![Santa Monica College Academic Senate logo]

SANTA MONICA COLLEGE
ACADEMIC
SENATE

1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Agenda

Wednesday, October 19, 2022, 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#

Or Telephone:
+1 669 900 6833 (US Toll)
+1 669 444 9171 (US Toll)
+1 346 248 7799 (US Toll)
+1 253 215 8782 (US Toll)
+1 564 217 2000 (US Toll)
+1 646 876 9923 (US Toll)
+1 646 931 3860 (US Toll)
+1 301 715 8592 (US Toll)
+1 312 626 6799 (US Toll)
+1 386 347 5053 (US Toll)
Meeting ID: 963 8619 2571
International numbers available: https://cccconfer.zoom.us/u/abqJVu9Gkv

Or Skype for Business (Lync): SIP:96386192571@lync.zoom.us

Members:

Sal Veas, *Chair*	Fariba Bolandhemat	Alex Ibaraki	Redelia Shaw
Patricia Ramos, *Vice Chair*	Susan Caggiano	Sharlene Joachim	Scott Silverman
Bren Antrim	Javier Cambron	Jacqueline Monge	Briana Simmons
Alyssa Arreola (A.S.)	Lisa Collins	Matthew Musselman	Lydia Strong
Jason Beardsley	Rachel Demski	Estela Narrie	Audra Wells
Mary Bober	Christina Gabler	Brandon Reilly	Associated Students Rep
Walter Butler	Aileen Huang	Janet Robinson	

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)

VI. Information Items

1. Curriculum Committee Training
2. CalGETC Area E Removal; Addition of 1C update
3. Curricunet Clean-Up Reminder

(Non-Substantial Changes)
4. COM ST 38/ETH ST 38 Introduction to Latina/o/x Communication Studies *(cross-listing)*
5. ECE 2 Principles and Practices of Teaching Young Children
6. ECE 17 Introduction to Curriculum
7. ECE 21 Observation and Assessment
8. ECE 22 Practicum in Early Childhood Education
9. MEDIA 10/ETH ST 10 Media, Gender, and Race *(cross-listing)*

VII. Action Items

   - Changed program description and Program Learning Outcomes
   - Changed major units from 21 units to 18 units
   - "Required Core"
     o Changed from Required Core: 9 units/1 group, to Required Core: 6 units, 2 groups
     o Added: ETH ST 1 (required), and ETH ST 6 or ETH ST 7 (select 1)
     o Moved: ENGL 10, HIST 10, POL SC 21, SOCIOL 34 to new elective group
     o Removed: POL SC 21
   - Added new group: "Required Elective – Select 1": ENGL 10, HIST 10, SOCIOL 34
   - Removed "Arts – Select 1" and courses AHIS 72, DANCE 2, MUSIC 33, MUSIC 37
   - "Inter-Ethnic Studies Elective – Select 1"
     o Removed: COM ST 14, COM ST 37, GEOG 2, GEOG 14, NUTR 7, SOCIOL 1, SOCIOL 1S
     o Added "Any course not used in Area C" (ENGL 10, HIST 10, SOCIOL 34), and COM ST 20
   - "Intra-Ethnic Studies – Select 2 (6 units)" added new section Communication Studies – COM ST 38, and "Any course not used in Area B" (ETH ST 6, ETH ST 7)
f. Changes to degrees, certificates, and program maps as a result of courses considered on this agenda

VIII. New Business

IX. Old Business
   - DEI in Curriculum Framework: Diversity, Equity, and Inclusion in Curriculum: Model Principles and Practices

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 November 2, 2022.

SANTA MONICA COLLEGE
ACADEMIC SENATE

1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Minutes
Wednesday, September 21, 2022, 3:00 p.m.
Zoom Meeting

Members Present:

Sal Veas, *Chair*	Walter Butler	Christina Gabler	Estela Narrie
Patricia Ramos, *Vice Chair*	Fariba Bolandhemat	Aileen Huang	Janet Robinson
Bren Antrim	Susan Caggiano	Alex Ibaraki	Redelia Shaw
Alyssa Arreola (A.S.)	Javier Cambron	Sharlene Joachim	Scott Silverman
Jason Beardsley	Lisa Collins	Jacqueline Monge	Briana Simmons
Mary Bober	Rachel Demski	Matthew Musselman	Audra Wells

Members Absent:

Brandon Reilly   Lydia Strong

Others Present:

Liz Koenig   Ashley Mejia   Steven Sedky

(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 3:05 pm. Motion to approve the agenda with no revisions.
Motion made by: Scott Silverman; **Seconded by:** Lisa Collins
The motion passed unanimously. *(Aileen Huang not present)*

II. Public Comments
None

III. Announcements
None

IV. Approval of Minutes
Motion to approve the minutes of September 7, 2022 with no revisions.
Motion made by: Scott Silverman; **Seconded by:** Audra Wells
The motion passed unanimously. *(Aileen Huang not present)*

V. Chair's Report
- The new/updated META handbook has been uploaded to the website
- The Curriculum Proposal Handbook, created by Sheila Cordova, is also now available
- We'll be working on putting together a Curriculum page focused on DEI this semester

VI. Information Items

1. Bachelor's Degree Program Ad Hoc Committee Updates – Steven Sedky
Steven Sedky is the chair of the Academic Senate Career Technical Education Committee, and Co-Chair (along with Sal Veas) of the Bachelor's Degree Program Ad Hoc Committee.

The Chancellor's Office will be accepting applications for Bachelor's Degree program proposals twice

per year – in August and January.

24 states now offer Bachelor's Degrees at Community Colleges, many similar to California, offering programs that fill workforce needs that are not being met.

At the local level, in reviewing possible proposals, we're relying on the Chancellor's Office rubric – ex: Bachelor's degrees at community colleges cannot compete with existing 4-year college offerings at the UC/CSUs, and must meet workforce demand.

For more information, please visit the [Bachelor's Degree Program (BDP) Ad Hoc Committee](#) page. *Please see page 4 for the presentation.*

2. DEI in Curriculum: Model Principles and Practices – Sal Veas
   Curriculum Representatives are encouraged to take this presentation back to your chairs and departments to start discussions. Academic Affairs supports all efforts to make this an ongoing conversation across all departments.

   The [DEI in Curriculum](#) presentation has been uploaded to the Curriculum Committee Resources page.

   There are great resources on the ASCCC Curriculum Institute page under "[Presentation Materials](#)"

(Non-Substantial Changes)
3. ESL 20A Advanced Grammar Workshop
4. ESL 20B Advanced Grammar and Editing
5. ESL 28 Academic Vocabulary Skills
6. NUTR 4 Healthy Lifestyle: Food and Fitness

VII. Action Items

(Courses: New)
a. ESL 922 Conversation and Culture in the U.S. (Advisory: ESL 905)
   Motion to approve ESL 922 (VII. a.), ESL 926 (VII. b.), ESL 927 (VII. c.), and ESL 976 (VII. d.) with no revisions.
   Motion made by: Bren Antrim; **Seconded by:** Audra Wells
   The motion passed unanimously.

   Motion to approve ESL 922 advisory of ESL 905 (VII. a.), ESL 926 advisory of ESL 905 or ESL 965 (VII. b.), ESL 927 advisory of ESL 905 or ESL 965 (VII. c.), and ESL 976 advisory of ESL 905 or ESL 975 (VII. d.) with no revisions.
   Motion made by: Estela Narrie; **Seconded by:** Bren Antrim
   The motion passed unanimously.

b. ESL 926 Advanced Grammar Workshop (Advisory: ESL 905 or ESL 965)
   Course and advisories passed as a block with ESL 922 (VII. a.)

c. ESL 927 Advanced Grammar and Editing (Advisory: ESL 905 or ESL 965)
   Course and advisories passed as a block with ESL 922 (VII. a.)

d. ESL 976 Academic Vocabulary Skills (Advisory: ESL 905 or ESL 975)
   Course and advisories passed as a block with ESL 922 (VII. a.)

(Courses: Substantial Changes)
e. PSYCH 11 Child Growth and Development
   Motion to approve changes to PSYCH 11 with no additional revisions.
   Motion made by: Susan Caggiano; **Seconded by:** Jacqueline Monge
   The motion passed unanimously.

(Courses: Distance Education)

f. ASL 1 American Sign Language 1
Motion to approve distance education for ASL 1 (VII. f.) and JAPAN 8 (VII. j.) as a block with no revisions.
Motion made by: Estela Narrie; **Seconded by:** Alex Ibaraki
The motion passed unanimously.

g. ESL 926 Advanced Grammar Workshop
Motion to approve distance education for ESL 926, (VII. g.), ESL 927 (VII. h.), and ESL 976 (VII. i.) as a block with no revisions.
Motion made by: Bren Antrim; **Seconded by:** Patricia Ramos
The motion passed unanimously.

h. ESL 927 Advanced Grammar and Editing
DE for ESL 927 passed as a block with ESL 926 (VII. g.)

i. ESL 976 Academic Vocabulary Skills
DE for ESL 976 passed as a block with ESL 926 (VII. g.)

j. JAPAN 8 Conversational Japanese
Passed as a block with ASL 1 (VII. f.)

(Programs: Revisions)

k. 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.
- ESL 922, ESL 926, ESL 927, and ESL 976 to be added as electives to:
  - Advanced English as a Second Language Noncredit Certificate of Competency
  - Low Advanced ESL Noncredit Certificate of Competency

Motion made by: Bren Antrim; **Seconded by:** Susan Caggiano
The motion passed unanimously.

VIII. New Business
None

IX. Old Business
None

X. Adjournment
Motion to adjourn the meeting at 4:22 pm.
Motion made by: Bren Antrim; **Seconded by:** Susan Caggiano
The motion passed unanimously.

Adding More
Bachelors Degree Programs (BDP)

Curriculum Committee Meeting
9-21-22

SANTA MONICA COLLEGE

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10 + 1

ACADEMIC SENATE
for California Community Colleges

Title 5 §53200 (b): Academic Senate means an organization whose primary function is to make recommendations with respect to academic and professional matters. In Section 53200 (c), "Academic and professional matters" means the following policy development and implementation matters:

1 Curriculum including establishing prerequisites and placing courses within disciplines

2 Degree and certificate requirements

3 Grading policies

4 Educational program development

SANTA MONICA COLLEGE

History & Future

September, 2014
Jerry Brown signed SB 850 to pilot 15 CC degrees

October, 2021
Gavin Newson signed [AB 927](#) which made permanent the 15 and provides opportunity to create more bachelor's degree programs

	2017-18	2018-19	2019-20	2020-2021
BS Degrees Awarded in Interaction Design	13	22	15	26

National Context

- 24 States now all CC to offer Bachelor's Degrees

[Mapping the Community College Baccalaureate](#)

State	Year of Authorization	Number of Institutions with Approved CCB Programs	Number of Active CCB Programs
Washington	2005	29	114
Florida	2001	28	172
Texas	2003	16	29
California	2014	15	15
Colorado	2010	9	25
Georgia	1997	7	67
Ohio	2018	7	9
Michigan	2012	5	5
Wyoming	2019	4	6
Nevada	1999	3	26
Missouri	2018	2	0
Oklahoma	2004	2	4
Utah	2012	2	6
West Virginia	1989	2	16
Delaware	2015	1	1
Hawaii	2007	1	2
Idaho	2017	1	1
Indiana	2004	1	15
New Mexico	2004	1	10
North Dakota	2006	1	2
South Carolina	2018	1	0
Vermont	1993	1	15
Arizona	2021	0	0
Oregon	2019	0	0

National Context

- Programs by 2-Digit Classification of Instructional Program Code

CIP Code Area	# of Programs
Business (52)	117
Health Professions (51)	80
Education (13)	72
Nursing (51.3801)	65
Computer and Information Sciences and Support Services (11)	56
Engineering Technologies (15)	34
Security and Protective Services (43)	24
Biological and Biomedical Sciences (26)	17
Multi/Interdisciplinary Studies (30)	12
Public Administration (44)	12
Natural Resources and Conservation (03)	11
Agriculture (01)	10
Visual and Performing Arts (50)	10
Engineering (14)	9
Personal and Culinary Services (12)	6
Transportation and Materials Moving (49)	6
Communication, Journalism, and Related Programs (09)	5
Communications Technologies (10)	4

Mapping the Community College Baccalaureate

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BDPs as a Great Equalizer

ETHNICITY	Cohort 2016	Cohort 2017	Cohort 2018	Cohort 2019	Cohort 2020	Total
American Indian/Alaskan Native	2%	1%	0%	0%	1%	2%
Asian	14%	16%	11%	18%	13%	14%
Black/African-American	5%	4%	7%	4%	6%	5%
FilipinX	8%	6%	9%	5%	7%	8%
LatinX	26%	31%	28%	32%	32%	26%
Pacific Islander/Hawaiian Native	1%	1%	0%	1%	0%	1%
White	37%	32%	37%	30%	31%	37%
Multi-Ethnicity	5%	5%	5%	7%	5%	5%
Unknown	3%	4%	3%	3%	5%	3%
Total	100%	100%	100%	100%	100%	100%

Gender*	Percent
Female	66%
Male	33%
Unknown	1%

75% belonged to at least one impacted groups** *(first-generation college student, struggled financially, experienced homelessness or housing insecurity, indicated a disability, or is a veteran)*

Source: * MIS and Legislative Analyst Office;
** Statewide Employment Survey

Slide from 2022 Curriculum Institute

Why

- Equity, transfer as a barrier, etc.

- CCC Bachelor's Degree >$11,000 vs.
  One UC Semester $13,000

- CCC are part of communities and have strong industry connections

Student Perspective

- Students have a variety of reasons for enrolling in a BDP program but their reasons are grounded in a **desire for economic security and social mobility** for themselves and their families.

- Some students pursue a BDP to **advance in their current career path**.

- Others look at BDP programs as a chance to **change careers**.

- Yet, most students report that BDP programs allow them to **continue working and caring for family, stay local, and afford to enroll**.

From 2022 Curriculum Institute

Student Perspective

According to a Statewide Employment Survey of community college students enrolled in a California BDP:

- 51% said they would not have pursued a Bachelor's degree otherwise

- 87% agreed that the value of the program worth the tuition cost, and the tuition cost was affordable

- 92% agreed that community college should continue offering Bachelor's degree

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From 2022 Curriculum Institute

BDP Student Testimonials

"It means to me my future. I always knew I was going to get a Bachelors degree but to get it at my local college was unbelievable at the time. I got my degree with having no debt and a specialized degree to set me apart as I apply for jobs."

Mira Costa College BDP Student

From 2022 Curriculum Institute

Recent History & ROADMAP

- Spring: Discussions in CE Committee, AS Exec & AS
- Summer: Ad Hoc BDP Meetings

- Early Fall: CE Retreat, CE Selection, AS
- Fall: Senior Staff, BOT
- Winter: Application Deadline January

BDP Ad Hoc Committee Charge

- Explore institutional capacity to offer additional BDP

- Plan financial, faculty, classified staff resources needed to support BDP

- Develop systems and processes to support BDP

- Ensure student success and equity are central in development of BDP

- Ensure students transition from BDP into careers with family sustaining wages

Senate Bylaws 6.1.C General Committee Provisions

BDP Ad Hoc Committee Composition

- Co-Chairs, Chair of CE & Chair of Curriculum
- Vice Chair, Academic Affairs Dean (Workforce)
- 3 CE Department Chairs
- Articulation Officer
- Academic Affairs Dean (Budget)
- VP of Academic Affairs
- IxD Project Manager
- AS President
- 1-2 Faculty Members from the IxD Program
- FA President or Designee
- Add additional members as needed

Short Term Next Steps

- Early Fall CE Committee to continue discussion BDP & vote selection for January application

Final Thoughts

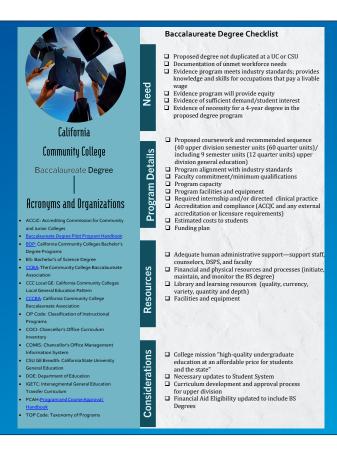**Baccalaureate Degree Programs…**

- Create affordable and locally accessible opportunities for students to earn 4-year degrees

- Reduce equity gaps within higher education and specific career industries

- Create new intergenerational wealth cycles

- Meet labor market demand and employer needs

SANTA MONICA COLLEGE

Slide from 2022 Curriculum Institute

Checklist & Rubric

California Community College

Baccalaureate Degree

Acronyms and Organizations

- ACCJC: Accrediting Commission for Community and Junior Colleges
- Baccalaureate Degree Pilot Program Handbook;
- BDP: California Community Colleges Bachelor's Degree Programs
- BS: Bachelor's of Science Degree
- CCBA: The Community College Baccalaureate Association
- CCC Local GE: California Community Colleges Local General Education Pattern
- CCCBA: California Community College Baccalaureate Association
- CIP Code: Classification of Instructional Programs
- COCI: Chancellor's Office Curriculum Inventory
- COMIS: Chancellor's Office Management Information System
- CSU GE Breadth: California State University General Education
- DOE: Department of Education
- IGETC: Intersegmental General Education Transfer Curriculum
- PCAH: Program and Course Approval Handbook
- TOP Code: Taxonomy of Programs

Baccalaureate Degree Checklist

Need
- ❑ Proposed degree not duplicated at a UC or CSU
- ❑ Documentation of unmet workforce needs
- ❑ Evidence program meets industry standards; provides knowledge and skills for occupations that pay a livable wage
- ❑ Evidence program will provide equity
- ❑ Evidence of sufficient demand/student interest
- ❑ Evidence of necessity for a 4-year degree in the proposed degree program

Program Details
- ❑ Proposed coursework and recommended sequence (40 upper division semester units (60 quarter units)/ including 9 semester units (12 quarter units) upper division general education)
- ❑ Program alignment with industry standards
- ❑ Faculty commitment/minimum qualifications
- ❑ Program capacity
- ❑ Program facilities and equipment
- ❑ Required internship and/or directed clinical practice
- ❑ Accreditation and compliance (ACCJC and any external accreditation or licensure requirements)
- ❑ Estimated costs to students
- ❑ Funding plan

Resources
- ❑ Adequate human administrative support—support staff, counselors, DSPS, and faculty
- ❑ Financial and physical resources and processes (initiate, maintain, and monitor the BS degree)
- ❑ Library and learning resources (quality, currency, variety, quantity and depth)
- ❑ Facilities and equipment

Considerations
- ❑ College mission "high-quality undergraduate education at an affordable price for students and the state"
- ❑ Necessary updates to Student System
- ❑ Curriculum development and approval process for upper division
- ❑ Financial Aid Eligibility updated to include BS Degrees

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Checklist & Rubric

Baccalaureate Degree Checklist

Need

❑ Proposed degree not duplicated at a UC or CSU
❑ Documentation of unmet workforce needs
❑ Evidence program meets industry standards; provides knowledge and skills for occupations that pay a livable wage
❑ Evidence program will provide equity
❑ Evidence of sufficient demand/student interest
❑ Evidence of necessity for a 4-year degree in the proposed degree program

calaureate

Recent Updates: Upcoming in September & October

- CCCO Application and Rubric

- January Application Approvals

- Update on CCCCO on infrastructure and intersegmental program duplication consultation process

Recent Updates: January Applicants

Respiratory Care
Crafton Hills, El Camino, Foothill

Respiratory Therapy
Los Angeles Valley College

Histotechnology
Mt. San Antonio College

Automotive Technology
De Anza College

Research Laboratory Technology
Bakersfield College

Biomanufacturing
Moorpark College

Ecosystem Restoration/Applied Fire Management
Feather River College

Feather River College
San Diego City College

Thank you
Q&A

Additional resources can be found on the [BDP Ad Hoc Committee page](#)
www.smc.edu/senate

Additional Resources

[Community College Baccalaureate Programs as an Equity Strategy: Student Access and Outcomes Data](#)

[Mapping the Community College Baccalaureate](#)

[CCCCO Baccalaureate Degree Pilot Program Handbook (2016)](#)

[A collection of resources on how community colleges can offer bachelor's degrees](#)

From Pilot to Permanent: Embracing the CCBs in California

From a forthcoming publication by Cecilia Rios-Aguilar, Ph.D.

In this brief, we provide a short synopsis of the research base on CCBs, in California and nationally, and highlight lessons learned from the design and implementation of a successful CCB program: the dental hygiene program at West Los Angeles College (WLAC). As California looks to grow BA opportunity, in particular for low-income students of color who have been underrepresented in opportunity for an attainment of bachelor's degree, our close examination of the evolution of CCBs at WLAC offers several important lessons and **recommendations for policy decision makers and community colleges looking to create their own CCB programs: (1) adjust the SCFF, (2) revise compensation for faculty and (3) increasing financial aid for students.**

	Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such)	Priority order of PR or RE course(s) within each semester (used to develop a part-time student ed plan)	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)	Intersession Option? - YES -- (MAX of 8 units)	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
Commercial Dance / CoA								**N/A**			
SEMESTER 1	DANCE 12	1				2	6	DANCE 11 or skills equivalent			or DANCE 13 (offered Spring 2023)
	DANCE 57A	2				4	12		DANCE 10-29, 31-38, 41-44B (C)		
	DANCE 77	3			YES	3	9				
	DANCE 20	4				2	6				or DANCE 17, 18, 23 or 25B
						9	27				
SEMESTER 2	DANCE 15	1				2	6	DANCE 14 or skills equivalent			or DANCE 16
	DANCE 55A	2				4	12		DANCE 10-29, 31-38, 41-44B (C)		
	DANCE 63	3				2	6	DANCE 60 or skills equivalent			
	DANCE 90A	4				1	3				
	TOTAL Semester 2					9	27				
SEMESTER 3											
	TOTAL Semester 3					0	0				
SEMESTER 4											
	TOTAL Semester 4					0	0				

	Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such)	Priority order of PR or RE course(s) within each semester (used to develop a part-time student ed plan)	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)	Intersession Option? - YES -- (MAX of 8 units)	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
	Data Science CoA						**N/A**				
	CS 82A	1	PR		YES	3	9				
	CIS 30T	2	PR			3	9				
	CS 3	3	PREREQ / ADVISORY			3	9			YES	
	TOTAL Semester 1					**9**	**27**				
SEMESTER 2	CS 82B	1	PR		YES	3	9	CS 82A			
	CS 79A	2	PR			3	9		CS 3 (P)		
	CS 87A	3	PR			3	9	CS 3		YES	
	TOTAL Semester 2					**9**	**27**				
SEMESTER 3	CS 87B	1	PR			3	9	CS 87A			
	RE	3	RE			3	9	CS 79A			Choose from CS 79F or CS 79X
	CS 82C	2	PR			3	9	CS 82A			
	TOTAL Semester 3					**9**	**27**				
SEMESTER 4											
	TOTAL Semester 4					**0**	**0**				

	Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such)	Priority order of PR or RE course(s) within each semester (used to develop a part-time student ed plan)	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)	Intersession Option? - YES -- (MAX of 8 units)	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
SEMESTER 1	MATH 2	2	GE / PREREQ	B4		5	15				
	GEOL 4	1	PR / GE	B1 / B3	YES	4	12				
	ENGL 1		GE	A2		3	9			YES	
	COUNS 20		GE	E		3	9			YES	
	TOTAL Semester 1					**15**	**45**				
SEMESTER 2	CHEM 10	1	EL / PREREQ			5	15				
	MATH 7	2	PR			5	15		MATH 2 (P)		
	ENGL 2		GE	A3		3	9		ENGL 1 (P)	YES	
	GE		GE	D		3	9			YES	Recommended GEOG 14
	TOTAL Semester 2					**16**	**48**				
SEMESTER 3	CHEM 11	1	PR			5	15		CHEM 10 (P)		
	MATH 8	2	PR			5	15		MATH 7 (P)		
	COM ST		GE	A1		3	9			YES	COM ST 11, 12, 16 OR 21 for CSU reqmt
	GE		GE	C2		3	9			YES	Recommended ENVRN 20
	TOTAL Semester 3					**16**	**48**				
SEMESTER 4	GEOL 5	2	PR			4	12			YES	
	CHEM 12	1	PR			5	15		CHEM 11 / MATH 2 (P)		
	GE		GE	C1 or C2		3	12				Recommended US HIST for CSU grad requirement
	GE		GE	D		3	9			YES	
	TOTAL Semester 4					**15**	**48**				
SEMESTER 5	GE		GE	B2		3	12				Recommended BIOL 9
	GE		GE	C1		3	9			YES	
	GE		GE	D		3	9			YES	Recommended POL SC 1 for CSU grad requirement
	GE		GE	F		5	15				
	TOTAL Semester 5					**14**	**45**				

Distance Education: THEATRE ARTS 56, Advanced Audition Workshop

Units:	4.00
Total Instructional Hours (usually 18 per unit):	108.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	3.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to CSU
Prerequisite:	Audition per BP5330

Rationale
DE Conversion

I. **Catalog Description**
On-site or Online exploration and application of progressive audition techniques for students hoping to advance to higher levels of education and performance goals. Students will prepare audition material and learn about the processes of auditioning at the more advanced levels of theatre and the education system. Many will proceed to audition for prestigious schools and contests.

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. Shakespeare for Dummies, Doyle, John and Lischner, Ray, - © 1999
2. The Bedford Companion to Shakespeare, 2nd, McDonald, Russ, Bedford © 2001
3. Thinking Shakespeare, Edelstein, Barry, Spark Publishing © 2007
4. Audition!, Shurtleff, Michael, - © 1979
5. The Best Women's Monologues from New Plays, Lawrence Harbison, Applause © 2021, ISBN: ISBN 149305325
6. The Best Men's Monologues From New Plays, 2020, Lawrence Harbison, Applause © 2021, ISBN: 149305323X
7. Assorted handouts from instructor

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Perform rehearsed audition material in the following areas: 1. Serious modern monologue 2. Comic modern monologue 3. Serious classical monologue 4. Comic classical monologue 5. Serious modern scene 6. Comic modern scene 7. Serious classical scene 8. Comic classical scene 9. Audition solo 16 bars plus 10. Audition improvisation techniques 11. Audition dance routine
2. Recognize the qualities and techniques expected of actors in an advanced, upper division setting;
3. Acquire the basic skills of putting together a complete resume of work and performance experience;
4. Demonstrate skills for the audition interview and techniques of answering questions posed to students in audition setting;
5. Understand the decorum of the audition process including making appropriate personal appearance choices, speaking to audition support staff, and filling out required forms;
6. Manage audition pressures and trouble-shooting situations;
7. Understand the callback protocol and what is expected of students sent on to advanced levels in the audition process.

IV. **Methods of Presentation:**
Other (Specify), Lecture and Discussion, Distance Education, Observation and Demonstration, Discussion, Critique, Projects, Individualized Instruction, Group Work, Online instructor-provided resources
Other Methods: Assigned audition material Required papers Project participation Rehearsal and performance of material Supervision specific to the variety and range required of advanced auditioning techniques

V. **Course Content**

% of Course	Topic
10%	Improvisation Techniques

10%	Preparation for Public Performance
10%	Discussions and Critiques
20%	Lectures on Genre, Style and Content
10%	Classical Comedic Monologue
10%	Classical Dramatic Monologue
10%	Modern Comedic Monologue
10%	Modern Dramatic Monologue
10%	Selection of Audition material
100%	Total

VI. **Methods of Evaluation**

% of Course	Topic
10%	Class Participation: Participation including improvement in building acting skills, discipline and professionalism;
60%	Skill Improvement: In-class performances and replays
20%	Other: Final Presentation
10%	Written assignments
100%	Total

VII. **Sample Assignments:**
#1: Analyze and build your character for your monologue performance at an audition.
#2: Prepare for an interview with auditioners using criteria set by the instructor.

VIII. **Student Learning Outcomes:**
1. 1. Understand, analyze in depth, and perform Monologues and Soliloquies or scenes as needed by utilizing advanced acting techniques.
2. Communicate effectively as a stage performer and develop an awareness of theatre as an art form reflecting man's social experience and cultural heritage.

TH ART 56 Distance Education Application
☑ Fully Online
☑ Online/Classroom Hybrid (not a delivery option when campus is closed)

1a. Instructor - Student Interaction:
Announcements: Weekly or more frequently Assignments: Instructor feedback of performance videos and replay videos submitted by students to instructor on canvas Assignments: Instructor feedback for tests, quizzes, exam and written production papers Threaded discussions Scheduled Zoom one-on-one meetings with students to coach them on their audition monologues preparation for transfer and competitions Small group emails Virtual Office hours

1b. Student - Student Interaction:
Collaboration projects- planned peer evaluations and mock auditions Group assignments- Advanced Audition Showcase preparation Small Group email Threaded discussion boards

1c. Student - Content Interaction:
Student- content interaction would happen multiple times a week, using a variety of learning activities. Lectures on advanced audition techniques and use and understanding of techniques Lectures and understanding of theatrical styles as applied to classical monologues Video performances demonstrating their understanding of material taught Threaded discussion and Q & A Notes on "technique" taken on peer performances Written assignments based on reviewing of techniques used in productions

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Written assignments	Written projects - study and analysis of theatre works and performance practices.	30.00%
Project Presentation	Performance projects based on study of genre, style and content.	30.00%
Online Lecture	Lectures on audition techniques, genres, conventions and practices	20.00%
Discussion Boards	Threaded discussions	10.00%
Videos	Video component	10.00%

2. Organization of Content:

Weekly Modules in Canvas with topics of discussion and assignments Assignments due as scheduled Video delivery of individual content topics Live zoom sessions with students

3. Assessments:

% of grade	Activity	Assessment Method
30.00%	Performance Projects	Observation of video submissions and evaluation of paperwork
30.00%	Production Papers	Evaluation of Written Assignments
30.00%	Class Participation, discussions on technique, theatrical genres,	Evaluation of understanding of techniques through short demonstrations
10.00%	Final Public Performance	Participation and quality of performances based on set criteria

4. Instructor's Technical Qualifications:

Master's Degree in Theatre Arts Proficiency in Canvas, Zoom, Audio and Video Platforms and Editing Software (Canva, or equivalent), Presentation Software (Google Slides/ PowerPoint/ Keynote, etc.)

5. Student Support Services:

Library Database: Subscription to Drama Online Bookstore, Counseling, Veteran's Program, Career Services, Disability Resources, Scholarships, EOPS/CARE

6. Accessibility Requirements:

All video content will be captioned. The LMS has many built in features that help to ensure accessibility, including appropriate and descriptive alt text for all images. Text documents will be uploaded using styles and formatting that allow for clear interpretation by screen reading software.

7. Representative Online Lesson or Activity:

The student will research a theatrical genre and submit a written assignment based on the criteria set by the instructor. The student will rehearse and present a memorized monologue in that genre. The presentation will be videotaped and will need to be audition and competition-worthy to the best of their ability.

Santa Monica College
Program Of Study
Ethnic Studies AA/Certificate of Achievement

Ethnic Studies is the interdisciplinary critical and comparative study of race and ethnicity, focusing on the experiences of African American, Native American/Indigenous, Asian American/Pacific Islander, and Chicana/o/x/Latina/o/x populations. Ethnic Studies provides an intersectional and critical lens for studying racial, ethnic, gender and class identities, and for interrogating structural racism, power, knowledge, and racialization in culture, politics, economy, and law. Drawing from the intellectual traditions of BIPOC (Black, Indigenous, People of Color) communities, students of Ethnic Studies attain an understanding of the historical legacies and contemporary manifestations of racism, discrimination, inequity, and movements for social justice. Through culturally responsive pedagogy, students of Ethnic Studies gain cultural competency and are exposed to perspectives and methods informed by a deep commitment to social justice, cross-cultural collaboration, liberation from systems of oppression, and social and institutional transformation.

Program Learning Outcomes:
Upon completion of the program, students will be able to:
1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self- determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies;
2. Articulate how historical forces shape constructions of race and ethnicity, and the impact of those constructions on African Americans, Asian Americans, Latinx Americans, and/or Native Americans at particular points in time;
3. Articulate significant questions and demonstrate an understanding of the relationship between political, economic, and social dimensions of race and ethnicity and their relationship to institutions and systems of power;
4. Analyze significant questions about the relationship between cultural expressions and efforts to maintain, resist and/or transform privilege and oppression;
5. Demonstrate an understanding of the connections between cultural expression and power/privilege;
6. Articulate an understanding of the factors surrounding the emergence of identity, resistance and protest in contesting racial and ethnic marginalization;
7. Critically compare expressions of resistance among different groups or at different points in time and examine their impact;
8. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American, and Latinx communities.

Area A: Required Core Course, Ethnic Studies 1	Units: 3.0
ETH ST 1 Introduction to Ethnic Studies	3.0

Area B: Required Core Course, Select one course (3 Units)	Units: 3.0
ETH ST 6 Introduction to Chicana/o/x and Latina/o/x Studies	3.0
ETH ST 7 Introduction to African American and Black Studies	3.0

Area C: Required Elective, Select one course (3 Units)	Units: 3.0
ENGL 10 Race and Ethnicity in Literature of the U.S.	3.0
HIST 10DE Ethnicity and American Culture	3.0
SOCIOL 34DE Racial and Ethnic Relations in American Society	3.0

Area D: Intra-Ethnic Studies Elective, Select two courses (6 units)	Units: 6.0

Any course not used in Area B, or

ART:
AHIS 71DE African American Art History   3.0

COMMUNICATION STUDIES:
COM ST 38^{DE} Introduction to Latina/o/x Communication Studies   3.0

ENGLISH:
ENGL 34^{DE} Afro-American Literature   3.0
ENGL 41^{DE} Introduction To Asian American Literature   3.0
ENGL 53 Latino Literature in the United States   3.0
ENGL 54 Native American Literature   3.0

HISTORY:
HIST 16^{DE} African-American History   3.0
HIST 41^{DE} Native-American History   3.0
HIST 42^{DE} The Latina/o Experience in the United States   3.0
HIST 43^{DE} Mexican-American History   3.0
HIST 62^{DE} Asian-American History   3.0

SOCIOLOGY:
SOCIOL 30^{DE} African Americans in Contemporary Society   3.0
SOCIOL 31^{DE} Latinas/os in Contemporary Society   3.0
SOCIOL 32^{DE} Asian Americans In Contemporary Society   3.0

Area E: Inter-Ethnic Studies Elective, Select one course (3 units)	**Units: 3.0**

Any course not used in Area C, or
ANTHRO 2^{DE} Cultural Anthropology   3.0
COM ST 20^{DE} Agitational and Protest Communication   3.0
FILM 7^{DE} American Cinema: Crossing Cultures   3.0
MEDIA 10^{DE} Media, Gender, and Race   3.0

Total: 18.0