SANTA MONICA COLLEGE ACADEMIC SENATE
1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Agenda

Wednesday, September 4, 2024, 3:00 p.m.
Drescher Hall, Loft (3rd Floor, Room 300-E)

Guests and members of the public may attend via Zoom:
https://smc-edu.zoom.us/j/88008685421

Meeting ID: 880 0868 5421

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Find your local number: https://smc-edu.zoom.us/u/kog4GeKXL

Members:

Redelia Shaw, *Chair*	Susan Caggiano	Walker Griffy	Scott Silverman
Dione Carter Hodges, *Vice Chair*	Javier Cambron	Aileen Huang	Bobby Simmons
Lourdes Arévalo	Evelyn Chantani	Sharlene Joachim	Briana Simmons
Jason Beardsley	Rachel Demski	Jesus Lopez	Lydia Strong
Mary Bober	Susan Fila	Jacqueline Monge	Audra Wells
Fariba Bolandhemat	Christina Gabler	Estela Narrie	Associated Students Rep
Walter Butler	Keith Graziadei	Kevin Roberts	Associated Students Rep

Interested Parties:

Stephanie Amerian	Nathaniel Donahue	David Duncan (A.S.)	Esau Tovar
Clare Battista	Kiersten Elliott	Matt Larcin	Guadalupe Salgado
Maria Bonin	Tracie Hunter	Stacy Neal	Olivia Vallejo
Department Chairs	Maral Hyeler	Patricia Ramos	Tammara Whitaker
Nick Chambers			

Ex-Officio Members:
Jamar London

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

I. Call to Order and Approval of Agenda
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IV. Approval of Minutes (May 15, 2024) 3

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4. Local GE Pattern Update
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(Programs: Revisions)

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VIII. New Business

IX. Old Business

X. Adjournment

Please notify Redelia Shaw, Dione Carter Hodges, and Rachel Demski by email if you are unable to attend this meeting.

The next Curriculum Committee meeting is September 18, 2024.

SANTA MONICA COLLEGE ACADEMIC SENATE
1900 Pico Boulevard Santa Monica, CA 90405
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Curriculum Committee Minutes

Wednesday, May 15, 2024, 3:00 p.m.
Drescher Hall, Loft (3rd Floor, Room 300-E)
Zoom (guests/members of the public)

Members Present:

Redelia Shaw, *Chair*	Susan Caggiano	Aileen Huang	Estela Narrie
Dione Carter Hodges, *Vice Chair*	Javier Cambron	Alex Ibaraki	Scott Silverman
Jason Beardsley	Evelyn Chantani	Sharlene Joachim	Bobby Simmons
Mary Bober	Rachel Demski	Justin Liu (A.S.)	Briana Simmons
Fariba Bolandhemat	Christina Gabler	Jesus Lopez	Audra Wells
Walter Butler	Walker Griffy	Jacqueline Monge	

Members Absent:

Lisa Collins	Susan Fila	Lydia Strong

Others Present:

Delphine Broccard	Gary Huff	Bea Magallon	Maxim Saffiouline
Guido Davis Del Piccolo	Nathan Khalil	Colleen McGraw	Steven Sedky
Andria Denmon	Denise Kinsella	Eric Minzenberg	Mark Tomasic
Janelle DeStefano	Jing Liu	Susan Morrison	Esau Tovar
Brian Driscoll	Jamar London	Dana Nasser	Olivia Vallejo
Gail Edinger	Karol Lu	Debbie Perret	Eric Williams
Nancy Grass	Jonathan Macias	Adam Richardson	Roberta Wolin-Tupas
Sira Hotsinpiller			

(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 3:02 pm. Motion to approve the agenda with revisions to table the following action items:

- Courses: New: ARC 45 (VII. c.), IXD 320 (VII. j.), IXD 420 (VII. k.), IXD 440 (VII. l.), PRO CR 70 (VII. r.), PRO CR 71 (VII. s.), PRO CR 72 (VII. t.), PRO CR 73 (VII. u.), PRO CR 90 (VII. v.), PRO CR 91 (VII. w.), PRO CR 92 (VII. x.), PRO CR 93 (VII. y.), PRO CR 94 (VII. z.), PRO CR 95 (VII. aa.), PRO CR 96 (VII. bb.), PRO CR 97 (VII. cc.)
- Courses: Distance Education: IXD 320 (VII. j.), IXD 420 (VII. k.), and IXD 440 (VII. l.)
- Courses: Substantial Changes: IXD 310 (VII. q.), IXD 330 (VII. r.), IXD 360 (VII. s.), IXD 410 (VII. t.), IXD 460 (VII. u.), IXD 470 (VII. v.)

Motion made by: Scott Silverman; **Seconded by:** Christina Gabler
The motion passed unanimously.

II. Public Comments

Delphine Broccard and Denise Kinsella provided public comment in support of keeping the Global Citizenship requirement as part of the SMC General Education pattern. Delphine emphasized support for "Option 2" as provided by the Global Citizenship subcommittee (keeping it as a requirement, but offering a waiver option for students who can't/aren't able to complete the Global Citizenship requirement.)

III. Announcements

- Arts, Media, and Entertainment is holding a "Taco Tuesday" on May 21st during the activity hour, 11:15am-12:35pm in the Student Equity Center (the lower level in Cayton)

IV. Approval of Minutes (May 1, 2024)

Motion to approve the minutes of May 1, 2024 with no revisions.
Motion made by: Jesus Lopez; **Seconded by:** Walter Butler
The motion passed unanimously.

V. Chair's Report

Estela Narrie shared the decisions from IGETC/CSUGE; department chairs have been emailed with details regarding the decisions already.

- IGETC
  - BIOL 35 – denied Area 5B
  - ETH ST 8 – approved Area 4; denied Area 7
  - GEOL 6 – approved Area 5A/5C
  - GEOL 9 – approved Area 5A
  - KOREAN 3 – approved Area 6A; denied Area 3B (will go into effect Fall 2026)

- CSUGE
  - AQUA 3 – denied Area B2
  - BIOL 35 – denied B2 (CSUGE)
  - ETH ST 8 – approved Area D; denied Area F
  - GEOL 6 – approved Area B1/B3
  - GEOL 9 – approved Area B1
  - SPAN 1A – denied Area C2
  - SPAN 1B – denied Area C2

This was the last IGETC/CSUGE application cycle. Starting in December 2024, courses for GE will be submitted for Cal-GETC approval.

We will be having a "Curriculum Retreat" on August 20th at the EpiCenter. More information coming soon.

VI. Information Items

(Non-Substantial Changes)

1. GEOG 1 Physical Geography
2. GEOG 2 Introduction To Human Geography
3. GEOG 5 Physical Geography with Lab
4. GEOG 8 Introduction to Urban Studies
5. GEOG 20 Introduction to Geographic Information Systems
6. GEOG 23 Intermediate Geographic Information Systems
7. GEOG 26 Introduction to Remote Sensing
8. NUTR 7 Food and Culture in America
9. SST 901 Fundamentals of Sustainability
10. SST 902 Sustainability Outreach
11. SST 905 Organics Recycling
12. SST 906 Introduction to Clean Technologies
13. SST 908 Impacts of Policy on Sustainability

VII. Action Items

(Courses: New)

a. ACCTG 41 Accounting for Entrepreneurs
   Motion to approve ACCTG 41 with the following revisions:
   - Catalog course description: change "we will…" language to "this course will…"

- Course objectives rewritten:
    - #1: “Explain the steps involved in starting a business in California, including the registration process and different business entity types.”
    - #2: “Define the accounting methods commonly used by small businesses, enabling them to effectively manage their financial records effectively.”
    - #3: “Identify state and federal tax agencies and reporting requirements necessary for business compliance with relevant laws.”
    - #4: “Identify popular accounting software entrepreneurs use to manage their company records including receivables, payables and financial reporting.”
    - #5: “Identify sales tax and software tools available for tracking sales tax.”
    - #6: “Explain the importance of cash flow management and budgeting for entrepreneurs.”
- SLOs #1 and #2, change to:
    - #1: “Perform the steps to start a business in California, including the selection of appropriate business entity types and the registration process.”
    - “Explain debits and credits, cash versus accrual accounting and the financial reports entrepreneurs use to analyze their business.”
- Methods of Evaluation: add “in-class activities” text to “Class Participation”

Motion made by: Jesus Lopez; **Seconded by:** Audra Wells
The motion passed unanimously.

b. ANTHRO 300 Ethnographic Research Methods for Designers (Prerequisite: Admission to the Bachelor of Science in Interaction Design)
Motion to approve ANTHRO 300 with the following revisions:
- SLOs: remove “students will…” from all SLOs and change SLO #1 “Examine” to “Evaluate”
- Methods of Evaluation: change “online discussion forms” to “discussion forums”

Motion made by: Javier Cambron; **Seconded by:** Estela Narrie
The motion passed unanimously.

~~c. ARC 45 Designing Spaces: Enhancing the Human Experience (Prerequisite: Admission to the Bachelor of Science in Interaction Design)~~
Tabled with approval of the agenda (I.)

d. BIOL 36 Quality Control and Assurance
Motion to approve BIOL 36 with the following revisions:
- Methods of Evaluation: add “in-class activities” text to “Class Participation”
- Textbook: update “The ASQ Quality Improvement Pocket Guide” to the 2020/4th edition

Motion made by: Scott Silverman; **Seconded by:** Alex Ibaraki
The motion passed unanimously.

e. COSM 41E The Art of Wig Making (Prerequisite: COSM 11A, COSM 11B)
Motion to approve COSM 41E with the following revisions:
- SLOs: remove “students will…” from all SLOs and #1, start with “Demonstrate the…”; #2 start with “Display the significance…”; #3 start with “Identify and describe…”

Motion made by: Susan Caggiano; **Seconded by:** Walker Griffy
The motion passed unanimously.

Motion to approve prerequisites of COSM 11A and COSM 11B for COSM 41E with no revisions.
Motion made by: Scott Silverman; **Seconded by:** Estela Narrie
The motion passed unanimously.

f. COSM 50H Written Preparation for Hairstylist State Board Exam (Prerequisite: COSM 10A and COSM 10B; Advisory: Completion of at least 300 hours in the Hairstylist program.)
Motion to approve COSM 50H with the following revisions:
- Methods of Evaluation: add “in-class activities” text to “Class Participation”; typo correction for “Other: study guides”
- SLOs: remove “the student will…” from all SLOs

Motion made by: Walker Griffy; **Seconded by:** Susan Caggiano
The motion passed unanimously.

Motion to approve prerequisites of COSM 10A and COSM 10B for COSM 50H with no revisions.
Motion made by: Scott Silverman; **Seconded by:** Audra Wells
The motion passed unanimously.

Motion to approve advisory of "Completion of at least 300 hours in the Hairstylist program" for COSM 50H with the following revisions:

- Correction to advisory worksheet: "Yes" for all "Section 1 – Content Review", except #8 "N/A"

Motion made by: Bobby Simmons; **Seconded by:** Susan Caggiano
The motion passed unanimously.

g. EDUC 50 Teaching in the Age of AI: Strategies for Educators
Motion to approve EDUC 50 with no revisions.
Motion made by: Dione Hodges; **Seconded by:** Scott Silverman
The motion passed unanimously.

h. HEALTH 989 Acute Care Nurse Assistant (Corequisite: HEALTH 990)
Motion to approve HEALTH 989 with the following revisions:

- Grading Methods: change to "Noncredit (Progress Indicators Used)"
- Course Objectives: #1, #5, and #6, change "understand" to "describe"
- Change proposed start semester to "Spring 2025"
- Methods of Evaluation: add "in-class activities" text to "Class Participation"
- SLOs: all SLOs: change "discuss" to "identify", remove "with a passing grade…" language, and remove "students will…" language; split SLO #1 into two separate SLOs:
    - "Identify effective and therapeutic communication when caring for patients with acute healthcare needs."
    - "Identify fundamental physiological principles relevant to their condition."

Motion made by: Walker Griffy; **Seconded by:** Audra Wells
The motion passed unanimously.

Motion to approve corequisite of HEALTH 990 for HEALTH 989 with no revisions.
Motion made by: Scott Silverman; **Seconded by:** Estela Narrie
The motion passed unanimously.

i. HEALTH 990 Acute Care Nurse Assistant Lab
Motion to approve HEALTH 990 with revisions.

- Grading Methods: change to "Noncredit (Progress Indicators Used)"
- Change proposed start semester to "Spring 2025"
- SLO #1: remove "students will be able to…"

Motion made by: Scott Silverman; **Seconded by:** Christina Gabler
The motion passed unanimously.

~~j. IXD 320 History and Practice of Interaction Design (Prerequisite: Admission to the Bachelor of Science in Interaction Design)~~
~~k. IXD 420 Design for Social Innovation~~
~~l. IXD 440 Interaction Design Studio 3 (Prerequisite: Admission to the Bachelor of Science in Interaction Design)~~
IXD 320 (VII. j.), IXD 420 (VII. k.), and IXD 440 (VII. l.) tabled with approval of the agenda (I.)

m. KIN PE 58D Advanced Yoga Level II
Motion to approve KIN PE 58D with the following revisions:

- Methods of Evaluation: remove "class attendance" from "Class Work"
- Course Objective #5: change "continue" to "create"
- SLO #2: change to "Students will be able to synthesize their knowledge of yoga poses to create

personalized yoga sequences for their home practice."
- SLO #3: change to "Students will be able to apply their understanding of yoga to design creative flows that integrate various poses, such as standing poses and arm balances."

Motion made by: Estela Narrie; **Seconded by:** Scott Silverman
The motion passed unanimously.

n. MATH 6 Modern Mathematical Methods for STEM Majors (Prerequisite: MATH 20)
Motion to approve MATH 6 with the following revisions:
- Course Objectives:
  - #4: remove "Given a practical application" language
  - #5: split objective #5 into two separate objectives: "Solve absolute value, polynomial, rational, exponential, logarithmic, trigonometric, and inverse trigonometric equations and inequalities, and represent solutions using interval notation, setbuilder notation, and graphically." and "Determine intervals on which functions are positive and are negative by creating a sign diagram."
- Remove course objective #16 (identical to SLO #1 – leave as an SLO)
- SLO #4: remove "Given a…" language
- Add Cal-GETC Area 2 (pending review)

Motion made by: Audra Wells; **Seconded by:** Estela Narrie
The motion passed unanimously.

Motion to approve prerequisite of Intermediate Algebra with no revisions.
Motion made by: Estela Narrie; **Seconded by:** Walker Griffy
The motion passed unanimously.

o. MATH 55 Quantitative Reasoning (Prerequisite: Intermediate Algebra)
Motion to approve MATH 55 with the following revisions:
- SLO #1: split into two separate SLOs
  - "Use arithmetical, algebraic, geometric and/or statistical methods to solve problems."
  - "Explain and apply mathematical concepts and use computational skills and appropriate technology to carry out mathematics operations."
- Add Cal-GETC Area 2 (pending review)

Motion made by: Walker Griffy; **Seconded by:** Aileen Huang
The motion passed unanimously.

Motion to approve prerequisite of MATH 20 for MATH 55 with no revisions.
Motion made by: Scott Silverman; **Seconded by:** Jesus Lopez
The motion passed unanimously.

p. MATH 55C Concurrent Support for Quantitative Reasoning
Motion to approve MATH 55C with no revisions.
Motion made by: Estela Narrie; **Seconded by:** Jesus Lopez
The motion passed unanimously.

q. MUSIC 95A Introduction to Applied Music Teaching – Level I (Prerequisite: Audition/Interview Required)
Motion to approve MUSIC 95A with the following revisions:
- Add CSU transfer

Motion made by: Walker Griffy; **Seconded by:** Dione Hodges
The motion passed unanimously.

Motion to approve prerequisite of "Audition/Interview Required" for MUSIC 95A with no revisions.
Motion made by: NAME; **Seconded by:** NAME
The motion passed unanimously.

~~r. PRO CR 70 Yoga Teacher Training Essentials~~

~~s. PRO CR 71 Yoga Teacher Training Progressive Methodologies~~
~~t. PRO CR 72 Yoga Teaching Practicum~~
~~u. PRO CR 73 Anatomy & Physiology for Yoga Teachers~~
~~v. PRO CR 90 Pilates Teaching Methodology and Principals~~
~~w. PRO CR 91 Pilates Mat Instructor Training~~
~~x. PRO CR 92 Pilates Reformer Instructor Training~~
~~y. PRO CR 93 Pilates Apparatus Instructor Training~~
~~z. PRO CR 94 Pilates Reformer Teaching Practicum~~
~~aa. PRO CR 95 Introduction to Applied Kinesiology and Anatomy~~
~~bb. PRO CR 96 Pilates Apparatus Teaching Practicum~~
~~cc. PRO CR 97 Pilates Mat Teaching Practicum~~
PRO CR 70 (VII. r.) through PRO CR 97 (VII. cc.) tabled with approval of the agenda (I.)

dd. REAL ES 3 Real Estate Practice
Motion to approve REAL ES 3 with the following revisions:
- Course Objectives:
  - #1 remove course objective "Learn about Real Estate Practice."
  - #2 change "Understand some key concepts…" to "Define key concepts…"
  - #3 change "Gain insight on operating…" to "Define the principles of operating…"
  - #4 fix typos on "residential" and "fundamentals"; change "Learn" to "Apply"
- Methods of Evaluation: add "in-class activities" text to "Class Participation"
- Course Description: change "This course complies with California Senate Bill…" language to "This course complies with current California Department of Real Estate requirements…"

Motion made by: Aileen Huang; **Seconded by:** Audra Wells
The motion passed unanimously.

(Courses: Distance Education)

a. ACCTG 41 Accounting for Entrepreneurs
Motion to approve distance education for ACCTG 41 with no revisions.
Motion made by: Scott Silverman; **Seconded by:** Susan Caggiano
The motion passed unanimously.

b. ANTHRO 300 Ethnographic Research Methods for Designers
Motion to approve distance education for ANTHRO 300 with no revisions.
Motion made by: Susan Caggiano; **Seconded by:** Scott Silverman
The motion passed unanimously.

c. ARC 45 Designing Spaces: Enhancing the Human Experience
Tabled with approval of the agenda (I.)

d. ART 87 Art Mentor Portfolio
Motion to approve distance education for ART 87 with the following revisions:
- 1A Instructor-Student Interaction: correct typo of "Art 87A" to "Art 87"
- 1D Distance Ed-Interactions: remove "Videos"; combine the two "Project Presentation" entries into one field for a total of 45% with separate projects listed in the "brief description" box

Motion made by: Bobby Simmons; **Seconded by:** Susan Caggiano
The motion passed unanimously.

e. COSM 41E The Art of Wig Making
Motion to approve distance education for COSM 41E with no revisions.
Motion made by: Susan Caggiano; **Seconded by:** Estela Narrie
The motion passed unanimously.

f. COSM 50H Written Preparation for Hairstylist State Board Exam
Motion to approve distance education for COSM 50H with no revisions.
Motion made by: Susan Caggiano; **Seconded by:** Estela Narrie

The motion passed unanimously.

g. EDUC 50 Teaching in the Age of AI: Strategies for Educators
Motion to approve distance education for EDUC 50 with no revisions.
Motion made by: Dione Hodges; **Seconded by:** Scott Silverman
The motion passed unanimously.

~~h. IXD 320 History and Practice of Interaction Design~~
~~i. IXD 420 Design for Social Innovation~~
j. ~~IXD 440 Interaction Design Studio 3~~
IXD 320 (VII. j.), IXD 420 (VII. k.), and IXD 440 (VII. l.) tabled with approval of the agenda (I.)

k. KIN PE 58D Advanced Yoga Level II
Motion to approve distance education for KIN PE 58D with no revisions.
Motion made by: Susan Caggiano; **Seconded by:** Audra Wells
The motion passed unanimously.

l. MUSIC 95A Introduction to Applied Music Teaching – Level I
Motion to approve distance education for MUSIC 95A with no revisions.
Motion made by: Susan Caggiano; **Seconded by:** Audra Wells
The motion passed unanimously.

m. REAL ES 3 Real Estate Practice
Motion to approve distance education for REAL ES 3 with no revisions.
Motion made by: Walker Griffy; **Seconded by:** Audra Wells
The motion passed unanimously.

(Courses: Substantial Changes)

n. ART 87 Art Mentor Portfolio (changed: course name, hours (9 arranged to 2 lecture/3 lab), SLOs, course objectives, course content, lab content, methods of presentation, methods of evaluation, textbooks, sample assignments)
Motion to approve changes to ART 87 with the following additional revisions:
- Rationale: correct formerly typo of “ART 87J” to “ART 87A”
- Methods of Evaluation: combine two “Class Participation” entries (15% and 20%), and add “in-class activities” text to “Class Participation”
- Sample Assignment #3: correct typo on “Tools and materials”
- SLOs:
  - #1 change “Learn to present artwork” to “Present your artwork”
  - #2 change “Demonstrate an understanding of” to “Analyze”
- Add CSU transfer

Motion made by: Sharlene Joachim; **Seconded by:** Bobby Simmons
The motion passed unanimously.

o. ENGL 5 British Literature 1 (changed: SLOs, course objectives, methods of evaluation, sample assignments)
Motion to approve changes to ENGL 5 with the following additional revisions:
- SLOs: remove “Upon completion…” language from all SLOs

Motion made by: Estela Narrie; **Seconded by:** Bobby Simmons
The motion passed unanimously.

p. GEOG 3 Weather and Climate (changed: SLOs, methods of presentation, methods of evaluation, textbooks, sample assignments)
Motion to approve changes to GEOG 3 with additional revisions.
- Methods of Evaluation: add “in-class activities” text to “Class Participation”

Motion made by: Scott Silverman; **Seconded by:** Christina Gabler
The motion passed unanimously.

q. ~~IXD 310 Interaction Design Studio 1 (changed: course description, SLOs, course objectives, arranged hours objectives, course content, methods of presentation, methods of evaluation, textbooks, sample assignments, DE application language (*DE already approved)*)~~
r. ~~IXD 330 Interaction Design Studio 2 (changed: course description, SLOs, prerequisite (removing IXD 310, adding Admission to the Bachelor of Science in Interaction Design), course content, methods of presentation, methods of evaluation, textbooks, sample assignments, DE application language (*DE already approved)*)~~
s. ~~IXD 360 Product Design (changed: course description, SLOs, course objectives, course content, methods of evaluation, textbooks, sample assignments, DE application language (*DE already approved)*)~~
t. ~~IXD 410 Project Management for Design (changed: course description, hours/units (1 lecture/2 lab/2 arranged/2 units to 2 lecture/1 lab/2 arranged/3 units), adding prerequisite Admission to the Bachelor of Science in Interaction Design, SLOs, course objectives, course content, methods of presentation, methods of evaluation, textbooks, sample assignments, DE application language (*DE already approved)*)~~
u. ~~IXD 460 Programming Design Systems (changed: course description, SLOs, course objectives, arranged hour objectives, course content, methods of evaluation, textbooks, sample assignments, , DE application language (*DE already approved)*)~~
v. ~~IXD 470 Interaction Design Senior Studio (changed: course description, hours/units (from 2 lecture/1 lab/2 arranged/3 units to 3 lecture/1 lab/2 arranged/4 units), SLOs, course objectives, arranged hour objectives, course content, textbooks, sample assignments, , DE language (*DE already approved)*)~~
IXD 310 (VII. q.) through IXD 470 (VII. v.) tabled with approval of the agenda (I.)

(Programs: New)

w. Acute Care Nurse Assistant Noncredit Certificate of Completion
Motion to approve Acute Care Nurse Assistant Noncredit Certificate of Completion with no revisions.
Motion made by: Jesus Lopez; **Seconded by:** Estela Narrie
The motion passed unanimously.

x. Biotechnology AS Degree
Motion to approve Biotechnology AS Degree with revision to remove CHEM 10 requirement; major units reduced to 49 units.
Motion made by: Susan Caggiano; **Seconded by:** Jesus Lopez
The motion passed unanimously.

y. Dance Teaching (Pre K-Grade 5) Certificate of Achievement
Motion to approve Dance Teaching (Pre K-Grade 5) Certificate of Achievement with no revisions.
Motion made by: Walker Griffy; **Seconded by:** Scott Silverman
The motion passed unanimously.

z. Production Design for Film and TV Fundamentals Certificate of Achievement
Motion to approve Production Design for Film and TV Fundamentals Certificate of Achievement with additional revisions made prior to the meeting:
- Correction to course requirements:
  - FILM 1 *or* FILM 2 (was listed as FILM 1 *and* FILM 2)
  - IARC 90A *or* IARC 90B (was listed as IARC 90A *and* IARC 90B)
  - Total Units reduced/corrected to: 16-17 units

Motion made by: Scott Silverman; **Seconded by:** Aileen Huang
The motion passed unanimously.

aa. Real Estate Certificate of Achievement Certificate of Achievement
Motion to approve Real Estate Certificate of Achievement Certificate of Achievement with no revisions.
- Remove all hyphens from “real-estate” throughout the entire program proposal.

Motion made by: Estela Narrie; **Seconded by:** Walker Griffy
The motion passed unanimously.

bb. Sustainability and Materials Management Certificate of Achievement
Motion to approve Sustainability and Materials Management Certificate of Achievement with no revisions.
Motion made by: Aileen Huang; **Seconded by:** Alex Ibaraki
The motion passed unanimously.

(Programs: Revisions)

cc. Early Childhood Associate Teacher Certificate of Achievement
- Substantial language changes to PLOs, including splitting and mapping

Motion to approve changes to Early Childhood Associate Teacher Certificate of Achievement with no additional revisions.
Motion made by: Scott Silverman; **Seconded by:** Alex Ibaraki
The motion passed unanimously.

dd. Early Childhood Studies AS/Certificate of Achievement
- Substantial language changes to PLOs, including splitting and mapping

Motion to approve changes to Early Childhood Studies AS/Certificate of Achievement with no additional revisions.
Motion made by: Estela Narrie; **Seconded by:** Jesus Lopez
The motion passed unanimously.

ee. Early Intervention/Special Education Assistant AS/Certificate of Achievement
- Substantial language changes to PLOs, including splitting and mapping
- Replacing ECE 64 with ECE 32 in Required Courses (no change to units)

Motion to approve changes to Early Intervention/Special Education Assistant AS/Certificate of Achievement with no additional revisions.
Motion made by: Christina Gabler; **Seconded by:** Bobby Simmons
The motion passed unanimously.

ff. Infant/Toddler Teacher AS/Certificate of Achievement
- Substantial language changes to PLOs, including splitting and mapping

Motion to approve changes to Infant/Toddler Teacher AS/Certificate of Achievement with no additional revisions.
Motion made by: Jesus Lopez; **Seconded by:** Dione Hodges
The motion passed unanimously.

gg. Transitional Kindergarten Certificate of Achievement
- Substantial language changes to PLOs, including splitting and mapping

Motion to approve changes to Transitional Kindergarten Certificate of Achievement with no additional revisions.
Motion made by: Walter Butler; **Seconded by:** Walker Griffy
The motion passed unanimously.

hh. Changes to degrees, certificates, and program maps as a result of courses considered on this agenda
Motion to approve to changes to degrees, certificates, and program maps as a result of courses considered on this agenda
Motion made by: Audra Wells; **Seconded by:** Susan Caggiano
The motion passed unanimously.

VIII. New Business

None

IX. Old Business

- SMC General Education Global Citizenship (Discussion/Vote – Action)
Please review the list of possible options/outcomes as submitted by the Global Citizenship

Subcommittee. The Curriculum Committee can make a motion for any action (including to table/delay); actions are not restricted to the list from the subcommittee. The list is provided for information/reference and does not recommend any specific action be taken. Under the Brown Act, an action item must be listed on the agenda as actionable if any vote is to be taken.

Scott Silverman recapped the suggestions listed by the subcommittee. Concerns were raised regarding the waiver option – advertising a "requirement" that could be "waived" upon request.

Motion to keep the Global Citizenship requirement in place, as-is, with no changes to the SMC General Education requirement.
Motion made by: Christina Gabler; **Seconded by:** Susan Caggiano
The motion passed with the following vote:

- **10 Yes:** Jason Beardsley, Mary Bober, Fariba Bolandhemat, Susan Caggiano, Christina Gabler, Walker Griffy, Alex Ibaraki, Scott Silverman, Bobby Simmons, Briana Simmons
- **5 No:** Walter Butler, Dione Carter Hodges, Aileen Huang, Estela Narrie, Audra Wells
- **3 Abstain:** Javier Cambron, Sharlene Joachim, Jesus Lopez
  Redelia Shaw (Chair), Evelyn Chantani (Librarian), and Rachel Demski (Curriculum Specialist), are non-voting members. The Chair may vote in the event of a tie vote.

X. Adjournment

Motion to adjourn the meeting at 6:09 pm.
Motion made by: Scott Silverman; **Seconded by:** Aileen Huang
The motion passed unanimously.

	Dance Teaching (Pre-K - Grade 5) / CoA						N/A				
	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	DANCE/ECE 75	1	PR		YES	3	9				
	PSYCH 11	2	PR		YES	3	9			YES	
	DANCE 10	3	PR			2	6				
	RE	4	RE			2	6	VARIES		YES	2 units from Modern Electives
						10	**30**				
SEMESTER 2	ECE 2	1	PR			3	9	PSYCH 11		YES	
	DANCE 2 or 5	2	PR			3	9			YES	
	DANCE 90B	5	PR			2	6				
	RE	4	RE			2	6	VARIES		YES	2 units from Ballet Electives
	RE	3	RE			2	6	VARIES			2 units from World and Commerical Dance Electives
	TOTAL Semester 2					**12**	**36**				
SEMESTER 3											
	TOTAL Semester 3					**0**	**0**				
SEMESTER 4											
	TOTAL Semester 4					**0**	**0**				

	Production Design for Film and TV - Fundamentals / CoA						N/A				
	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	ARC 10	1	PR		YES	3	9			YES	
	ARC 11	2	PR		YES	3	9			YES	
						6	18				
SEMESTER 2	FILM 1 or 2	1	PR			3	9			YES	
	IARC 53	2	PR		YES	3	9	ARC 11			
	TOTAL Semester 2					6	18				
SEMESTER 3	IARC 63	1	PR			3	9	IARC 53 or ARC 11			
	IARC 90A or 90B	2	PR			1	3				IARC 90B is 2 units
	TOTAL Semester 3					4	12				
SEMESTER 4											
	TOTAL Semester 4					0	0				

Substantial Change: ANTHROPOLOGY 1, Biological Anthropology

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
Transferability:	Transfers to UC, CSU
CSU GE Area:	B2 - Life Science
IGETC Area:	5B: Biological Science
SMC GE Area:	Area I: Natural Science
Advisory:	Eligibility for ENGL 1
Degree Applicability:	Credit - Degree Applicable

I. **Catalog Description**

A survey of human biology, this course focuses on human origins and evolution by investigating the major aspects of biological anthropology including Mendelian and human genetics, primate and hominid evolutionary processes, contemporary human variability and facets of primate ethology and human behavior that make our species unique in the animal kingdom.

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. Explorations: An Open Invitation To Biological Anthropology, 2nd, Beth Shook, Ph.D., Lara Braff, Ph.D., Katie Nelson, Ph.D., Kelsie Aguilera, M.A. , American Anthropological Association © 2023, ISBN: ISBN (ebook): 978-1-931303-82-8 ISBN (print): 978-1-931303-81-1
2. Essentials of Biological Anthropology, 5th, Larsen, C. S., W. W. Norton & Company © 2021, ISBN: 978-0-393-87684-0
3. Our Origins: Discovering Biological Anthropology, 5th, Larsen, C. S., W. W. Norton & Company. © 2019, ISBN: ebook: 978-0-393-42834-6; print: 978-0-393-68088-1

III. **Course Objectives**

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

1. Explain the role of biological anthropology within the broader context of the discipline of anthropology.
2. Explain the history and development of biological evolutionary theory.
3. Explain the scientific method and scientific inquiry.
4. Identify evolutionary mechanisms responsible for human variation.
5. Understand the principles of genetics including Mendelian, molecular, and population genetics.
6. Understand the taxonomy of primates, as well as their behavioral and biological adaptations.
7. Analyze and interpret the hominin fossil record and understand the dating methods used to date fossils.

IV. **Methods of Presentation:**

Lecture and Discussion, Other Methods: Lecture, lecture-discussion, PowerPoint presentations, Video - DVD, Computer problem sets, presentations, internet sites.

V. **Course Content**

% of Course	Topic
5.000%	Anthropological perspective (4 field approach).
10.000%	Historical context of biological evolutionary thought.
10.000%	Scientific method.
15.000%	Mendelian, molecular and population genetics.
15.000%	Evolution (microevolution and macroevolution), mechanisms: gene flow, non random mating, mutation, natural selection, genetic drift.
15.000%	Comparative primate anatomy, primate adaptations and behavior, and primate taxonomy.

15.000%	The interaction between evolutionary mechaisms and culture in shaping modern human biological variation.
15.000%	Fossil record - evidence for human evolution.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
60%	Exams/Tests: 3 to 4 exams
25%	Written assignments
10%	Quizzes
5%	Other: Discussion assignments
100%	Total

VII. **Sample Assignments:**

Sample Assignment #1: Dating Technology: You have just joined a team of paleoanthropologists working in Ethiopia, where you have been asked to evaluate the age of two sites. Site A was dug several years ago, Site B is currently undergoing investigation. This is what you know about site A. Level 1—sandy material with broken pottery Level 2—hard soil, with skeletal remains of pigs, baboons, and some small rodents and pottery remains Level 3—nothing but some crystalline rocks, no human or animal remains Level 4—modern human and pig skeletal remains, igneous rocks, pottery Level 5—thick layer of hard soils Level 6—early hominin fossils Level 7—thin layer of volcanic ash Level 8—early anthropoid and small mammal skeletal remains Level 9—thin layer of volcanic ash Level 10—granite bedrock What relative dating technique will tell you whether Level 4 or Level 9 is older? What absolute dating technique will tell you the age of Level 8? Describe all the dating techniques that you can apply to determine the ages of the following levels. Level 2 Level 3 Level 4 Level 5 Supposing you find out that Level 9 dates to 38 myr. What epoch of the Cenozoic Era do the fossils in Level 8 come from? Your hominin expert tells you the remains found in Level 6 belong to an australopithecine. How can you determine the maximum age of these fossils? This is what you know about Site B: Level 1—sandy soil Level 2—hard dense soil Level 3—remains of a village with human skeletal remains, pottery and bits of wood Level 4—metamorphic rock Level 5—remains of pig, baboon and small rodents Level 6—hard dense soil Level 7--early hominin remains Level 8--sea shell, coral, and deep sea sediment Level 9—granite bedrock What relative dating technique can be used to date Levels 5 and 7? What absolute dating method can be used to date Level 3?

Sample Exercise #2: Primate Behavior Exercise: Take a trip to a zoo to observe living primate species. Pick one of the primate groups a spend 1 hour observing the behavior of these individuals. Begin your exercise by filling out the identification portion of the recording form passed out in class. Identify both the common and scientific names of the group you have chosen. Then identify their taxonomy by listing the names of their superfamily, infraorder, and suborder affiliations. Describe the anatomical characteristics of this species, with respect to the expression of the primate characteristics. Determine the group composition (Number of adults, juveniles, infants, males and females). Identify up to five individuals by assigning them names. These are the animals whose behavior you will be assessing. Conduct ten 5 minute scans of the group, observing the behavior of each of the individuals in your group. After each 5 minute scan, record the behaviors for each individual on your recording form. Record the following categories of behavior: E eating M moving about (walking, running, leaping) R resting F friendly interactions (Grooming, Huddling, Playing) A aggressive interactions (Fighting, Chasing, Threat displays) S Sexual Behavior Note which individuals are engaged in interactive behaviors. It is equally informative to note which individuals avoid each other. Use your own judgment about whether a behavior is friendly or aggressive. Construct an activity budget for each animal by calculating the percentage of time each animal spent engaged in each of the behaviors you observed. Write a 1–2 page essay summarizing your observations. Comment on any problems you encountered and how you dealt with them. Discuss the ways in which the behavior of non-human primates was similar or different from that of humans. Attach your recording form to the essay and turn both in.

VIII. **Student Learning Outcomes:**

1. Describe how evolutionary processes have shaped the human species.
2. Describe the taxonomic diversity of primates, including major biological, behavioral, and ecological adaptations.
3. Explain the role of primate and hominin fossils in understanding human origins.

Substantial Change: ANTHROPOLOGY 5, Biological Anthropology with Lab

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 UC, CSU
CSU GE Area:	B2 - Life Science; B3: Laboratory
IGETC Area:	5B: Biological Science; 5C: Laboratory
SMC GE Area:	Area I: Natural Science
Advisory:	Eligibility for ENGL 1
\Degree Applicability:	Credit - Degree Applicable

I. **Catalog Description**

A survey of human biology, this course focuses on human origins and evolution by investigating the major aspects of biological anthropology including Mendelian and human genetics, population genetics, primate and hominid evolutionary processes, contemporary human variability, and facets of primate ethology and human behavior that make our species unique in the animal kingdom. This course consists of three hours of lecture and three hours of laboratory work weekly. The laboratory projects will parallel the lecture topics hence the lab projects will pertain to genetics, human variation, primate anatomy, human osteology, and analysis of hominid (human) and primate fossils.

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. Explorations: An Open Invitation To Biological Anthropology, 2nd Edition, Beth Shook, Ph.D., Lara Braff, Ph.D., Katie Nelson, Ph.D., Kelsie Aguilera, M.A. , American Anthropological Association © 2023, ISBN: ebook: 978-1-931303-82-8; print: 978-1-931303-81-1
2. Essentials of Biological Anthropology, 5th, Larsen, C. S., W. W. Norton & Company © 2021, ISBN: ebook: 978-0-393-87684-0; print: 978-0-393-87685-7
3. Our Origins: Discovering Biological Anthropology, 5th, Larsen, C. S., W. W. Norton & Company © 2019, ISBN: ebook: 978-0-393-42834-6; print: 978-0-393-68088-1
4. Elizabeth S. K., & Agarwal S. C.. Laboratory Manual and Workbook for Biological Anthropology (2nd ed.), W. W. Norton & Company

III. **Course Objectives**

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

1. Explain the role of biological anthropology within the broader context of the discipline of anthropology.
2. Explain the history and development of biological evolutionary theory.
3. Explain the scientific method and scientific inquiry.
4. Identify evolutionary mechanisms responsible for human variation.
5. Demonstrate an understanding of the principles of genetics including Mendelian, molecular, and population genetics.
6. Demonstrate an understanding of the taxonomy of primates, as well as their behavioral and biological adaptations.

IV. **Methods of Presentation:**

Lecture and Discussion, Lab, Other Methods: Canvas. Zoom. Google slides/PowerPoint presentations. Videos. Websites and internet resources. Discussion boards.

V. **Course Content**

% of Course	Topic
5.000%	Anthropological perspective (4 field approach).
10.000%	Historical context of biological evolutionary thought.
10.000%	Scientific method.
15.000%	Mendelian, molecular and population genetics.

15.000%	Evolution (microevolution and macroevolution), mechanisms: gene flow, non-random mating, mutation, natural selection, genetic drift.
15.000%	Comparative primate anatomy, primate adaptations and behavior, and primate taxonomy.
15.000%	The interaction between evolutionary mechanisms and culture in shaping modern human biological variation.
15.000%	Fossil record - evidence for human evolution.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
30%	Lab Reports: 15% Laboratory Assignments 15% Lab Practica
40%	Exams/Tests: 3–4 non-cumulative exams.
15%	Written assignments
10%	Quizzes
5%	Other: Discussion Assignments
100%	Total

VII. **Sample Assignments:**

Osteology review questions: 1. What are these lines of separation between cranial bones called? Why do you think they exist? 2. Identify and label the following cranial features: a) occipital condyles b) squamosal suture c) temporal line d) foramen magnum e) mastoid process f) coronal suture g) nuchal lines h) external auditory meatus i) sagittal suture j) lambdoidal suture k) zygomatic arch l) mandible 3. Write the dental formula for humans. What do these numbers mean? 4. What morphological feature can be used to identify the cervical vertebrae? 5. What morphological feature can be used to identify the thoracic vertebrae? 6. What is the function of the clavicle in a primate? 7. What is scapular rotation and why is it necessary in primates? 8. What is the name of the articulation facet where the scapula meets the humerus? 9. What occurs in an anatomical sense when someone hits the "funny bones"? 10. Name the three bones that make up the os coxa. 11. Why is the femur more difficult to dislocate than the humerus? 12. Is the ulna on the medial or lateral side of the arm (when the arm is in anatomical position)? 13. What is the name of the lateral bone in the lower leg? 14. Name the types of bones found in the feet.

Scientist Spotlight: Kotrina Kajokaite: Kotrina Kajokaite is an evolutionary anthropologist finishing her PhD at UCLA. She is a former SMC student. Her primary interest is in primate social behavior, focusing on how individual strategies and the social structure interact. She uses a combination of statistical and social network methods to study decision making in coalitions, male migration, and the functional aspects of sociality in wild capuchin monkeys. Kotrina does fieldwork in Costa Rica where she works with the Lomas Barbudal Monkey Project. This fall Kotrina is planning to join a research group at the Max Planck Institute for Evolutionary Anthropology as a postdoctoral scholar. UCLA Magazine article (has more information about her background): http://magazine.ucla.edu/depts/style/welcome-to-the-jungle/ (Links to an external site.) Lomas Barbudal Monkey Project: http://capuchinfoundation.org/index.html (Links to an external site.) Read Kotrina's biography above and follow the links to read about her background and the capuchin monkey project. Next, read this article [linked paper]. Kotrina published on capuchin monkey coalitions in the scientific journal Animal Behaviour. You only need to read the highlighted portions but feel free to read the entire article, if you like. Write or upload at least a 200 word (or record a 2 minute or more video/audio) reflection. You may choose to use the prompts below. 1. What did you find most interesting about Kotrina's research? 2. Did you find any part(s) confusing? 3. When reading her interview, what was your reaction to finding out she was a former SMC student? 4. What do Kotrina's biography and article tell you about the types of people who do science? 5. If you were to meet Kotrina in person, what would you like to chat about or what question(s) would you like to ask her?

VIII. **Student Learning Outcomes:**

1. Describe how evolutionary processes have shaped the human species.
2. Describe the taxonomic diversity of primates, including major biological, behavioral, and ecological adaptations.
3. Explain the role of primate and hominin fossils in understanding human origins.
4. Apply relevant osteological laboratory methods to the comparison of living humans, fossil hominins, and nonhuman primates.

Substantial Change: ANTHROPOLOGY 9, Paleoanthropology

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
Transferability:	Transfers to UC, CSU
CSU GE Area:	B2 - Life Science
IGETC Area:	5B: Biological Science
SMC GE Area:	Area I: Natural Science
Advisory:	Eligibility for ENGL 1
Degree Applicability:	Credit - Degree Applicable

I. **Catalog Description**

This course focuses on the evolutionary history or our species, Homo sapiens, through an examination of the paleontological record of primate and human origins. It examines the latest ideas on comparative primate and human paleobiology and places these developments within the conceptual framework of modern evolutionary theory.

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. Handbook of Paleoanthropology, 2, Henke, Winfried and Ian Tattersall, Springer © 2018, ISBN: 978-3-642-27800-6
2. The Human Lineage, 2nd, Matt Cartmill, Fred H. Smith, Wiley © 2022, ISBN: 978-1-119-08687-1

III. **Course Objectives**

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

1. Evaluate the conceptual components and historical development of evolutionary theory.
2. Relate the methodologies scientists use to analyze the development of life on Earth.
3. Examine the sequence of evolutionary events that culminates in the evolution of the mammals.
4. Relate the biological and behavioral adaptive diversity of our closest living relatives, the Primates.
5. Evaluate the fossil record of primate evolution and the evolution of primate adaptations.
6. Discuss the paleontological record of our earliest ancestors, the Ardipithecines and Australopithecines.
7. Critically evaluate competing theories for the origin of hominins and the evolution of bipedalism.
8. Examine early hominin species diversity and its relationship to our understanding of the origins and evolution of our own genus, Homo.
9. Analyze how environmental changes during the past 1.5 million have played an important role in the evolution of early Homo.
10. Use the scientific method to critically evaluate the controversies surrounding our species' relationship to extinct human groups, such as Neandertals.
11. Relate how genetic data from living humans is being used to analyze our species' origin.

IV. **Methods of Presentation:**

Lecture and Discussion, Other Methods: Combination of lecture, discussion and video presentations, augmented with classroom exercises using casts of relevant fossil specimens.

V. **Course Content**

% of Course	Topic
18.000%	Evolution - historical development, action of the mechanisms and speciation
8.000%	Geological time and vertebrate evolution
15.000%	Taxonomy, primates - their characteristics and adaptations
11.000%	Early primate evolution (Paleocene - Miocene)

11.000%	Origins of hominins, hominin adaptations and early members of the tribe
11.000%	Pliocene Hominins (Australopithecus, Paranthropus and early Homo)
15.000%	Homo erectus and archaic humans
11.000%	Origins/evolution of modern humans, Neandertals and their relationships
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
60%	Exams/Tests: 3 to 4 exams
30%	Written assignments
10%	Quizzes
100%	Total

VII. **Sample Assignments:**

Discussion: Neanderthals: Discussion: Neanderthals Prior to posting in this discussion forum, please make sure that you have completed the following: • Read Chapter in textbook on Neandertals (Ch: [relevant chapter]) • Review the PowerPoint presentation on later members of the genus Homo. • Read the Neanderthal Genome article (Green et al. 2010) [link] • or View the PBS NOVA film, 'The First Peoples (Episode 5: Europe)' (approximately 50 minutes) [link] After viewing the film, please answer the following questions in your discussion post: 1.) Discuss some of the stereotypes regarding Neanderthal intelligence. Do you think these assumptions are valid? Why or why not? 2.) What type of technique do Neanderthals utilize when creating stone tool technology? Is this technique easy to reproduce? What field studies the production of stone tool technology? 3.) Provide at least three examples of Neanderthals capabilities for complex symbolic expression. 4.) Discuss the genetic evidence from the Green et.al (2010) study that suggests Homo neanderthalensis and Homo sapiens may have interbreed. Think back to our earlier discussion on the species concept. If Homo neanderthalensis and Homo sapiens are capable of interbreeding, should they be considered separate species? 5.) Discuss John Hawk's theory regarding what happened to the Neanderthals. Do you agree or disagree with his theory? Be sure to explain why you agree or disagree with John Hawks. Organization: Please make sure that your responses are organized into complete sentences. Pay attention to correct spelling, grammar and punctuation. You should include reference to at least 2-3 academic resources throughout your discussion post response. I highly recommend that you first type out your response in a Microsoft Word document (or similar word processor) and run a spell and grammar check prior to submitting your final post. Academic Sources and Citations: Approved academic sources include: • History of Our Tribe, Homini (download the assigned chapters from the Introduction Module) • PowerPoint slides (included in the weekly modules) • Academic Journal articles (found in the weekly module or in the library databases) • Approved films and film clips (found in the weekly modules) Please note that Wikipedia and other internet sources are NOT approved academic sources. You should include properly formatted in text citations whenever referencing a source. The Owl Purdue site is a very useful site when learning to properly cite your sources. Here is the link to the Owl Purdue Website for APA format: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html Examples of In-Text Citations: To cite a textbook, article or PowerPoint slide, please include the last name of the author or authors followed by the year of publication, for example, it would look something like this (Miller 2018) or (Smith and Taylor 2014). These are just examples. To cite a film or film clip, please include the last name of the director or directors followed by the year of publication. For example, it would look something like this (Stevens 2017). ***Please note, that the author or authors of our Explorations textbook are included at the beginning and end of each chapter. There will be a different author for each chapter, so please take note of this as you are taking notes on the assigned chapters each week**** Peer Responses: Once you have completed your post, you should respond to at least two other student's posts. You will receive 4 points for each quality response. Remember, please don't simply say "I agree" or "I disagree." Please provide thoughtful and detailed responses. Feel free to ask follow-up questions to your peers to keep the discussion flowing and allow you to learn from each other. You should also provide citations whenever referencing outside sources. Original Post Due: [due date and time] Responses to Peers Due: [due date and time]

Genus Australopithecus: Station 4 – Australopithecus Watch this video [link] which compares and contrasts the skeletal differences between Australopithecus afarensis, chimpanzees and humans. Click on the following links to see 3D interactive virtual models of Australopithecus fossils, a modern human skeleton and a chimpanzee skeleton [multiple links]. Figure 1: Image on left showing a male and female Australopithecus. Image on right

showing the partial skeletons of a male and female Au. afarensis (notice the relative position of the different bones and overall size difference). [Reference images] Figure 2: Fossil mandible of Australopithecus afarensis. Figure 3: Contrast in the upper dentition of chimpanzees, Au. afarensis, and modern humans. Figure 4: Dentition of Au. africanus. Figure 5: Above image: The sectorial P3 (lower first premolar) of a chimpanzee contrasted with the semi-sectorial P3 of Australopithecus afarensis. Figure 6: Pelves of chimpanzees, Au. afarensis and modern humans. Use the above resources to answer the following questions related to the skeletal anatomy of the hominin genus Australopithecus: Skull Compare the skulls of the male and female Australopithecus afarensis with the skull of a modern human. 1. List five ancestral cranial traits of Australopithecus afarensis relative to modern humans? (i) (ii) (iii) (iv) (v) 2. How is sexual dimorphism typically expressed in primates? 3. Would you consider Australopithecus to have had a lower, higher or similar level of sexual dimorphism compared with modern humans (refer to Figure 1 above)? 4. What traits vary between male and female Australopithecus afarensis and how? 5. What does the degree of sexual dimorphism suggest regarding the social structure of that species? Think back to what we learned about primates. Dentition 6. Compare the teeth of Australopithecus to those of the chimpanzee in the table below. Chimpanzee Australopithecus Size of the canine teeth Morphology of P3 (lower first premolar) Diastema Postcrania 7. Compare the pelvic bones of Australopithecus afarensis and a modern human. List two ways the pelves of Australopithecus are similar to modern humans and one way that they are different. Similar: (i) (ii) Different: (i)

VIII. **Student Learning Outcomes:**

1. Demonstrate how evolutionary theory forms an explanatory framework of all biological processes.
2. Evaluate the fossil, genetic, and archaeological evidence for the evolution of human lineage.

Substantial Change: ANTHROPOLOGY 10, Forensic Anthropology

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
Transferability:	Transfers to UC, CSU
SMC GE Area:	Area I: Natural Science
Advisory:	Eligibility for ENGL 1
Degree Applicability:	Credit - Degree Applicable

I. **Catalog Description**

This course presents students with an overview of forensic anthropology, an applied subfield of physical anthropology. The focus of the class is on the analysis of human skeletal remains with medicolegal significance. Students are introduced to current techniques used in the analysis of human skeletal remains, medicolegal procedures, and the role of the forensic anthropologist in the investigative process. The topics covered in this course include bone biology, skeletal analysis methods, pathology and trauma recognition, crime scene investigation and individual identification techniques.

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. Introduction to Forensic Anthropology., 6, Byers, S. N., Routledge © 2023, ISBN: 9781032255590
2. Forensic Anthropology: A Comprehensive Introduction., Murphy, Grace (ed.), Murphy & Moore Publishing © 2022, ISBN: 9781639872350
3. Forensic Anthropology: Current Methods and Practice, 2nd, Christensen, A., N. Passalacqua, and E. Batelink, Academic Press © 2019, ISBN: Hardback ISBN: 9780128157343; eBook ISBN: 9780128157350

III. **Course Objectives**

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

1. Assess the methods and approaches of forensic anthropology.
2. Explain human skeletal biology: bone cell biology, basic osteology, odontology and skeletal anatomy, and assess human skeletal variation from an individual and population perspective.
3. Determine forensic significance, including distinguish human from nonhuman remains.
4. Apply metric and non-metric techniques used to establish the biological profile of the skeletal remains, including age, sex, ancestry and stature.
5. Apply the techniques used to determine trauma and pathology in skeletal remains.
6. Apply the techniques for establishing a positive identification from human remains.
7. Evaluate the significance of human skeletal remains to overall crime scene investigation.
8. Identify taphonomic and postmortem changes to human remains to aid in differentiating surface from burial depositions, and archaeological from contemporary burials.
9. Explain the varying roles of the forensic anthropologist in criminal investigations, human rights cases and mass fatality investigations.
10. Examine the legal and ethical issues of working with human remains.

IV. **Methods of Presentation:**

Lecture and Discussion, Online instructor-provided resources, Other Methods: Canvas. Zoom. Google slides/PowerPoint presentations. Videos. Websites and internet resources. Discussion boards.

V. **Course Content**

% of Course	Topic
10.000%	Introduction to forensic anthropology.
15.000%	Human skeletal biology.
7.000%	Lab procedures and the examination of human skeletal remains.

8.000%	Sex estimation.
8.000%	Age at death estimation.
8.000%	Estimation of ancestry.
7.000%	Skeletal anomolies and pathologies.
8.000%	Cause and manner of death, and analysis of skeletal trauma.
7.000%	Establishing forensic context, postmortem interval and taphonomy.
8.000%	Recovery of skeletal remains at the crime scene.
7.000%	Positive identification.
7.000%	Forensic anthropology in mass disaster and human rights investigations.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
35%	Exams/Tests: 3–4 exams.
25%	Quizzes: Reading and lecture quizzes.
15%	Group Projects
25%	Written assignments
100%	Total

VII. **Sample Assignments:**

Determining forensic significance: 1. Determining forensic significance: Is it a human or non-human bone? The techniques used to distinguish human from non-human bone have been presented in lecture, and I have reviewed the various classroom resources (comparative skeletal materials, data tables, anatomical atlases, etc.) that are available to assist in this diagnosis. In this exercise you will have a chance to apply your knowledge to solving the problem of species identification. You will be working in teams of two. Each team will receive a numbered evidence bag containing a set of 5 bones. All bags contain a combination of complete and fragmentary elements, and all contain some combination of human and/or animal bone. While all specimens actually come from our osteological collection, you are to assume that each bag contains materials discovered, collected, and turned in to local police by hikers. As a forensic anthropologist, you have been asked to submit a report identifying these bones as human or non-human. Part 1: The data collection portion of this exercise needs to be completed during class today. Team members can work cooperatively for this part of the exercise, but each of you must complete your own Data Collection Form. It is important to remember that you can agree to disagree about the specific data you choose to collect and/or its interpretation. Collect the following data for each of your 5 bone specimens. Note: the specific type of age and size data you collect will vary, depending on each specimen's completeness and element identification. 1) Completeness: Assess whether the specimen represents a complete or fragmentary element. 2) Age characteristics: Identify whether the specimen is skeletally mature or immature. List the criteria you were able to apply to this assessment, e.g. epiphyseal union, dental development, etc. 3) Element identification: The level to which you can identify your specimen may vary, depending on the specimen's completeness. Be as specific as possible. Sketch the specimen by laying it on a piece of graph paper and then drawing it on the Data Collection graph. Note the morphological characteristics that assisted your identification. 4) Bone size: Collect the appropriate standard measurement data for this specimen. Draw lines on the specimen sketch to indicate each measurement; record the measurement and its value (in mm). 5) Conclusion: Assess the species status of the specimen. Describe the combination of morphological data, element identification assessment, and age and size data on which this determination is based. If the specimen is non-human try to determine which taxonomic category it represents. Part 2: This part of the exercise is to be completed individually outside of class. Complete a written report summarizing your findings and presenting your recommendation for further police investigation. This report should include a cover page that identifies the Evidence Bag #, location and date of finds, name of Forensic Investigator, and a 1–2 page type-written, double spaced report. Your completed report, including the Data Collection Form and your written summary, will be due at the beginning of the next class meeting. Data Collection Form: Distinguishing human from non-human bone Forensic Anthropologist_____ Evidence Bag # _____
Contents: 5 osteological specimens Bone Specimen #1: Conclusion: _____ Human; _____ Non-human

Assessment Criteria: 1) ____ complete ____ incomplete 2)_____ immature;_____ mature 3) Element identification: _____ Notes: 4) Bone size: Notes and conclusions: *Note to Curriculum Committee: The complete data collection form for this exercise will include sections for Bone specimens #2-5. In the interest of brevity, they are not included here.

Forensic recovery of human remains.: Forensic recovery of human remains. Group discussion activity. Forensic Anthropologist _____ Group # ____ The subject of this exercise is the recovery of human remains. The exercise is due at the beginning of the next class period. Read and discuss the following scenarios with your group. Scenario 1 An investigator arrives at a murder scene. He can see the body lying in the middle of a field some 50 feet from where he is standing behind the police tape. Without consulting with any of the personnel already on the scene, he walks straight over to the body and turns it over to see if he can find the bullet. As luck would have it he finds the bullet underneath the body. He bags it as evidence. He puts on some latex gloves and inspects the body more closely. He notices that the hands have been tied, so he undoes the knot and places the rope in the evidence bag alongside the bullet. He notices that the t-shirt of the decedent is blood-stained, so he lifts up her shirt and find a bullet wound to the abdomen. Using a water bottle, he washes off the blood from around the wound so he can get a nice photo of the it. He discards his gloves and pulls out his phone and takes a few photos of the wound and takes a selfie with the body to show his friends back at the office. In your group, discuss the many failings of this investigator. Aim to find at least eight CSI protocol violations. What would have been the correct procedure? After you have discussed this with your group, use the space below to record what you discussed. Once you have finished your group discussion call over your professor, so that you can share your thoughts. Discuss the following scenarios in your group and record your ideas in the space provided. Scenario 2 Every crime scene is different, so it is not worth planning ahead. Scenario 3 You are at the scene of a homicide and there is a body lying out in the open. You section of a large area around the body and have your team conduct a hands and knees search of the area. The police feel that you are wasting your time, since the body is right there and the nothing new is going to be learned from such a meticulous approach. How would you convey the importance of such an approach to the police officers? Scenario 4 After a crime-scene recovery, Alexis returns to the lab and inserts the SD card from the camera into the lab computer to upload the crime scene photos. DISASTER! The SD card has been corrupted and the only photos from the scene are lost. How could this scenario have been averted? Scenario 5 While we should strive for perfection in any crime scene recovery, this is rarely possible to attain. Factors such as time, resources, personnel, conflicts of interest, weather conditions, and lighting can be limiting factors. With this in mind, we make decisions that optimize our results despite limitations. You are called out to a large municipal park, where a body has been found. While our instinct may be to close off the entire park in order to carry out our investigation, this is not going to be feasible. What factors do you consider in deciding the size and limits of your crime scene?

VIII. **Student Learning Outcomes:**

1. Describe the role, responsibilities, and contributions of the forensic anthropologist in a medicolegal context.
2. Apply anthropological methods to reconstruct an individual’s biological profile from their skeletal remains.
3. Identify changes to bones due to pathology, trauma, and natural processes.

Substantial Change: ANTHROPOLOGY 11, Introduction to Primatology

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
Transferability:	Transfers to UC, CSU
CSU GE Area:	B2 - Life Science
IGETC Area:	5B: Biological Science
SMC GE Area:	Area I: Natural Science
Degree Applicability:	Credit - Degree Applicable

I. **Catalog Description**

This course will survey living nonhuman primates. We will explore the diversity of primates through the examination of their morphology, taxonomy, behavior and social organization within an evolutionary and ecological framework. The course will examine the history of the field, its development and modern theoretical studies. The course will also delve into primate conservation and the possible future directions of primatology research.

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. Primate Behavioral Ecology, 6th, Strier, Karen B, Routledge © 2021, ISBN: ISBN 9780367222888
2. Primate Adaptation and Evolution, 3rd, Fleagle, J., Academic Press © 2013, ISBN: 978-0123786326
3. Primates An Introduction, 1st, Alfred L. Rosenberger, Routledge © 2023, ISBN: 9781032189932

III. **Course Objectives**

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

1. Outline the most important characteristics of primate anatomy and behavior.
2. Classify primates according to their anatomy, behavior, social organization, ecology and evolutionary history.
3. Demonstrate a general understanding of basic biological concepts and how they relate to primates: including genetics, taxonomy, comparative anatomy and physiology, evolution, and ecology.
4. Model the collaborative process of scientific inquiry by working in groups on primate-related classroom assignments.
5. Apply the scientific method in collecting, analyzing and interpreting original data on primates and formulating conclusions.
6. Locate and evaluate primary and secondary sources of scientific information on primates from library and internet databases.
7. Generate a primate observational report.
8. Compile a bibliography on primate research based on a standard format used in scientific publications.
9. Learn to evaluate and critique scientific news related to primates in the mass media, and to effectively communicate their thoughts on such articles to their friends, family, and peers.
10. Explain the importance of conservation and sustainability in maintaining a healthy ecosystem for primates.
11. Identify solutions that can be implemented to protect threatened species of primates.

IV. **Methods of Presentation:**

Projects, Field Trips, Lecture and Discussion, Field Experience, Group Work, Observation and Demonstration, Other Methods: The primary means of instruction will be lecture presentation. Videos will be used in moderation to present materials that are more effectively delivered in that format. Students will get hands-on experience as they will work with primate skeletal material, bone replicas, models, and measuring equipment. Discussions and a cooperative learning environment are especially encouraged in this class. A field trip will be organized to a zoo or primate center to allow students to carry out the Primate Behavior Observation assignment. An alternative Squirrel Observation assignment will be offered to students who cannot attend the field trip.

V. **Course Content**

% of Course	Topic

10.000%	Introduction to Primatology. What is a primate? What is primatology? Who are primatologists and what do they do?
10.000%	Primate evolution and taxonomy. Primate osteology.
10.000%	An overview of primates: Prosimians, New World Monkeys, Old World Monkeys and Apes.
10.000%	Studying primates. Introduction to the scientific method. Reseach methods in the field and laboratory.
10.000%	Primate ecology.
10.000%	Primate Diet.
10.000%	Primate social organization: Mating structures and dominance hierarchies.
10.000%	Primate behavior: Social behavior, cognition, communication, culture and tool-use.
10.000%	Primate locomotion.
10.000%	Primate conservation and the future of primatology.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
60%	Exams/Tests: 3 to 4 exams.
40%	Written assignments: Written assignments, which include worksheet activities.
100%	Total

VII. **Sample Assignments:**

Primate description assignment: Your name: _____ PRIMATE DESCRIPTION ASSIGNMENT You will be the class expert on a primate! Your will pick a primate from a hat; email me if you haven't received one. Using your textbook and/or a reputable internet source fill in the following chart, in as detailed a manner as possible. Some good internet sources include https://www.neprimateconservancy.org/primate-profiles.html, http://pin.primate.wisc.edu/, http://lemur.duke.edu/ (lemurs), and https://animaldiversity.org/site/accounts/information/Primates.html. Use this website to learn the conservation status of your primate: http://www.iucnredlist.org/initiatives/mammals/analysis/red-list-status. At the bottom of the sheet, number your sources. Insert the corresponding source number in after each fact you enter in this chart. Be prepared to discuss your primate in class! Your primate common name: Family (classification): Genus: species (list at least one): List two other closely related genera: Range (continent; be more specific if possible): Habitat (e.g., savanna): Diet (e.g., fruit): Locomotion (e.g., brachiation): Social structure(s) (e.g., multimale/multi-female): Conservation status: Interesting fact you learned about your primate: Sources:

Primate conservation assignment: Name: _____ PRIMATE CONSERVATION ASSIGNMENT The questions should be completed individually except for last two questions of part B question 2, which you will complete with your group. Use a pencil, in case you need to change your answers. PART A Circle the correct answer. 1. Tropical rainforests cover 3% of the earth's surface. What percentage of the world's plant and animal species live in them? A. more than half of the world's species. B. about 30% of the world's species. C. about 15% of the world's species. D. about 5% of the world's species. Correct answer: 2. Tropical rainforests approximately the size of SMC main campus disappear at what rate? A. every 30 seconds. B. every 30 minutes. C. every 30 days. D. every 30 months. Correct answer: 3. If tropical rainforest destruction continues at the present rate, what percentage of plant and animal species living in them will be threatened with extinction by 2025? A. 2% B. 5% C. 10% D. 25% Correct answer: PART B 1. List two reasons why we should care about the disappearance of primates and their habitats. 1. 2. 2. List two things that YOU can do to prevent unnecessary tropical forest destruction and help conserve primates. Discuss what you came up with those around you and add two more items to your list. 1. 2. 3. 4.

VIII. **Student Learning Outcomes:**

1. Describe how evolutionary processes have shaped primates.
2. Describe primates based on morphology and behavior.
3. Identify primate conservation strategies.

Substantial Change: DANCE 17, Beginning Tap

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 UC, CSU
Degree Applicability:	Credit – Degree Applicable

I. **Catalog Description**

This course introduces a beginning level of tap dance technique and styles (including rhythm tap and Broadway tap), information about the cultural and historical origins of tap, and current trends and applications of tap in concert dance and musical theater. Emphasis will be on fundamental skills and rhythms, time steps, flash footwork, short combinations, and styling. Basic music theory, including notes, bars, phrases, time signatures and song structure, is also covered as it directly relates to tap dance. Historical studies on topics surrounding tap 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 7 years)

1. Tap Roots: The Early History of Tap Dancing, Knowles, Mark, McFarland Publishing © 2002
2. Tapworks: A Tap Dictionary and Reference Manual 2nd ed, Fletcher, Beverly, Princeton Book Co © 2002
3. What the Eye Hears: A History of Tap Dancing, Brien Seiber, Farrar, Straus and Giroux © 2015
4. Tap Dance Fundamentals, West Colleen, Kendall Hunt Publishing © 2011
5. Tap Dancing America: A Cultural History, Hill, Constance Valis, Oxford University Press © 2010
6. The Essential Guide to Tap Dance, Hartley, Derrick, The Crowded Press © 2018, ISBN: 978-1785003899

III. **Course Objectives**

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

1. Describe dance as a performing art and recognize the body as aesthetic
2. Discuss the historical roots and cultural significance of tap dance in America and abroad
3. Discuss artistic awareness and expression in tap dance, and distinguish its unique qualities from other dance genres/forms
4. Critically analyze choreographic work through verbal discussion and written critique
5. Identify and explain different tap styles/genres (i.e. Broadway tap, rhythm tap) and name some of their important pioneers and present-day choreographers
6. Recognize and demonstrate tap vocabulary and technique at a beginning level
7. Apply concepts of body alignment, structural placement, and injury prevention to all preparatory exercises and phrase work at a beginning level
8. Discuss basic music theory and demonstrate sensitivity to musicality, phrasing, and style at a beginning level
9. Discuss the 32 bar chorus based on a standard jazz structure
10. Demonstrate accuracy in timing, rhythm, and coordination at a beginning level
11. Memorize and demonstrate movement combinations and choreography taught, as well as explore improvisation in tap styles at a beginning level
12. Develop increased stamina, strength, flexibility, agility, and stylistic and performance versatility

IV. **Methods of Presentation:**

Discussion, Lecture and Discussion, Observation and Demonstration, Critique, Group Work, Other Methods: Guided individual and group experiences, Presentation of audio and visual examples of movement and music expression, Performance of class assignments, Use of handouts, textbooks, reading list; use of video recording and feedback

V. **Course Content**

% of Course	Topic
10.000%	The history of tap dance and its cultural significance in America and abroad, as well as current trends and notable choreographers

25.000%	Tap vocabulary and tap technique at a beginning level (i.e. shuffle, flap, toe heel, ball-change, paddle, drawbacks, time steps)
10.000%	Discussion of music theory (notes, bars, phrases, time signatures, song structures)
10.000%	Discussion of dance as aesthetic form and elements that distinguish tap styles from other dance genres
10.000%	Video/concert observation and critical analysis discussion (verbal and written)
5.000%	Anatomy, kinesiology, and injury prevention concepts
20.000%	Various tap dance styles, aesthetics, improvisation, choreography retention, and performance skills
10.000%	Collaborative projects with peers including improvisation exercises and exchange of compositional/choreographic ideas
100.000%	Total

VI. **Methods of Evaluation**

% of Course	**Topic**
20%	Class Participation
20%	Exams/Tests
20%	Final Performance: Final projects (solo or group demonstrations)
20%	Other: Concert attendance and critiques
20%	Written assignments
100%	Total

VII. **Sample Assignments:**

Research paper:

Research paper (3-6 pages): Pick one artist, prominent figure, or group of people who played a role in developing tap dance in America before the year 2000. Write about who they are/were, their historical and cultural upbringings, their ideas and contributions, why you specifically chose them, and what their impact on you and/or your community has been. Are there traces of their influence still practiced in tap dance today? How do their backgrounds, styles, and contributions differ from other prominent tap dance pioneers?

Dance Critque:

Student will go to SMC dance productions, Synapse and Global Motion, and write a dance critique. In a critique, students will describe the relationship between the choreography and music, the use of costumes, lighting effect and their own opinion towards the concert.

Video review:

Video review (2-5 pages): Locate a video clip of a performance, musical, audition, or class that contains tap dance and occurred before the year 2000. Describe the context and content of the video. Discuss technical elements of tap dance evident in the work (i.e. energetics, dynamics, rhythms, complexity of combinations, performance qualities). Who is the choreographer(s) and/or performer(s) and what is their aesthetic and cultural background? What draws you to the video content and what elements can you implement into your own dance and performance practice?

VIII. **Student Learning Outcomes:**

1. Demonstrate proper tap dance technique including musicality, rhythm, syncopation, and dynamic at a beginning level
2. Perform improvisation skills in tap dance utilizing proper technique, individual artistic expression, and aesthetic preferences at a beginning level
3. Discuss the historical and cultural roots of tap dance including its influence on U.S. and international cultures, critically analyze choreographic work, and distinguish different styles of tap dance at a beginner level

Substantial Change: DANCE 18, Intermediate Tap

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 UC, CSU
Degree Applicability:	Credit - Degree Applicable
Advisory(s):	DANCE 17 or equivalent experience

I. **Catalog Description**

This course builds on DANCE 17 and focuses on intermediate-level tap dance technique, styles (including rhythm tap and Broadway tap), the cultural and historical origins of tap, and current trends and applications of tap in concert dance and musical theater. Students will focus on more complex steps, intricate, syncopated rhythms, tonal clarity, and speed. Different musical styles will be introduced relating rhythms, time signatures, and musical structures to tap styles. Emphasis will be on refining technical skills and executing more complex choreography while exploring elements of improvisation. Historical studies on topics surrounding tap 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 7 years)

1. Jazz Dance: The Story Of American Vernacular Dance, Marshall Stearns., Da Capo Press © 1994
2. Tap Dance Fundamentals, West Colleen, Kendall Hunt Publishing © 2008
3. Inside Tap: Technique and Improvisation for Today's Tap Dancer, Anita Feldman, Princeton Book Company © 1995
4. What the Eye Hears: A History of Tap Dancing, Brian Seibert, Farrar, Straus and Giroux; Reprint edition © 2016
5. The Essential Guide to Tap Dance, Hartley, Derrick, The Crowded Press © 2018, ISBN: 978-1785003899
6. Frank, Rusty E., Tap, the Greatest Tap Dance Stars and Their Stories 1900-1955.

III. **Course Objectives**

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

1. Describe dance as a performing art and recognize the body as aesthetic form
2. Discuss the historical roots and cultural significance of tap dance in America and abroad
3. Discuss artistic awareness and expression in tap dance, and distinguish its unique qualities from other dance genres/forms
4. Critically analyze choreographic work through verbal discussion and written critique
5. Identify and explain different tap styles/genres (i.e. Broadway tap, rhythm tap) and name some of their important pioneers and present-day choreographers
6. Recognize and demonstrate tap vocabulary and technique at an intermediate level
7. Apply concepts of body alignment, structural placement, and injury prevention to all preparatory exercises and phrase work at an intermediate level
8. Discuss basic music theory and demonstrate sensitivity to musicality, rhythm, syncopation, phrasing, and style at an intermediate level
9. Discuss the 32 bar chorus based on a standard jazz structure
10. Demonstrate accuracy in timing, rhythm, and coordination at an intermediate level
11. Memorize and demonstrate movement combinations and choreography taught, as well as explore improvisation in tap styles at an intermediate level
12. Develop increased stamina, strength, flexibility, agility, and stylistic and performance versatility

IV. **Methods of Presentation:**

Critique, Lab, Lecture and Discussion, Observation and Demonstration, Other Methods: Video viewings, Use of textbook and handouts

V. **Course Content**

% of Course	Topic
10.000%	Dance as aesthetic form and elements that distinguish tap styles from other dance genres

10.000%	The history of tap dance and its cultural significance in America and abroad, as well as current trends and notable choreographers
10.000%	Music theory (notes, bars, phrases, time signatures, song structures)
10.000%	Video/concert observation and critical analysis (verbal and written)
5.000%	Anatomy, kinesiology, and injury prevention concepts
25.000%	Tap vocabulary and tap technique at an intermediate level (i.e. time steps, double & single wings, buffalo, pullbacks, toe stand, more complex and syncopated combinations)
20.000%	Various tap dance styles, aesthetics, improvisation, choreography retention, and performance skills
10.000%	Collaborative projects with peers including improvisation exercises and exchange of compositional/choreographic ideas
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
20%	Class Participation
20%	Exams/Tests
20%	Written assignments
20%	Exams/Tests
20%	Final Performance
100%	Total

VII. **Sample Assignments:**

Dance critique: Student will go to SMC dance productions, Synapse and Folklorico, and write a dance critique. In a critique, students will describe the relationship between the choreography and music, the use of costumes, lighting effect and their own opinion towards the concert.

Essay: Students will write an essay about Bill Robinson. In an essay, describe his major contribution as a tap dancer and his significance in breaking racial boundaries in New York.

Research paper (3-6 pages): Pick one artist, prominent figure, or group of people who played a role in developing tap dance in America before the year 2000. Write about who they are/were, their historical and cultural upbringings, their ideas and contributions, why you specifically chose them, and what their impact on you and/or your community has been. Are there traces of their influence still practiced in tap dance today? How do their backgrounds, styles, and contributions differ from other prominent tap dance pioneers?

Video review (2-5 pages): Locate a video clip of a performance, musical, audition, or class that contains tap dance and occurred before the year 2000. Describe the context and content of the video. Discuss technical elements of tap dance evident in the work (i.e. energetics, dynamics, rhythms, complexity of combinations, performance qualities). Who is the choreographer(s) and/or performer(s) and what is their aesthetic and cultural background? What draws you to the video content and what elements can you implement into your own dance and performance practice?

Choreographic exercise: In duets/trios, take one movement combination learned in class and alter the rhythms/syncopations/speeds as well as performance qualities to transform it. Perform the revised version for the class to musical accompaniment of your choice. Explain how changing compositional elements of the choreography changed your intention, or vice versa. Develop the piece into a longer form work (5-10 minutes) and film it for extra credit.

VIII. **Student Learning Outcomes:**

1. Demonstrate proper tap dance technique including musicality, rhythm, syncopation, and dynamic at an intermediate level
2. Perform improvisation skills in tap dance utilizing proper technique, individual artistic expression, and aesthetic preferences at an intermediate level
3. Discuss and analyze the historical and cultural roots of tap dance including its influence on U.S. and international cultures, critically analyze choreographic work, and distinguish different styles of tap dance at an intermediate level

Substantial Change: GEOLOGY 3, Introduction to Environmental Geology

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
Transferability:	Transfers to UC, CSU
CSU GE Area:	B1 - Physical Science
IGETC Area:	5A: Physical Science
SMC GE Area:	Area I: Natural Science
Degree Applicability:	Credit - Degree Applicable

I. **Catalog Description**

This course is an introduction to geologic hazards and resources. The primary focus is geologic settings that produce regions with different types of geologic hazards, the specific hazards and mitigation techniques associated with those regions, and the formation and utilization of geologic resources. Topics include earthquakes, volcanoes, floods and groundwater, fossil fuels, rock and mineral resources, and problems associated with resource use.

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. Environmental Geology, 5th, Jim Reichard, McGraw-Hill Higher Education © 2023, ISBN: 9781266624759
2. Environmental Geology, 12th, Carla Montgomery, McGraw-Hill Higher Education © 2023, ISBN: 9781266716805

III. **Course Objectives**

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

1. Describe how the scientific method is applied to queries in environmental geology.
2. Recognize and describe basic geologic cycles including plate tectonics, the rock cycle, the hydrologic cycle, and biogeochemical (carbon and nitrogen) cycle.
3. Recognize and identify what conditions make regions susceptible to geologic hazards, including volcanoes, earthquakes, tsunami, floods, and landslides (mass wasting).
4. Locate and interpret geologic maps to identify regions prone to earthquakes, tsunami, volcanic activity, flooding, and mass movement and mitigation strategies for aforementioned hazards.
5. Describe the natural development of groundwater resources, consequences of usage and potential for groundwater contamination.
6. Describe the natural development of mineral and rock resources and the environmental impacts of utilizing mineral resources.
7. Describe how fossil fuels form, where they are distributed on Earth and why, and the environmental impacts of fossil fuel usage.
8. Discuss current prevention and mitigation strategies for the aforementioned geologic hazards and mitigation strategies for problems associated with resource utilization.
9. Promote sustainability by making well-informed decisions regarding their resource usage, especially as it pertains to water and energy, and goods that require water, energy, and mineral resources.
10. Discuss environmental geology as a discipline.

IV. **Methods of Presentation:**

Field Trips, Group Work, Lecture and Discussion, Other (Specify), Online instructor-provided resources, Visiting Lecturers, Projects, Observation and Demonstration, Critique

Other Methods: The following aspects of the distance education version of Introduction to Environmental Geology can be fulfilled as follows: Introduction to Course Concepts: 1. Lecture and Discussion 2. Observation and Demonstration 3. Virtual Field Trips filmed by the instructor and provided with closed captioning 4. Online instructor-provided resources Student Engagement with Course Concepts: 1. Observation and Demonstration 2. Critique 3. Projects 4. Group work

V. **Course Content**

% of Course	Topic
5.000%	Introduction to the field of Environmental Geology and the scientific method.
5.000%	Introduction to the evolution, structure, and composition of Earth systems, including the geosphere, atmosphere, hydropshere, and biosphere.
5.000%	Discussion of the Theory of Plate Tectonics that outlines the evolution of the theory and evidence supporting the theory, an introduction to the three plate boundary types, and the landforms, geologic features, and hazards associated with each plate boundary type.
5.000%	Introduction to rocks and minerals.
9.000%	Earthquakes: introduction, hazards, prediction, and hazards mitigation.
9.000%	Volcanoes: introduction, hazards, prediction, and hazards mitigation.
9.000%	Introduction to rivers and discussion of flooding hazards, prediction, and mitigation.
9.000%	Mass wasting and mass movements: introduction, prediction, and mitigation of mass wasting hazards.
9.000%	Coastal geology: introduction, hazards, and mitigation of coastal hazards.
9.000%	A discussion of water resources, specifically surface water and groundwater, including an introduction to groundwater, and an exploration of the issues related to withdrawal, use, and contamination of water resources.
8.000%	Mineral resources and the environmental concerns associated with their extraction and use.
9.000%	Discussion of energy resources, both fossil fuels and renewable sources, that explores the benefits and environmental concerns and impacts associated with each.
9.000%	Atmosphere resources and climate change, including air pollution, causes of climate change, climate change throughout geologic time, and people's impact on the atmosphere and climate.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
40%	Exams/Tests: 3 exams (including final exam)
20%	Quizzes
20%	Homework
20%	Class Participation: Threaded discussions in Discussion Boards
100%	Total

VII. **Sample Assignments:**

You Make the Call PMIQ Assessment: Topics discussed in Environmental Geology have real world applications. Many issues that fall under the umbrella of environmental geology have been the focus of debate and legislative action. Your textbook will introduce you to real-world environmental geology issues in each chapter and ask you to consider these issues. These sections are referred to in the text as "You Make the Call." We will use You Make the Call topics to help introduce course content and consider its real-world applicability. Completing these assignments will require that 1) you read the selected You Make the Call summaries and relevant sections in the text during the week that we cover the associated chapter in class, 2) complete a PMIQ assessment, and 3) participate in a Canvas Discussion forum for each You Make the Call PMIQ assessment. To complete the PMIQ assessment begin by reading the appropriate You Make the Call summary and relevant sections in the textbook. Once you have read the You Make the Call summary, complete the PMIQ assessment by completing the following steps. Step 1: In complete sentences, list two (2) Pluses (the"P") of the topic/ideas/arguments explored? In other words, what are two positive aspects/outcomes of this issue? Step 2: In complete sentences, list two (2) Minuses (the "M") of the topic/ideas/arguments explored? In other words, what are two negative aspects/outcomes of this issue? Step 3: In complete sentences, list two (2) things that you found Interesting (the "I") about the topic/ideas/arguments explored? Step 4: In complete sentences, list two Questions ("Q") you have about the topic/ideas/arguments explored. Your final PMIQ assessment will include: two complete

"plus" sentences labeled as P, two complete "minus" sentences labeled as M, two complete "interesting" sentences labeled as I, and two questions labeled as Q. Please note that there are no right or wrong answers. Instead, this is an opportunity for you to explore the complexity and challenges associated with any environmental geology-related issue. To earn full credit for the you make the call PMIQ Assessment complete the following: 1) submit your PMIQ assessment on the appropriate Canvas Discussion forum and 2) comment on at least two (2) of your classmates' original posts (i.e. two different people). Your comment can agree with or contradict one of the P, M, I, or Q points listed by your classmates. Your comment can be a question about one of the P, M, I, or Q points that your classmates listed. Your comment can also expand on a P, M, I, or Q point listed (i.e. continue the discussion) by one of your classmates. Please note that you can (and are encouraged to) engage each other in a virtual discussion, but you are expected to do so with respect and professionalism. Students that violate this etiquette will receive a ZERO on the assignment and will not be given the opportunity to make up the assignment.
Environmental Geology Film Review: Environmental geology-related issues are increasingly becoming the focus of video programs, such as documentaries, television series, and filmed discussions featuring experts and activists, such TED or the National Geographic live speaker series. In this class, we will watch environmental geology-themed programs that highlight some pressing environmental-geology related issues affecting our local and global community. After watching each film you will compose a 250 – 500 word review, using complete sentences, of the film. Your review should be broken into sections. Section 1 is your summary of the film. Section 2 is your description of how the film relates to environmental geology, including the topics/terms that you recognize from your textbook and which chapter or chapters of our textbook relate to this film and why. In other words, which chapter or chapters of the textbook would better help you understand the environmental geology issues presented in this film? Section 3 is your discussion of how people/society were affected in this film. Who, if anyone, was affected positively? How were they affected? Who, if anyone, was affected negatively? How were they affected? Section 4 is your discussion of any impacts to the natural and/or manmade environment featured in the film. Section 5 is your discussion of how the main issue of the program was resolved? In other words, how did the program end? Does the issue feel resolved or is it ongoing? What additional steps need to be taken? In addition to your summary create a list of any questions you have after watching the film that relate to topic of the film. These questions do not count towards your word total, but instead can be used to help guide your continued exploration of the issue. To earn full credit on the Environmental Geology Film Review complete the following. 1) Watch the environmental geology film. 2) Complete the review by addressing all of the points listed above. 3) Submit the Environmental Geology Film Review by typing it (or copying and pasting it) directly into the Canvas assignment by the due date.

VIII. **Student Learning Outcomes:**

1. Students will evaluate the societal and environmental impacts of extracting and using geologic resources.
2. Students will recognize common types of geologic hazards and the types of geologic settings in which these hazards occur.
3. Students will discuss the ways in which humans are impacted by the earth and humans impact the earth.

Substantial Change: GEOLOGY 4, Physical Geology with Lab

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
C-ID:	GEOL 101
Transferability:	Transfers to UC, CSU
CSU GE Area:	B1 - Physical Science; B3 - Lab
IGETC Area:	5A: Physical Science; 5C: Lab
SMC GE Area:	Area I: Natural Science
Degree Applicability:	Credit - Degree Applicable

I. **Catalog Description**

This course presents an introduction to geologic processes that have shaped the Earth. Lecture topics include formation of the Earth, plate tectonics, rocks, minerals, earthquakes, geologic structures, geologic time, coastal processes, and groundwater. Laboratory exercises expand this information by dealing with rock and mineral identification, topographic and geologic map interpretation, and the interpretation aerial photographs. Upon completion of this course, the student will have a good understanding of the processes that form major features on Earth.

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. Earth: Portrait of a Planet, 7th, Marshak,S. , W. W. Norton & Company © 2022, ISBN: 0393882748
2. Laboratory Manual for Introductory Geology, 4th, Ludman,A and Marshak, S., W. W. Norton & Company © 2019, ISBN: 978-0-393-61752-8
3. Exploring Geology, 6th, Reynolds, Johnson, Morin, & Carter, McGraw-Hill © 2021, ISBN: 9781260722215
4. OER textbook https://opengeology.org/textbook/

III. **Course Objectives**

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

1. Explain the scientific method especially as it applies to major geologic theories like plate tectonics.
2. Demonstrate an understanding of the plate tectonics theory by recognizing geologic features associated with plate tectonic boundaries and explaining the geologic processes involved in their formation.
3. Interpret the formational history of a rock or mineral based on texture and/or composition.
4. Apply basic geologic principles to make observations and find resources they need to make informed decisions related to earthquakes, volcanoes, groundwater use, etc.
5. Interpret the geologic history of a region using geologic and topographic maps.

IV. **Methods of Presentation:**

Field Trips, Lab, Lecture and Discussion, Group Work, Online instructor-provided resources, Other Methods: Geology is a physical science that explains how our natural systems influence the human environment. Teaching geology generally requires presentation via PowerPoint, sketches on a whiteboard/chalkboard, and/or rock and mineral samples. Virtual field trips will be employed where possible to increase equity. Lectures include also include videos to help students visualize three-dimensional concepts over time. Course material is supplemented with discussions of current geology in the news, which includes geologic hazards and recent discoveries.

V. **Course Content**

% of Course	Topic
8.000%	Introduction to geology, the scientific method and units of measurement
8.000%	Formation of the Earth and plate tectonics theory
8.000%	Minerals and the rock cycle
8.000%	Igneous rocks, volcanoes and volcanic hazards

8.000%	Sedimentary rocks and weathering
8.000%	Metamorphic rocks and metamorphism
8.000%	Geologic time: relative and absolute dating techniques
7.000%	Mountain building and geologic structures
8.000%	Geologic and topographic maps
7.000%	Earthquakes and earthquake hazards
7.000%	Geologic resources: renewable and non-renewable
5.000%	Coastal features and erosion
5.000%	Groundwater
5.000%	Geology and climate change
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
30%	Lab Reports
45%	Exams/Tests: Two midterms and one final exam, each worth 15%
10%	Quizzes: Weekly reading quizzes
15%	Other: Weekly responses to threaded discussion topics, students will respond to the prompt and to their classmates regarding the course content for the weekly discussion. These topics can include general geology topics, recent geologic events, or profile diverse geologists.
100%	Total

VII. **Sample Assignments:**

Lab for Volcanoes: Introduction: Living near the San Andreas, it is easy to forget that California is geologically active beyond its fault lines. In fact, Margaret Mangan, scientist-in-charge of the USGS California Volcano Observatory has been quoted as saying “the likelihood of a future eruption in California is comparable to that of a Magnitude 6.7 or greater earthquake in San Francisco or Los Angeles on the San Andreas Fault.” But where do these volcanoes reside? What is the tectonic explanation for their existence? What benefits and risks do they present to California and beyond? In this lab you will explore some of California’s volcanoes to learn more about this exciting and relevant topic. Directions: 1. Click on the following link which will take you to a Google Earth presentation that includes volcanically relevant sites throughout California. Link to California Volcanoes Google Earth presentation: https://drive.google.com/open?id=1b9EM_TlEVO8k0MGtKsDmmaVj2sJyK9rl&usp=sharing 2. Click on the tab labeled “Present.” 3. Scroll through each of the slides, which take you to different volcanoes and volcanically relevant places throughout California. 4. Complete the table below while viewing the slides and visiting the sites listed below in addition to using the information provided in your text. • Smithsonian National Museum of Natural History Global Volcanism Program o Holocene Volcano Database: http://volcano.si.edu/search_volcano.cfm o Pleistocene Volcano Database: http://volcano.si.edu/list_volcano_pleistocene.cfm • USGS Volcano Hazards Program California Volcano Observatory: https://volcanoes.usgs.gov/observatories/calvo/ NOTE: Devil’s Postpile National Monument and Fossil Falls are not on this table. We will return to those areas in the next question. California Volcanoes and Volcanically Relevant Features Table Mount Shasta Lassen Peak Medicine Lake Mammoth Mountain *Long Valley Caldera *Volcano at Coso Volcanic Field (i.e. Coso Volcanic Field) Obsidian Butte and Red Island Volcano (i.e.Salton Buttes) Volcano Type or Volcanic Feature Hint: use your text. Age of Volcano Hint: check the Smithsonian link Last Known Eruption Hint: check the Smithsonian link Rock Types (major and minor) Hint: check the Smithsonian link See pg 159 in your text Tectonic Setting Hint: check the Smithsonian link Population within 5 km Hint: check the Smithsonian link Mount Shasta Lassen Peak Medicine Lake Mammoth Mountain *Long Valley Caldera *Volcano at Coso Volcanic Field (i.e. Coso Volcanic Field) Obsidian Butte and Red Island Volcano (i.e. Salton Buttes) Population within 10 km Hint: check the Smithsonian link Population within 30 km Hint: check the Smithsonian link Population within 100 km Hint: check the Smithsonian link Nearest Town Hint: check the USGS link Potential Volcanic Hazards Hint: determine the volcano type and refer to your text. Threat Potential Hint: check the USGS link. *Pleistocene Volcano or volcanic area 5. Return to the Igneous Rocks Lab and revisit the following samples. List their rock names below. Igneous Rock Sample Rock Name 2 3 4 8 9 10 12 6. List the

Igneous rock sample number under the volcano name below if you think that type of rock could be found there. Hint: refer to your table and your answers to Lab 5. Mount Shasta Lassen Peak Medicine Lake Mammoth Mountain Long Valley Caldera Coso Volcanic Field Salton Buttes 7. In the California Volcanoes Lab Google Earth presentation, return to the placemark for “Devil’s Postpile National Monument.” Click on the placemark labeled “Devil’s Postpile Close Up.” What type of igneous feature can be seen here? Hint: revisit Chapter 5. 8. In the California Volcanoes Lab Google Earth presentation, return to the placemark for “Fossil Falls Campgrounds Recreational Site.” Click on the placemark labeled “Fossil Falls Close Up.” Notice that there is a canyon cutting through solid basaltic rock. What volcanic product could this canyon be cutting through? Hint: imagine this rock was all once molten. 9. In the California Volcanoes Lab Google Earth presentation, return to the placemark for “Northern Slopes of Medicine Lake.” Notice the slopes are dotted with cone-shaped hills with craters in their centers. What could these hills be? Hint: consider that a volcanically active area may contain many different types of volcanoes. 10. Living near volcanically active areas isn’t all bad. In the California Volcanoes Lab Google Earth presentation, return to the placemark for “Inside Long Valley Caldera – Wild Willy’s Hot Springs.” a. Take a 360 degree look around. What recreational (and relaxing) activity the people in the photo appear to be getting ready for or just coming from? b. Spoil alert, these people are recreating in hot springs! What is making this water so hot? Don’t overthink it! 11. Speaking of benefits, where there are volcanoes, there are hot (and molten) rocks. What benefit does the Imperial Valley Geothermal Area and the Casa Diablo Geothermal Area provide? Where are these geothermal areas located? To answer these questions, check out the links below: Imperial Valley Geothermal Area: https://www.energy.gov/eere/geothermal/imperial-valley-geothermal-area Casa Diablo Geothermal Area: https://www.energy.gov/eere/geothermal/casa-diablo-geothermal-area Benefit: Location of Imperial Valley Geothermal Area: Location of Casa Diablo Geothermal Area: 12. What about economic benefits? In the California Volcanoes Lab Google Earth presentation, return to the placemark for “Mammoth Mountain.” What industry does Mammoth Mountain support? Hint: look at all of the lines radiating off the mountain. 13. Life near a volcano isn’t always so pragmatic. To many volcanoes evoke feeling of connection to the mystical. Read the following article, list which volcano this article discusses and summarize the article in 3 – 5 sentences below. Link to article: https://www.npr.org/2015/06/07/412098380/a-mountain-of-many-legends-draws-spiritual-seekers-from-around-the-globe 14. When you have completed the lab, return to Canvas to submit the lab by completing the California Volcanoes Lab Quiz.

Reading Guide for Volcanoes: Chapter 6: Volcanoes Read the Mt. St. Helens case study and watch this video: https://volcanoes.usgs.gov/volcanoes/st_helens/multimedia_videos.html Case study (if you don’t have the textbook): https://en.wikipedia.org/wiki/1980_eruption_of_Mount_St._Helens What is a volcano? How would you describe it? Describe the following types of volcanoes: Scoria cone Shield volcano Composite volcano Volcanic dome Which is the largest? Why? What are the different ways that magma erupts? How does dissolved gas in the magma influence volcanic eruptions? How does viscosity influence eruptions? What controls viscosity? (hint, it is 2 main things) What are the characteristics of scoria cones and basalt flows? What are the characteristics of shield volcanoes? What type of volcanoes are found on the big island of Hawaii? What causes flood basalts? Where does the magma from flood basalts come from? What is a risk? What is a hazard? What are the hazards associated with eruptions and lava flows? What are the characteristics of a composite volcano? What are the characteristics of volcanic domes? How does a caldera form? Yellowstone case study- why do we monitor this area so closely? What areas have the highest potential for volcanic hazards? How do we monitor volcanoes?

VIII. **Student Learning Outcomes:**

1. Students will apply fundamental geologic concepts to differentiate plate tectonic settings, identify mineral and rock samples, and evaluate geologic issues.
2. Students will demonstrate a conceptual understanding of fundamental geologic concepts, principles, and interactions of Earth's systems.

Substantial Change: GEOLOGY 31, Introduction to Physical Oceanography

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
Transferability:	Transfers to UC, CSU
CSU GE Area:	B1 - Physical Science
IGETC Area:	5A: Physical Science
SMC GE Area:	Area I: Natural Science
Degree Applicability:	Credit - Degree Applicable

I. **Catalog Description**

This course provides the student with an understanding of the physical and geological aspect of oceanography. Lecture topics include the origin of the oceans, plate tectonics, seafloor topography, waves, beaches, estuaries, lagoons, and lakes. Completion of this course will give the student a greater knowledge of the fascinating and dynamic world of the oceans.

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. Essentials of Oceanography , 13th, Trujillo, A., H. Thurman, Pearson © 2020, ISBN: 9780134891521
2. Oceanography: An Invitation to Marine Science, 10th, Garrison, T., Cengage Learning © 2021, ISBN: 0357452755
3. Introduction to Oceanography, https://oercommons.org/courses/introduction-to-oceanography/view, Paul Webb, Roger Williams University Creative Commons © 2023

III. **Course Objectives**

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

1. Demonstrate a greater awareness of the oceanic realm as illustrated by identifying the various types of breakers, beach erosional and depositional features, and differentiate a lagoon from an estuary.
2. Describe marine resources and explain public policy impacts on management of the marine environment.
3. Explain accurately oceanographic phenomena such as tsunamis and the worldwide climatic and economic impact of El Nino events.
4. Describe how ocean currents affect the climate of adjacent land masses.

IV. **Methods of Presentation:**

Lecture and Discussion, Observation and Demonstration, Group Work, Online instructor-provided resources, Field Trips, Other Methods: Virtual field trips will be provided where applicable and used in both DE and on-ground sections.

V. **Course Content**

% of Course	Topic
4.000%	History of Oceanography
10.000%	Origin of the Earth, Oceans, and Plate Tectonics
4.000%	Continental Margin Topography
4.000%	Deep Sea Topography
2.000%	Reefs
6.000%	Continental Margin Sediments and Changes in Sea Level
6.000%	Deep Sea Sediments
8.000%	Oceanographic Equipment
10.000%	Waves

2.000%	Tides
16.000%	Beaches and Coastal Structures
2.000%	Lagoons
4.000%	Estuaries
2.000%	Deltas
4.000%	Chemistry of Seawater
4.000%	Physical Properties of Seawater
4.000%	Coastal Sand Dunes
6.000%	Circulation and Water Masses
2.000%	Sea Ice
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
40%	Exams/Tests: Four exam, each worth 10% of the grade
20%	Quizzes: Reading quizzes will be completed with each chapter (12-15 quizzes)
20%	Written assignments: Responses to weekly threaded discussions (10-15 total discussion topics)
20%	Homework
100%	Total

VII. **Sample Assignments:**

Plate Tectonics exercise: Plate tectonics were first described as the theory of continental drift. Who is credited with this theory? What geologic evidence do we have that the continental plates were in a different location in the past? (Hint- you should have 4 lines of geologic evidence!) What evidence was discovered on the seafloor that provided a mechanism to support plate movement? Using the map provided- look at the key- what do the red triangles and black dots represent? Locate the mid ocean ridge in the Atlantic ocean. What geologic feature (triangles or dots?) do you see along the ridge? Does the mid ocean ridge experience more earthquakes or volcanoes? What is happening to the plates at the mid ocean ridge? Locate the Pacific Northwest of the United States (Washington and Oregon). What geologic feature (triangles or dots?) do you see along the coast? Does the coast experience more earthquakes or volcanoes? What is happening to the plates at this boundary?

Kelp homework : Read the following article about California kelp https://www.nationalgeographic.com/science/2020/04/california-critical-kelp-forests-disappearing-warming-world-can-they-be-saved/?fbclid=IwAR2g3oSrr17JBISmAYZg_XDsbKrPjOlW7q_DIq6T2UK8gPPNZEKvLxsyM2U Answer these questions about the article and what we have learned in class relating to seawater chemistry, climate change, and biological productivity. 1. What function do plants like kelp serve in the ocean? 2. How does the growth of kelp help offset acidity in the oceans? 3. Approximately how many organisms use kelp forests? Give one example you read about and how kelp forests are key to this organisms life cycle. 4. What happened to most of California's kelp forests between 2014-2016? What else threatens CA kelp forests? 5. How do sea urchins threaten kelp? 6. What organisms help keep the purple sea urchin population in check? 7. How are scientists and non-profit organizations enlisting help from the general public? 8. What is the kelp elevator at USC? How does kelp grown on the elevator compare to normal kelp? 9. What role do abalone play in kelp forests? 10. What did you find most interesting about the article?

VIII. **Student Learning Outcomes:**

1. Students will explain how the chemical and physical properties of seawater cause ocean currents.
2. Students will identify Earth's coastal shorelines and recognize beach erosional and depositional features including the interaction of waves and tides on a shoreline.
3. Students will demonstrate an understanding of how the oceans and the ocean basins formed, the topography of the sea floor, and the where sediments found on the seafloor come from.

Substantial Change: GEOLOGY 32, Introduction to Physical Oceanography with Lab

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 UC, CSU
CSU GE Area:	B1 - Physical Science; B3 - Lab
IGETC Area:	5A: Physical Science; 5C: Lab
SMC GE Area:	Area I: Natural Science
Degree Applicability:	Credit – Degree Applicable

I. **Catalog Description**

This course describes the physical and geological aspects of oceanography. Lecture topics include the origin of the oceans, plate tectonics, seafloor topography, waves, beaches, estuaries, lagoons, and lakes. Lab content will reinforce lecture topics giving students an opportunity to apply their knowledge with hands-on experience along with a greater degree of understanding the physical and chemical properties of the oceans and atmosphere.

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. Essentials of Oceanography, 13th , Trujillo , Pearson © 2019, ISBN: 978-0134891521
2. Ocean Studies, Joseph Moran, AMS Online © 2019
3. Investigating Oceanography, 4th, Sverdrup and Kudela, McGraw Hill © 2024, ISBN: 1264091176
4. Introduction to Oceanography, OER https://oercommons.org/courses/introduction-to-oceanography/view, Paul Webb, Roger Williams University/ Creative Commons © 2023
5. A lab manual, written by the instructor, will be provided for the lab content.

III. **Course Objectives**

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

1. Demonstrate a greater awareness of the oceanic environment as illustrated by identifying the various types of waves, beach erosional and depositional features, and oceanic currents.
2. Describe marine resources and explain public policy impacts on management of the marine environment.
3. Explain accurately oceanographic phenomena such as tsunamis and the worldwide climatic and economic impact of ENSO events.
4. Describe how ocean currents affect the climate of adjacent land masses.
5. Communicate effectively to a general audience a scientific concept related to oceanography.
6. Work effectively within a group to complete a project on a timeline.

IV. **Methods of Presentation:**

Lecture and Discussion, Lab, Observation and Demonstration, Field Trips, Projects, Experiments, Visiting Lecturers, Group Work, Field Experience

V. **Course Content**

% of Course	Topic
4.000%	History of Oceanography
10.000%	Origin of the Earth, Oceans, and Plate Tectonics
4.000%	Continental Margin Topography
4.000%	Deep Sea Topography
4.000%	Reefs
6.000%	Continental Margin Sediments and Changes in Sea Level
6.000%	Deep Sea Sediments

8.000%	Oceanographic Equipment
8.000%	Waves
6.000%	Tides
8.000%	Beaches and Coastal Structures
4.000%	Estuaries, Deltas, and Lagoons
4.000%	Chemistry of Seawater
4.000%	Physical Properties of Seawater
4.000%	Coastal Sand Dunes
8.000%	Circulation and Water Masses
4.000%	Sea Ice
4.000%	How ocean and atmosphere circulation impact climate
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
40%	Lab Reports
30%	Exams/Tests: Three midterm exams will be administered, each worth 10% of the grade.
10%	Final Project: Science communication project which will be completed in groups of 2-3 students. Students will pick a course topic and create either a video (PSA, advertisement, commercial, documentary style) approximately 3 minutes long. Written projects should be 1000-2000 words and could include a written article for a science communication journal, a blog post, or a comic.
10%	Final exam
10%	Homework: Homework to supplement class activities will be assigned. This will include Scientist Spotlights which highlight diverse scientists working in Oceanography. The addition of these biographies will increase the classroom sense of communities as students will see a set of scientists who are more diverse than those they see daily on the SMC campus.
100%	Total

VII. **Sample Assignments:**

Coastal Processes Assignment: NAME_____ Welcome to the Santa Monica Beach! Today we are going to make direct observations of the beach and collect data related to the concepts we discussed in class. PART ONE: BEACH ANATOMY 1. Sketch the coastal region from the cliffs to the shore line and label the features you see below (use the figure below to help you identify the features). Include the markers we see in Santa Monica like PCH. 2. Comparing your sketch to the figure above, what features are missing on the beach in Santa Monica? Why (or why not)? 3. What type of shoreline is this? (Erosional or depositional) Why? PART TWO: SAND 1. Take a small handful of sand and put it on the circle on your paper- you want a single layer of grains. What are the sizes of grains that you see? 2. What makes up the sand? Identify as many particles as you can. 3. Using a magnet, drag it through the sand. What do you see on the magnet? What color are the minerals and what could they be? 4. Dig a trench about 3 feet long by 2 feet deep- sketch the side of the trench (the pattern you see in the sand). Describe the pattern that you see. PART THREE: Longshore Current 1. What direction does the longshore current move on the west coast? 2. Using an orange (provided by your Professor), throw it into the ocean and observe its path. Sketch the path below- indicate with arrows the way the orange moves onto the beach and back out into the surf. Why is the longshore current moving that direction? 3. As you look to the north and the south of the Santa Monica Pier (waaay up the beach), what do you notice about the width of the beach? How does it change? 4. Walk up to the pier and to the end of it (over the ocean). What man-made structure can you see in the ocean to the right of the pier? How might this structure influence wave energy and the movement of sand? PART FOUR: Waves 1. Working with a partner, count the number of waves that pass a fixed point over the course of one minute. 2. Determine wave period (T) by finding a fixed point and timing how long it takes a wave to move past (crest to crest). 3. What type of waves are you observing- spilling breakers, plunging breakers, or surging breakers?

Marine Sediments: NAME_____ INTRODUCTION Sediment – particles of organic or inorganic matter that accumulate in a loose, unconsolidated form. Sediment can be classified by particle size, or by source (such as terrigenous, biogenous, or hydrogenous). Most sediments on the ocean floor are a mixture of biogenous and terrigenous particles, with an occasional component of hydrogenous sediments. 1. Examine the igneous rock granite in the three trays. What happens to this rock as it is weathered? What happens to sediment once it reaches the ocean? Let's do a simple experiment to find out. HOW FAST DOES SEDIMENT SETTLE THROUGH THE WATER? Settling Experiment Turn the jar upside down then place it back on the table. Watch and record what happens as outlined below: 1. How long does it take for the gravel to settle? 2. How long does it take for the sand to settle? 3. How long does it take for approximately 2 cm of silt to accumulate? Wait long enough for the silt layer to be easily distinguished (at least two minutes). 4. Calculate the settling velocity for the sand layer. Use the equation rate = distance/time 5. Calculate the settling velocity for the silt layer. 6. Write a one or two - sentence hypothesis about the relationship between grain size and settling rate. Now that we have a sense of how sediment will settle and accumulate in a small tube, let's look at accumulation in the ocean. . . . . CALCULATING RATES OF SEDIMENTATION IN THE OCEAN Location Type of sediment Sedimentation rate How many years to deposit 100 meters of sediment? (How long is 100m? Look at the meter stick!) Off the coast of the northeastern United States Terrigenous 10cm/ 1000yr Further off shore in the North Atlantic Biogenic ooze 5cm/ 1000yr Central Pacific Red Clay 0.1cm/ 1000yr 7. Now that you have witnessed sedimentation in a small settling tube, compare to some real-life examples. Calculate the number of years it takes to deposit 100 meters of sediment for each of the locations in Table 1. Record your answers in Table 1. (easy!) 8. Examining your answers in Table 1, why do you think sedimentation rates change in this manner?

VIII. **Student Learning Outcomes:**

1. Students will explain how the oceans and the ocean basins formed, identify features of the seafloor, and explain how ocean sediments form.
2. Students will identify Earth's coastal shorelines and recognize beach erosional and depositional features including the interaction of waves and tides on a shoreline.
3. Students will explain how the chemical and physical properties of seawater cause ocean currents.
4. Students will demonstrate their ability to communicate science by creating content that explains course concepts to a broad audience.

Substantial Change: SUSTAINABILITY SYSTEMS AND TECHNOLOGIES - NONCREDIT 904, Sustainability Assessment

Units:	0.00
Total Instructional Hours (usually 18 per unit):	36.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	72.00
Degree Applicability:	Noncredit

I. **Catalog Description**
This course provides hands-on instruction on the qualitative and quantitative processes and equipment used to assess sustainability in areas including Zero Waste, Net Zero, energy efficiency, water efficiency and more, and provides both non-traditional and pathway students the opportunity to develop a skill-set in the field of sustainability

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. All course materials will be provided by the instructor.

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Identify the principles of sustainability assessment (SA).
2. Identify the application of SA in developing sustainable communities and businesses.
3. Develop an appropriate SA protocol.
4. Identify SA informational requirements and data acquisition obstacles.
5. Identify best practices and solutions to eliminate and prevent emissions.
6. Identify potential safety issues and the use of Personal Protective Equipment (PPE).
7. Identify the current trends, career opportunities and pathways to employment in the environmental and sustainability industry.

IV. **Methods of Presentation:**
Lecture and Discussion, Observation and Demonstration, Field Experience, Group Work, Visiting Lecturers, Projects, Other Methods: Interactive audio-visual presentations and discussion with participation in experiential assignments and guest speakers

V. **Course Content**

% of Course	Topic
20.000%	Introduction to Sustainability Assessment
10.000%	Energy Audits
10.000%	Material and waste audits
10.000%	Water conservation audits
10.000%	Pollution Prevention Audits
10.000%	Compliance and Forensic Audits
10.000%	Field visit
20.000%	Analytics and Reporting
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic

25%	Class Participation: Discussions
25%	Class Work
25%	In Class Assessment (noncredit)
25%	Projects
100%	Total

VII. **Sample Assignments:**
Waste Audit: Review the video/presentation for how to conduct a waste audit. Use the audit form provided to conduct a waste audit of your home, a building on campus or other business. Based on your assessment, make recommendations. Research resources that will support the implementation of the recommendations. Develop a report and present to class. Incorporate feedback into final report and submit.
Sustainability Practices Student Survey: As a group, develop a list of survey/poll questions to gauge the attitudes of SMC students regarding their sustainability practices. Provide the survey to SMC students, collect and analyze results, and make recommendations for improving sustainability practices. Share results and recommendations with the class.

VIII. **Student Learning Outcomes:**
1. Identify sustainability assessment (SA) in the areas of water, energy, and materials (urban resource) management.
2. Utilize data management and report preparation requirements to sustainability assessment in residential and commercial settings.
3. Identify career opportunities and requisite skills in sustainability assessment.

Santa Monica College
Program Of Study
Child and Adolescent Development AA-T

The Child and Adolescent Development degree provides a comprehensive understanding of a broad range of human development domains including social, cognitive, physical, and culture from birth through adolescence. The degree provides broad undergraduate preparation for students interested in child and adolescent care, as well as a variety of youth-related social service careers.

The Child and Adolescent Development degree is designed for students who intend to work with children, youth and their families in social work, community-based settings, in preparation for elementary or secondary education services, counseling, developmental psychology and non-profit agencies.

This AA-T degree will prepare students for transfer to a similar CSU degree, as well as graduate study in disciplines such as child development, counseling, developmental psychology, and social work.

Students may satisfy the requirements of this degree with approved courses (which may be fewer units) taken at other California community colleges. The courses listed below are SMC courses. If completed entirely at SMC, the Area of Emphasis requires 19 units.

Program Learning Outcomes:

- Assess how socialization and culture impact the lives of children and families.
    - ECE 11: Describe socialization of the child focusing on the interrelationship of family, culture, teachers, and the community.
    - PSYCH 11: Identify cultural, economic, political, historical contexts that impact children's development and learning.

- Evaluate different perspectives that affect the growth and socialization experiences of infants, children, and adolescents.
    - ECE 11: Describe socialization of the child focusing on the interrelationship of family, culture, teachers, and the community.
    - PSYCH 1: Demonstrate a critical understanding of how psychological, biological, social and cultural factors influence mental processes and behavior.

- Examine the physical, social-emotional, cognitive, language, and cultural influences on development.
    - PSYCH 1: Apply psychological principles to understand the self and subjective experiences, interpersonal dynamics, and larger social and cultural trends.
    - PSYCH 11: Explain children's development from conception through adolescence in the physical, social, emotional, and cognitive domains.
    - PSYCH 19: Demonstrate an understanding of Bio-Psycho-Social factors and their interaction over the lifespan.

Required Core Courses:	**Units: 16.0**
Complete all the following courses	
ECE 11[DE] Child, Family and Community	3.0
MATH 54[DE] Elementary Statistics	4.0
PSYCH 1[DE] General Psychology	3.0
PSYCH 11[DE] Child Growth and Development	3.0
PSYCH 19[DE] Lifespan Human Development	3.0

List A: Select One Course	**Units: 3.0**
It is highly recommended that students take ECE 46	
AHIS 11[DE] Art Appreciation: Introduction to Global Visual Culture	3.0
ANTHRO 2[DE] Cultural Anthropology	3.0
BIOL 3 Fundamentals of Biology	4.0
DANCE 5[DE] Dance History	3.0
ECE 46[DE] Infant and Toddler Development	3.0
ECE 64[DE] Health, Safety, and Nutrition for Young Children	3.0
HEALTH 10[DE] Fundamentals of Healthful Living	3.0
HIST 33[DE] World Civilizations I	3.0

MUSIC 30 Music History I	3.0
MUSIC 31 Music History II	3.0
MUSIC 32[DE] Appreciation of Music	3.0
PHILOS 5[DE] Contemporary Moral Conflicts	3.0
SOCIOL 1[DE] Introduction to Sociology	3.0
SOCIOL 1 S Introduction to Sociology - Service Learning	3.0
SOCIOL 12 Sociology of the Family	3.0
SOCIOL 34[DE] Racial and Ethnic Relations in American Society	3.0
TH ART 2[DE] Introduction to the Theatre	3.0
WGS 10[DE] Introduction to Women's, Gender, and Sexuality Studies	3.0

Total Units: 19.0

Santa Monica College
Program Of Study
Elementary Teacher Education AA-T

The Associate in Arts in Elementary Teacher Education for Transfer is intended for students who plan to transfer and complete a Liberal Studies degree and / or a Multiple Subject Teaching Credential to prepare them for elementary school teaching. Successful completion of the AA-T in Elementary Teacher Education satisfies lower- division preparation for a degree in Liberal Studies.

The Associate in Arts in Elementary Teacher Education is geared towards students who plan to transfer to a bachelor's degree in Integrated Teacher Education, Liberal Studies or a similar major.

Students who seek to become teachers in primary, secondary, bilingual, or special education will find this as one possible pathway. This pathway focuses on building the knowledge, skills, and hopefully the disposition that prepare professionals to work with children grades TK to twelve.

In this program, students will learn how to promote healthy development and learning in individually, culturally, and linguistically responsive ways.

Students must complete the following Associate Degree for Transfer requirements:

- Completion of 60 semester units or 90 quarter units of degree-applicable courses,
- Minimum overall grade point average of 2.0,
- Minimum grade of “C” (or “P”) for each course in the major, and
- Completion of IGETC and/or CSU GE-Breadth.

NOTE: Students who plan to transfer to CSU or UC must take an approved math course in CSUGE Area B4 or IGETC Area 2 to meet GE, Associate Degree for Transfer and admission requirement in math.

Program Learning Outcomes:

- Analyze models and methods of effective teaching, especially in relation to the needs of a diverse student body.
    - EDUC 12: Demonstrate an understanding of different pathways to becoming a credentialed teacher (TK-K12) in the state of California, and explore the methodologies and issues relevant to teaching in culturally and linguistically diverse classrooms.
    - EDUC 12: Identify and discuss four current educational issues; relate the philosophy, history, and politics of education as they apply to grades TK-12.

- Describe the concepts and issues related to teaching diverse learners in today's contemporary schools.
    - EDUC 12: Demonstrate an understanding of different pathways to becoming a credentialed teacher (TK-K12) in the state of California, and explore the methodologies and issues relevant to teaching in culturally and linguistically diverse classrooms.
    - EDUC 12: Identify and discuss four current educational issues; relate the philosophy, history, and politics of education as they apply to grades TK-12.
    - PSYCH 11: Identify cultural, economic, political, historical contexts that impact children’s development and learning.

- Demonstrate introductory subject matter competency for the Multiple Subject California Subject Examination for Teacher (CSET).
    - BIOL 3: Demonstrate confidence in their understanding of biological concepts and the scientific method to evaluate and critique current media or a scientific report.
    - ENGL 1: The student will demonstrate the ability to read, comprehend, and analyze college-level writing and respond with thesis-driven analytic essays, scored according to a rubric for appropriate and adequate development and clarity of language and critical thinking.
    - ENGL 18: Upon completion of the course, the student will be able to identify and analyze works of Children's Literature in multiple genres within the context of history and culture.
    - ENGL 18: Upon completion of the course, the student will demonstrate knowledge of literary conventions and relevant critical approaches to literature through written and oral analysis.
    - ENGL 2: Given full-length, college-level texts, the student will plan, write, and revise a well-articulated essay of at least 1000 words that demonstrates familiarity with genre conventions and the ability to analyze, interpret, and evaluate such texts. As assessed by: essay exams, essays demonstrating critical analysis, research projects

- GEOG 11: Having been presented with specific lists of core concepts in world geography and global studies, students will be able to define and apply these concepts to specific contexts.
- GEOL 4: Students will identify the major features on the Earth and understand the geological processes that formed them.
- HIST 11: Describe and discuss, orally and/or in writing, the social and cultural diversity from colonial times through post-Civil War Reconstruction; the impact of colonial, Revolutionary, and early industrial trends on gender and family relations; the development of slavery from colonial to antebellum times; colonial relations with Britain and the achievement of independence; territorial growth and settlement, including relations with Indians and foreign nations; the structuring of government and development of partisan politics, suffrage, and the political culture; technological/scientific trends and the emergence of industrialization and urbanization; the impact of evangelical religion and reform movements; the convergence of tensions that led to Southern succession; and the course and outcome of the Civil War and Reconstruction.
- HIST 33: Describe and discuss, orally and/or in writing, the origins of humanity in prehistory and early patterns of land use; major developments in the civilizations of Africa, Asia, Europe, the Middle East, and the Americas from their origins through early modern times; the development and spread of major world religions; and transformations in inter-regional relations including migration, biological exchange, conquest, trade, and technological and cultural exchange.
- MATH 41: Demonstrate conceptual understanding of the algorithms for operations with whole numbers, fractions, decimals and percents.
- PHYSCS 14: When presented with a variety of natural phenomena from everyday life, the student will be able to give qualitative explanations and solve simple quantitative problems using basic physics principles.
- POL SC 1: Demonstrate through oral and/or written work an understanding of the basic political science concepts including power, institutions, political systems, policy making, theories of the state, political conflict, citizenship, and contending analytical and theoretical approaches.

- Evaluate elements of diversity and diverse learning styles in student populations and analyze how teachers and schools can promote learning for all students.
  - EDUC 12: Create an electronic portfolio that will contain the following items: two analytic write-ups of academic journal articles; two observation narratives of selected classrooms; teaching philosophy; professional vitae.
  - EDUC 12: Identify and discuss four current educational issues; relate the philosophy, history, and politics of education as they apply to grades TK-12.
  - PSYCH 11: Apply knowledge of development and major theoretical frameworks to child observations.

Required Core Courses	**Units: 50.0**
BIOL 3 Fundamentals of Biology	4.0
CHEM 9[DE] Everyday Chemistry	5.0
COM ST 11[DE] Elements of Public Speaking	3.0
EDUC 12[DE] Introduction to Elementary Classroom Teaching & Field Experiences	3.0
ENGL 1[DE] Reading and Composition 1	3.0
ENGL 2[DE] Critical Analysis and Intermediate Composition	3.0
ENGL 18[DE] Children's Literature	3.0
GEOG 11[DE] World Geography: Introduction to Global Studies *(same as: GLOBAL 11)*	3.0
GEOL 4[DE] Physical Geology with Lab	4.0
HIST 11[DE] United States History Through Reconstruction	3.0
HIST 33[DE] World Civilizations I	3.0
MATH 41[DE] Mathematics for Elementary School Teachers	3.0
PHYSCS 14 Introductory Physics with Lab	4.0
POL SC 1[DE] American and California Politics	3.0
PSYCH 11[DE] Child Growth and Development	3.0

List A: Select one course	**Units: 3.0**
AHIS 1[DE] Western Art History I	3.0
AHIS 2[DE] Western Art History II	3.0
AHIS 11[DE] Art Appreciation: Introduction to Global Visual Culture	3.0
AHIS 17[DE] Arts of Asia	3.0
DANCE 5[DE] Dance History	3.0
MUSIC 30 Music History I	3.0
MUSIC 31 Music History II	3.0
MUSIC 32[DE] Appreciation of Music	3.0

TH ART 2[DE] Introduction to the Theatre	3.0
TH ART 5[DE] History of World Theatre	3.0

Total Units: 53.0

Santa Monica College
Program Of Study
Elementary Teacher Education Certificate of Achievement

The cross-disciplinary courses that are part of this certificate serve as an introduction to the field of teaching. Courses seek to inspire and prepare future educators to teach in urban classrooms, to learn essential professional knowledge including professional teaching standards and ethics, to conduct fieldwork in order to learn how to meet the diverse needs of students and roles of the teacher, and to gain a foundation of knowledge across some of the disciplines that will be necessary for teaching elementary students. Students also develop critical reading, writing, and thinking skills that are pertinent to working in the era of standards-based classroom instruction.

Program Learning Outcomes:

- Demonstrate critical thinking skills, specifically in relation to a liberal arts curriculum
    - EDUC 12: Identify and discuss four current educational issues; relate the philosophy, history, and politics of education as they apply to grades TK-12.
    - ENGL 1: The student will demonstrate the ability to read, comprehend, and analyze college-level writing and respond with thesis-driven analytic essays, scored according to a rubric for appropriate and adequate development and clarity of language and critical thinking.
    - ENGL 1: After defining a topic and using any combination of library, web-based, and/or field research, the student will write a research paper that appropriately uses carefully evaluated and well-documented research material to support a clearly articulated thesis.
    - ENGL 18: Upon completion of the course, the student will be able to identify and analyze works of Children's Literature in multiple genres within the context of history and culture.
    - MATH 41: Given a word problem, present at least two non-algebraic models for solving the problem.
    - PSYCH 11: Apply knowledge of development and major theoretical frameworks to child observations.

- Demonstrate an understanding of content from the CA Common Core State Standards for Mathematics and English Language Arts.
    - EDUC 12: Demonstrate an understanding of different pathways to becoming a credentialed teacher (TK-K12) in the state of California, and explore the methodologies and issues relevant to teaching in culturally and linguistically diverse classrooms.
    - ENGL 18: Upon completion of the course, the student will demonstrate knowledge of literary conventions and relevant critical approaches to literature through written and oral analysis.
    - MATH 41: Demonstrate conceptual understanding of the algorithms for operations with whole numbers, fractions, decimals and percents.

Required Courses	**Units: 18.0**
COM ST 11[DE] Elements of Public Speaking	3.0
EDUC 12[DE] Introduction to Elementary Classroom Teaching & Field Experiences	3.0
ENGL 1[DE] Reading and Composition 1	3.0
ENGL 18[DE] Children's Literature	3.0
MATH 41[DE] Mathematics for Elementary School Teachers	3.0
PSYCH 11[DE] Child Growth and Development	3.0
	Total Units: 18.0

Santa Monica College
Program Of Study
Introduction to Early Care & Education Noncredit Certificate of Completion

This program serves as an introduction to the theoretical and practical knowledge required for working with young children in an early care and education setting. It will help individuals determine their level of interest in the early care and education field, prepare students for credit-bearing coursework in Early Childhood Education, and count toward the professional growth requirement for the renewal of an existing Child Development Permit. The program consists of a sequence of courses that prepares students with the knowledge and skills needed to gain employment as an entry-level Assistant Teacher or Family Child Care Provider. This includes an understanding of child development from birth to age 5, basic principles of early care and education, planning culturally responsive curriculum, communicating with children and families, licensing regulations, health and safety standards, and employment seeking strategies. These courses are not intended as a substitute for any Certificate or Associate in Science – Early Childhood Education or related degrees coursework, which provide state mandated education and fieldwork experiences leading to a Child Development Permit and employment as an early care and education associate teacher or higher. After completing this program, students who wish to pursue a certificate / degree in Early Childhood Education are encouraged to meet with a Counselor to create and Education Plan.

Program Learning Outcomes:

- Apply foundational knowledge and skills needed to work with children ages 0-5 and their families in an early care and education setting.
    - ECE 901: Students demonstrate the use of effective methods of communication with children from birth through age five and their parents.
    - ECE 901: Students demonstrate positive guidance techniques for children from birth through age five.
    - ECE 902: Create learning environments that affirm diversity for children from birth through five years old.
    - ECE 903: Demonstrate an understanding of the National Association for Education of Young Children (NAEYC) Code of Ethical Conduct and Family Child Care Home Licensing.

- Discuss child development theories and how they can be used to support teachers in planning and preparing culturally responsive and developmentally appropriate classroom and curriculum experiences.
    - ECE 901: Students can identify typical stages of child development in children from birth through age five.
    - ECE 902: Describe developmentally appropriate and culturally relevant curriculum strategies for children from birth through five years old.
    - ECE 902: Create learning environments that affirm diversity for children from birth through five years old.

- Describe the licensing and workforce requirements for group care and education for young children in California.
    - ECE 903: Demonstrate the use of the Family Child Care Environment Rating Scale- Revised (FCCERS-R)
    - ECE 903: Identify best practices in health and safety state guidelines.

Required Courses

ECE 901[DE] Introduction to Early Care and Education
ECE 902[DE] Culturally Relevant Curriculum
ECE 903[DE] Early Care Licensing and Workforce Readiness

Santa Monica College
Program Of Study
Nature-based Pedagogy Certificate of Achievement

This certificate provides a foundation in child development, highlighting nature, environmental education, and stewardship. It includes an exploration of a nature-based pedagogy continuum; from nature-focused activities through forest Kindergarten principles and practices, as well as strategies and resources to support children in developing and fostering a curiosity of the world around them. Cultural diversity and placed-based influences will be a focus.
Outdoor learning environments (OLEs) stimulate the diversity of children's play experience and contribute to their healthy development. Through observation and assessment opportunities, candidates will experience first-hand the outdoor learning environment; discovering skills and understanding required to create, manage, promote, and organize a quality outdoor learning environment for children.

Program Learning Outcomes:

- Assess early childhood outdoor learning environments.
    - ECE 17: Plan indoor and outdoor environments based on knowledge and understanding of children's development and needs.
    - ECE 21: Complete systematic observations and assessments of children's development and learning using a variety of data collection methods to inform classroom teaching, environment design, interactions, and curriculum.

- Utilize benefit-risk assessment when introducing an outdoor learning experience.
    - ECE 17: Plan indoor and outdoor environments based on knowledge and understanding of children's development and needs.
    - ECE 21: Complete systematic observations and assessments of children's development and learning using a variety of data collection methods to inform classroom teaching, environment design, interactions, and curriculum.
    - ECE 77: Design, evaluate and offer improvements for the outdoor environment and provide a list of activities for children of varying ages and abilities.

- Explain how having a quality early childhood outdoor learning environments can positively impact physical activity and healthy eating in young children.
    - ECE 17: Develop curriculum for all content areas to support children's learning and developmental needs.
    - ECE 2: Explain how foundational knowledge of child development and learning theories inform environments, pedagogy, and interactions in early care and education settings.

- Infuse early childhood education with environmental education learning opportunities.
    - ECE 21: Complete systematic observations and assessments of children's development and learning using a variety of data collection methods to inform classroom teaching, environment design, interactions, and curriculum.
    - ECE 76: Design indoor/ outdoor activities that promote environmental literacy and stewardship.

- Describe how outdoor environments and nature connection can support early childhood development.
    - ECE 17: Apply elements of various curriculum models, approaches, theories, and standards for early learning, including indicators of quality, to plan curriculum for children ages birth through eight.
    - ECE 2: Explain how foundational knowledge of child development and learning theories inform environments, pedagogy, and interactions in early care and education settings.
    - ECE 77: Design, evaluate and offer improvements for the outdoor environment and provide a list of activities for children of varying ages and abilities.

Required Courses	**Units: 22.0**
ECE 2[DE] Principles and Practices of Teaching Young Children	3.0
ECE 11[DE] Child, Family and Community	3.0
ECE 17[DE] Introduction to Curriculum	3.0
ECE 21[DE] Observation and Assessment	4.0
ECE 76[DE] Children in Nature	3.0
ECE 77[DE] Nature: In, Out, and Beyond	3.0
PSYCH 11[DE] Child Growth and Development	3.0

Total Units: 22.0

Santa Monica College
Program Of Study
Political Science AA-T

The Associate in Arts in Political Science for Transfer (AA-T) introduces students to the major fields of study in Political Science. The program includes the study of American Politics (principles, institutions, and policies). Depending upon the student's chosen course of study, the program may also include Comparative Politics (institutional structures, processes, and political cultures), International Relations (structure and operation of the international system), and/or Political Philosophy (ideas about human nature, power, justice, and the state).

Upon completion of the Associate in Arts in Political Science for Transfer (AA-T), students will have a strong academic foundation in the field and be prepared for upper division baccalaureate study. Completion of the degree indicates that the student will have satisfied the lower division requirements for transfer into political science or similar majors for many campuses in the California State University system.

Students must complete the following Associate Degree for Transfer requirements:

- Completion of 60 semester units or 90 quarter units of degree-applicable courses,
- Minimum overall grade point average of 2.0,
- Minimum grade of "C" (or "P") for each course in the major, and
- Completion of IGETC and/or CSU GE-Breadth.

Program Learning Outcomes:

- Exhibit and execute through actions and coursework strong academic behaviors and integrity, as well as weigh their obligations and opportunities as political beings
    - POL SC 1: Exhibit, through their behavior and course work, strong academic behaviors as well as a heightened sense of personal efficacy and civic responsibility and awareness of their rights and duties as citizens of their community, their country, and the wider world.

- Critique through written or oral work how power works, how power is obtained, and how power is structured
    - POL SC 1: Demonstrate through oral and/or written work an understanding of the basic political science concepts including power, institutions, political systems, policy making, theories of the state, political conflict, citizenship, and contending analytical and theoretical approaches.

- Evaluate through written or oral work political phenomena
    - POL SC 1: Demonstrate proficiency in the research, analytical, and communication skills necessary to present, orally and/or in writing, compelling and original arguments that advance reasonable conclusions concerning American and California politics.

- Argue through written or oral work how power ought to be organized in order to achieve desired political outcomes
    - POL SC 1: Demonstrate through oral and/or written work an understanding of the basic political science concepts including power, institutions, political systems, policy making, theories of the state, political conflict, citizenship, and contending analytical and theoretical approaches.

Required Core: (3 units)	**Units: 3.0**
POL SC 1[DE] American and California Politics	3.0

List A: Select three courses (9 units minimum)	**Units: 9.0**
MATH 54[DE] Elementary Statistics	4.0
PHILOS 51[DE] Political Philosophy *(same as: POL SC 51)*	3.0
POL SC 2[DE] Comparative Government and Politics	3.0
POL SC 7[DE] International Politics	3.0
POL SC 51[DE] Political Philosophy *(same as: PHILOS 51)*	3.0

List B: Select two courses (6 units minimum)	**Units: 6.0**
Any course from List A not used above	
ECON 1[DE] Principles of Microeconomics	3.0
ECON 2[DE] Principles of Macroeconomics	3.0
ECON 5[DE] International Political Economy: Introduction To Global Studies *(same as: GLOBAL 5 , POL SC 5)*	3.0
ENGL 2[DE] Critical Analysis and Intermediate Composition	3.0
ENVRN 14[DE] U.S. Environmental History *(same as: HIST 14)*	3.0

ENVRN 20[DE] Environmental Ethics *(same as: PHILOS 20)*	3.0
ENVRN 22 Environmental Politics and Policies *(same as: POL SC 22)*	3.0
GEOG 2[DE] Introduction To Human Geography	3.0
GEOG 8[DE] Introduction to Urban Studies *(same as: URBAN 8)*	3.0
GEOG 11[DE] World Geography: Introduction to Global Studies *(same as: GLOBAL 11)*	3.0
GLOBAL 5[DE] International Political Economy: Introduction To Global Studies *(same as: ECON 5 , POL SC 5)*	3.0
GLOBAL 11[DE] World Geography: Introduction to Global Studies *(same as: GEOG 11)*	3.0
HIST 1[DE] History of Western Civilization I	3.0
HIST 2[DE] History of Western Civilization II	3.0
HIST 10[DE] Ethnicity and American Culture	3.0
HIST 11[DE] United States History Through Reconstruction	3.0
HIST 12[DE] The United States History Since Reconstruction	3.0
HIST 13[DE] United States History After 1945	3.0
HIST 14[DE] U.S. Environmental History *(same as: ENVRN 14)*	3.0
PHILOS 1[DE] Knowledge and Reality	3.0
PHILOS 3[DE] Early Philosophers	3.0
PHILOS 4[DE] Modern Philosophers	3.0
PHILOS 7[DE] Logic and Critical Thinking	3.0
PHILOS 20[DE] Environmental Ethics *(same as: ENVRN 20)*	3.0
PHILOS 48 Nonviolent Resistance	3.0
PHILOS 52[DE] Contemporary Political Thought *(same as: POL SC 52)*	3.0
POL SC 3 Introduction to Politics: Justice, Power and Agency	3.0
POL SC 5[DE] International Political Economy: Introduction To Global Studies *(same as: ECON 5 , GLOBAL 5)*	3.0
POL SC 8 The Modern Far East	3.0
POL SC 10 Government Internships	3.0
POL SC 11 World Affairs And The United Nations	3.0
POL SC 14 Middle East Government And Politics	3.0
POL SC 21[DE] Race, Ethnicity, and the Politics of Difference	3.0
POL SC 22 Environmental Politics and Policies *(same as: ENVRN 22)*	3.0
POL SC 23 Sex, Gender, and Power	3.0
POL SC 31[DE] Introduction to Public Policy	3.0
POL SC 47 International Politics Seminar	3.0
POL SC 52[DE] Contemporary Political Thought *(same as: PHILOS 52)*	3.0
SOCIOL 1[DE] Introduction to Sociology	3.0
SOCIOL 1 S Introduction to Sociology - Service Learning	3.0
SOCIOL 2[DE] Social Problems	3.0
SOCIOL 2 S Social Problems -- Service Learning	3.0
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
SOCIOL 33[DE] Sociology of Sex and Gender	3.0
SOCIOL 34[DE] Racial and Ethnic Relations in American Society	3.0
URBAN 8[DE] Introduction to Urban Studies *(same as: GEOG 8)*	3.0
Or any course articulated as fulfilling CSUGE Area D	

Total Units: 18.0