of males vs. females, etc.).
<b>Assessment Best Practices</b>
25%- <b>Exams</b> - There will be a midterm and a final exam. 25%- <b>Online posts/threaded discussions/quizzes</b> - Bi-weekly online participation will be required from students in the form of answering a prompt, participating in a threaded discussion or completing a quiz.

25%-**Papers** - Students will complete ethnographic papers regarding gendered communication and the ways in which people react when gender norms are challenged. Students will also complete reflections about course concepts.

25%-**Presentations** - Students will select a realm of gender that interests them and explore its nuances outside of the book content. They will be responsible for presenting their findings to their peers. Students will also present the content of their rhetorical artifact analysis assignment to their peers. The rhetorical artifact analysis is one of the major course assignments.

## Transitional Kindergarten Certificate of Achievement

The goal of the Transitional Kindergarten certificate is to provide a strand of unit bearing curriculum specifically designed to meet the needs of current Transitional Kindergarten (TK) teachers as well as Multiple Subject credential holders needing the Early Childhood unit requirement to be a TK teacher.

### CERTIFICATE OF ACHIEVEMENT REQUIREMENTS:

- completion of the Area of Emphasis with a grade of C or higher in each course
- completion of at least 50% of Area of Emphasis units at SMC
- overall GPA of 2.0 or higher

CATALOG RIGHTS: A student may satisfy the requirements of a Degree or Certificate that were in effect at any time of the student's continuous enrollment. Continuous enrollment is defined as enrollment in consecutive Fall and Spring semesters until completion.

### Program Learning Outcomes:

Upon completion of the program, students will be able to develop / align the transitional kindergarten curriculum to the California Preschool Learning Foundations.

### Area of Emphasis

<b>Transitional Kindergarten Certificate</b>		<b>Units</b>
ECE 2	Principles and Practices of Teaching Young Children	3
ECE 24	Preschool and Early Primary Development	3
ECE 25	Assessment in Transitional Kindergarten and Kindergarten	3
ECE 26	CA Preschool Foundations and Frameworks 1	3
ECE 27	CA Preschool Foundations and Frameworks 2	3
ECE 28	Practicum in Transitional Kindergarten Teaching	3
ECE 29	Reflective Practice Seminar	3
ECE 30	Strategies for Working with Challenging Behaviors	3

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<b>Total Units for Area of Emphasis:</b>	<b>24</b>
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### ADDITIONAL INFORMATION:

Curriculum Alignment Project sponsored by the Commission on Teaching Credentialing

PID 291



# Global Studies **REVISED 5/17**

## Associate in Arts (AA) / Certificate of Achievement

Effective **Spring 2017**

Global Studies is a multi- and interdisciplinary program designed to increase knowledge and understanding of the processes of globalization and their impacts on societies, cultures, and environments around the world. The Global Studies program provides the student with a knowledge of critical issues that affect their lives and community, as well as the affairs of other cultures, societies, and nations. An understanding of the world's social, political, economic, and natural systems and their increasing interdependence, along with an appreciation of the diversity of human culture, will supply the student with a strong background for working in a global economy, for living in a multicultural society, and for making intelligent decisions as global citizens.

### **Program Learning Outcomes:**

Upon completion of this program, students will possess an increased understanding of the world's social, political, economic and natural systems and their increasing interdependence, as well as an appreciation of the diversity of human culture, which in turn will enable them to better work in the global economy, live in a multicultural society, and make intelligent decision as global citizens. Through the subject matter and activities presented in each course in the Global Studies program, students will be able to:

1. Analyze major global challenges from a multi- and interdisciplinary perspective;
2. Identify varying worldviews on the same issues, events, and occurrences;
3. Differentiate multiple perspectives on globalization and their effects on decision-making and behavior (and the individual, community, and national levels);
4. Explain how/why the environmental well-being of the world demands personal and collective responsibility at both the local and global levels;
5. Describe core civic/citizenship values which generate socially responsible behavior at both local and global levels;
6. Explain the interconnectedness of global decisions and events; and
7. Analyze the interdependence among people, groups, societies, governments, and nations in finding solutions to current global problems and conflicts.

## Area of Emphasis

### **Required Core Courses (9 units):**

		<b>Units</b>
GLOBAL 5 ( <i>same as POL SC 5, ECON 5</i> )	International Political Economy: Introduction To Global Studies	3
GLOBAL 10	Global Issues	3
GLOBAL 11 ( <i>same as GEOG 11</i> )	World Geography Introduction To Global Studies	3

### **Experiential Learning (2 units):**

		<b>Units</b>
BUS 95	International Business Internships	2
GLOBAL 95	Global Los Angeles -- Experiential Learning	2

### **Foreign Language Requirement:**

The Foreign Language requirement can be met by completion of the IGETC Area 6A.

### **Culture and Society (3 units):**

		<b>Units</b>
ANTHRO 2	Cultural Anthropology	3
ANTHRO 3	World Archaeology	3
ANTHRO 7	Introduction To Linguistic Anthropology	3
ANTHRO 14	Sex Gender And Culture	3
ANTHRO 19	The Culture of Food	3
ANTHRO 21	Peoples And Power In Latin America	3
ASTRON 6	Archaeoastronomy	3
COM ST 37	Intercultural Communication	3
FASHN 15	Ethnic Fashion	3
GEOG 2	Introduction To Human Geography	3
GEOG 7 ( <i>same as ENVRN 7</i> )	Introduction To Environmental Studies	3
GEOG 8 ( <i>same as URBAN 8</i> )	Introduction to Urban Studies	3
PHILOS 20 ( <i>same as ENVRN 20</i> )	Environmental Ethics	3
POL SC 22 ( <i>same as ENVRN 22</i> )	Environmental Politics And Policies	3

PSYCH 40 ( <i>same as ENVRN 40</i> )	Environmental Psychology	3
SOCIOL 1	Introduction To Sociology	3
SOCIOL 1s	Introduction To Sociology - Service Learning	3
WOM ST 20	Women, Feminisms, and Social Movements: A Global Approach	3
MEDIA 3 ( <i>same as GLOBAL 3</i> )	Global Media	3
<b>LING 1</b>	<b>Introduction to Linguistics</b>	<b>3</b>

**Governance and Conflict (3 units):**

		<b>Units</b>
PHILOS 48 ( <i>same as HIST 48</i> )	Nonviolent Resistance	3
POL SC 2	Comparative Government And Politics	3
POL SC 3	Introduction to Politics: Justice, Power and Agency	3
POL SC 7	International Politics	3
POL SC 11	World Affairs And The United Nations	3
POL SC 47	International Politics Seminar	3
POL SC 51 ( <i>same as PHILOS 51</i> )	Political Philosophy	3
POL SC 52 ( <i>same as PHILOS 52</i> )	Contemporary Political Thought	3

**Markets and Economies (3 units):**

		<b>Units</b>
BUS 50	Introduction To International Business	3
BUS 52	International Marketing	3
BUS 53	Importing And Exporting	3
BUS 54	International Management	3
BUS 55	Southern California's International Connections	3
ECON 1	Principles Of Microeconomics	3
ECON 2	Principles Of Macroeconomics	3

**World History/Area Studies: Select at least 3 units from the following:**

		<b>Units</b>
AHIS 3	Western Art History III	3
AHIS 11	Art Appreciation Introduction To Global Visual Culture	3
AHIS 15	Mexican Art History	3
AHIS 18	Introduction To African Art History	3
AHIS 22	Architectural History And Theory - 185 To Present	3
DANCE 5	Dance History	3
DANCE 20	World Dance Survey	2
DANCE 21	Asian Pacific Dance Survey	2
DANCE 23	Intermediate Mexican Dance	2
DANCE 24	Flamenco Dance 1	2
DANCE 25	African Dance	2
DANCE 27	Brazilian Dance	2
DANCE 29	Middle Eastern/North African Dance	2
ENGL 32 ( <i>same as HIST 30</i> )	History And Literature Of Contemporary Africa	3
ENGL 40	Asian Literature	3
ENGL 45	Asian Film, Literature, and Society	3
ENGL 56	20th Century European Literature	3
ENGL 58	Literature Of Mexico	3
HIST 2	History Of Western Civilization II	3
HIST 4	British Civilization II	3
HIST 6	History Of Latin America II	3
HIST 19	History Of Mexico	3
HIST 21	History Of Russia	3
HIST 22	History Of The Middle East	3
HIST 25	History of East Asia Since 1600	3
HIST 28	Modern Europe: 1914 to the Present	3

HIST 29	Jewish History	3
HIST 32 ( <i>same as ENVRN 32</i> )	Global Environmental History	3
HIST 34	World Civilizations II	3
HIST 39	African History II	3
HIST 41	Native-American History	3
HIST 53	The History of Religion	3
HUM 28S	Contemporary Life In China	2
MUSIC 31	Music History 2	3
PHILOS 4	Modern Philosophers	3
PHILOS 22	Asian Philosophy	3
PHILOS 23	Philosophy Of Religion	3
POL SC 14	Middle East Government And Politics	3
SPAN 20	Latin American Civilization	3
<b>AHIS 5</b>	<b>Latin American Art History 1</b>	<b>3</b>
<b>AHIS 6</b>	<b>Latin American Art History 2</b>	<b>3</b>
<b>AHIS 17</b>	<b>Arts Of Asia - Prehistory To 1900</b>	<b>3</b>
<b>ENGL 49</b>	<b>Asian Mythology</b>	<b>3</b>
<b>JAPAN 9</b>	<b>Japan: Culture and Civilization</b>	<b>3</b>

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**Total Units for Area of Emphasis:**

**23 21**

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