



1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Agenda

Wednesday, June 3, 2020, 3:00 p.m.

Zoom Meeting:

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/94723919172>

Or iPhone one-tap (US Toll): +16699006833,94723919172# or +12532158782,94723919172#

Or Telephone:

Dial:

+1 669 900 6833 (US Toll)

+1 253 215 8782 (US Toll)

+1 346 248 7799 (US Toll)

+1 301 715 8592 (US Toll)

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Meeting ID: 947 2391 9172

International numbers available: <https://cccconfer.zoom.us/u/a9deAEqot>

Or Skype for Business (Lync):

SIP:94723919172@lync.zoom.us

Members:

Dana Nasser, <i>Chair</i>	Sheila Cordova	Nick Mata	Brandon Reilly
Jason Beardsley, <i>Vice Chair</i>	Guido Davis Del Piccolo	Emin Menachekanian	Lydia Strong
Brenda Antrim	Gary Huff	Jennifer Merlic	Toni Trives
Garen Baghdasarian	Sasha King	Jacqueline Monge	Audra Wells
Fariba Bolandhemat	Jae Lee	Estela Narrie	Michael John Siemer (A.S.)
Dione Carter	Jamar London	Lee Pritchard	Safa Saleem (A.S.)

Interested Parties:

Clare Battista	Rachel Demski	Maral Hyeler	Scott Silverman
Maria Bonin	Vicki Drake	Stacy Neal	Esau Tovar
Patricia Burson	Kiersten Elliott	Patricia Ramos	Tammara Whitaker
Susan Caggiano	Tracie Hunter	Estela Ruezga	A.S. President

Ex-Officio Members:

Nathaniel Donahue

(Information items are listed numerically; action items are listed alphabetically)

- I. Call to Order and Approval of Agenda
- II. Public Comments *(Two minutes is allotted to any member of the public who wishes to address the Committee.)*
- III. Announcements
- IV. Approval of Minutes 3
- V. Chair's Report
- VI. Information Items
 - 1. Redesign of the Student Experience

(Non-Substantial Changes)

- 2. AD JUS 3 Legal Aspects of Evidence
- 3. BUS 6 Advanced Business Law
- 4. CIS 32 Microsoft Access
- 5. Business AS (addition of CIS 70 elective)
- 6. Entrepreneurship Certificate of Achievement (addition of CIS 70 elective)
- 7. Marketing Certificate of Achievement (addition of CIS 70 elective)
- 8. Sales and Promotion AS/Certificate of Achievement (addition of CIS 70 elective)

VII. Action Items

(Consent Agenda)

- Program Maps
 - a. Database Applications Developer AS/Certificate of Achievement..... 7
 - b. Environmental Science AA/Certificate of Achievement..... 8
 - c. Geography AA-T 9
 - d. Geography Transfer 10

(Courses: New)

- e. ECE 76 Children in Nature (Prerequisite: ECE 21 or three years of Early Children program experiences) 11
- f. ECE 77 Nature: In, Out and Beyond (Prerequisite: ECE 76) 18
- g. FRENCH 9 French Culture and Civilization (Skills Advisory: FRENCH 3) 25

(Courses: Substantial Changes)

- h. DANCE 41 Contemporary Modern Dance I (Changed: Course Description; Addition of 1 lecture hour; Increase units (1 to 2); Course Objectives, Course Content, Lab Content, Methods of Evaluation, Textbooks, Sample Assignments) 34

(Courses: Distance Education)

- i. ECE 76 Children in Nature 15
- j. ECE 77 Nature: In, Out and Beyond..... 22
- k. FRENCH 9 French Culture and Civilization 31

(Courses: Global Citizenship)

- l. FRENCH 9 French Culture and Civilization 27

(Programs: Revisions)

- m. Environmental Science AA/Certificate of Achievement..... 37
 - Remove “Introductory Courses: select 1 of the following courses (3 units): BIOL 9 or ENVRN 7 (same as GEOG 7)” from the program; reducing total program units from 43 to 40
- n. Interaction Design BS 38
 - Addition of CS 7 and CS 87A as alternative options to CIS 54; no change in units
- o. Changes to degrees and certificates as a result of courses considered on this agenda

VIII. New Business

IX. Old Business

X. Adjournment

Please notify Dana Nasser or Jason Beardsley by email if you are unable to attend this meeting.



1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Minutes

Wednesday, May 27, 2020, 3:00 p.m.

Zoom Meeting

Members Present:

Dana Nasser, <i>Chair</i>	Sheila Cordova	Jamar London	Estela Narrie
Jason Beardsley, <i>Vice Chair</i>	Guido Davis Del Piccolo	Nick Mata	Lee Pritchard
Brenda Antrim	Gary Huff	Emin Menachekanian	Brandon Reilly
Fariba Bolandhemat	Sasha King	Jennifer Merlic	Toni Trives
Dione Carter	Jae Lee	Jacqueline Monge	Audra Wells

Members Absent:

Garen Baghdasarian	Lydia Strong	Safa Saleem (A.S.)	Michael John Siemer (A.S.)
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Others Present:

Timothy Conley	Marissa Moreno	Salvador Santana	Sal Veas
Rachel Demski	Carolyn Roper-Conley	Howard Stahl	
Ana Montes de Vegas	Brenda Rothaupt	Sharon Thomas	

(Information items are listed numerically; action items are listed alphabetically)

I. Call to Order and Approval of Agenda

The meeting was called to order at 3:01 pm. Motion to approve the agenda with no revisions.

Motion made by: Fariba Bolandhemat; **Seconded by:** Audra Wells

The motion passed unanimously.

II. Public Comments

None

III. Announcements

None

IV. Approval of Minutes

Motion to approve the minutes of May 20 with no revisions.

Motion made by: Toni Trives; **Seconded by:** Estela Narrie

Y: 15; N: 0; A: 1 (Lee Pritchard)

Dione Carter, Jennifer Merlic not present for vote.

V. Chair’s Report

The Chair thanked and recognized the committee members for their great service on the committee this past year.

She discussed that the upcoming meeting on June 3 would likely be longer than usual. The Chair requested that members plan on being available an extra 30- 40 minutes.

VI. Information Items

1. Redesign of the Student Experience

There were no announcements. Audra just informed the committee that they are getting through all the maps for Spring.

(Non-Substantial Changes)

2. BUS 15 Introduction to Insurance with Code and Ethics
3. BUS 16 Personal Insurance
4. BUS 17 Property and Liability Insurance
5. CIS 39 MS Outlook - Comprehensive Course

VII. Action Items

(Consent Agenda)

- Program Maps
 - a. Arabic or Turkish Transfer
 - b. Astronomy Transfer
 - c. Biology Transfer
 - d. Broadcast Programming and Production AS/Certificate of Achievement
 - e. Broadcast Programming and Production CSU Transfer
 - f. Business Information Worker 1 Certificate of Achievement
 - g. Chinese or Japanese or Korean Transfer
 - h. Communication Studies AA-T
 - i. Cosmetology AS
 - j. Cosmetology Certificate of Achievement
 - k. Economics AA-T
 - l. Economics UC Transfer
 - m. Electrical Engineering Transfer & AA Engineering
 - n. French or German or Italian or Hebrew Transfer
 - o. Geology Transfer
 - p. Journalism AA-T
 - q. Journalism-Multimedia Storytelling AS/CSU Transfer
 - r. Linguistics Transfer
 - s. Mathematics AS-T
 - t. Mathematics UC Transfer
 - u. Nutrition and Dietetics AS-T
 - v. Physics Transfer
 - w. Political Science AA-T
 - x. Psychology AA-T
 - y. Public Policy AA
 - z. Recycling & Resource Management AS/Certificate of Achievement
 - aa. Social Justice Studies: Women, Gender, and Sexuality AA-T
 - bb. Sociology AA-T
 - cc. Solar Photovoltaic Energy Efficiency AS/Certificate of Achievement
 - dd. Spanish AA-T
- Motion to approve the consent agenda of Program Maps with no revisions.
Motion made by: Estela Narrie; **Seconded by:** Jamar London
The motion passed unanimously.

(Courses: New)

- ee. BUS 36A Customer Service in the Digital Age
Motion to approve BUS 36A with no revisions.
Motion made by: Toni Trives; **Seconded by:** Dione Carter
The motion passed unanimously.
- ff. BUS 37 Business of Hip-Hop Industry
Motion to approve BUS 37 with revision to course name (addition of "Industry") and minor revisions.
Motion made by: Toni Trives; **Seconded by:** Sasha King

The motion passed unanimously.

- gg. RC 51 Fundamentals of Respiratory Care (Prerequisite: Formal Admission to the Respiratory Care Program)
Table for prerequisite discussion.
- hh. RC 51L Applied Fundamentals of Respiratory Care (Prerequisite: Formal Admission to the Respiratory Care Program)
Table for prerequisite discussion.

(Courses: Substantial Changes)

- ii. CIS 70 Digital Marketing Applications (Changed: Course Name, TOP Code (0614.30 Website Design and Development to 0509.00 – Marketing and Distribution), Catalog Description, SLOs, Course Objectives/Content, Methods of Presentation/Evaluation, Textbooks, Assignments)
Motion to approve changes to CIS 70 with no additional revisions.
Motion made by: Fariba Bolandhemat; **Seconded by:** Estela Narrie
The motion passed unanimously.

(Courses: Deactivations)

- jj. ET 11, Computer Skills for Digital Media
Motion to approve deactivation of ET 11 as a block with ET 15, ET 17, ET 36 with no revisions.
Motion made by: Estela Narrie; **Seconded by:** Dione Carter
The motion passed unanimously.
- kk. ET 15, Beginning 3D Level Design
Deactivation of ET 15 passed as a block with ET 11 (VII. jj.)
- ll. ET 17, Advanced 3D Level Design
Deactivation of ET 15 passed as a block with ET 11 (VII. jj.)
- mm. ET 36, Web Animation II
Deactivation of ET 15 passed as a block with ET 11 (VII. jj.)

(Courses: Distance Education)

- nn. BUS 36A Customer Service in the Digital Age
Motion to approve Distance Education for BUS 36A with no revisions.
Motion made by: Jason Beardsley; **Seconded by:** Jacqueline Monge
The motion passed unanimously.
- oo. BUS 37 Business of Hip-Hop Industry
Motion to approve Distance Education for BUS 37 with no revisions.
Motion made by: Fariba Bolandhemat; **Seconded by:** Jae Lee
The motion passed unanimously.

(Programs: Revisions)

- pp. Changes to degrees and certificates as a result of courses considered on this agenda
 - Add BUS 36A to Business AS (“Retail/Hospitality”) and Management and Leadership AS/Certificate of Achievement (“Select 4 courses from the following”)
 - Add BUS 37 to the Business AS (“Entrepreneurship and Small Business Management”); Marketing Certificate of Achievement (“Select two or more courses from the following”); and Sales and Promotion AS/Certificate of Achievement (“Select 1 course from the following”)**Motion made by:** Sheila Cordova; **Seconded by:** Jae Lee
The motion passed unanimously.

VIII. New Business

- Distance Education Application

Jason presented the DE form with the only change being in top half of the form. There are 4 options, having added Hybrid in Emergency Context Only, and the "other" box. He advised faculty to choose more than one box so as not to be constrained to one modality.

Jenny explained that those who only select "Hybrid in Emergency Context Only" will be prevented from going fully online in the case where Hybrid cannot be offered, so it's important to choose carefully.

Guido shared that Chairs are concerned with synchronous modality - will they have to choose "other"?

Jason explained that the College did not have the opportunity to solve the synchronous online instruction issue prior to the COVID-19 pandemic so there needs to be further discussion here. Modality and online delivery method is not a one-to-one connection.

Jenny added that SMC has not offered synchronous modality. Distance Ed would have to be involved in this conversation as synchronous modality would rule out a lot of students who have various constraints, such as caring for an ill family member. Unfortunately, the College can't approve synchronous learning forever.

Guido suggested that we have Curricunet META have emergency boxes available for courses. Rachel said META has DE superscript for such courses. Guido suggested a 3rd box (Hybrid only). Rachel agreed.

Brenda pointed out that the 4th box lets chairs know when classes will be cancelled if we have to go all online.

Motion to remove the "Approved for Online Hybrid Delivery in Emergency Contexts Only" contingent upon going to the DE Committee.

Motion made by: Fariba Bolandhemat; **Seconded by:** Jamar London

The motion passed unanimously.

Y: 17; N: 1 (Toni Trives); A: 0

- **Interdisciplinary Programs**

General Science discussion - Guido suggested and it was agreed that we table this until the Fall and vote collectively with the other unowned degrees where we will have the opportunity to think it through clearly.

Brenda Atrim agreed that we should wait so that Tech can look at it too. Tech Review could do a comparison with the other interdisciplinary degrees before bringing it to the committee as a whole.

IX. Old Business

None

X. Adjournment

Motion to adjourn the Curriculum Committee meeting at 5:01 pm.

Motion made by: Jason Beardsley; **Seconded by:** Sheila Cordova

The motion passed unanimously.

Database Applications Developer AS / CoA							SMC GE			REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET
Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such)	Sequence Order	Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY	Satisfies GE Area and/or GC (specify area)	"Gateway" course? (based on definition)	# of Units	TOTAL weekly hours (full semester)	Course Advisory (must be in map prior); do NOT include "eligibility for English 1"	Course Prerequisites (P), Corequisite (C) (must be included in proper sequence)	Interession Option? - YES -- (MAX of 8 units)	
SEMESTER 1	ENGL 1	GE	IV A		3	9				
	CS 3	1	PR / ADVISORY		YES	3	9		YES	Recommended interession prior - serves as advisory for CS 15 and 80
	CS 15	2	PR		YES	3	9	CS 3		
	MATH		GE	IV B		3	9			Advised MATH 18 or 20
	CS 80		EL / PREREQ			3	9	CS 3	YES	
TOTAL Semester 1					15	45				
SEMESTER 2	CS 87A	1	PR			3	9	CS 3	YES	
	CS 60	2	PR			3	9	CS 3		
	CS 79A	3	PR			3	9	CS 3		
	GE		GE	III		3	9			Recommended ENGL 2 for transfer options
	COUNS 20		EL			3	9		YES	
TOTAL Semester 2					15	45				
SEMESTER 3	CS 9A	4	PR			3	9	CS 3 or CIS 1	YES	
	RE	1	RE			3	9		CS 79A	Dept recommends CS 79B or CS 79Y
	RE	2	RE			3	9			Dept recommends CS 19 or CS 83R or CS 85
	RE	3	RE			3	9	CS 3 & CS 80 / CS 77A & CS 55		CS 77A or CS 77B
	GE		GE	II A / GC		3	9		YES	
TOTAL Semester 3					15	45				
SEMESTER 4	GE		GE	IIB / GC		3	9		YES	
	GE		GE	I / GC		3	9			
	EL		EL			3	9			
	EL		EL			3	9			
	EL		EL			3	9		YES	
TOTAL Semester 4					15	45				

ENVIRONMENTAL SCIENCE AA / CoA							SMC GE				REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET
Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such)	Sequence Order	Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY	Satisfies GE Area and/or GC (specify area)	"Gateway" course? (based on definition)	# of Units	TOTAL weekly hours (full semester)	Course Advisory (must be in map prior); do NOT include "eligibility for English 1"	Course Prerequisites (P), Corequisite (C) (must be included in proper sequence)	Interession Option? - YES -- (MAX of 8 units)		
SEMESTER 1	MATH 2	1	GE / PREREQ	IV B		5	15				
	ENGL 1		GE	IV A		3	9		YES		
	CHEM 10	2	GE / PREREQ	I		5	15				
	COUNS 20		EL			3	9		YES		
	TOTAL Semester 1					16	48				
SEMESTER 2	CHEM 11	1	PR			5	15	CHEM 10 (P)	YES		
	MATH 7	2	PR			5	15	MATH 2 (P)			
	BIOL 10	3	PR /GE	GC	YES	4	12				
	TOTAL Semester 2					14	42				
SEMESTER 3	CHEM 12	1	PR			5	15	CHEM 11 / MATH 2 (P)			
	MATH 8	2	PR			5	15	MATH 7 (P)			
	BIOL 21	3	PREREQ			4	12	CHEM 11 (P)	YES	Offered in intersessions, consider in SUM/WTR due to already rigorous courseload	
	TOTAL Semester 3					14	42				
SEMESTER 4	BIOL 22	1	PR			4	12	CHEM 21	BIOL 21 / CHEM 11 (P)		
	GE		GE	III		3	9		YES	Consider ENGL 2 for transfer options	
	RE	3	RE			4	12			GEOL OR PHYSCS (see category for courses)	
	ECON	4	GE / PR	II B		3	9		YES	ECON 1 or 2 or 4	
	TOTAL Semester 4					14	42				
SEMESTER 5	BIOL 23	1	PR			5	15		BIOL 22 (P)		
	GE		GE	II A		3	9		YES	Consider ENVRN 14	
	TOTAL Semester 5					8	24				

OVERALL COMMENTS:
The only way to adhere to a 2 year plan is for the student to take BIOL 21 during Winter or Summer term. For this map, BIOL 23 is showing in Semester 5.

GEOGRAPHY AA-T / Geospatial Technology Certificate & Concentration						CSU GE					REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET
Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such)	Sequence Order	Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY	Satisfies GE Area and/or GC (specify area)	"Gateway" course? (based on definition)	# of Units	TOTAL weekly hours (full semester)	Course Advisory (must be in map prior); do NOT include "eligibility for English 1"	Course Prerequisites (P), Corequisite (C) (must be included in proper sequence)	Intercession Option? - YES -- (MAX of 8 units)		
SEMESTER 1	GEOG 2	1	PR / GE	D	YES	3	9				
	ENGL 1		GE	A2		3	9				
	COM ST		GE	A1		3	9		YES	COM ST 11, 12, 16 or 21	
	COUNS 20		EL			3	9				
	GEOG 5	2	PR / GE	B1 w/ lab	YES	4	12		YES	or GEOG 1 (if takes lab with GE Area B2)	
TOTAL Semester 1						16	48				
SEMESTER 2	ENGL 2		GE	A3		3	12		YES	Also RE Group B	
	GIS 25	1	PR			3	9		YES		
	MATH		GE	B4		4	12			Recommend MATH 54 / Also RE GROUP B	
	GEOG/GIS 20		PR			3	9			1st 8 weeks	
	GIS 23	2	PR			3	9			2nd 8 weeks	
TOTAL Semester 2						16	51				
SEMESTER 3	GE		GE	C1		3	9		YES		
	GEOG GROUP A	2	RE			3	9			Dept Recommends GEOG 11	
	GIS 26		PR			3	9				
	GE		GE	C2		3	9			Recommend US HIST for CSU grad reqmt / Dept recomm HIST 14	
	GEOG GROUP A	1	RE / GE	D		3	9		YES	Dept Recommends GEOG 14	
TOTAL Semester 3						15	45				
SEMESTER 4	GE		GE	C1 or C2		3	9				
	GIS 27		PR			3	9				
	GE		GE	D		3	9		YES	Recommend POLSC 1 for CSU grad reqmt	
	GE		GE	B2		3	9			Dept Recommends BIO 9 or ANTHRO 1	
	EL		EL			1	3				
TOTAL Semester 4						13	39				

OVERALL COMMENTS:

*Dept recommends student to consider Geospatial Technology Dept Certificate (only CSU transferable). Required courses for Geospatial Technology Dept Certificate: GEOG/GIS 20, 23, 25, 26, 27. If considering a UC, need to meet 60 units for UC.

GEOGRAPHY Transfer							IGETC				REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET
Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such)	Sequence Order	Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY	Satisfies GE Area and/or GC (specify area)	"Gateway" course? (based on definition)	# of Units	TOTAL weekly hours (full semester)	Course Advisory (must be in map prior); do NOT include "eligibility for English 1"	Course Prerequisites (P), Corequisite (C) (must be included in proper sequence)	Intercession Option? - YES -- (MAX of 8 units)		
SEMESTER 1	GEOG 2	1	PR / GE	4	YES	3	9				
	ENGL 1		GE	1A		3	9				
	GE		GE	1C		3	9		YES	COM ST 11, 12, 16 or 21 for CSU only	
	COUNS 20		EL			3	9				
	GEOG 5	2	PR / GE	5A w/lab	YES	4	12		YES	or GEOG 1 (check transfer schools)	
TOTAL Semester 1						16	48				
SEMESTER 2	ENGL 2		GE	1B		3	12		YES		
	GEOG 14	1	PR	4		3	9				
	MATH 54		PR / GE	2		4	12				
	GEOG/GIS 20	2	EL			3	9		YES	1st 8 weeks - required by some transfer schools	
	EL		EL			3	9			Dept recommends GEOG 11	
TOTAL Semester 2						16	51				
SEMESTER 3	GE		GE	3A		3	9		YES		
	EL		EL			3	9		YES		
	EL		EL			3	9			Consider GEOG 3 for some transfer schools	
	GE		GE	3B		3	9				
	EL		EL			3	9				
TOTAL Semester 3						15	45				
SEMESTER 4	GE		GE	3A or 3B		3	9				
	EL		EL			3	9		YES		
	GE		GE	4		3	9		YES		
	GE		GE	5B		3	9			Recommend BIO 9 for transfer schools	
	EL		EL			1	3				
TOTAL Semester 4						13	39				

OVERALL COMMENTS:

*Dept recommends student to consider Geospatial Technology Dept Certificate (only CSU transferable). Required courses (consider as electives): GEOG/GIS 20, 23, 25, 26, 27. If considering a UC, need to meet 60 units for UC.

Santa Monica College
New Course: EARLY CHILDHOOD EDUCATION 76, Children in Nature

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours	108.00
Date Submitted:	August 2019

Transferability:	Transfers to CSU
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Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	ECE 21 or Three years of Early Children program experiences
Proposed Start:	Fall 2020
TOP/SAM Code:	1305.00 - Child Development/Early Care and Education* / C - Clearly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualifications:	Child Development/Early Childhood Education (Masters Required)
Program Impact:	Proposed for inclusion in a forthcoming degree or certificate <ul style="list-style-type: none"> • Nature-Based Pedagogy Certificate of Achievement

Rationale

This course will train early childhood education students in skills related to nature-based pedagogy, a movement to reintegrate childhood with the natural world to combat obesity, technology overload, standardization of learning, and social-emotional issues.

I. Catalog Description

This course examines contemporary trends and issues that impact children’s healthy development and learning through the lens of environmental education and sustainability. Using a variety of industry resources, students will explore programmatic and system requirements, as well as research-based practices that enhance access to nature, environmental literacy, and healthy development in early childhood. Key topics include environmental awareness in indoor and outdoor learning environments, the relationship between play in nature and environmental behavior as adults, developing a sense of place through curricular activities that promote active learning and emphasize sustainable choice-making, and involving families and communities in the development of the outdoor learning environment. The course includes opportunities to observe a nature-based early childhood education in action.

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

1. Nature Preschools and Forest Kindergartens, First, Sobel, David, Redleaf Press © 2016, ISBN: 978-1-60554-429--8;
2. Learning with Nature Idea Book, Dimensions Educational Research Foundation, Dimensions Educational Research Foundation © 2015, ISBN: 978-0-9634657-0-2;
3. Nature-Based Learning for Young Children, Powers, Julie, Redleaf Press © 2018, ISBN: 978-1605545967;

III. Course Objectives

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

1. Develop nature experiences to advance children’s life-long enjoyment of and care for the natural world.

2. Identify environmental issues affecting children’s development, health, and learning
3. Recognize how time in outdoor learning environments may benefit children's physical and mental health
4. Explore the components of Benefit-Risk Assessment
5. Explain environment-behavior approaches including concepts of affordance, behavior mapping, and developmental stages of early childhood.
6. Describe the educator’s role in the (outdoor) learning environment.
7. Summarize the differences between Child-led / flow-learning programming compared to a fixed curriculum.
8. Explore the benefits of utilizing Inquiry-Based Teaching /Learning style.
9. Identify solutions to common barriers and issues that arise when implementing nature experiences with children.
10. Identify elements of quality nature experiences for young children
11. Create ways in which explorations of nature with children can be a component of cultural validation.

IV. Methods of Presentation:

Lecture and Discussion, Field Experience, Online instructor-provided resources, Projects, Group Work

V. Course Content

<u>% of Course</u>	<u>Topic</u>
12.00%	Aspects of quality outdoor environments and activities (hardscape, landscaping, props, supervision). Behavior Mapping/ Affordances
15.00%	Nature-base learning continuum Child-led programming / Fixed curriculum Emergent Curriculum Inquiry-Based Teaching /Learning Environmental Education / Stewardship
16.00%	Design/ Develop quality outdoor environment(s) Common barriers and issues that arise in outdoor environments
10.00%	Theory / History / Philosophy/ Approach (Dewey, Pestalozzi, Rousseau, Froebel, Soerensen, McMillan Sisters, Montessori, Piaget, Vygotsky, Bruner, Waldkindergarten, Reggio Emilia)
20.00%	Value of Play Schemes (play patterns) Loose Parts
17.00%	Health Benefits Preventing Obesity by Design (POD) “Nature-deficit disorder” Risk Management Head Start Body Start Assessments
10.00%	Family Involvement Community Resources Culturally Responsiveness
100.00%	Total

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

<u>Percentage</u>	<u>Evaluation Method</u>
25 %	Class Participation - large and small group discussions
25 %	Other - Observations
20 %	Projects
10 %	Quizzes
20 %	Written assignments
100 %	Total

VII. Sample Assignments:

Change in the Environment : Choose an area of the outdoor early childhood space and transform this space into an outdoor learning space. (Using Nature Explore Certification guidelines as a resource). Document your experiences of the before and after effects with pictures, drawings, models, etc Select a child development theoretical perspective (from Piaget, Vygotsky, etc.) and describe how your change in the environment can affect/has affected the field of learning.

Forest Kindergarten - CedarSong reflection: Students will view the video and complete a guided reflection journal and then participate in a small group discussion about their reactions, thoughts etc.. about the principles of Forest Kindergarten

VIII. Student Learning Outcomes

1. Design indoor/ outdoor activities that promote environmental literacy and stewardship.

ECE 76 Prerequisite / Corequisite Checklist and Worksheet

Prerequisite: (Early Childhood Education 21) ; (Observation and Assessment in ECE)

SECTION 1 - CONTENT REVIEW: If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

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

ENTRANCE SKILLS FOR Early Childhood Education 76

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

A)	Family Involvement, Community Resources, Culturally Responsiveness
B)	Design/ Develop quality outdoor environment(s), Common barriers and issues that arise in outdoor environments
C)	Aspects of quality outdoor environments and activities (hardscape, landscaping, props, supervision), Behavior Mapping/ Affordances

EXIT SKILLS (objectives) FOR Early Childhood Education 21

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

1.	Use observation and assessment tools and data to evaluate quality in environments, interactions, curriculum, teaching and caregiving practices.
2.	Apply knowledge of typical and atypical development to interpret observation and assessment data and collaborate with families and staff to design differentiated instruction to respond to students needs.
3.	Demonstrate understanding of intervention processes, such as the ability to use observation and assessment in decision making for instruction, referral, and early intervention.
4.	Demonstrate effective communication practices that include cultural and linguistic responsiveness.

		ENTRANCE SKILLS FOR (ECE 76)							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR ECE 21	1		X	X					
	2			X					
	3		X						
	4	X							
	5								
	6								
	7								
	8								

ECE 76 Distance Education Application

This Distance Education course meets the same standard of course quality as is applied to traditional classroom courses in the following categories, as stated in the official course outline of record:

- Course objectives have not changed
- Course content has not changed
- Method of instruction meets the same standard of course quality
- Outside assignments meet the same standard of course quality
- Serves comparable number of students per section as a traditional course in the same department
- Required texts meet the same standard of course quality

Additional considerations for all distance education courses:

- 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
- 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.

Santa Monica College has a legal and ethical obligation to ensure equal access to electronic information technology (e.g., software, computers, web pages) for all students. Consistent with this obligation, the technology-based components of our course will reflect current accessibility design standards. Support in implementing these standards is available through Academic Computing and Disabled Student Services. 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.

Guidelines and Questions for Curriculum Approval of a Distance Education Course

1a. Interactions: Describe the nature and expected frequency of instructor-student interactions:

The instructor will send out a pre-course "welcome letter" 1-2 weeks before the course begins with information about the course and how the instructor will communicate with the students. 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. The instructor will send frequent reminders of upcoming due dates. The instructor will post an announcement for each week's activities. (Weekly Check-ins, Instructor's time for the weekend along with assignments due by Sunday. Provide physical and virtual office hours along with telephone option and facetime option.)

1b. Interactions: Describe the nature and expected frequency of student-student interactions:

Using asynchronous discussion activities students will communicate with their classmates throughout the course regarding course content and everyday life. Most discussions require at minimum comments to 2 classmates. Small group activities/discussions - 3-4 times during the course , Asynchronous Threaded Discussion - 1-2 weekly, Student Lounge discussion board non-course topics.

1c. Interactions: Describe the nature and expected frequency of student-content interactions:

Students will interact with course content on a weekly basis through readings, videos, discussions and/or reflective assignments.

1d. Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Threaded Discussions	The weekly discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of early childhood nature-related topics, requiring students to comment on classmates postings.	30.00%
Videos	Weekly Video with a threaded discussion, reflective assignment or small group discussion.	30.00%
Written assignments	Reflective assignments, Observation assignments and article reviews	15.00%
Project Presentation	Going into the field to complete an environmental assessment of an early childhood outdoor classroom. Completing and submitting a summary.	15.00%
Online Lecture	Closed caption video or ppt mini-lectures sprinkled throughout the course	10.00%

2. Instruction: 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 divided into weekly modules, including an assignment and objective page sharing with the students the weekly required activities. Activities such as observations, readings, mini video lectures, reflective writing, journaling, videos, and web searches.

3. Assignments / Assessments: Describe how assignments and assessments are used so that instructor-student contact is maintained and students are given regular, meaningful feedback. Describe interactions that encourage students' participation. Describe assessments that are verifiable, equivalent to on-ground, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed.

% of grade	Activity	Assessment Method
25.00%	Threaded Discussion	Student-to student discussion boards using a rubric with clear expectations.
20.00%	Reflective Journal Assignments	Students will submit periodically reflective assignments, using a rubric with clear expectations for assessment.
20.00%	Project Presentation	This long term project will include observations, summary and an improvement or enhancement plan.
25.00%	Observations	Weekly observations of early childhood outdoor environments, using a rubric with clear expectations for assessment.
10.00%	Article & Video quizzes	After reading an article students will take a short quiz

4. Technology: 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.)

Instructors should have completed training on the learning management system in place and received the appropriate certification. The instructor should be knowledgeable of accessibility resources on and off-campus. Familiar with Canvas tools and willingness to stay current as technology changes every day.

5. Student Support: 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.)

Department website, Center for Wellness, Campus Police, Students with disabilities, Title IX, Learning Environment Statement, DACA statement, Veteran's statement, Teacher Resource Room, Child Development Training Consortium, Library, Scholarships, Career Service Center, SMC Code of Ethics, NAEYC Code of Ethics, SMC Reading Lab, SMC Writing Lab, Child Care

6. Accessibility: 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.

Videos will be closed captioned, PDF will be converted to a CANVAS page, when appropriate. Pages will use the Rich Text Editor Images will have alt text

7. Online Strategies: 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.).

Explore the components of Benefit-Risk Assessment Threaded Discussion: Step One: Read the following 2 articles 1) Balancing Risk and Benefits in Outdoor Learning and Play by Tin Gill 2) Risk-Benefit Assessment Step Two: Select 2 pictures of outdoor experiences (Such as a pile of logs, tree stumps, tire swing) Step Three: Complete a Benefit-Risk Assessment 1) Location in the outdoor environment 2) What is the benefit of this outdoor learning experience? 3) Possible Hazards 4) Who is at Risk? 5) Precautions in place to reduce the risk of injury 6) Overall Rating (Low-Medium-High) Step Four: Comment on 2 classmates' postings for comment Share by adding to the benefits they have listed or to Precautions that could be included to their list.

Santa Monica College
New Course: EARLY CHILDHOOD EDUCATION 77, Nature: In, Out and Beyond

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours	108.00
Date Submitted:	August 2019

Transferability:	Transfers to CSU
CSU GE Area:	Area E - Lifelong Understanding and Self-Development

Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	ECE 76
Proposed Start:	Fall 2021
TOP/SAM Code:	1305.00 - Child Development/Early Care and Education* / C - Clearly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualifications:	Child Development/Early Childhood Education (Masters Required)
Program Impact:	Proposed for inclusion in a forthcoming degree or certificate <ul style="list-style-type: none"> • Nature-Based Pedagogy Certificate of Achievement

Rationale

This course will train early childhood education students in skills related to nature-based pedagogy, a movement to reintegrate childhood with the natural world to combat obesity, technology overload, standardization of learning, and social-emotional issues

I. Catalog Description

This course examines the unique approach to curriculum found in nature-based early care and education programs. Students will utilize research-driven practices to assess, modify, and develop play-based indoor and outdoor environments, rooted in environmental awareness and sustainability. Key topics include the forest kindergarten approach, making connections between the indoor and outdoor learning environment, place-based education, the value of unstructured play, supporting language development in nature, conducting benefit-risk assessments, and creating nature-based learning opportunities across the developmental domains. The course will include opportunities to observe a nature-based early childhood education in action.

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

1. Bringing The Outside In, Duncan, Sandra, Exchange Press © 2018, ISBN: 978-0-942702-02-6;
2. The Sky Above and the Mud Below, Sobel, David, Redleaf Press © 2020, ISBN: 978-1605546827;

III. Course Objectives

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

1. Explore the components of Benefit-Risk Assessment and evaluate your current practice and set appropriate targets to ensure a balance between risk and learning
2. Identify goals of environmental education/literacy and education for sustainability during the early childhood years
3. Explain how educators can create real hands-on connections between indoor and outdoor environments

4. Utilize appropriate program evaluation options in early childhood environments to improve the learning environment
5. Develop a plan for involving children in a Benefit-Risk Assessment procedure and how to extend 'risky' learning opportunities
6. Examine how to increase the complexity of learning inside, outside and beyond
7. Utilize emergent curriculum planning, content-driven experiences, and assessments that are developmentally appropriate and integrated
8. Articulate the role of nature experiences in the acquisition of skills and concepts across all developmental domains and building relationships with families.
9. Develop plans for creating positive field trip experiences for groups of children and their families.
10. Explore and describe how to use the outdoors as an extension of the classroom.
11. Design, evaluate and improve outdoor environments and activities for children of varying ages and abilities.
12. Brainstorm ways to become more intentional about the use of nature experiences as a tool for sharing and learning about diversity,

IV. Methods of Presentation:

Field Experience, Lecture and Discussion, Observation and Demonstration, Group Work, Online instructor-provided resources, Projects

V. Course Content

<u>% of Course</u>	<u>Topic</u>
5.00%	Benefit Risk Assessment (BRA) (Benefit - Hazard/Risks- Precautions)
5.00%	Biodiversity (Flora and Fauna)
2.00%	Bush Craft Skills
12.00%	Creating learning opportunities and development across domains/CA Foundations
10.00%	Early Childhood Environmental Education Rating Scale (ECEERS) Preschool Outdoor Environment Measurement Scale (POEMS), plus other tools
10.00%	Sustainability Education
14.00%	Nature-Based Education, Placed- based Education
10.00%	Family and Community Involvement
7.00%	Play- based, Nature Inspired Loose Parts
10.00%	Forest Kindergarten Principles
3.00%	Mindfulness
12.00%	human and Cultural Diversity
100.00%	Total

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

<u>Percentage</u>	<u>Evaluation Method</u>
25 %	Class Participation - Large and small group discussions
25 %	Other - Observation and assessment assignments

20 %	Projects
10 %	Quizzes
20 %	Written assignments - Observations reflections, activity analysis,risk benefit assessments ,journal entries
100 %	Total

VII. Sample Assignments:

Preschool Supportive Literacy Environment: In this assignment students will look at environments (inside and outside) as a teaching strategy to promote literacy. Students will develop a checklist of elements to look for in a literacy rich environment, using available resurces. Then, during an observation of a infant-toddler / preschool classroom, will administer the checklist. This observation will provide students the background needed to develop a “literacy rich” environment for young children.

Observing and assessing Playground & Community Environment: You will observe two different EC environments. Observation should focus specifically on observing children during playtime and other developmentally appropriate activities both indoors and outdoors that connect with nature in some aspect. Indoor Play Community (Cayton Museum, Under the Sea etc...) Outdoor Play Community (Stoneview Nature Center, Natural History Museum - Nature Gardens)

VIII. Student Learning Outcomes

1. Design, evaluate and offer improvements for the outdoor environment and provide a list of activities for children of varying ages and abilities.

ECE 77 Prerequisite / Corequisite Checklist and Worksheet

Prerequisite: (Early Childhood Education 76 Children in Nature)

SECTION 1 - CONTENT REVIEW: If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

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

ENTRANCE SKILLS FOR Early Childhood Education 77

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

A)	Benefit Risk Assessment (BRA) (Benefit - Hazard/Risks- Precautions)
B)	Creating learning opportunities and development across domains/CA Foundations
C)	Early Childhood Environmental Education Rating Scale (ECEERS) Preschool Outdoor Environment Measurement Scale (POEMS), plus other tools
D)	Nature-Based Education, Placed- based Education

EXIT SKILLS (objectives) FOR Early Childhood Education 76

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

1.	Explore the components of Benefit-Risk Assessment
2.	Explain environment behaviors approaches including concepts of affordance, behavior mapping and developmental stages of early childhood
3.	Describe the educator's role in the (outdoor) learning environment
4.	Identify solutions to common barriers and issues that arise when implementing nature experiences with children

	ENTRANCE SKILLS FOR ECE 77							
	A	B	C	D	E	F	G	H
1	X	X						
2		X	X					
3		X	X	X				
4			X	X				
5								
6								
7								
8								

ECE 77 Distance Education Application

This Distance Education course meets the same standard of course quality as is applied to traditional classroom courses in the following categories, as stated in the official course outline of record:

- Course objectives have not changed
- Course content has not changed
- Method of instruction meets the same standard of course quality
- Outside assignments meet the same standard of course quality
- Serves comparable number of students per section as a traditional course in the same department
- Required texts meet the same standard of course quality

Additional considerations for all distance education courses:

- 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
- 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.

Santa Monica College has a legal and ethical obligation to ensure equal access to electronic information technology (e.g., software, computers, web pages) for all students. Consistent with this obligation, the technology-based components of our course will reflect current accessibility design standards. Support in implementing these standards is available through Academic Computing and Disabled Student Services. 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.

Guidelines and Questions for Curriculum Approval of a Distance Education Course

1a. Interactions: Describe the nature and expected frequency of instructor-student interactions:

The instructor will send out a pre-course "welcome letter" 1-2 weeks before the course begins with information about the course and how the instructor will communicate with the students. 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. The instructor will send frequent reminders of upcoming due dates. The instructor will post an announcement for each week's activities. (Weekly Check-ins, Instructor's time for the weekend along with assignments due by Sunday. Provide physical and virtual office hours along with telephone option and facetime option.)

1b. Interactions: Describe the nature and expected frequency of student-student interactions:

Using asynchronous discussion activities students will communicate with their classmates throughout the course regarding course content and everyday life. Most discussions require at minimum comments to 2 classmates. Small group activities/discussions - 3-4 times during the course , Asynchronous Threaded Discussion - 1-2 weekly, Student Lounge discussion board non-course topics.

1c. Interactions: Describe the nature and expected frequency of student-content interactions:

Students will interact with course content on a weekly bases through readings, videos, discussions and/or reflective assignments.

1d. Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	The weekly discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of early childhood nature-related topics, requiring students to comment on classmates postings.	30.00%

2. Instruction: 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 divided into weekly modules, including an assignment and objective page sharing with the students the weekly required activities. Activities such as observations, readings, mini video lectures, reflective writing, journaling, videos, and web searches.

3. Assignments / Assessments: Describe how assignments and assessments are used so that instructor-student contact is maintained and students are given regular, meaningful feedback. Describe interactions that encourage students' participation. Describe assessments that are verifiable, equivalent to on-ground, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed.

% of grade	Activity	Assessment Method
20.00%	Reflective Journal Assignments	Students will submit periodically reflective assignments, using a rubric with clear expectations for assessment.
25.00%	Threaded Discussion	Student-to student discussion boards using a rubric with clear expectations.
25.00%	Observation	Weekly observations of early childhood outdoor environments, using a rubric with clear expectations for assessment.
10.00%	Article and Video Quizzes	After reading an article or view a video students will take a short quiz
20.00%	Project	This long term project will include observations, summary and an improvement or enhancement plan.

4. Technology: 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.)

Instructors should have completed training on the learning management system in place and received the appropriate certification. The instructor should be knowledgeable of accessibility resources on and off-campus. Familiar with Canvas tools and willingness to stay current as technology changes every day.

5. Student Support: 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.)

Department website, Center for Wellness, Campus Police, Students with disabilities, Title IX, Learning Environment Statement, DACA statement, Veteran's statement, Teacher Resource Room, Child Development Training Consortium, Library, Scholarships, Career Service Center, SMC Code of Ethics, NAEYC Code of Ethics, SMC Reading Lab, SMC Writing Lab, Child Care

6. Accessibility: 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.

Videos will be closed captioned, PDF will be converted to a CANVAS page, when appropriate. Pages will use the Rich Text Editor, Images will have alt text

7. Online Strategies: 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.).

Develop plans for creating positive field trip experiences for groups of children and their families. Assignment: Exploring our resources will strengthen your knowledge as an environmental nature-based educator. READ: Nature Field Trips: Making Learning Come Alive for Young Children by Emilian Geczi 1) Visit an Environmental or Nature focused location (Examples Natural History Museum, Under the Sea, LA Zoo, Santa Barbara Zoo, Environmental Nature Center, Butterfly House, Santa Monica Beach, Huntington Library, Whale watching and Dolphin Cruises <https://www.nationalgeographic.com/travel/destinations/north-america/united-states/california/los-angeles/natural-wonders/#close> This is just a list to get you thinking about nature around us, Pick one of these or feel free to find others in your area 2) Compile a review of a variety of their environmental education resources- include copies of material, photos, or links to material in the document 3) Provide a picture of yourself at the selected facility. Pictures may be copied and pasted into the document or attached separately. 4) Provide a brief description of each material. Materials may include, but are not limited to: curriculum, interpretive signs, take-home materials, pre/post-field trip materials, books, activity materials (hands-on, exhibit, art supplies), gear (GPS unit, ruler, satchel, etc.), online resources, workbooks, etc. 5) Complete the Field Trip Planning Form 6) Submit the following items- a) Photo of your self from your visit b) photos or documents from your visit and c) the Field Trip Planning form.

Santa Monica College
New Course: FRENCH 9, French Culture and Civilization

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours	108.00
Date Submitted:	October 2019

Transferability:	Transfers to CSU, UC (pending review)
IGETC Area:	Area 3B: Humanities (pending review)
CSU GE Area:	Area C2: Humanities (pending review)
SMC GE Area:	Area III: Humanities

Degree Applicability:	D - Credit - Degree Applicable
Skills Advisory(s):	FRENCH 3
Proposed Start:	Fall 2021
TOP/SAM Code:	1102.00 – French / E - Non-Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	List of suggested materials has been given to Librarian
Minimum Qualifications:	Foreign Languages (Masters Required)
Program Impact:	Proposed for inclusion in a forthcoming degree or certificate: <ul style="list-style-type: none"> • European Studies Certificate of Achievement

Rationale

This proposed course has a subtitle: “Debunking Misconception about France and Rethinking French and Francophone Cultures”. French 9 will unsettle some common assumptions of “French identity” and will push students to challenge stereotypes on French culture. It will provide students skills to critically analyze and understand France’s social, political, and cultural specificities and their impact in Europe and the rest of the world. As the Mission Statement of Santa Monica College delineates, it is imperative that our students are sufficiently equipped with knowledge on diverse cultures of the world, appreciate them, and are aware of interconnectedness with different disciplines. They should also be able to use and analyze the knowledge and data that they have learned in order to make a sound judgments to fully participate in, and actively contribute to our globally connected world. This course is an introductory survey course that will be suited for undergraduate students who are seeking their academic directions. Because this course has interdisciplinary contents, students will experience various academic disciplines, such as geography, history, sociology, philosophy, anthropology, global studies, political sciences, linguistics, literature, art history, communication studies, etc.

I. Catalog Description

This course traces the development of French culture from the French Revolution to the present. It examines the fundamentals of French culture including history, geography, politics, immigration, regional identity, education, literature and the arts, and religion. It also addresses the place of France within the European Union, and some challenges faced by Francophone countries. The course will be taught in French except in cases of linguistic difficulty as determined by the professor.

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

1. Alliages Culturels: La Société française en transformation., Allen, Heather W., and Sébastien Dubreil. , Heinle Cengage Learning © 2014;

2. 1. Excerpts from : Whittaker, Andrew. Speak the culture : France. Thorogood, 2008.;
2. Selected readings and images from the website of Le Musée de l'Histoire de l' Immigration (<http://www.histoire-immigration.fr>)
3. Selected readings and images from the website "La representation du soldat français pendant la grande guerre": http://crdp.ac-amiens.fr/historial/soldat/aff_peda_francais.html;
4. Selected readings and images from the website "Gallica":ex: African art exhibit : <https://gallica.bnf.fr/ark:/12148/bpt6k313750j/f1.item.zoom>

III. Course Objectives

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

1. Identify the geographical locations of cities and regions in France, as well as their unique characteristics.
2. Explain key historical figures and events that have shaped French culture and political system.
3. evaluate France's place in today's world in light of an expanding Europe and the impact of globalization.
4. Demonstrate an understanding of France's cultural contributions: language, literature, music, and art.
5. Analyze pressing socio-cultural issues in contemporary France related to education, immigration, religion, health and the environment.

IV. Methods of Presentation:

Lecture and Discussion, Group Work, Online instructor-provided resources, Projects

V. Course Content

<u>% of Course</u>	<u>Topic</u>
7.00%	Introduction: Cultural comparisons, myths, symbols and stereotypes.
10.00%	Key moments in History (the Gauls, French revolution, Industrial Revolution, World Wars, Colonization and Decolonization)
7.00%	Geography – geography, topography, climate and natural resources
7.00%	National identity and language(s)
7.00%	Regional identities and ethnic identities
7.00%	Decolonization and Immigration
7.00%	Religion
8.00%	Education; school system; contemporary changes in diplomas and higher education
9.00%	Political system; political parties and evolution in governmental structure
8.00%	Social and environmental concerns: health system; social protection; environmental issues
7.00%	France in the European Union
7.00%	France and Francophone countries
9.00%	Francophone Literature and the Arts
100.00%	Total

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

<u>Percentage</u>	<u>Evaluation Method</u>
10 %	Class Participation
15 %	Exams/Tests - Weekly assessment tests
20 %	Final exam
15 %	Homework - Canvas Homework (voice recordings, short written responses)
10 %	Oral Presentation - Midterm Presentation
15 %	Papers - Essays (x2)
15 %	Quizzes - Chapter quizzes
100 %	Total

VII. Sample Assignments:

Short written response on Canvas :

Watch the following video on the symbols of the French Republic (<https://enseigner.tv5monde.com/fiches-pedagogiques-fle/les-symboles-de-la-republique-francaise>) Write a 100-word response identifying each symbol its origins and meaning its use/importance in contemporary French society.

Presentation :

Prepare an 8 to 10 slide PPT presentation on a French region. In your introduction, you'll focus on its topography (borders, rivers, main cities...), its climate and its population. In a second part, you'll analyze and identify factors that are central to its identity (language, gastronomy, craftsmanship, historical legacy, etc.). You'll conclude on the upcoming projects or future decisions important to the evolution of the region.

Your presentation will be done using Voicethread : it will display concise content and illustrations, and each slide will be narrated.

VIII. Student Learning Outcomes

1. Students will be able to demonstrate a high level of language proficiency in French in a variety of contexts.
2. Students will be able to describe France's regional geographical and cultural differences.
3. Students will be able to analyze contemporary socio-cultural issues (education, immigration, religion, health, environment) in France.
4. Students will be able to demonstrate knowledge of significant sociocultural events, artistic movements, and artists in France and Francophone countries.
5. Students will be able to explain key historical and political events that have shaped the Francophone world and the role of France in Europe.

Global Citizenship Application

Global Citizenship Category

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

Course meets all of the following three criteria: (Please Check)

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

Outcomes that pertain to this Global Citizenship Category

- Students will be able to demonstrate knowledge of significant sociocultural events, artistic movements, and artists in France and Francophone countries.
- Students will be able to explain key historical and political events that have shaped the Francophone world and the role of France in Europe.

Narrative

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

Department Vote:

10 Yes; 0 No; 0 Abstain

FRENCH 9 Advisory Checklist and Worksheet
Proposed Advisory: French 3

SECTION 1 - CONTENT REVIEW:

Criterion	N/A	Yes	No
1. Faculty with appropriate expertise have been involved in the determination of the advisory.		x	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.		x	
3. Selection of this advisory is based on tests, the type and number of examinations, and grading criteria.		x	
4. Selection of this advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.		x	
5. The body of knowledge and/or skills which are recommended for success before enrollment have been specified in writing (see below).		x	
6. The course materials presented in this advisory have been reviewed and determined to teach knowledge or skills recommended for success in the course requiring this advisory.		x	
7. The body of knowledge and/or skills recommended for success in this course have been matched with the knowledge and skills developed by the advisory course.		x	
8. The body of knowledge and/or skills taught in the advisor are not an instructional unit of this course.		x	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.		x	

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: French 9

(It is recommended that the student to be able to do or understand the following BEFORE entering the course)

A)	demonstrate command of intermediate grammatical constructions when practicing the four skills (speaking, reading, writing, and listening).
B)	demonstrate command of intermediate vocabulary when practicing the four skills (speaking, reading, writing, and listening).
C)	discuss major geographical monuments, historical events, institutions, and artistic accomplishments of the French-speaking peoples.
D)	analyze pressing socio-cultural issues in contemporary France related to education, immigration, religion, health and the environment.
E)	analyze socio-cultural issues in the French-speaking world and compare them with similar issues in their native cultures and in the US.

EXIT SKILLS (objectives) FROM: French 3

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

1.	demonstrate command of intermediate grammatical constructions when practicing the four skills (speaking, reading, writing, and listening).
2.	demonstrate command of intermediate vocabulary when practicing the four skills (speaking, reading, writing, and listening).
3.	discuss major geographical monuments, historical events, institutions, and artistic accomplishments of the French-speaking peoples.
4.	analyze pressing socio-cultural issues in contemporary France related to education, immigration, religion, health and the environment.
5.	analyze socio-cultural issues in the French-speaking world and compare them with similar issues in their native cultures and in the US.

		ENTRANCE SKILLS FOR: French 9							
EXIT SKILLS From: French 3		A	B	C	D	E	F	G	H
	1	X							
	2		X						
	3			X					
	4				X				
	5						X		

FRENCH 9 Distance Education Application

This Distance Education course meets the same standard of course quality as is applied to traditional classroom courses in the following categories, as stated in the official course outline of record:

- Course objectives have not changed
- Course content has not changed
- Method of instruction meets the same standard of course quality
- Outside assignments meet the same standard of course quality
- Serves comparable number of students per section as a traditional course in the same department
- Required texts meet the same standard of course quality

Additional considerations for all distance education courses:

- 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
- 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.

Santa Monica College has a legal and ethical obligation to ensure equal access to electronic information technology (e.g., software, computers, web pages) for all students. Consistent with this obligation, the technology-based components of our course will reflect current accessibility design standards. Support in implementing these standards is available through Academic Computing and Disabled Student Services. 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.

Guidelines and Questions for Curriculum Approval of a Distance Education Course

1a. Interactions: Describe the nature and expected frequency of instructor-student interactions:

The Instructor-Student interaction will be online through Canvas. The online interaction will consist of weekly discussion forums, online office hours via Zoom, and announcements in Canvas and email communication.

1b. Interactions: Describe the nature and expected frequency of student-student interactions:

Students will engage in weekly threaded discussions where they will create an original post based on the topics selected by instructors, and students will be asked to respond to their classmates' original posts on VoiceThread or Canvas.

1c. Interactions: Describe the nature and expected frequency of student-content interactions:

Students will read materials, watch video lectures and complete quizzes on the contents weekly. Students will write essays on topics selected by the instructor and deliver presentations on selected themes via VoiceThread.

1d. Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Online Lecture	The instructor will do a synchronous lecture on a part of a chapter planned in the syllabus. During the online session, the professor will display a PPT and students will discuss cultural facts linked to the topic involved.	50.00%
Videos	Students will complete video projects through Canvas to practice spoken skills but also analysis of cultural facts. They will be given a prompt and will do a video presentation of about 4 slides including pictures and audio comments. Ex: Watch this video about this French family "Famille Zéro Déchets" who has a website and an insta page about best environmental practices to adopt (especially no plastic use and compost). In your presentation, record yourself and introduce the family (one slide), present 2 best practices suggested on their website (2 slides) and practices you do to protect the environment (one slide). Illustrate each slide with a relevant picture.	9.00%
Exams	Students will have chapter exams (so about 5 exams). They will do the quiz online or in class (if hybrid). They will find the quiz on Canvas : they will be tested on listening skills and reading skills and their ability to analyse cultural differences.	15.00%
Written assignments	Students will have to do 2 analytical / research papers during the semester. They will be given websites to look into or specific organizations to research. The goal of these assignments will be for them to go online and find out relevant information about the cultures they study in class. For instance, they might be researching Francophone environmental organizations or French educational programs.	9.00%
Other (describe)	Final project : At the end of the semester, students will do a mini-dossier on a topic of their choice. It has to touch upon several of the cultural topics seen in class (education, immigration, agriculture, health). They will have to provide a written 3-page paper and a short video.	10.00%
Discussion Boards	Each week, student will post comments on the topic studied. I'll start a conversation with a little prompt and students will have to : 1) answer the prompt briefly (a few sentences) 2) add a little comment to one of their peers' comment.	7.00%

2. Instruction: 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.)

Contents will be delivered through video lectures (Zoom), reading assignments, posted PowerPoint slides and YouTube videos. Students will increase and deepen their understanding of materials through short weekly content-quizzes, short written responses, and weekly threaded discussions on Canvas.

3. Assignments / Assessments: Describe how assignments and assessments are used so that instructor-student contact is maintained and students are given regular, meaningful feedback. Describe interactions that encourage students' participation. Describe assessments that are verifiable, equivalent to on-ground, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed.

% of grade	Activity	Assessment Method
15.00%	Participation in online	I usually take notes about how many students contribute to the online session. I tell my students that they will get full credit if they contribute 2 to 3 times per

	synchronous sessions	session. Twice per semester, they will also have to bring a relevant article from the current news that will be linked to the topic seen at that point in the semester.
15.00%	Written assignments	Students will get a rubric and prompt for the 2 written assignments. Each written assignment will have 2 versions (1st draft and final version) They will be graded on : - grammar - vocabulary - content (different parts; examples; citations) - format (length, title) (+ for the final draft = if they followed the corrections)
15.00%	Videos	Students will have about 3 video projects (4 to 5 slides per video). Students will be graded on : - grammar - vocabulary - pronunciation - content (information recorded + images) - time (promptness when submitted + length of video)
20.00%	Chapter quizzes	Students will have a quiz per chapter (5 total). They will be graded on : - listening comprehension - grammar exercises - vocabulary exercises - text analysis - mini essay (answering a short prompt on a cultural fact)
25.00%	Final project	Students will do a final project : a 3 page document + a video. They will be graded on : - grammar - vocabulary - pronunciation - content and originality - time (promptness + length)
10.00%	Discussion boards	Students will post 1 comment to the original prompt + a comment on one of their peers" comment. They will be graded on : - grammar - vocabulary - relevance and content - completion (on time + 2 of them)

4. Technology: 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 should be familiar with the following features in Canvas: Discussion Forums: to create discussion assignments Quizzes: to give content quizzes ConferNow (Zoom): to hold online office hours and give lessons VoiceThread: to create and add to Canvas or other LMS in place. Gradebook

5. Student Support: 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.)

Instructor provides resources and help available at SMC for online course students such as: -Canvas Help Desk phone number -Links to Ask Pico, Online Counseling, The international Education Counseling Center and Disabled student program and services

6. Accessibility: 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.

Instructor will ensure that (a) All the videos are subtitled; (b) All the class materials such as shared PowerPoint Files and handouts are created in the way that meet accessibility standards; (c) Students have access to the Canvas Help Desk phone number; (d) Students have access to links such as Ask Pico, Online Counseling, The International Education Counseling Center and Disabled student program and services.

7. Online Strategies: 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 4: students will be able to analyze pressing socio-cultural issues in contemporary France related to education, immigration, religion, health and the environment. Format: Threaded Discussion on Canvas Students will be divided into 5 or 6 groups of five or six. Each group will receive an article on recent changes in the education system in France (university enrollment, change of the highschool national exam called "le baccalauréat"). Each article contains information contrasting the opinion of another article. Each student will first summarize one aspect of the article they read. Then, each student will pick to join the conversation of another group and comment on the differences between the new article's point of the view and the point of view of the article they read.

Santa Monica College
Substantial Change: DANCE 41, Contemporary Modern Dance I

Units:	2.00
Total Instructional Hours (usually 18 per unit):	72.00
Hours per week (full semester equivalent) in Lecture:	1.00
In-Class Lab:	3.00
Arranged:	0.00
Outside-of-Class Hours	36.00
Date Submitted:	August 2019

Transferability:	Transfers to CSU, UC
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Degree Applicability:	Credit - Degree Applicable
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Rationale

With 1:20 minute long class time, instructors do not have enough time to address the fundamental aspects of modern technique for beginning level students. Most of 41 students come to class without having any previous dancing experience. For students who never danced before need more time to be explained and guided in order to fully understand body placement/alignment, movement vocabularies, choreographic phrases, corrections, and repetitions to properly embody the class materials. Adding an additional 40 minutes will allow the instructors to offer adequate time to focus on body coordination, stretch and condition, combinations and important historical figures from modern dance history. This additional 40 minutes will also allow students to have opportunity to work creatively in smaller groups through improvisation, while having comprehensive time for feedbacks and Q&A.

I. Catalog Description

This course is a beginning level modern dance technique class with an emphasis on body alignment/placement, an introduction to kinesiological awareness, movement in space, modern dance terminology and introduction to historical forms of modern dance in the United States. This course focuses on foundational technique, creative experiences, conditioning and stretching exercises to improve and enhance each dancer's strength, limberness and flexibility. Historical studies on topics surrounding modern dance pioneers, codified styles, cultural influences, and current trends are included.

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

1. Modern Dance Terminology, Love, P., Princeton Books © 1997;
2. The Dancer Prepares: Modern Dance for Beginners, Penrod & Plastino, McGraw-Hill © 2004;
3. Introduction to Modern Dance Techniques, Legg, Princeton Book Company © 2011;
4. The Art of Movement, Ken Browar & Debora Ory, Black Dog & Leventha © 2016;

III. Course Objectives

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

1. Describe and critique dance as a performing art at beginning level;
2. Identify historical and cultural influences of early modern dance in the United States, and articulate aesthetic differences between the pioneers of modern dance;
3. Apply basic critical analysis to choreographic work, concerts, and master classes through verbal discussion and written critique
4. Demonstrate the relationship of dance and music in movement at a beginning level
5. Embody concepts of alignment and structural placement when dancing, at a beginning level;
6. Identify and demonstrate awareness of body mechanics and kinesthetic sensation and apply in modern dance technique, at a beginning level
7. Develop professionalism and self discipline as applies to training and conduct in the dance studio

8. Apply proper body alignment, structural placement, kinesiological awareness and injury prevention concepts to all warm-up exercises and beginning level phrase work
9. Identify and apply appropriate modern dance terminology at a beginning level
10. Recognize and demonstrate basic positions of the body in relation to the modern dance technique studied
11. Memorize and perform basic movement combinations with appropriate musical phrasing
12. Demonstrate basic locomotor skills
13. Demonstrate use of levels in space and use of the floor (rolling, spirals, fall and recovery, etc.) at a beginning level
14. Embody movement qualities and dynamics at a beginning level
15. Develop movement as expression at a beginning level
16. Implement fundamentals of improvisation, leading towards choreographic process
17. Develop performance skills at a beginning level

IV. Methods of Presentation:

Lecture and Discussion, Observation and Demonstration, Other (Specify), Field Trips
 Other Methods: Guided individual and group experiences; Presentation of audio and visual examples of movement and music expression; Use of handouts, textbook, reading list; Use of video recording and feedback; Dance concert observations.

V. Course Content

<u>% of Course</u>	<u>Topic</u>
10.00%	Correct body alignment, and structural placement
20.00%	Basic Modern Dance technique (principles of movements and positions of the body, and professionalism/self-discipline)
20.00%	Modern Dance warm-up sequences, locomotive patterns, floor and standing phrases
10.00%	Modern Dance terminology and practical application
15.00%	Improvisation, aesthetic qualities, and creative movement expression at a beginning level
15.00%	The history of modern dance, cultural influences, aesthetic properties and concert evaluation/review
10.00%	Injury prevention, anatomy, body conditioning and strength
100.00%	Total

Vb. Lab Content:

<u>% of course</u>	<u>Topic</u>
20.00%	Warm-up, stretching, conditioning, and body alignment exercises
50.00%	Continuing practice of modern dance technique at a beginning level
30.00%	Continuing practice of improvisation and creative movement expression
100.00%	Total

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

<u>Percentage</u>	<u>Evaluation Method</u>

30 %	Class Participation - and overall improvement
20 %	Exams/Tests - Midterm exam: Practical/dance and Written/vocabulary
20 %	Final exam - Final exam: Practical/dance and Written/analysis paper
20 %	Papers - Written assignments; Basic critical analysis, and reflection papers
10 %	Written assignments - Dance concert attendance and written critiques/reports
100 %	Total

VII. Sample Assignments:

Written assignment: Two-page written analysis on one of the pioneers of Modern Dance in the United States as discussed in class. Discuss historical impact, cultural influences, and aesthetics as they relate to the development of modern dance. Supplement with media sources of choreographic examples.

Reflection paper: Reflection paper (2-3 pages): Identify 3-4 technical and/or stylistic concepts learned in this course that you found challenging, and 2-4 concepts (regarding the specific course material or overall classroom experience) that you found fulfilling or gratifying. Reflect on your progress in this course over the semester and share your insights. What were areas of growth and potential areas of improvement? How do you plan to apply these learned concepts in the future, in dance practice or otherwise?

Dance critique assignment: Students will go to a SMC dance production, Global Motion, and write a dance concert report. In the report, students will describe the relationship between the choreography and music, the use of costumes, lighting effects, critically analyze different dance styles and include subjective interpretation of the concert.

VIII. Student Learning Outcomes

1. Embody fundamental techniques of modern dance idioms, as well as physical knowledge of placement and anatomical structure.
2. Perform artistry through rhythmic phrasing and individual expressivity, employing elements of improvisation at a beginning level.
3. Articulate knowledge regarding dance history, terminology, aesthetics, and culture of modern dance through written assignments and verbal discussion.

SANTA MONICA COLLEGE

PROGRAM OF STUDY

Environmental Science

Associate in Arts (AA) / Certificate of Achievement

The Environmental Science Program is an interdisciplinary and multidisciplinary course of study that presents an overview of ecological issues from a scientific perspective. With a broad foundation across the natural sciences, the coursework examines the interrelated nature of environmental systems. This program is designed to equip students with the skills and tools to successfully use the scientific method while studying and solving environmental problems.

Program Learning Outcomes:

Upon completion of the program, students will demonstrate through oral and written work knowledge of the physical and biological sciences required to effectively address current environmental issues, and be prepared to pursue further study in an Environmental Science program (or related field of study) at the baccalaureate level. In addition, students will be proficient in interplay between natural and social systems, the behaviors that impact and affect the environment, and proposed solutions to the myriad environmental challenges facing the world today.

Area of Emphasis

Required Life Science Courses (13 units):		Units: 13.0
BIOL 10	Applied Ecology and Conservation Biology	4.0
BIOL 22	Genetics and Molecular Biology	4.0
BIOL 23	Organismal and Environmental Biology	5.0
Required Chemistry Courses (10 units):		Units: 10.0
CHEM 11	General Chemistry I	5.0
CHEM 12	General Chemistry II	5.0
Geology and/or Physics Courses: Select one of the following courses (4 units minimum):		Units: 4.0
GEOL 4	Physical Geology with Lab	4.0
PHYSICS 6	General Physics 1 with Lab	4.0
PHYSICS 7	General Physics 2 with Lab	4.0
PHYSICS 8	Calculus-based General Physics 1 with Lab	4.0
PHYSICS 9	Calculus-based General Physics 2 with Lab	4.0
PHYSICS 21	Mechanics with Lab	5.0
PHYSICS 22	Electricity and Magnetism with Lab	5.0
Required Mathematics Courses (10 units):		Units: 10.0
MATH 7	Calculus 1	5.0
MATH 8	Calculus 2	5.0
Economics Courses: Select one of the following courses (3 units):		Units: 3.0
ECON 1	Principles of Microeconomics	3.0
ECON 2	Principles of Macroeconomics	3.0
ECON 4 (same as ENVRN 4)	Environmental Economics	3.0
		Total: 40.0

ADDITIONAL INFORMATION:

Students intending to transfer in the field of Environmental Science (or related field) are STRONGLY encouraged to review the lower division requirements of their intended transfer destination as the requirements can vary significantly.

SANTA MONICA COLLEGE PROGRAM OF STUDY

Interaction Design Bachelor of Science (BS)

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

Program Learning Outcomes:

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

Area of Emphasis

Lower Division Preparation for the IxD Major. (These courses, or equivalent, are required prior to enrollment in the IxD courses. SMC has several articulation agreements with other institutions for these courses. See

smc.edu/StudentServices/TransferServices/AreasofStudy/Pages/Interaction-Design-Transfer-Agreements.aspx)

GR DES 31	Graphic Design Studio 1	2.0
GR DES 33	Typography Design 1	2.0
GR DES 35	Sketching for Graphic Design	2.0
GR DES 41	Graphic Design Studio 2	2.0
GR DES 43	Typography Design 2	2.0
GR DES 50	Graphic Design Portfolio and Professional Practices	2.0
GR DES 60	Design Research	2.0
GR DES 61	User Experience Design 1	3.0
GR DES 62	User Experience Design 2	3.0
GR DES 64	Digital Imaging for Design (<i>Formerly same as ET 37</i>)	3.0
GR DES 65	Web Design 1	2.0
GR DES 66	Web Design 2	3.0
GR DES 67	Web Design 3	3.0
GR DES 71	Motion Graphics 1	3.0
GR DES 75	Mobile Design 1	3.0
GR DES 76	Mobile Design 2	3.0

Required Lower Division Courses (25 units):

AHIS 3		3.0
AHIS (any AHIS course satisfies requirement; AHIS 3 highly recommended)		3.0

BUS 20	Principles of Marketing	3.0
<i>or</i>		
BUS 63	Principles of Entrepreneurship	3.0

CIS 54	Web Development and Scripting	3.0
<u>or</u>		
CS 87A	Python Programming	3.0
<u>or</u>		
CS 7	Programming for Non-Computer Science Majors	3.0

COM ST 16	Fundamentals of Small Group Discussion (<i>if taken fall 2016 or prior</i>)	3.0
<u>Or</u>		
MEDIA 4	Introduction to Game Studies	3.0

ENGL 1	Reading and Composition 1	3.0
ENGL 2	Critical Analysis and Intermediate Composition	3.0
PSYCH 1	General Psychology	3.0

MATH 54	Elementary Statistics	4.0

Upper Division Major Requirements (28 units):

IXD 310	Interaction Design Studio 1	3.0
IXD 330	Interaction Design Studio 2	3.0
IXD 350	Interactive Storytelling	3.0
IXD 360	Product Design	3.0
IXD 370	Design for Community Change	3.0
IXD 410	Project Management for Design	2.0
IXD 430	Interaction Design Studio 3	3.0
IXD 450	Interaction Design Portfolio	2.0
IXD 460	Tangible Interaction	3.0
IXD 470	Interaction Design Senior Studio	3.0
IXD 480	Design for the Future	3.0

IXD Internship (select a minimum of 3 units from the courses below):

IXD 491	Interaction Design Internship	1.0
IXD 492	Interaction Design Internship	2.0
IXD 493	Interaction Design Internship	3.0

Upper Division General Education (9 units):

COM ST 310	Organizational and Small Group Communication	3.0
ENGL 300	Advanced Writing and Critical Thinking in the Disciplines	3.0
PSYCH 320	Cognitive Psychology	3.0