



1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Agenda

Wednesday, March 1, 2023, 3:00 p.m.

Zoom Meeting:

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/96386192571>

Or iPhone one-tap (US Toll): +16699006833,96386192571# or +16694449171,96386192571#

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+1 646 931 3860 (US Toll)

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Meeting ID: 963 8619 2571

International numbers available: <https://cccconfer.zoom.us/j/96386192571>

Or Skype for Business (Lync): [SIP:96386192571@lync.zoom.us](https://cccconfer.zoom.us/j/96386192571)

Members:

Sal Veas, <i>Chair</i>	Fariba Bolandhemat	Aileen Huang	Redelia Shaw
Patricia Ramos, <i>Vice Chair</i>	Susan Caggiano	Alex Ibaraki	Scott Silverman
Bren Antrim	Javier Cambron	Sharlene Joachim	Briana Simmons
Alyssa Arreola (A.S.)	Dione Carter	Jing Liu	Lydia Strong
Jason Beardsley	Rachel Demski	Jacqueline Monge	Audra Wells
Mary Bober	Christina Gabler	Matthew Musselman	Associated Students Rep
Walter Butler	Walker Griffy	Estela Narrie	

Interested Parties:

Joelle Adams	Dione Carter	Kiersten Elliott	Maral Hyeler
Stephanie Amerian	Department Chairs	Kamiko Greenwood (A.S.)	Stacy Neal
Maria Bonin	Nathaniel Donahue	Tracie Hunter	Tammara Whitaker

Ex-Officio Members:

Jamar London

(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. Community College Bachelor’s Degree Updates – Estela Narrie and Patricia Ramos
- 2. Program Map Updates for CSU GE Area F7

(Non-Substantial Changes)

- 3. ESL 10G Multiple Skills Preparation: Listening, Speaking, and Grammar
- 4. ESL 19B English Fundamentals 2
- 5. ESL 20A Advanced Grammar Workshop
- 6. ESL 28 Academic Vocabulary Skills

VII. Action Items

(Consent Agenda: Emergency DE to Fully Online and/or Hybrid)

- a. CHNESE 2 Elementary Chinese 2
- b. GERMAN 2 Elementary German II
- c. PERSIN 1 Elementary Persian I
- d. RUSS 1 Elementary Russian I

(Courses: New)

- e. ART 21C Figure Drawing for Portfolio Development9
- f. ART 900 Introduction to Create Space Equipment and Materials 11
- g. DANCE 78 Dance Study Tour 15

(Courses: Distance Education)

- h. ART 900 Introduction to Create Space Equipment and Materials 12

(Programs: Revisions)

- i. Changes to degrees, certificates, and program maps as a result of courses considered on this agenda

VIII. New Business

IX. Old Business

X. Adjournment

Please notify Sal Veas, Patricia Ramos, and Rachel Demski by email if you are unable to attend this meeting.

The next Curriculum Committee meeting is March 15, 2023.



1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Minutes

Wednesday, December 7, 2022, 3:00 p.m.

Zoom Meeting

Members Present:

Sal Veas, <i>Chair</i>	Susan Caggiano	Alex Ibaraki	Janet Robinson
Patricia Ramos, <i>Vice Chair</i>	Javier Cambron	Sharlene Joachim	Redelia Shaw
Bren Antrim	Lisa Collins	Jacqueline Monge	Scott Silverman
Jason Beardsley	Rachel Demski	Matthew Musselman	Briana Simmons
Mary Bober	Christina Gabler	Estela Narrie	Audra Wells
Walter Butler	Aileen Huang	Brandon Reilly	

Members Absent:

Alyssa Arreola (A.S.)	Fariba Bolandhemat	Lydia Strong
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Others Present:

Salvador Carrasco	Jamar London	Cathi Miller	Debbie Perret
Sang Chi			

(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 3:04 pm. Motion to approve the agenda with a note that comments/revisions for specific proposals that were brought to our attention prior to the meeting have already been fixed and corrected in META.

Motion made by: Patricia Ramos; **Seconded by:** Scott Silverman

The motion passed unanimously.

II. Public Comments

None

III. Announcements

The Race Relay will happen in Spring 2023. We're currently collecting stories: everyone has story about race – something that's happened to you, that you've observed, or happened to someone you know. For more information visit the [Race Relay](#) page.

IV. Approval of Minutes

Motion to approve the minutes of November 16, 2022 with no revisions.

Motion made by: Patricia Ramos; **Seconded by:** Estela Narrie

The motion passed unanimously.

V. Chair's Report

- Academic Senate will hold a special meeting next Tuesday to approve the items passed today.
- The spring semester for curriculum committee will include lots of big-picture discussions, including the CalGETC, DEI in curriculum, and Title V updates that will lead to changes in the DE addendum.

VI. Information Items

1. Addition of new prefix/discipline in the Business Department – Non-Profit Management (NPMGMT)

2. Addition of new prefix/discipline in the Life Sciences Department – Aquaculture (AQUA)

(Non-Substantial Changes)

3. COSM 10A Related Science 1A
4. COSM 10B Related Science 1B
5. COSM 20 Related Science 2
6. COSM 30 Related Science 3
7. COSM 50A Written Preparation for Cosmetology State Board Exam
8. COSM 64 Salon Management
9. ENGL 1 Reading and Composition 1

VII. Action Items

(Courses: New)

- a. ECE 904 Health and Safety for ECE Providers
Motion to approve ECE 904 (VII. a.) and ECE 930 (VII. b.) as a block with revisions to course content (removing specific language for lecture vs. online content) and splitting of specific content topics/percentages to be sent following the meeting and updated in META.
Motion made by: Patricia Ramos; **Seconded by:** Susan Caggiano
The motion passed unanimously.
- b. ECE 930 Gender and Equity in Early Childhood
Passed as a block with ECE 904 (VII. a.)
- c. ETH ST 8 Introduction to Asian American Studies
Motion to approve ETH ST 8 with no revisions.
Motion made by: Susan Caggiano; **Seconded by:** Lisa Collins
The motion passed unanimously.
- d. FILM 41 Advanced Cinematography
Motion to approve FILM 41 with revisions to Methods of Evaluation to remove assignment specific language for “Projects” and “Quizzes” and Course Content to remove location specific language for field trips.
Motion made by: Susan Caggiano; **Seconded by:** Sharlene Joachim
The motion passed unanimously.

(Courses: Substantial Changes)

All COSM courses listed below have the following changes in addition to specific details listed at each course individually:

- **Hours/Units: 2 lab/0.5 unit – changing to 1 lecture/1 lab/1 unit (all courses)**
 - **Course Description (except COSM 16, 38C)**
 - **Course Objectives (except COSM 21C)**
 - **Course Content (all courses)**
 - **Methods of Presentation (except COSM 16)**
 - **SLOs (except COSM 21A, 21C, 21E, 38, 38B, 38C)**
 - **Textbook updates (all courses)**
 - **Sample Assignments (except COSM 28A)**
- e. COSM 11A Hair Cutting 1
 - f. COSM 11B Hair Styling 1
 - g. COSM 11C Hair Coloring 1
 - h. COSM 11D Permanent Waving (changed: name (was: “Permanent Wave 1”))
 - i. COSM 16 Nail Care 1
 - j. COSM 18 Skin Care 1 (changed: methods of evaluation)
 - k. COSM 21A Hair Cutting 2 (changed: advisory COSM 11A to prerequisite, methods of evaluation)
 - l. COSM 21B Hair Styling 2 (changed: advisory COSM 11B to prerequisite)

- m. COSM 21C Hair Coloring 2 (changed: advisory COSM 11C to prerequisite, methods of evaluation)
- n. COSM 21E Curly Hair Techniques 2
- o. COSM 26 Nail Care 2
- p. COSM 28A Skin Care 2A (changed: advisory COSM 18 to pre/corequisite)
- q. COSM 28B Skin Care 2B (changed: advisory COSM 18 to prerequisite)
- r. COSM 31A Hair Cutting 3 (changed: add prerequisite COSM 11A)
- s. COSM 31B Hair Styling 3 (changed: add prerequisite COSM 21B)
- t. COSM 31C Hair Coloring 3 (changed: remove advisory COSM 21C, add prerequisite COSM 11C, methods of evaluation)
- u. COSM 31E Multi Texture Styling (changed: name (was “Curly Hair Techniques 3”), add prerequisite COSM 11B)
- v. COSM 36 Nail Care 3 (changed: add prerequisite COSM 16)
- w. COSM 38 Skin Care 3 (changed: remove advisories COSM 28A, COSM 28B, add prerequisite COSM 18, SAM code (from B to C), methods of evaluation)
- x. COSM 38B Mechanical Exfoliation (changed: remove advisory COSM 38, add prerequisite COSM 18, methods of evaluation)
- y. COSM 38C Chemical Exfoliation (changed: remove advisories COSM 20, COSM 38, add prerequisite COSM 18, methods of evaluation)
- z. COSM 41B Hair Styling 4 (changed: remove advisory COSM 21B, add prerequisite COSM 11B)
- aa. COSM 42 Short Hair Cutting (changed: name (was “Men’s Hair Styling”), methods of evaluation)
- bb. COSM 46 Nail Care 4 (changed: add prerequisite COSM 18)
- cc. COSM 48 Skin Care 4 (changed: remove advisory COSM 38, add prerequisite COSM 18)
- dd. COSM 48B Advanced Make-Up (changed: advisory COSM 28A to prerequisite)

Motion to approve changes to COSM 11A (VII. e.), COSM 11B (VII. f.), COSM 11C (VII. g.), COSM 11D (VII. h.), COSM 16 (VII. i.), COSM 18 (VII. j.), COSM 21A (VII. k.), COSM 21B (VII. l.), COSM 21C (VII. m.), COSM 21E (VII. n.), COSM 26 (VII. o.), COSM 28A (VII. p.), COSM 28B (VII. q.), COSM 31A (VII. r.), COSM 31B (VII. s.), COSM 31C (VII. t.), COSM 31E (VII. u.), COSM 36 (VII. v.), COSM 38 (VII. w.), COSM 38B (VII. x.), COSM 38C (VII. y.), COSM 41B (VII. z.), COSM 42 (VII. aa.), COSM 46 (VII. bb.), COSM 48 (VII. cc.), and COSM 48B (VII. dd.) as a block with no additional revisions.

Motion made by: Jacqueline Monge; **Seconded by:** Susan Caggiano

The motion passed unanimously.

Motion to change advisories to prerequisites for COSM 21A (VII. k.), COSM 21B (VII. l.), COSM 21C (VII. m.), COSM 28B (VII. q.), and COSM 48B (VII. dd.) as a block with no revisions.

Motion made by: Lisa Collins; **Seconded by:** Susan Caggiano

The motion passed unanimously.

Motion to approve new pre/corequisite for COSM 28A (VII. p.) with no revisions.

Motion made by: Lisa Collins; **Seconded by:** Susan Caggiano

The motion passed unanimously.

Motion to approve new prerequisites for COSM 31A (VII. r.), COSM 31B (VII. s.), COSM 31C (VII. t.), COSM 31E (VII. u.), COSM 36 (VII. v.), COSM 38 (VII. w.), COSM 38B (VII. x.), COSM 38C (VII. y.), COSM 41B (VII. z.), COSM 46 (VII. bb.), and COSM 48 (VII. cc.) as a block with no revisions.

Motion made by: Susan Caggiano; **Seconded by:** Walter Butler

The motion passed unanimously.

(Courses: Distance Education)

ee. ECE 904 Health and Safety for ECE Providers

ff. ECE 930 Gender and Equity in Early Childhood

Motion to approve distance education for ECE 904 (VII. ee.) and ECE 930 (VII. ff.) as a block with no revisions.

Motion made by: Sharlene Joachim; **Seconded by:** Susan Caggiano

The motion passed unanimously.

gg. ESL 15 Conversation and Culture in the U.S.

Motion to approve distance education for ESL 15 with no revisions.
Motion made by: Jason Beardsley; **Seconded by:** Susan Caggiano
The motion passed unanimously.

hh. ETH ST 8 Introduction to Asian American Studies
Motion to approve distance education for ETH ST 8 with no revisions.
Motion made by: Estela Narrie; **Seconded by:** Jason Beardsley
The motion passed unanimously.

(Courses: Global Citizenship)

ii. ETH ST 8 Introduction to Asian American Studies
Motion to approve Global Citizenship for ETH ST 8 with no revisions.
Motion made by: Estela Narrie; **Seconded by:** Audra Wells
The motion passed unanimously.

(Courses: Deactivation)

jj. ENGL 80 Reading Laboratory
kk. ENGL 81A The Paragraph – Plus
ll. ENGL 81B The Basic Essay – Plus
mm. ENGL 83A Reading And Vocabulary I
nn. ENGL 83B Reading and Vocabulary II
oo. ENGL 84R Reading and Vocabulary III
pp. ENGL 84W The Basic College Essay
qq. ENGL 85 Reading and Writing 1
Motion to approve the deactivation of ENGL 80 (VII. jj.), ENGL 81A (VII. kk.), ENGL 81B (VII. ll.), ENGL 83A (VII. mm.), ENGL 83B (VII. nn.), ENGL 84R (VII. oo.), ENGL 84W (VII. oo.), and ENGL 85 (VII. qq.) as a block with no revisions.
Motion made by: Estela Narrie; **Seconded by:** Alex Ibaraki
The motion passed unanimously.

(Programs: Revisions)

rr. Changes to degrees, certificates, and program maps as a result of courses considered on this agenda
Motion to approve changes to degrees, certificates, and program maps as a result of courses considered on this agenda.

- ECE 904 to be added to Introduction to Early Care and Education Certificate of Completion
This change was discussed but will come through in Spring 2023 as a separate action item, as it changes the major requirements of the certificate, and will involve catalog rights.
- ETH ST 8 to be added Ethnic Studies AA/Certificate of Achievement (Area B)
- Cosmetology AS/Certificate of Achievement, Nail Care Certificate of Achievement, and Esthetician Certificate of Achievement unit increase due to changes of: COSM 11A, 11B, 11C, 11D, 16, 18, 21A, 21B, 21C, 21E, 26, 28A, 28B, 31A, 31B, 31C, 31E, 36, 38, 38B, 38C, 41B, 42, 46, 48, 48B

Motion made by: Audra Wells; **Seconded by:** Susan Caggiano
The motion passed unanimously.

VIII. New Business

None

IX. Old Business

None

X. Adjournment

Motion to adjourn the meeting at 4:09 pm.
Motion made by: Susan Caggiano; **Seconded by:** Jason Beardsley
The motion passed unanimously.

Program Maps needing CSU GE Area F:

In order to incorporate the new CSU GE Area F requirement for program maps which utilize CSU GE, the following changes are recommended:

Program Map	Recommended Change
Administration of Justice	Change Transferable Elective to Area F in Semester 4
Broadcast Programming and Production for Transfer	Change SECOND Area D to Area F in Semester 4
Business Administration (2.0)	Change Area D to Area F in Semester 4 and removed POL SC 1 recommendation
Child & Adolescent Development	Move Area C1 from Semester 3 to Semester 1; Change Semester 1 Area D to Semester 3 Area F; Recommend POL SC 1 as Transferable Elective Course in Semester 3
Early Childhood Education	Change Area D to Area F in Semester 1
Economics	Change Area D to Area F in Sem 3; add POL SC 1 to recommendations for Transferable Elective in Sem 3
Elementary Teacher Prep for Transfer	Change Transferable Elective to Area F in Semester 4
Fashion Design Transfer	Change FIRST Area D to Area F in Semester 4
Film Production	Change SECOND Area D to Area F in Semester 4
Geography	Change Area D in Semester 4 to be Area F and add POL SC 1 to recommended Area D in Semester 3 (along with GEOG 7 or 8)
Interior Architectural Design (with CSU GE)	Change FIRST Area D to Area F in Semester 5
Journalism	Change Area D to Area F in Semester 4
Journalism – Multimedia Storytelling	Change FIRST Area D to Area F in Semester 4: MEDIA 10 is no longer recommended as a GE but is now recommended as a Transferable Elective in Semester 3
Kinesiology	Change SECOND Area D to Area F in Semester 4
Nursing Transfer	Change Transferable Elective to Area F in Semester 4; recommend POL SC 1 as Transferable Elective in Semester 4
Nutrition & Dietetics	Change Area D to Area F in Semester 4; add recommend POL SC 1 to Area D recommendation in Semester 3
Studio Arts	Change SECOND Area D to Area F in Semester 3
Theatre Arts	Change FIRST Area D to Area F in Semester 4

Program Maps needing “CSU GE option” note:

These programs are mapped with IGETC and the following note will be placed on the map:

“This transfer and/or degree program may also be completed using CSU General Education (instead of IGETC). Please see a Counselor to discuss which general education pattern is most appropriate based on your goal(s).”

- Anthropology
- Arabic Transfer
- Architecture Transfer
- Art History
- Astronomy Transfer
- Biology Transfer
- Chinese Transfer
- Communication Studies
- Computer Science Transfer
- English Transfer
- French Transfer
- Geography Transfer
- Geology Transfer
- German Transfer
- Hebrew Transfer
- History
- Italian Transfer
- Japanese Transfer
- Korean Transfer
- Linguistics Transfer
- Mathematics
- Music (Transfer Track)
- Persian Transfer
- Philosophy Transfer
- Physics Transfer
- Political Science
- Psychology
- Russian Transfer
- Social Justice Studies/Gender Studies
- Sociology
- Spanish
- Turkish Transfer

Program Maps needing “CSU GE and/or SMC GE option” note:

These programs are mapped with IGETC and the following note will be placed on the map:

“This transfer and/or degree program may also be completed using CSU General Education or SMC General Education (instead of IGETC). Please see a Counselor to discuss which general education pattern is most appropriate based on your goal(s).”

- Engineering
- Film Studies
- Public Policy

New Course: ART 21C, Figure Drawing for Portfolio Development

Units:	3.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	3.00
Arranged:	0.00
Outside-of-Class Hours:	72.00
Transferability:	Transfers to CSU, UC (pending review)
Degree Applicability:	Credit – Degree Applicable
Proposed Start:	Spring 2024
TOP/SAM Code:	100200 - Art / E - Non-Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Art
Program Impact:	None

Rationale

Since we have lost repeatability, students have been put at a financial disadvantage by not being able to repeat figure drawing to supplement and improve their portfolios. This course targets students that need a greater depth of figures in their portfolio. Since most of the schools we transfer to consider the portfolio for both admissions placement and scholarship, a portfolio is a vital element in addition to their transcripts for transfer.

I. Catalog Description

The figure continues to be one of the most important and enduring subjects for art. This course provides advanced instruction in drawing the human figure from the live model for students building a portfolio of figure drawings. This course focuses on in-depth study of the human figure through drawing. A broad range of materials will be utilized, including the use of color with continued emphasis on observation, anatomy, and spatial structure. In order to help students build a portfolio of figure drawings for transfer or to help find work in one of the many fields that require figure drawing, this course moves beyond observation and emphasizes creative, conceptual, & theoretical development.

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 7 years)

1. Figure Drawing Atelier: An Instructional Sketchbook, Juliette Aristides, Monacelli Studio © 2019, ISBN: 978-1580935135

III. Course Objectives

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

1. Demonstrate and develop an increased understanding of the skeletal and muscular structure of the human figure.
2. Demonstrate a higher level of proficiency in describing the human figure and relating it to the formal complexities of drawing.
3. Recognize formal elements as criteria for success through examples of the work of the old and modern masters of both western and non-western traditions.
4. Recognize how the formal elements mentioned above can be brought to bear on their own work
5. Demonstrate proficiency with an expanded range of materials including color media like pastels, gouache or colored pencils and may include digital drawing in some out of class projects.
6. Apply this growing knowledge of materials to a particularized, student directed vision and formal compositional abilities.
7. Refine developing skills and establish new goals regarding artistic growth and creative excellence in drawing with the figure.
8. Demonstrate efficiency managing work and exhibition space

IV. Methods of Presentation:

Lecture and Discussion, Lab, Observation and Demonstration, Discussion, Critique, Field Trips, Individualized Instruction, Other Methods: Audio Visual materials are used to introduce subject matters to class

V. Course Content

<u>% of Course</u>	<u>Topic</u>
5.000%	Introduction: Outline class structure and review of the materials of drawing
10.000%	Anatomy and structure of the human body, the skeleton, landmarks and proportion, musculature, structure of the major muscle groups that affect surface form.
5.000%	Participation in group critiques and class discussions
10.000%	Demonstration of a wide variety of materials followed by work from the model in class using those materials which may include ink and wash, charcoal, black and white on toned paper, pastels, oil on paper, and acrylic on paper.
10.000%	Exposure to and analysis of the work of other artists of the past and present through field trips and studio work.
10.000%	Homework consisting of individual study to be determined by the instructor which may include research, work in sketchbooks, and drawings to be done or completed out of class
10.000%	Exploration through slides and lectures of the historical and global application of the figure as a social, cultural, religious and political mode of expression including formal elements as criteria for success through examples of the work of the old and modern masters of both western and non-western traditions.
10.000%	In class studio work from the model with parameters set by the instructor for guided, but self-directed study.
5.000%	Review and implement the principles of foreshortening in figure drawing
10.000%	Anatomy and structure review: Hands and head
5.000%	Observational drawing from the live figure model using proportion, measurement, sighting, and foreshortening.
10.000%	Final critique or final portfolio review
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
10%	Class Participation
30%	Class Work
20%	Final Project
30%	Homework
10%	Exams/Tests: Self-directed finished drawings for portfolio
100%	Total

VII. **Sample Assignments:**

Drawing from observation: Finished drawing of a figure in color demonstrating an understanding of gesture, proportion, volume and light logic.

Self Directed Drawing: A self-directed drawing to include a figure in an environment done from the student's own source material, preceded by drawings to show the plan for the more finished drawing

VIII. **Student Learning Outcomes:**

1. Demonstrate an improved proficiency in structuring and executing drawings using the human figure.
2. Demonstrate an increased understanding of the precedents set by the artists of the past and present in figure drawing, through composition, color, and use of the materials and bring these to bear on individual works in both practice and analysis.

New Course: ART 900, Introduction to Create Space Equipment and Materials

Units:	0.00
Total Instructional Hours (usually 18 per unit):	18.00
Hours per week (full semester equivalent) in Lecture:	1.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	54.00
Degree Applicability:	Noncredit
Proposed Start:	Spring 2024
TOP/SAM Code:	109900 - Other Fine and Applied Arts / C - Clearly Occupational
Grading:	Noncredit (Progress Indicators Used)
Repeatability:	Yes
Library:	Library has adequate materials to support course
Minimum Qualification:	Commercial Art Instructors need to have expertise in using the software and fabrication technologies
Program Impact:	None

Rationale

The art department has acquired a slew of digital fabrication tools that serve occupational goals while also enhancing their Fine Art degree.

I. Catalog Description

This course introduces and surveys create space equipment and materials that are available in the SMC Art Department. Create spaces like those that exist in the art department are some times called makerspaces and are affiliated with maker culture, and entrepreneurial skills that accelerate maker tinkering. Through readings, discussion, and hands-on building, students will get an overview of the tools available and the different problems they might solve along with an introduction to the software programs that drive each of the machines

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 7 years)

1. The Big Book of Makerspace Projects, 1, Colleen Graves, McGraw-Hill © 2016, ISBN: 1259644251

III. Course Objectives

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

1. Identify leading figures in the maker movement and their contributions
2. Articulate that "makers," "create spaces," "makerspaces," and "maker culture" have a wide variety of definitions across communities, cultures, and purposes.
3. Recognize the importance and role of open-source hardware and software in fueling and accelerating the maker movement
4. Identify and utilize appropriate software for each tool and operate multiple pieces of equipment to complete creative projects.
5. Demonstrate the importance of collaboration in create spaces and document local and regional resources.

IV. Methods of Presentation:

Distance Education, Lecture and Discussion, Lab, Observation and Demonstration, Discussion, Projects, Group Work

V. Course Content

% of Course	Topic
10.000%	Overview of Create Spaces and makerspace culture
20.000%	Overview of equipment and materials used in create spaces
20.000%	Safety issues relating to specific maker equipment
30.000%	Utilizing Software with equipment

20.000%	Collaboratio and and sharing in create spaces
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
10%	Class Work
10%	Quizzes
10%	Group Projects
30%	Projects
10%	Written assignments
10%	Oral Presentation
20%	Final Project
100%	Total

VII. Sample Assignments:

Using equipment: Find a maker project and duplicate it using the software and machines available.

Equipment Proficiency Tutorial: Select a piece of equipment from the syllabus. Develop a basic maker project and create a tutorial module for that project so that others can duplicate.

VIII. Student Learning Outcomes:

1. Describe key aspects of create spaces and their uses.
2. Choose among the various types of tools for the right option for the outcome.
3. Describe the techniques used to fix common challenges in a create space and demonstrate proficiency in trouble shooting to resolve the issues.
4. Demonstrate a level of engagement in the subject matter that reveals an understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in create space environments and their personal lives.

ART 900 Distance Education Application

Fully Online

1a. Instructor - Student Interaction:

The instructor will be in regular contact with students. There will be a discussion for each individual topic as well as one for general questions concerning the course which the instructor will check daily and our goal is to respond to all questions within 24 hours. The instructor will send regular announcements to the class using the Announcement feature in the learning management system (LMS) in place at the beginning of every week, and during the week as needed, and will also send all announcements via email. The instructor will respond to students' comments and questions via discussion boards, email, and the mail option on the LMS. The instructor's contact information will be located both on the syllabus, as well as on the introduction discussion. The instructor will provide support as needed for course navigation - the instructor will send out a welcome letter before the class starts with information about course content, expectations, how to navigate online courses, and references for the students to review about online courses. During the class, the instructor will regularly communicate with students about assignments, quizzes, and exams. There will be clear and detailed instructions embedded in each module and activity, and the instructor will also contact students with important reminders and with key points. The instructor will provide feedback to students individually as well as to the entire class. For example, the instructor may post a general feedback message to the class about a topic. The instructor will also host weekly online office hours where students can talk one on one either with any questions or concerns they have. Instructors can also provide recorded info sessions for projects. Students receive feedback on individual and group assignments as well as through group critiques that happen asynchronously

1b. Student - Student Interaction:

Students will communicate regularly with each other via the LMS, currently Canvas. For each module, students will interact in a threaded discussion for each assignment. Students will respond to a discussion topic and will then respond to each other. Student-student interaction is designed to reinforce the course material and learning outcomes as well as

to build a sense of community among learners. Students will be asked to collaborate and corroborate on assignments as well as participate in peer discussions and group critiques.

1c. Student - Content Interaction:

Students interact with course materials several times a week. Each module will have an overview, with all of the expectations, goals, and dates listed for that module. For each module, students will read any assigned material, watch the instructor's lecture and demonstration lecture notes, multimedia video lectures, Pages in LMS and web content. The instructor will provide a range of assignments and activities to address different learning styles. Other assignments may ask students to research a topic and report back to the class via discussion board or other method.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Discussion Boards	Students will post responses to topics and interact with peers and the faculty.	20.00%
Project Presentation	Students will document their projects and post a written and audio/visual summary. This will be submitted as an assignment so students can garner instructor feedback before posting publicly on a discussion board.	35.00%
Exams	Quizzes will be administered to make sure basic concepts are understood	10.00%
Online Lecture	Students will watch a video lecture on a pertinent course topic. They will be asked to take notes on the video in preparation for a discussion on this topic. Students are encouraged to post any questions they have about this topic on the "General Questions" discussion board so that the instructor can address them. Students can join in on the discussion.	35.00%

2. Organization of Content:

2. 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.) * Content will be structured in a similar manner as ground delivery. Students will have access to lecture content and visual examples along with appropriate demonstrations of technique and assignment and projects. The course includes Information, Learning, and Communication/Collaboration features that coincide with student learning outcomes specified in the course outline. The course is divided into modules or units that coincide directly with those concepts and objectives described on the course outline. A typical instructional module includes (1) written assignment directions / multimedia references; (2) support materials; (3) instructional activities and practices; (4) discussion forum(s); (5) graded assignment(s); (6) other course-specific components as necessary. The material is presented through the available technologies. Assignment activities allow students to assess their performance and progress in each module at their own pace within the general deadlines provided. Class activities provide immediate feedback to ensure progressive involvement and successful completion of each module in the course. There will be opportunities for students to participate in synchronous office hours and live demos as well as recorded demonstrations. Canvas has robust tools including the creation of content pages where links to recorded zoom and YouTube videos can be placed along with text and images. Discussion boards will be utilized for students to show work in progress and give/get feedback from other students and instructors. The content is organized into modules. Modules are consistently structured and sequenced to allow students to better anticipate and manage their workload. A variety of modalities, such as text, audio, video, images and/or graphics, and 3D models are used to create student-centered learning. There will also be links provided on a regular basis that will bring to the attention of students current events that have relevance to the course.

3. Assessments:

% of grade	Activity	Assessment Method
20.00%	Using Equipment	Find a maker project and duplicate it using the software and machines available at SMC. Use analog or digital sources to identify a simple maker project that utilizes one of the machines at SMC. Using SMC or a local maker space, document in stages the execution of the project with edited video or stills and written explanation.
25.00%	Equipment Proficiency Tutorial	Select a piece of equipment from the syllabus. Develop a basic maker project and create a tutorial module for that project so that others can duplicate. Upload to the assignment. Make edits after receiving comments from your instructor and post to the threaded discussion for feedback from your peers.
30.00%	Final Project	Documentation submitted and discussion threads
20.00%	Quizzes	Module quizzes to ensure safety and proper tool use.

5.00%	Research	Discussion posts on assigned research topics
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4. Instructor's Technical Qualifications:

Faculty will need to be experts on the maker equipment and comfortable demonstrating via live streaming technologies like zoom. They will know how to use the current LMS and should have received training for teaching online if they have not already demonstrated this proficiency. For example, an instructor could take the @One training courses, as well as attend workshops at SMC, consult with other faculty, and participate in distance education activities offered, such as the peer review of course shells. The instructor should have a good working knowledge of the Canvas LMS, as well as proficiency in disseminating information digitally, such as lecture videos, Digital Presentations, audio files, etc.

5. Student Support Services:

Students will need to be able to come to SMC to use equipment or find other local sources for maker equipment. This is becoming more available as public institutions like libraries and community centers are increasingly having make equipment available to the public. The other student support services are all set for online studio courses.

6. Accessibility Requirements:

All video content will be closed captioned and Canvas has many built in features like Alt text for images to ensure accessibility. Text documents will be uploaded as word docs and use style formatting that allows for clear interpretation by screen reading software. When courses are evaluated, we go through a rigorous accessibility compliance check with our department Accessibility representative Christopher Badger.

7. Representative Online Lesson or Activity:

CO- Identify and utilize appropriate software for each tool and operate multiple pieces of equipment to complete creative projects.

Assignment- Find a maker project and duplicate it using the software and machines available at SMC. Use analog or digital sources to identify a simple maker project that utilizes one of the machines at SMC. Using SMC or a local maker space, document in stages the execution of the project with edited video or stills and written explanation.

Step 1- Submit your maker Project proposal- Research different projects and select one that will give you an opportunity to use one of the tools in the SMC create space. Make sure to identify the software and tool that you will be using from the syllabus list. Once your project is approved proceed to the next step

Step 2- Follow the project plan and document each stage with photos or videos. Make sure you narrate or write up the processes you are following and any challenges that you are experiencing. Also include how you might utilize what you learned on something that you want to complete for your own interests. Submit the link to the video file or the PDF for instructor feedback

Step 3- post your finished project in the threaded discussion to get feedback and insights from your peers. Make sure to reply to another's post on what you learned from their selected project.

New Course: DANCE 78, Dance Study Tour

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
Transferability:	Transfers to CSU
Degree Applicability:	Credit – Degree Applicable
Proposed Start:	Spring 2024
TOP/SAM Code:	100800 - Dance / E - Non-Occupational
Grading:	P/NP Only
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Dance
Program Impact:	None

Rationale

We are proposing a new course modeled after our current Dance 79 (Dance in New York City), with significant revisions, including a title change to allow for more options in the travel component, and an increase to 2 units. We have successfully filled Dance 79 three times, attracting transfer and career-minded dance majors, demonstrating a clear need for this offering in our program. The basis for designing a new course is to make the course more accessible and diverse to better reach our demographic. Previously, we required a co-requisite of Dance History with Dance 79 making the whole experience a 4-unit commitment. This became problematic for students who had already taken the co-requisite in a previous semester. By creating a stand-alone course, Dance 78 will allow for adequate time to explore historical context specific to the travel site. We have concluded that the requirement of Dance history was too broad of a historical focus. By making Dance 78 a 2 unit course and dropping the co-requisite, we are able to expand the time needed for content prior to the trip, and make this commitment more attainable for our students. We have updated the student learning outcomes, objectives, and course content to reflect the more robust dance history and research component relatable to the travel study.

I. Catalog Description

This course provides a study travel/tour of dance schools, dance resources, and dance performances in a selected city. Students will be introduced to one of the dance capitals of the world, attend master classes, panel discussions, company rehearsals, performances, and network with current professionals. Students will also gain an overview of historical influences and current practices in the field, as well as develop a unique research project pertinent to the tour. Additionally, students will have the opportunity to attend university transfer sites and related arts events.

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 7 years)

1. Fifty Contemporary Choreographers, 3rd, Edited by Jo Butterworth, Lorna Sanders, Routledge © 2020, ISBN: 9780367376789
2. Futures of Dance Studies, Edited by Susan Manning, Janice Ross, and Rebecca Schneider, University of Wisconsin Press © 2019, ISBN: 9780299322403
3. Twentieth Century Performance Reader, 3rd, Brayshaw, Teresa., Witts, Noel, Routledge © 2013, ISBN: 13: 978-0415696654

III. Course Objectives

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

1. Describe the "dance scene" of the tour city: how the process of training, rehearsing, and presenting is implemented;
2. Identify dance resources available in the tour city for research and for production;
3. Identify, compare, and contrast various dance styles and teaching methods of dance in the tour city;
4. Recognize and identify the work of contemporary choreographers in the tour city;
5. Develop a research proposal pertinent to the tour site;
6. Compare historic influences in relation to current practices in the field;

7. Use correct terminology to describe dance techniques, styles and aesthetics, as well as correct terminology to describe dance production elements;
8. Identify university transfer sites, dance department degree programs and institute certification programs in the tour city.

IV. Methods of Presentation:

Lecture and Discussion, Field Experience, Lab, Observation and Demonstration, Discussion, Critique, Projects, Field Trips, Visiting Lecturers, Group Work, Other Methods: On-site lecture/study tour of classes, rehearsals, performances, backstage tours, resource facilities, university departments

V. Course Content

<u>% of Course</u>	<u>Topic</u>
25.000%	Contextualization of the historic influences and current practices in the field, related to the tour site;
10.000%	Develop individualized research proposal pertinent to time on site;
5.000%	Review of the tour city including theaters, schools, resources, and itinerary;
50.000%	Study tour: participate in and/or observe dance classes; observe rehearsals and performances; recognize and analyze the class, rehearsal, performance/production process; recognize, evaluate, and document the work of various teachers, choreographers, and performers, as well as available resources, schools, and dance departments in the tour city;
10.000%	Compile research in a summary paper and presentation;
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
50%	Class Participation: Class/tour participation
30%	Written assignments: Written Assignments in response to in class viewings and readings, as well as critiques of off site performance.
10%	Research Projects: Develop individual research proposal
10%	Papers: Summary paper/presentation
100%	Total

VII. Sample Assignments:

#1: Student will develop an individualized research proposal pertinent to the time on site, including training opportunities, and research on any subjects related to dance history, dance ethnology, dance criticism, dance notation, choreography and production.

#2: Students will write a summary paper, analyzing the class, rehearsal, performance and production process of dance companies and schools in the tour city, as well as evaluating the work of various teachers, choreographers, and performers.

VIII. Student Learning Outcomes:

1. Articulate career goals and transfer goals with an awareness of personal cultural values, identifying further training and development opportunities regionally and nationally.
2. Identify aesthetic values and cultural and historical context of contemporary dance in the tour city.
3. Demonstrate an ability to analyze and navigate new environments, utilize basic research skills, and communicate effectively with diverse individuals and groups.