SANTA MONICA COLLEGE
ACADEMIC SENATE

1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Agenda
Wednesday, October 2, 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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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
II. Public Comments *(Two minutes is allotted to any member of the public who wishes to address the Committee.)*
III. Announcements
IV. Approval of Minutes (September 4, 2024) 3
V.   Chair's Report
VI. Information Items

1. CSLO/PLO Mapping
2. Common Course Numbering (CCN)
3. Cal-GETC Updates (ADTs)
4. Local GE Pattern

VII. Action Items

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 October 16, 2024.

SANTA MONICA COLLEGE
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Curriculum Committee Minutes
Wednesday, September 4, 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	Walker Griffy	Scott Silverman
Dione Carter Hodges, *Vice Chair*	Javier Cambron	Aileen Huang	Bobby Simmons
Jason Beardsley	Evelyn Chantani	Sharlene Joachim	Briana Simmons
Mary Bober	Rachel Demski	Jesus Lopez	Audra Wells
Fariba Bolandhemat	Susan Fila	Jacqueline Monge	
Walter Butler	Christina Gabler	Kevin Roberts	

Members Absent:

Lourdes Arévalo	Keith Graziadei	Estela Narrie*	Lydia Strong

*Attended via Zoom – voting members of the committee unable to attend in-person may join as a guest on zoom but cannot move or vote on action items.

Others Present:

Ciarán Brewster	Sheila Cordova	Eric Oifer	Olivia Vallejo
Lisa Collins	Eric Minzenberg		

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

I. Call to Order and Approval of Agenda
The meeting was called to order at 3:04 pm. Motion to approve the agenda with no revisions.
Motion made by: Scott Silverman; **Seconded by:** Audra Wells
The motion passed unanimously. *(Christina Gabler, Kevin Roberts not present for vote)*

II. Public Comments
None

III. Announcements
None

IV. Approval of Minutes (May 15, 2024)
Motion to approve the minutes of May 15, 2024 with no revisions.
Motion made by: Scott Silverman; **Seconded by:** Dione Hodges
The motion passed unanimously. *(Kevin Roberts not present for vote)*

V. Chair's Report
Thank you to everyone who attended the Curriculum Retreat! If you haven't already filled out the feedback survey, please do so. The Canvas Shell should also now be accessible to all curriculum representatives and department chairs.

The first Common Course Numbering (CCN) Webinar was today – lots of updates; the links to register are on the curriculum homepage (smc.edu/curriculum) and in Canvas. The webinars are being recorded and

will be uploaded to the Chancellor's Office website. The CCN templates are also [now available on the Chancellor's Office website.](#)

As a reminder we have a lot of legislation and projects to get through this year – updates to the local GE pattern, Cal-GETC, Common Course Numbering, Credit for Prior Learning, updates to the ADTs, the SLO/PLO project, etc.

VI. Information Items

1. Cal-GETC Update – Estela Narrie and Dione Hodges
   We have a Cal-GETC workgroup that meets every other week – including representatives from Curriculum, Admissions & Records, Academic Affairs, Counseling, and IT to share updates on the work being done to implement the Cal-GETC across all systems.

2. Credit for Prior Learning (CPL) – Jason Beardsley
   As a refresher – CPL is now part of California law/Ed Code. In addition to exams for credit (AP, IB, CLEP); colleges are mandated to have a policy and regulations in place to offer credit for learning that happens outside of the classroom (including but not limited to: military experience/transcripts, work experience, industry certifications, portfolios, etc.) Academic Affairs will be supporting faculty to make decisions on experiences and credentials that can/should be articulated for credit courses. CPL will be a team effort – in addition to determining experiences to articulate, we'll also be working with IT, Admissions & Records, etc. to ensure credit is applied and transcripted.

3. Curriculum Institute Report
   Updates from the Curriculum Institute are tabled for the September 18 meeting for time.

4. Local GE Pattern Update – Estela Narrie
   We will need to discuss and decide as a committee (and within impacted departments) which courses should apply to the two new sections to the local GE pattern – Oral Communication/Critical Thinking and Ethnic Studies.

5. SLO/PLO Mapping Update – Jason Beardsley and Sheila Cordova
   Academic Affairs supports the faculty purview of curriculum – it is the role of the administration to provide support to faculty working on curriculum. Academic Affairs will offer a stipend for faculty acting as SLO ambassadors. Jason will be sending an email to Department Chairs and SLO Ambassadors. Sheila Cordova is the SLO Faculty Lead and will provide training and engagement.

   Sheila provided training on SLOs and PLOs, including mapping SLOs to PLOs. *(see page 5 for the training document.)* Additional updates and training coming soon!

6. Stellic Update – Dione Hodges
   Enrollment Services in coordination with MIS and supported by a local team is making steady progress toward implementing Stellic, a replacement for MyEdPlan. The SMC Board of Trustees approved a 5-year contract with Stellic at its January 2024 meeting.

   Stellic is a comprehensive academic planning and advising platform designed to support students and counselors in creating and managing personalized educational plans. It offers a suite of tools to enhance the academic planning process, improve student progression, and facilitate better communication and collaboration among students and staff. Key features of Stellic include a robust degree audit engine, education planning based on students' chosen pathways, conflict-free class scheduling, tools for counselors, analytics, and workflows. Stellic aims to make the academic planning process more efficient.

   The Stellic Implementation Team consists of representatives from Enrollment Services, Admissions and Records, Counseling, IT/MIS, and Academic Affairs. The team has met weekly since late February to advise the leads and Stellic representatives on the local implementation. A separate weekly meeting

with MIS has also been held to address data integration.

The implementation has required extensive involvement from MIS personnel, not only to create data sources that feed Stellic, but to update and develop new applications and reports in WebISIS.

Select Progress To-Date
- Planning and Coordination
    - Held Project and IT kickoff meetings
    - Completed configuration documents
    - Scheduled discovery sessions with Admissions, Counseling, and Veterans teams
    - Established project key milestones and timeline
        - Beta testing is scheduled for end of July/early August
        - Full campus rollout is expected in November
    - Held sessions on transfer articulation
    - Held discovery session for Stellic's upcoming transfer student and prospective student modules
- Integration and Data Management
    - Established timing of data integrations
    - Created Stellic SMC instance
    - Integrated SMC Catalog data, semester class schedules, user data, SSO, among other data sources
    - Began integration of Canvas data
- Audit Building and Validation
    - Held degree audit-building sessions with Academic Affairs and Admissions and Records
    - Created overall audit guidance document for the Stellic audit building team
    - Phase 1 of degree audit building was completed, focused on 50 audits, including programs in Business, Design Technology, Nursing, and all current G.E. patterns
        - Academic Records Evaluators completed initial validation of audits with student records on July 15
    - Kicked off Phase 2 of audit building
        - Academic Affairs created audits for Liberal Arts, General Science, and Cal-GETC
        - An additional 50 degree audits have been created by Stellic (with remaining audits to be set up by mid-September
        - Academic Records Evaluators are validating these audits and expect to finish by the end of August
- Student Testing
    - Admissions and Records has conducted initial testing with 26 students who were invited to participate. Feedback has been very positive. The goal of this testing (which is ongoing) is to help us identify how to best prepare for launch (e.g., materials to be developed to support students)

VII. Action Items

(Consent Agenda: Program Maps)
a. Dance Teaching (Pre-K – Grade 5) Certificate of Achievement Program Map
b. Production Design for Film and TV Fundamentals Certificate of Achievement Program Map
Motion to approve the consent agenda of Program Maps (Dance Teaching (Pre-K – Grade 5) Certificate of Achievement and Production Design for Film and TV Fundamentals Certificate of Achievement) with no revisions.
Motion made by: Scott Silverman; **Seconded by:** Walker Griffy
The motion passed unanimously. *(Christina Gabler not present for vote)*

(Courses: Substantial Changes)
c. ANTHRO 1 Biological Anthropology (changed: SLOs, methods of evaluation, textbooks)
d. ANTHRO 5 Biological Anthropology with Lab (changed: SLOs, methods of evaluation, textbooks)
e. ANTHRO 9 Paleoanthropology (changed: SLOs, methods of evaluation, textbooks)

f. ANTHRO 10 Forensic Anthropology (changed: SLOs, methods of evaluation, textbooks)
g. ANTHRO 11 Introduction to Primatology (changed: SLOs, methods of evaluation, textbooks)
Motion to approve changes to ANTHRO 1 (VII. c.), ANTHRO 5 (VII. d.), ANTHRO 9 (VII. e.), ANTHRO 10 (VII. f.), ANTHRO 11 (VII. g.) as a block with additional revision to ANTHRO 9 sample assignments for consistent spelling of "Neandertals."
Motion made by: Scott Silverman; **Seconded by:** Susan Caggiano
The motion passed unanimously. *(Christina Gabler not present for vote)*

h. DANCE 17 Beginning Tap (changed: SLOs, textbooks)
i. DANCE 18 Intermediate Tap (changed: SLOs, textbooks)
Motion to approve changes to DANCE 17 (VII. h.) and DANCE 18 (VII. i.) as a block with additional revision to Methods of Evaluation "Class Participation" (adding note of "in-class activities")
Motion made by: Susan Caggiano; **Seconded by:** Scott Silverman
The motion passed unanimously. *(Christina Gabler not present for vote)*

j. GEOL 3 Introduction to Environmental Geology (changed: SLOs, textbooks)
k. GEOL 4 Physical Geology with Lab (changed: SLOs, textbooks)
l. GEOL 31 Introduction to Physical Oceanography (changed: SLOs, textbooks)
m. GEOL 32 Introduction to Physical Oceanography with Lab (changed: SLOs, textbooks)
Motion to approve changes to GEOL 3 (VII. j.), GEOL 4 (VII. k.), GEOL 31 (VII. l.), and GEOL 32 (VII. m.) with additional revision to remove "Students will…" from all SLOs from all courses.
Motion made by: Susan Caggiano; **Seconded by:** Jacqueline Monge
The motion passed unanimously. *(Christina Gabler not present for vote)*

n. SST 904 Sustainability Assessment (changed: SLOs)
Motion to approve changes to SST 904 with no additional revisions.
Motion made by: Scott Silverman; **Seconded by:** Dione Hodges
The motion passed unanimously. *(Christina Gabler not present for vote)*

(Programs: SLO/PLO Mapping)
o. Child and Adolescent Development AA-T
p. Elementary Teacher Education AA-T
q. Elementary Teacher Education Certificate of Achievement
r. Introduction to Early Care & Education Noncredit Certificate of Completion
s. Nature-based Pedagogy Certificate of Achievement
t. Political Science AA-T
All "Programs: SLO/PLO Mapping" action items (VII. o. p. q. r. s. t.) tabled pending additional discussions regarding clarification for mapping details.

(Programs: Revisions)
u. 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: Susan Caggiano; **Seconded by:** Walker Griffy
The motion passed unanimously. *(Christina Gabler not present for vote)*

VIII. New Business
None

IX. Old Business
None

X. Adjournment
Motion to adjourn the meeting at 5:15pm.
Motion made by: Susan Caggiano; **Seconded by:** Scott Silverman
The motion passed unanimously. *(Christina Gabler not present for vote)*

	Biotechnology AS						SMC GE			
	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 BIOL 30	1	PR	I	YES	5	15				
CHEM 10	2	PREREQ			5	15				
ENGL 1	3	PR / GE	IV A		3	9			YES	
COUNS 20		EL			3	9			YES	
					16	**48**				
SEMESTER 2 BIOL 31	1	PR			5	15		CHEM 10 (C) / BIOL 3 or 21 or 30 (P)		*BIOL 3 or 21 will be removed as pre-req for BIOL 31 per Dept*
MATH 54	2	PR	IV B		4	12			YES	
ENGL 2	3	PR	III		3	9		ENGL 1 (P)	YES	
CHEM 11	4	PR			5	15		CHEM 10 (P)		
					16	**48**				
SEMESTER 3 BIOL 34	1	PR			3	9		BIOL 31 (P)	YES	Advised for intersession after 2nd semester for completion of Cert 1: Biolotechnology/Life Sciences Lab Asst CoA in one year
BIOL 32	3	PR			4	12		BIOL 31 (P)		
GE		GE	II A / GC		3	9				
MCRBIO 1	4	PR			5	15		CHEM 19 or 10 & PHYS 3 or BIOL 3 or 21 or 30 (P)		*BIOL 30 will be included as approved pre-req for MCRBIO (per Dept)*
BIOL 90B	2	PR			2	6			YES	Advised for intersession before or after 2nd semester for completion of Cert 1: Biotechnology/Life Sciences Lab Asst CoA in one year
TOTAL Semester 3					**17**	**51**				
SEMESTER 4 BIOL 33	1	PR			4	12		BIOL 31 (P)		
BIOL 35	2	PR			3	9		BIOL 32 or 33 (P)		
BIOL 36	3	PR			3	9				
GE		GE	II B / GC		3	9			YES	
TOTAL Semester 4					**13**	**39**				

Biotechnology Pathway: Certificate 1: Biotechnology /Life Sciences Lab Assistant can be completed in 2 semesters (24 units total). Certificate 2: Biotechnology & Cell Science lab Technician can be completed in 4 semesters (40 total units). This map outlines the AS in Biotechnology, which includes additional program requirements and general education.

	Biotechnology/Life Sciences Lab Assistant CoA / Biotechnology and Cell Science Lab Tech 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	BIOL 30	1	PR		YES	5	15				
	CHEM 10	2	PR			5	15				
						10	30				
SEMESTER 2	BIOL 31	1	PR			5	15		CHEM 10 (C) / BIOL 3 or 21 or 30 (P)		*BIOL 3 or 21 will be removed as pre-reqs for BIOL 31 per Dept*
	MATH 54	2	PR			4	12			YES	
	TOTAL Semester 2					9	27				
SEMESTER 3	BIOL 34	1	PR			3	9		BIOL 31 (P)	YES	Advised for intersession after 2nd semester for completion of Cert 1: Biolotechnology/Life Sciences Lab Asst CoA in one year
	BIOL 90B	2	PR			1	3			YES	Advised for intersession before or after 2nd semester for completion of Cert 1: Biotechnology/Life Sciences Lab Asst CoA in one year
	MCRBIO 1	3	PR			5	15		CHEM 19 or 10 & PHYS 3 or BIOL 3 or 21 or 30 (P)		*BIOL 30 will be included as approved pre-req for MCRBIO (per Dept)*
	BIOL 32	4	PR			4	12		BIOL 31 (P)		
	TOTAL Semester 3					13	39				
SEMESTER 4	BIOL 33	1	PR			4	12		BIOL 31 (P)		
	BIOL 35	2	PR			3	9		BIOL 32 or 33 (P)		
	TOTAL Semester 4					7	21				

Biotechnology Pathway: Certificate 1: Biotechnology /Life Sciences Lab Assistant can be completed in 2 semesters (24 units total), which includes BIOL 34 and 90B advised to be taken in the intersession after 2nd semster for completion in one year. Certificate 2: Biotechnology & Cell Science lab Technician can be completed in 4 semesters (40 total units).

New Course: ART - NONCREDIT 920, Wood Shop

Units:	0.00
Total Instructional Hours (usually 18 per unit):	36.00
Hours per week (full semester equivalent) in Lecture:	1.00
In-Class Lab:	0.00
Arranged:	1.00
Outside-of-Class Hours:	36.00
Transferability:	None
Degree Applicability:	Noncredit
Proposed Start:	Fall 2025
TOP/SAM Code:	109900 - Other Fine and Applied Arts / C - Clearly Occupational
Grading:	Noncredit (Progress Indicators Used)
Repeatability:	Yes
Library:	Library has adequate materials to support course
Minimum Qualification:	Commercial Art - Expertise in woodshops and woodworking

Rationale

The Art Department is full of great tools. Students and faculty need basic training in the safe operation of the equipment. The successful completion of this course will serve as a passport for entry to and use of the shop.

I. **Catalog Description**

This noncredit course will introduce students to the safe use of power tools found in art departments, such as Create Space, and their utilization in art and industry. Students will use tools to create physical objects. Students will become familiar with machine tools like table saws, and band saws, along with handheld tools like shapers and sanders.

II. **Examples of Appropriate Text or Other Required Reading:**

(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
1. The Woodworking Bible: The Ultimate Guide to Master All the Major Woodworking Techniques | Includes Easy and Affordable Indoor & Outdoor Projects With Step-by-Step Blueprints, Mike Williams, Independently Published © 2022, ISBN: 979-8364509802
2. Woodworking: The Complete Step-by-Step Guide to Skills, Techniques, and Projects (Fox Chapel Publishing) 41 Complete Plans, 1,200 Photos and Illustrations, Easy to Follow Diagrams, and Expert Guidance , Tom Carpenter, Fox Cahpel © 2021, ISBN: 1497102715

III. **Course Objectives**

Upon completion of this course, the student will be able to:
1. Articulate the various roles of woodshops in commercial and fine art practices
2. Demonstrate the importance of collaboration in woodshop techniques.
3. Demonstrate knowledge of best practices in maintaining an effective wood shop including organization and cleanliness.

IIIb. **Arranged Hours Objectives:**

Upon completion of this course, the student will be able to:
1. Same as course content

IV. **Methods of Presentation:**

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

IVb. **Arranged Hours Instructional Activities:**

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

V. **Course Content**

% of Course	Topic
10.000%	Function and safe use of the JIG SAW and ROUTER
15.000%	Function and safe use of the DRILL PRESS
15.000%	Function and safe use of the BELT SANDER
15.000%	Function and safe use of the BAND SAW
15.000%	Function and safe use of the TABLE SAW
15.000%	Function and safe use of the PLANER
15.000%	Function and safe use of the JOINTER
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
50%	Class Participation: Attendance and participation in all demonstrations is required
50%	Final exam: Students must demonstrate a safe cut using each tool as a final practical exam.
100%	Total

VII. **Sample Assignments:**
Mill A piece of rough lumber : Start with a live edge piece of rough lumber and use the joiner, planer and table saw to square and surface the wood.
Repeated Parts: Cut a template with the jig saw and use a router to make two identical copies from the template.

VIII. **Student Learning Outcomes:**
1. Build safely with the woodworking tools.
2. Determine the appropriate tool for a given problem in wood working.

New Course: DANCE 41B, Contemporary Modern Dance 1B

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:	UC (pending), CSU
Degree Applicability:	Credit – Degree Applicable
Advisory(s):	DANCE 41A
Proposed Start:	Spring 2025
TOP/SAM Code:	100800 - Dance / E - Non-Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	List of suggested materials has been given to Librarian
Minimum Qualification:	Dance
Program Impact:	Dance AA

Rationale

Our rationale for developing the B section is twofold. Many of our students come to us with no prior contemporary modern dance training. Currently the Dance department offers two experiences in beginning level contemporary modern dance, 41 and 42. Many students express desire to continue enrolling in contemporary modern dance after completing both sections, however for the absolute beginner two semesters is not adequate to prepare them to move on to our subsequent family of major level contemporary modern dance sections 43 and 44, alongside dancers who have years of previous training. As a result, we often see students either enroll, struggle, and have an unsuccessful experience, or they inform us that they are leaving the SMC dance department to enroll in a studio or another college. The additional B section will offer continued training at a foundational level, contribute to retention, and allow the beginning dancer to have a more fulfilled college dance experience. Our second reason for offering the B section is to provide a remedial training option for dance majors who enter our program but need more time in foundational contemporary modern dance training. Many dance majors enter the program strong in one form but in need of more support in contemporary modern dance. Often this is due to access issues prior to coming to SMC. Part of our effort to provide equity in our curriculum includes offering opportunities for incoming students to have access to training at a level that suits them, if not, their progress toward degree completion will be adversely affected. The addition of a B section would ensure that these students could receive the training needed for success in the dance major.

I. Catalog Description

This course develops beginning level concepts and principles of contemporary modern dance technique with an emphasis on body alignment/placement. The class focuses on building consistency in the fundamental concepts of contemporary modern dance technique and musicality with progressions in center floor, level changes/floor work, and locomotor sequences at the beginning level. Movement vocabulary and phrases further develop strength, coordination, and flexibility. This course is a continuation of Dance 41A, preparing for Dance 42A.

II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)

1. The Essential Guide to Contemporary Dance Techniques, Clarke, Melanie, The Crowded Press © 2020

III. Course Objectives

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

1. Understand dance as a performing art and the body as aesthetic form at a beginning level
2. Recognize basic historical values and aesthetics of contemporary modern dance technique
3. Understand the relationship of dance and music at a beginning level
4. Implement appropriate alignment and structural placement at a beginning level
5. Recognize contemporary modern dance terminology at a beginning level
6. Execute contemporary modern dance technique at a beginning level including preparatory movement vocabulary, locomotor skills 'across the floor,' use of levels in space, and use of floor work.
7. Implement various movement qualities and dynamic range at a beginning level

8. Apply beginning level improvisation skills leading towards choreographic process and compositional form
9. Implement professionalism and self-discipline as applied to contemporary modern dance training

IV. **Methods of Presentation:**
Lecture and Discussion, Lab, Observation and Demonstration, Discussion, Critique, Individualized Instruction, Group Work, Other Methods: Guided individual and group experiences; presentation of audio and visual examples, use of video recording and feedback; dance concert observations.

V. **Course Content**

% of Course	Topic
10.000%	Use of improvisation and aesthetic qualities in movement expression towards basic compositional form
10.000%	Development of flexibility, coordination, and conditioning
25.000%	Introducing and solidifying beginner level movement phrases in center, locomotor, and on the floor combinations
15.000%	Integration of beginner level movements and positions of the body in contemporary modern dance technique
15.000%	Beginning musicality and its relationship to contemporary modern dance movements
5.000%	Injury prevention and anatomical knowledge
10.000%	Application of the concepts of body alignment and placement
5.000%	Contemporary modern dance vocabulary and terminology
5.000%	Discussion on historical values and aesthetics in contemporary modern dance
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
30%	Class Participation: Movement phrase work; axial warm-up, center floor combinations, locomotor combinations, floor work, improvisation sequences. Classroom discussion.
20%	Exams/Tests: Midterm exam: Practical/dance and written/vocabulary
20%	Exams/Tests: Final exam: Practical dance and written paper
30%	Homework: Dance concert reviews, dance journal, self-reflection papers.
100%	Total

VII. **Sample Assignments:**
Response Paper: Discuss historical values and aesthetic of contemporary modern dance technique in reference to the concepts and terminology taught in class.
Dance Concert Review: Students will attend SMC live dance concerts Synapse Contemporary Dance Theater and Global Motion World Dance Company and write a dance concert response. Students will describe the relationship between the choreography and music, the use of costumes, lighting effects, critically analyze different dance styles, and include subjective interpretation of the concert.

VIII. **Student Learning Outcomes:**
1. Execute beginning level techniques of contemporary modern dance, including appropriate placement and anatomical structure during center, floor-work, and locomotor phrases.
2. Understand basic musical meter and phrasing and apply improvisation techniques and individual expressivity to movement phrases at a beginning level.
3. Recognize contemporary modern dance values, aesthetics, and beginning level terminology.

DANCE 41B Distance Education Application

☑ Online Delivery in Emergency Contexts Only ("AODECO")

1a. Instructor - Student Interaction:
There will be weekly announcements, quizzes, discussions, and live video conference meetings, and all students will receive feedback and comments on each of their assignments via the LMS platform. During the online video conferencing instructor and students will actively exchange/share their ideas. Students who cannot attend synchronous class meetings will submit weekly video assignments related to class movement vocabulary to ensure they maintain technical proficiency in the dance form. These students will receive weekly feedback on their video submissions. Virtual office hours also will be available for all students.

1b. Student - Student Interaction:
Every week, students will actively interact with each other through threaded discussions and peer-to-peer evaluation. Students will be required to share their ideas/suggestions/responses regarding their classmates execution of movement vocabulary and phrase work. Breakout sessions will be offered for group discussions and assignments.

1c. Student - Content Interaction:
In addition to the weekly video conferencing, students will receive PDF lecture notes, self-check quizzes, reading material (online articles), and online video resources via the LMS platform.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Project Presentation	Posting/sharing work	10.00%
Threaded Discussions	Threaded discussions on specific topics	20.00%
Written assignments	Written assignments (Journals, self-quizzes, concert reviews)	20.00%
Peer Feedback	Peer feedback & critique	10.00%
Exams	Testing (knowledge & skill-based)	10.00%
Online Lecture	Movement based content (live and recorded video conferencing classes)	30.00%

2. Organization of Content:
Each week, there will be two synchronous class meetings at a regularly scheduled time. The classes will be recorded so that if students cannot participate synchronously, they can still take the classes at a time convenient to their schedule. In addition, there will be a weekly main home page with an announcement and modular unit seen on the LMS that includes assignments, quizzes/exams, and documents. Instructor will also send out weekly emails including all of the assignments of the week to ensure the successful deliverance of the weekly course materials.

3. Assessments:

% of grade	Activity	Assessment Method
30.00%	Papers/Written Assignments	Critical analysis and reflection papers. Students will submit a weekly journal assignment, self-check quiz, and complete dance concert reviews.
10.00%	Threaded Discussion	LMS postings/discussion groups
30.00%	Exams/Tests: Midterm and Final Exams	Practical/dance and Written/vocabulary. All students will submit videos executing specified movement vocabulary and be given a written exam via the LMS platform.
30.00%	Technical and Artistic Improvement	Viewing student execution of movement vocabulary either synchronously during class meetings or asynchronously via video submissions.

4. Instructor's Technical Qualifications:
Instructors must be well versed in the use of computers, the web, LMS platform, email, video conferencing, and video posting.

5. Student Support Services:
Through the syllabus, announcements and emails, the instructor will provide the links to the colleges' LMS guides, library, bookstore, financial aid, disabled students center and counseling resources.

6. Accessibility Requirements:

Any videos shared will be properly captioned. All PDF's and other added files and documents will be Section 508 compliant.

7. Representative Online Lesson or Activity:
Describe and critique dance as a performing art at beginning level;
A video will be shared via Canvas of the fifth movement of Paul Taylor's "Esplanade." After viewing, students will participate in a threaded discussion based on specific prompts.
Example prompts include:
Describe intrinsic elements of the movement vocabulary using terminology from Laban's Effort Graph.
Describe specific moments of use of passive weight versus specific moments of use of active weight. Relate these moments to movement vocabulary from our class.
Can you delineate between the pedestrian movements and the more obvious dance movements? Provide examples of each.

ADVISORY Checklist and Worksheet: Dance 41B
Proposed Advisory: Dance 41A

SECTION 1 - CONTENT REVIEW:

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

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: Dance 41B
(It is recommended that the student to be able to do or understand the following BEFORE entering the course)

A)	Embody foundational concepts of alignment and structural placement
B)	Identify and demonstrate foundational awareness of body mechanics and kinesthetic sensation and apply to contemporary modern dance technique
C)	Recognize and demonstrate basic positions of the body in relation to the dance technique studied
D)	Memorize and perform movement combinations with appropriate musicality at a foundational level
E)	Demonstrate use of levels in space and use of floor work at a foundational level
F)	Embody movement qualities and dynamics at a foundational level
G)	Identify basic historical values and aesthetic of contemporary modern dance technique

EXIT SKILLS (objectives) FROM: Dance 41A
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Embody foundational concepts of alignment and structural placement
2.	Identify and demonstrate foundational awareness of body mechanics and kinesthetic sensation and apply to contemporary modern dance technique
3.	Recognize and demonstrate basic positions of the body in relation to the dance technique studied
4.	Memorize and perform movement combinations with appropriate musicality at a foundational level
5.	Demonstrate use of levels in space and use of floor work at a foundational level
6.	Embody movement qualities and dynamics at a foundational level
7.	Identify basic historical values and aesthetic of contemporary modern dance technique

		ENTRANCE SKILLS FOR: Dance 41B							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: Dance 41A	1	X							
	2		X						
	3			X					
	4				X				
	5					X			
	6						X		
	7							X	
	8								

New Course: DANCE 42B, Contemporary Modern Dance 2B

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:	UC (pending), CSU
Degree Applicability:	Credit – Degree Applicable
Advisory(s):	DANCE 42A or equivalent experience
Proposed Start:	Spring 2025
TOP/SAM Code:	100800 - Dance / E - Non-Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Dance
Program Impact:	Dance AA

Rationale
Our rationale for developing the B section is twofold. Many of our students come to us with no prior contemporary modern dance training. Currently the Dance department offers two experiences in beginning level contemporary modern dance, 41 and 42. Many students express desire to continue enrolling in contemporary modern dance after completing both sections, however for the absolute beginner two semesters is not adequate to prepare them to move on to our subsequent family of major level contemporary modern dance sections 43 and 44, alongside dancers who have years of previous training. As a result, we often see students either enroll, struggle, and have an unsuccessful experience, or they inform us that they are leaving the SMC dance department to enroll in a studio or another college. The additional B section will offer continued training at a foundational level, contribute to retention, and allow the beginning dancer to have a more fulfilled college dance experience. Our second reason for offering the B section is to provide a remedial training option for dance majors who enter our program but need more time in foundational contemporary modern dance training. Many dance majors enter the program strong in one form but in need of more support in contemporary modern dance. Often this is due to access issues prior to coming to SMC. Part of our effort to provide equity in our curriculum includes offering opportunities for incoming students to have access to training at a level that suits them, if not, their progress toward degree completion will be adversely affected. The addition of a B section would ensure that these students could receive the training needed for success in the dance major.

I. Catalog Description
This course offers a low-intermediate level of contemporary modern dance technique. Class focuses on maintaining alignment/placement through progressions in center floor, level changes/floor work, and locomotor sequence with the goal of performing more intricate steps and movement vocabulary. The course progresses through low intermediate level contemporary modern dance steps and phases designed to enhance strength, flexibility, endurance, and musicality with an emphasis on developing aesthetic concepts and principles of contemporary modern dance. This course is a continuation of 42A.

II. Examples of Appropriate Text or Other Required Reading:
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
   1. The Dancer Prepares: Modern Dance for Beginners, Penrod & Plastino, McGraw-Hill © 2024

III. Course Objectives
Upon completion of this course, the student will be able to:
   1. Analyze dance as a performing art and the body as aesthetic form at a low-intermediate level
   2. Recognize historical values and different styles of contemporary modern dance technique
   3. Understand the relationship of dance and music including various approaches to musicality at a low-intermediate level
   4. Implement concepts of body alignment, structural placement, and proper coordination at a low-intermediate level

5. Understand concepts of injury prevention and anatomy, learning names of bones and muscles at a low-intermediate level
6. Understand and apply contemporary modern dance terminology at a low-intermediate level
7. Execute contemporary modern dance technique including preparatory movement vocabulary, locomotor skills 'across the floor,' use of levels in space, and use of floor work performed in more complex phrases, with greater strength, stretch, and coordination at a low-intermediate level
8. Implement movement qualities, dynamic range, and expression at a low-intermediate level
9. Apply low-intermediate level improvisation skills supporting choreographic process and compositional form
10. Implement professionalism and self-discipline as applied to contemporary modern dance training

IV. **Methods of Presentation:**
Lecture and Discussion, Observation and Demonstration, Discussion, Critique, Individualized Instruction, Group Work, Other Methods: Guided individual and group experiences; presentation of audio and visual examples, use of video recording and feedback; dance concert observations.

V. **Course Content**

% of Course	Topic
5.000%	Discussion of historical values and different aesthetic in contemporary modern dance
5.000%	Discussion of injury prevention and anatomical knowledge
10.000%	The use of various relationships of musicality to movement in contemporary modern dance technique
10.000%	Use of improvisation and aesthetic qualities in movement expression supporting compositional form
25.000%	Low-intermediate level movement phrases in center, locomotor, and on the floor combinations
20.000%	Integration of low-intermediate level movements and positions of the body in contemporary modern dance technique
10.000%	Continuation of developing flexibility, coordination and body conditioning
10.000%	Application of body alignment and placement
5.000%	Contemporary modern dance vocabulary and terminology
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
30%	Class Participation: Movement phrase work; axial warm-up, center floor combinations, locomotor combinations, floor work, improvisation sequences. Classroom discussion.
20%	Exams/Tests: Midterm exam: Practical/dance and written/vocabulary
20%	Exams/Tests: Final exam: Practical/dance and written/vocabulary
30%	Homework: Dance concert attendance and written critiques/reports, dance journal, self-reflection papers.
100%	Total

VII. **Sample Assignments:**
Response paper:
Students will respond to a reading on anatomical concepts in contemporary modern dance technique, developing a personal conditioning and injury prevention plan in relation to personal goals and concepts in the text.
Dance concert review:
Students will attend SMC live dance concerts Synapse Contemporary Dance Theater and Global Motion World Dance Company and write a dance concert response. Students will describe the relationship between the choreography and music, the use of costumes, lighting effects, critically analyze different dance styles, and include subjective interpretation of the concert. Application to coursework will complete the assignment.

VIII. **Student Learning Outcomes:**
1. Recognize contemporary modern dance values, aesthetic, and low-intermediate level terminology.
2. Understand musicality with diverse musical meters and phrasings and apply elements of improvisation and individual expressivity at a low-intermediate level.
3. Execute low-intermediate level technique of contemporary modern dance including appropriate placement and anatomical structure during center floor, floor-work and locomotor phrases.

DANCE 42B Distance Education Application

☑ Online Delivery in Emergency Contexts Only ("AODECO")

1a. Instructor - Student Interaction:
There will be weekly announcements, quizzes, discussions, and live video conference meetings, and all students will receive feedback and comments on each of their assignments via the LMS platform. During the online video conferencing the instructor and students will actively exchange/share their ideas. Students who cannot attend synchronous class meetings will submit weekly video assignments related to class movement vocabulary to ensure they maintain technical proficiency in the dance form. These students will receive weekly feedback on their video submissions. Virtual office hours also will be available for all students.

1b. Student - Student Interaction:
Every week, students will actively interact with each other through threaded discussions and peer-to-peer evaluation. Students will be required to share their ideas/suggestions/responses regarding their classmates execution of movement vocabulary and phrase work. Breakout sessions will be offered for group discussions and assignments.

1c. Student - Content Interaction:
In addition to the weekly video conference meetings, students will receive PDF lecture notes, self-check quizzes, reading material (online articles), and online video resources via the LMS platform.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Project Presentation	Posting/sharing work	10.00%
Threaded Discussions	Threaded discussions on specific topics	20.00%
Written assignments	Written assignments (Journals, self-quizzes, concert reviews)	20.00%
Peer Feedback	Peer feedback & critique	10.00%
Exams	Testing (knowledge & skill-based)	10.00%
Online Lecture	Movement based content (live and recorded video conferencing classes)	30.00%

2. Organization of Content:
Each week, there will be two synchronous dance classes at a regularly scheduled time. The classes will be recorded so that if students cannot participate synchronously, they can still take the classes at a time convenient to their schedule. In addition, there will be a weekly main home page with an announcement and modular unit seen on the LMS that includes assignments, quizzes/exams, and documents. Instructor will also send out weekly emails including all of the assignments of the week to ensure the successful deliverance of the weekly course materials.

3. Assessments:

% of grade	Activity	Assessment Method
30.00%	Papers/Written Assignments	Critical analysis and reflection papers. Students will submit a weekly journal assignment, self-check quiz, and complete dance concert reviews.
10.00%	Threaded Discussion	LMS postings/discussion groups
30.00%	Exams/Tests Midterm and Final Exams	Practical/dance and Written/vocabulary. All students will submit videos executing specified movement vocabulary and be given a written exam via the LMS platform.
30.00%	Technical and Artistic Improvement	Viewing student execution of movement vocabulary either synchronously during video conference class meetings or asynchronously via video submissions.

4. Instructor's Technical Qualifications:
Instructors must be well versed in the use of computers, the web, LMS platform, email, video conferencing and video posting.

5. Student Support Services:
Through the syllabus, announcements and emails, the instructor will provide the links to the colleges' LMS guides, library, bookstore, financial aid, disabled students center and counseling resources.

6. Accessibility Requirements:
Any videos shared will be properly captioned. All PDF's and other added files and documents will be Section 508 compliant.

7. Representative Online Lesson or Activity:
Compare/Contrast Contemporary Modern Dance Techniques
Students will research video source material of two modern dance techniques studied in class. After viewing, students will participate in a threaded discussion based on specific prompts. Example prompts include:
Compare and contrast intrinsic elements of the movement vocabulary using terminology from Laban's Effort Graph.
How are the aesthetic elements of the techniques similar and dissimilar?
How do the techniques relate to specific movement vocabulary we have learned in class?

ADVISORY Checklist and Worksheet: Dance 42B
Proposed Advisory: Dance 42A

SECTION 1 - CONTENT REVIEW:

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

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: Dance 42B
(It is recommended that the student to be able to do or understand the following BEFORE entering the course)

A)	Demonstrate the relationship of dance and music at a beginning/low-intermediate level
B)	Embody and apply concepts of body alignment and structural placement at a beginning/low-intermediate level
C)	Demonstrate contemporary modern dance technique at a beginning/low-intermediate level including preparatory movement vocabulary, locomotor skills 'across the floor,' use of levels in space, and use of floor work
D)	Demonstrate movement qualities, dynamic range, and expression at a beginning/low-intermediate level
E)	Demonstrate beginning/low-intermediate level improvisation skills supporting choreographic process and compositional form
F)	Describe concepts of injury prevention and anatomical awareness at a beginning/low-intermediate level
G)	Develop professionalism and self-discipline as applied to contemporary modern dance training

EXIT SKILLS (objectives) FROM: Dance 42A
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Demonstrate the relationship of dance and music at a beginning/low-intermediate level
2.	Embody and apply concepts of body alignment and structural placement at a beginning/low-intermediate level
3.	Demonstrate contemporary modern dance technique at a beginning/low-intermediate level including preparatory movement vocabulary, locomotor skills 'across the floor,' use of levels in space, and use of floor work
4.	Demonstrate movement qualities, dynamic range, and expression at a beginning/low-intermediate level
5.	Demonstrate beginning/low-intermediate level improvisation skills supporting choreographic process and compositional form
6.	Describe concepts of injury prevention and anatomical awareness at a beginning/low-intermediate level
7.	Develop professionalism and self-discipline as applied to contemporary modern dance training

		ENTRANCE SKILLS FOR: Dance 42B							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: Dance 42A	1	X							
	2		X						
	3			X					
	4				X				
	5					X			
	6						X		
	7							X	
	8								

Substantial Change: DANCE 41A, Contemporary Modern Dance 1A

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

Rationale

Our department is proposing the addition of a B section for our beginning-level contemporary modern 41 and 42 courses. As such, this proposal includes a title change to 41, an updated course description, updated course content, updated SLOs, and updated student learning objectives. These updates reflect the course-specific changes needed to ensure students receive foundational training during their first experience. Dance 41A is designed for the absolute beginner dancer. We have long recognized the need for additional semesters of training for this student demographic to build strength, flexibility, and coordination sequentially. Implementing an A/B structure also aligns with the curriculum changes to our 43 and 44 families, which now include A and B sections.

I. Catalog Description

This course introduces the fundamental concepts and principles of contemporary modern dance technique, emphasizing body alignment/placement. The class focuses on foundational-level contemporary/modern dance technique, musicality, and creative experience. The basic movement vocabulary is introduced to implement strength, coordination, and flexibility. This course is intended to prepare students for 41B.

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. Modern Dance Terminology, Love, P., Princeton Books © 1997
2. The Dancer Prepares: Modern Dance for Beginners, Penrod & Plastino, McGraw-Hill © 2004
3. Introduction to Modern Dance Techniques, Legg, Princeton Book Company © 2011
4. The Art of Movement, Ken Browar & Debora Ory, Black Dog & Leventha © 2016
5. The Essential Guide to Contemporary Dance Techniques, Clarke, Melanie, The Crowded Press © 2020
6. Beginning Modern Dance, Giguere, Miriam, Human Kinetics © 2013

III. Course Objectives

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

1. Understand dance as a performing art at an introductory level;
2. Recognize basic historical values and aesthetics of contemporary modern dance technique;
3. Analyze choreographic work, concerts, and master classes through verbal discussion and written critique;
4. Recognize the fundamental relationship of dance and music;
5. Execute foundational level alignment and structural placement;
6. Recognize basic contemporary modern dance terminology;
7. Implement foundational awareness of body mechanics and kinesthetic sensation and apply to contemporary modern dance technique;
8. Recognize basic positions of the body in relation to the dance technique studied;
9. Execute movement combinations with appropriate musicality at a foundational level;
10. Implement use of levels in space and use of floor work at a foundational level;
11. Implement various movement qualities and dynamics at a foundational level;
12. Recognize movement as expression at a foundational level;
13. Apply fundamentals of improvisation, leading towards choreographic process;
14. Implement professionalism and self-discipline as applied to contemporary modern dance training;

IV. Methods of Presentation:

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

V. Course Content

% of Course	Topic
5.000%	Discussion on historical values and aesthetics in contemporary/modern dance
10.000%	Introduction to injury prevention and anatomical knowledge
5.000%	Introductory level of improvisation, aesthetic qualities, and creative movement expression
10.000%	Introductory level of vocabulary and terminology
10.000%	Foundational flexibility, strength, and conditioning
20.000%	Basic contemporary/modern dance warm-up sequences, center floor, floor work, and locomotive patterns
20.000%	Fundamental concepts of body alignment and structural placement
20.000%	Basic Modern Dance technique (principles of movement and positions of the body)
100.000%	Total

VI. Methods of Evaluation

% of Course	Topic
20%	Exams/Tests: Midterm exam: Practical/dance and written/vocabulary
10%	Written assignments: Dance journal and reflection papers
30%	Class Participation: Movement phrase work; axial warm-up, center floor combinations, locomotor combinations, floor work, improvisation sequences. Classroom discussion.
20%	Final exam: Final exam: Practical/dance and written/analysis paper
20%	Papers: Dance concert attendance and written critiques/reports
100%	Total

VII. Sample Assignments:

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

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

Dance critique assignment: Students will attend SMC live dance concerts Synapse Contemporary Dance Theater and Global Motion World Dance Company and write a dance concert response. Students will describe the relationship between the choreography and music, the use of costumes, lighting effects, critically analyze different dance styles, and include subjective interpretation of the concert.

Response paper: Describe the principles of contemporary modern dance technique and explain the meaning of terminology taught in class.

VIII. Student Learning Outcomes:

1. Execute fundamental techniques of contemporary modern dance with emphasis on postural alignment and anatomical structure at an introductory level
2. Understand basic musical meter and phrasing and apply improvisation techniques and individual expressivity to movement phrases at an introductory level.
3. Recognize contemporary modern dance values, aesthetics, and fundamental terminology.

Substantial Change: DANCE 42A, Contemporary Modern Dance 2A

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:	UC, CSU
Degree Applicability:	Credit - Degree Applicable

Rationale
Our department is the process of proposing the addition of a B section for our beginning level contemporary modern dance 41 and 42 courses. As such, this proposal includes a title change to 42, an updated course description, updated course content, updated SLOs, and updated student learning objectives. These updates reflect the course specific changes needed to ensure students receive a beginning/low-intermediate training experience. Contemporary Modern Dance 42A is designed as bridge between the foundational level of 41 and to prepare students for intermediate level work. We have long recognized the need for additional semesters of training for this student demographic to sequentially build strength, flexibility, and coordination. Implementing an A/B structure also algins with the curriculum changes to our 43 and 44 family, which now include both an A and B section.

I. Catalog Description
This course offers a beginning/low-intermediate level of contemporary modern dance technique. Class focuses on improving alignment/placement while enhancing coordination and musicality in contemporary modern dance technique including progressions in center floor, level changes/floor work, and locomotor sequences. Movement vocabulary and phrases are designed to improve strength, coordination, flexibility and endurance with an emphasis on developing aesthetic concepts and principles of contemporary modern dance. at a beginning/low-intermediate level. This course prepares students for 42B

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. Modern Dance Terminology, Love, P., Princeton Books © 1997
2. Dancing, The Indispensable Reference, Updated Second Edition. , Jacob, E., Variety Arts © 1998
3. Dynamic Alignment Through Imagery, Franklin, E., Human Kinetics © 2012
4. Martha Graham: When Dance Became Modern, Neil Baldwin , Knopf Doubleday Publishing Group © 2022

III. Course Objectives
Upon completion of this course, the student will be able to:
1. Understand historical values and different styles of contemporary modern dance technique
2. Analyze dance as a performing art and the body as aesthetic form at a beginning/low-intermediate level
3. Recognize the relationship of dance and music at a beginning/low-intermediate level
4. Implement appropriate body alignment and structural placement at a beginning/low-intermediate level
5. Understand contemporary modern dance terminology at a beginning/low-intermediate level
6. Execute contemporary modern dance technique at a beginning/low-intermediate level including preparatory movement vocabulary, locomotor skills 'across the floor,' use of levels in space, and use of floor work
7. Implement movement qualities, dynamic range, and expression at a beginning/low-intermediate level
8. Apply beginning/low-intermediate level improvisation skills supporting choreographic process and compositional form
9. Recognize concepts of injury prevention and anatomical awareness at a beginning/low-intermediate level
10. Implement professionalism and self-discipline as applied to contemporary modern dance training

IV. Methods of Presentation:
Lecture and Discussion, Observation and Demonstration, Discussion, Critique, Group Work, Other Methods: Guided individual and group experiences; presentation of audio and visual examples, use of video recording and feedback; dance concert observations.

V. Course Content

% of Course	Topic
10.000%	Use of improvisation and aesthetic qualities in movement expression supporting compositional form
25.000%	Beginner/low-intermediate level movement phrases in center, locomotor, and on the floor combinations
20.000%	Integration of beginner/low-intermediate level movements and positions of the body in contemporary modern dance technique
5.000%	Discussion of historical values and aesthetic in contemporary modern dance
5.000%	Discussion of injury prevention and anatomical knowledge
5.000%	Contemporary modern dance vocabulary and terminology
10.000%	Application of body alignment and placement
10.000%	The use of various relationships of musicality to movement in contemporary modern dance technique.
10.000%	Developing flexibility, coordination, and body conditioning
100.000%	Total

VI. Methods of Evaluation

% of Course	Topic
30%	Class Participation Movement phrase work; axial warm-up, center floor combinations, locomotor combinations, floor work, improvisation sequences. Classroom discussion.
20%	Exams/Tests Midterm exam; knowledge and skills based evaluation
20%	Final exam Final exam: knowledge and skills based evaluation
30%	Homework Dance concert attendance and written critiques/reports, dance journal, self-reflection papers
100%	Total

VII. Sample Assignments:
Response paper:
Students will respond to a reading on anatomical concepts in contemporary modern dance technique, conducting a self-analysis as relates to the concepts in the text.
Dance concert review:
Students will attend SMC live dance concerts Synapse Contemporary Dance Theater and Global Motion World Dance Company and write a dance concert response. Students will describe the relationship between the choreography and music, the use of costumes, lighting effects, critically analyze different dance styles and include subjective interpretation of the concert. Application to coursework will complete the assignment.

VIII. Student Learning Outcomes:
1. Execute beginning/low-intermediate level technique of contemporary modern dance while maintaining placement and anatomical structure during center floor, floor-work, and locomotor phrases.
2. Understand basic musical meter and phrasing and apply improvisation techniques and individual expressivity to movement phrases at a beginning/low-intermediate level.
3. Recognize contemporary modern dance values, aesthetics, and beginning/low-intermediate level terminology.

Substantial Change: MATHEMATICS 55C, Concurrent Support for Quantitative Reasoning

Units:	1.00
Total Instructional Hours (usually 18 per unit):	36.00
Hours per week (full semester equivalent) in Lecture:	1.00
In-Class Lab:	1.00
Arranged:	0.00
Outside-of-Class Hours:	36.00
Transferability:	None
Degree Applicability:	Credit – Non-Degree Applicable
Corequisite(s):	MATH 55

Rationale
Math 55 C will provide timely support and reinforcement (in a variety of modes) for students enrolled in MATH 55 by addressing background topics and mathematical fundamentals that are pertinent to Math 55 and are known to commonly cause difficulties for students.

I. Catalog Description
This course provides a review of the core prerequisite skills, competencies, and concepts needed for students who are concurrently enrolled in Quantitative Reasoning. Topics include theory, procedures, and practices from pre-algebra, beginning algebra, and intermediate algebra. Particular attention is paid to solving and graphing equations and problem-solving and modeling strategies, translating and interpreting language for the purpose of formulating mathematical phrases and statements, simplifying arithmetic and algebraic expressions, and learning to use the appropriate technology (typically scientific calculators) needed in Math 55. Pass/No Pass only.

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. <u>Using and Understanding Mathematics: A Quantitative Approach</u>, 8, Bennet and Briggs, Perason © 2022, ISBN: 8220130830465
2. <u>Contemporary Mathematics</u>, Donna Kirk, Open Stax © 2023, ISBN: 978-1-711470-55-9

III. Course Objectives
Upon completion of this course, the student will be able to:
1. Perform basic arithmetic operations on fractions, mixed numbers, and decimals.
2. Convert between fractions, decimals, and percentages and demonstrate understanding of the relative sizes of these values.
3. For application problems, apply a step-by-step process of identifying the unknowns, identifying the relevant quantities, setting up a mathematical model, and solving.
4. Evaluate expressions correctly using order of operations and evaluate formulas given values for all necessary variables.
5. Solve equations using algebraic methods, including linear and exponential equations.
6. Apply properties and laws of logarithms in solving compound interest problems.
7. Read and interpret a variety of tables, charts, and graphs including bar graphs and histograms.
8. Translate applied problems into mathematical statements and translate mathematical solutions into verbal conclusions.
9. Use appropriate technology to assist in performing multi-step calculations involving a variety of functions.
10. Consistently apply effective learning strategies for success in college.
11. Apply different types of strategies for addressing a variety of application problems.

IV. Methods of Presentation:
Other Methods: 1. Activities, in-class workshops, and assignments developed by Santa Monica College mathematics faculty. 2. Instructor-led demonstrations and discussions. 3. Projects and/or guided-discovery. 4. Computer-based instruction, experiments, games, or other in-class activities designed to promote student participation.

V. Course Content

% of Course	Topic

20.000%	APPLICATIONS A. Translating verbal statements into numeric expressions B. Estimating the reasonableness of results C. Stating mathematical conclusions verbally
10.000%	TABLES, CHARTS AND GRAPHS A. Reading and interpreting tables, charts, and graphs B. Plotting coordinates
15.000%	CALCULATOR SKILLS A. Arithmetic on the calculator B. Rounding C. Using exponents and logarithms on the calculator
5.000%	LOGARITHMS A. Basic properties of logarithms
15.000%	EXPONENTIAL EQUATIONS A. Properties of exponents B. Evaluating exponential functions C. Solving exponential equations
10.000%	EVALUATING EXPRESSIONS A. Order of operations B. Evaluating formulas
10.000%	EQUATIONS A. Solving equations B. Solving formulas
15.000%	FRACTIONS, PROPORTIONS AND PERCENTAGES A. Fractional arithmetic and simplifying expressions with fractions B. Converting between fractions, decimals, and percentages C. Understanding fractions as proportions D. Comparing values on the real line, including decimals and negatives
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
100%	Class Work: A student needs a minimum grade of C in Math 55 to receive a passing grade for Math 55C
100%	Total

VII. **Sample Assignments:**
Linear equation: Solve the following equation for t: 200 = 2.4t +10
Depreciation Problems: A vehicle was purchased in 2004. The value of the vehicle in 2007 was $12,000. In 2010 the value of the vehicle was $8,500 a. Let be defined as the years since 2004. Define a linear function that models the value of the vehicle as a function of the year since 2004. b. Find the value of the vehicle in 2018. c. In what year will the vehicle be worth zero dollars?

VIII. **Student Learning Outcomes:**
1. Develop student success skills and academic behaviors including use of class notes and required text, regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.
2. Demonstrate critical thinking skills and apply valid logic in one's writing.
3. Identify different problem types and apply appropriate tools and algorithms to provide solutions.
4. Demonstrate the ability to translate written and verbal descriptions into mathematical statements relevant to the given scenario.

Corequisite Checklist and Worksheet

(Math 55)

Corequisite: (Math 55) ; (Support course for Quantitative Reasoning)
Other prerequisites, corequisites, and advisories also required for this course: (Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)
(If applicable, enter Discipline and Course # here) ; (Enter Course Title here)
(If applicable, enter Discipline and Course # here) ; (Enter Course Title here)

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

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

SECTION 2 – please explain how the corequisite will support the course and why it is necessary for students to succeed:

Corequisite course will provide opportunities for students to build a stronger foundation for success in Math 55 by obtaining the required skills needed to understand the basics of college level quantitave reasoning. This course will provide a review of the core prerequisite skills, competencies, and concepts needed in aquantitative reasoning course.

Santa Monica College
Program Of Study
Create Space: 3-D Design Output Noncredit Certificate of Completion

Students in this program will develop digital design and manufacturing skills, and technology-oriented content knowledge which will support expanded work opportunities. This certificate is also a gateway into other noncredit and credit programs, helping students develop foundational skills that will prepare them for more intensive programs of study and work opportunities. There are no prerequisite requirements for this program and courses are open to all students.

Program Learning Outcomes:
Upon completion of the program, students will Identify the processes and tools involved in digital prototyping and manufacturing. They will Identify materials and methods of fabrication and assess current and potential impact of digital manufacturing.

Required Courses:

ART 900 Introduction to Create Space Equipment and Materials
ART 902 3D Design Output

Program Narrative
Create Space: 3-D Design Output Noncredit Certificate of Completion

Program Goals and Objectives:

Students in this program will develop digital design and manufacturing skills, and technology-oriented content knowledge which will support expanded work opportunities. This certificate is also a gateway into other noncredit and credit programs, helping students develop foundational skills that will prepare them for more intensive programs of study and work opportunities. There are no prerequisite requirements for this program and courses are open to all students.

Program Learning Outcomes:
Upon completion of the program, students will Identify the processes and tools involved in digital prototyping and manufacturing. They will Identify materials and methods of fabrication and assess current and potential impact of digital manufacturing.

Catalog Description:

Students in this program will develop digital design and manufacturing skills, and technology-oriented content knowledge which will support expanded work opportunities. This certificate is also a gateway into other noncredit and credit programs, helping students develop foundational skills that will prepare them for more intensive programs of study and work opportunities. There are no prerequisite requirements for this program and courses are open to all students.

Program Learning Outcomes:
Upon completion of the program, students will Identify the processes and tools involved in digital prototyping and manufacturing. They will Identify materials and methods of fabrication and assess current and potential impact of digital manufacturing.

Program Requirements:

ART 900 Introduction to Create Space Equipment and Materials
ART 902 3D Design Output

Master Planning:

3-D printing technologies are innovating rapidly across industry sectors. According to a recent publication by the World Economic Forum (2022), global industries are projected to increase their use of 3-D printing technologies at an average annual rate of 20%. The non-credit 3-D printing certificate prepares individuals for a range of emerging occupations fulfilling the Chancellor's Strategic Initiative: Equitable Workforce and Economic Development. The initiative calls for "robust workforce development initiatives that will equip students with the skills and knowledge needed to thrive in today's ever-changing economy."

Enrollment and Completer Projections:

100 students to earn the degree annually

Place of Program in Curriculum/Similar Programs:

The Art Department will also offer other Create Space certificates such as Woodshop and Laser Cutting.

Similar Programs at Other Colleges in Service Area:

Santa Barbara City College has a 3-D printing certificate.

Santa Monica College
Program Of Study
Create Space: Digital Fabric Tools Noncredit Certificate of Completion

Digital fabrication is the process of translating a digital design developed on a computer into a physical object using a variety of techniques, equipment, materials and production processes. Students completing the Digital Fabrication certificate will develop experience with design, development and production of physical objects, using a combination of hardware and software.

Program Learning Outcomes:
Upon completion of the program, students will demonstrate their knowledge and utilization of a variety of tools to create, modify, adapt and prepare files for production using digital fabrication technologies, including 3D printing, laser cutting, and Computer Numerical Control (CNC) milling.

Required Courses:

ART 900 Introduction to Create Space Equipment and Materials
ART 910 Introduction to Digital Fabric Tools

Program Narrative
Create Space: Digital Fabric Tools Noncredit Certificate of Completion

Program Goals and Objectives:

Digital fabrication is the process of translating a digital design developed on a computer into a physical object using a variety of techniques, equipment, materials and production processes. Students completing the Digital Fabrication certificate will develop experience with design, development and production of physical objects, using a combination of hardware and software.

Program Learning Outcomes:
Upon completion of the program, students will demonstrate their knowledge and utilization of a variety of tools to create, modify, adapt and prepare files for production using digital fabrication technologies, including 3D printing, laser cutting, and Computer Numerical Control (CNC) milling.

Catalog Description:

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Program Learning Outcomes:
Upon completion of the program, students will demonstrate their knowledge and utilization of a variety of tools to create, modify, adapt and prepare files for production using digital fabrication technologies, including 3D printing, laser cutting, and Computer Numerical Control (CNC) milling.

Program Requirements:

ART 900 Introduction to Create Space Equipment and Materials
ART 910 Introduction to Digital Fabric Tools

Master Planning:

The Digital Fabric Tools certificate aligns with the Chancellor's goal to prepare students for the workforce by providing them with relevant and hands-on training. The certificate offers upskilling opportunities for individuals already working in the field or those looking to switch careers. By providing training on the latest technologies and techniques, these courses help workers stay competitive and advance in their careers.
The Digital Fabric Tools certificate will also appeal to community members, including those who might not be seeking a formal degree but are interested in gaining new skills. This helps to meet the diverse needs of the community, a key focus of the Chancellor's initiative to increase access to education and training.
By equipping individuals with practical skills relevant to the local job market, non-credit digital fabric tools can help boost local economies. Graduates can contribute to local businesses or even start their own ventures, enhancing economic development in their communities.

Enrollment and Completer Projections:

100 students obtain the certificate every academic year

Place of Program in Curriculum/Similar Programs:

The Art Department will also offer other Create Space certificates such as Woodshop and Print Shop Tools.

Similar Programs at Other Colleges in Service Area:

Folsom Lake College offers a Certificate for Digital Fabrication.

Santa Monica College
Program Of Study
Create Space: Laser Cutting and Engraving Noncredit Certificate of Completion

This noncredit Certificate of Completion in Laser Cutting and Engraving is designed to help students develop a foundation in design thinking with a specialization in laser cutting and engraving.
Students who complete this program of study will gain advanced problem-solving skills, knowledge of industry standard computer programs, leadership and team building opportunities, and hands-on experience working in a MakerSpace with advanced technologies.

Program Learning Outcomes:
Upon completion of the program, students will demonstrate proficiency in operating laser cutting and engraving machines, including setting up, calibrating, and adjusting the equipment for various materials and desired outcomes. Students will understand different materials that can be cut or engraved using lasers, such as wood, acrylic, metal, glass, and fabric. This includes knowledge of how different materials react to laser cutting and engraving and how to select appropriate settings. Students will learn skills in preparing digital files for laser processing, including creating vector graphics, using design software, and ensuring that files are formatted correctly for the laser cutter. Students will develop confidence in managing laser cutting and engraving projects from concept to completion, including planning, setting up, executing, and finishing projects while meeting deadlines and client specifications.

Required Courses:

ART 900 Introduction to Create Space Equipment and Materials
ART 904 Laser Cutting & Engraving

Program Narrative
Create Space: Laser Cutting and Engraving Noncredit Certificate of Completion

Program Goals and Objectives:

This noncredit Certificate of Completion in Laser Cutting and Engraving is designed to help students develop a foundation in design thinking with a specialization in laser cutting and engraving.

Students who complete this program of study will gain advanced problem-solving skills, knowledge of industry standard computer programs, leadership and team building opportunities, and hands-on experience working in a MakerSpace with advanced technologies.

Program Learning Outcomes:
Upon completion of the program, students will demonstrate proficiency in operating laser cutting and engraving machines, including setting up, calibrating, and adjusting the equipment for various materials and desired outcomes. Students will understand different materials that can be cut or engraved using lasers, such as wood, acrylic, metal, glass, and fabric. This includes knowledge of how different materials react to laser cutting and engraving and how to select appropriate settings. Students will learn skills in preparing digital files for laser processing, including creating vector graphics, using design software, and ensuring that files are formatted correctly for the laser cutter. Students will develop confidence in managing laser cutting and engraving projects from concept to completion, including planning, setting up, executing, and finishing projects while meeting deadlines and client specifications.

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Program Requirements:

ART 900 Introduction to Create Space Equipment and Materials
ART 904 Laser Cutting & Engraving

Master Planning:

The Laser Cutting and Engraving certificate aligns with the Chancellor's goal to prepare students for the workforce by providing them with relevant and hands-on training. The certificate offers upskilling opportunities for individuals already working in the field or those looking to switch careers. By providing training on the latest technologies and techniques, these courses help workers stay competitive and advance in their careers.

The Laser Cutting and Engraving certificate will also appeal to community members, including those who might not be seeking a formal degree but are interested in gaining new skills. This helps to meet the diverse needs of the community, a key focus of the Chancellor's initiative to increase access to education and training.

By equipping individuals with practical skills relevant to the local job market, non-credit laser cutting and engraving courses can help boost local economies. Graduates can contribute to local businesses or even start their own ventures, enhancing economic development in their communities.

Enrollment and Completer Projections:

100 students to earn the certificate annually.

Place of Program in Curriculum/Similar Programs:

The Art Department will also offer other Create Space certificates such as Woodshop and Print Shop Tools.

Similar Programs at Other Colleges in Service Area:

Laser Cutting and Engraving Certificate at Moorpark College

Santa Monica College
Program Of Study
Create Space: Print Shop Tools Noncredit Certificate of Completion

This course will be an introduction to the use of Digital Tools commonly found in a print shop that are used for art and industry including: Vinyl Printer, Large format printing and mounting, and heat transfer printing. Students will utilize existing files and format them to print on a variety of materials including vinyl, paper and fabric. This course is for those who have designs and ideas and want to learn how to use print shop tools to implement them and those who want to work in this growing area of custom consumer products.

Program Learning Outcomes:
Upon completing a Print Shop Tools certificate, will demonstrate a range of practical and technical skills. 1)Tool Operation: Proficiency in operating various print shop tools and equipment, such as presses, cutters, laminators, and binding machines. This includes understanding how to set up, adjust, and maintain these tools for optimal performance. 2)Print Media Handling: Ability to handle different types of print media, including paper, cardstock, vinyl, and specialty materials. This involves understanding how to select appropriate media for different printing processes. 3) Printing Techniques: Knowledge of various printing techniques, such as offset printing, digital printing, screen printing, and letterpress. Students should be able to choose and apply the right technique for different projects. 4)Prepress Processes: Skills in preparing files and materials for printing, including file setup, proofing, and troubleshooting common issues related to prepress procedures.5) Color Management: Understanding of color theory and color management techniques, including calibration of printers and monitors, and ensuring color accuracy and consistency across different print jobs. 6) Design Integration: Ability to work with design software and integrate design elements into print-ready formats.

Required Courses:

ART 900 Introduction to Create Space Equipment and Materials
ART 906 Print Shop Tools

Program Narrative
Create Space: Print Shop Tools Noncredit Certificate of Completion

Program Goals and Objectives:

This course will be an introduction to the use of Digital Tools commonly found in a print shop that are used for art and industry including: Vinyl Printer, Large format printing and mounting, and heat transfer printing. Students will utilize existing files and format them to print on a variety of materials including vinyl, paper and fabric. This course is for those who have designs and ideas and want to learn how to use print shop tools to implement them and those who want to work in this growing area of custom consumer products.

Program Learning Outcomes:
Upon completing a Print Shop Tools certificate, will demonstrate a range of practical and technical skills. 1)Tool Operation: Proficiency in operating various print shop tools and equipment, such as presses, cutters, laminators, and binding machines. This includes understanding how to set up, adjust, and maintain these tools for optimal performance. 2)Print Media Handling: Ability to handle different types of print media, including paper, cardstock, vinyl, and specialty materials. This involves understanding how to select appropriate media for different printing processes. 3) Printing Techniques: Knowledge of various printing techniques, such as offset printing, digital printing, screen printing, and letterpress. Students should be able to choose and apply the right technique for different projects. 4)Prepress Processes: Skills in preparing files and materials for printing, including file setup, proofing, and troubleshooting common issues related to prepress procedures.5) Color Management: Understanding of color theory and color management techniques, including calibration of printers and monitors, and ensuring color accuracy and consistency across different print jobs. 6) Design Integration: Ability to work with design software and integrate design elements into print-ready formats.

Catalog Description:

This course will be an introduction to the use of Digital Tools commonly found in a print shop that are used for art and industry including: Vinyl Printer, Large format printing and mounting, and heat transfer printing. Students will utilize existing files and format them to print on a variety of materials including vinyl, paper and fabric. This course is for those who have designs and ideas and want to learn how to use print shop tools to implement them and those who want to work in this growing area of custom consumer products.

Program Learning Outcomes:
Upon completing a Print Shop Tools certificate, will demonstrate a range of practical and technical skills. 1)Tool Operation: Proficiency in operating various print shop tools and equipment, such as presses, cutters, laminators, and binding machines. This includes understanding how to set up, adjust, and maintain these tools for optimal performance. 2)Print Media Handling: Ability to handle different types of print media, including paper, cardstock, vinyl, and specialty materials. This involves understanding how to select appropriate media for different printing processes. 3) Printing Techniques: Knowledge of various printing techniques, such as offset printing, digital printing, screen printing, and letterpress. Students should be able to choose and apply the right technique for different projects. 4)Prepress Processes: Skills in preparing files and materials for printing, including file setup, proofing, and troubleshooting common issues related to prepress procedures.5) Color Management: Understanding of color theory and color management techniques, including calibration of printers and monitors, and ensuring color accuracy and consistency across different print jobs. 6) Design Integration: Ability to work with design software and integrate design elements into print-ready formats.

Program Requirements:

ART 900 Introduction to Create Space Equipment and Materials
ART 906 Print Shop Tools

Master Planning:

The Print Shop Tools certificate aligns with the Chancellor's goal to prepare students for the workforce by providing them with relevant and hands-on training. The certificate offers upskilling opportunities for individuals already working in the field or those looking to switch careers. By providing training on the latest technologies and techniques, these courses help workers stay competitive and advance in their careers.
The Print Shop certificate will also appeal to community members, including those who might not be seeking a formal degree but are interested in gaining new skills. This helps to meet the diverse needs of the community, a key focus of the Chancellor's initiative to increase access to education and training.
By equipping individuals with practical skills relevant to the local job market, non-credit print shop courses can help boost local economies. Graduates can contribute to local businesses or even start their own ventures, enhancing economic development in their communities.

Enrollment and Completer Projections:

100 students to earn the degree annually.

Place of Program in Curriculum/Similar Programs:

The Art Department will also offer other Create Space certificates such as Woodshop and Laser Cutting.

Similar Programs at Other Colleges in Service Area:

Fullerton College

Santa Monica College
Program Of Study
Create Space: Wood Shop Noncredit Certificate of Completion

The Wood Shop Tools Certificate Program is designed to provide students with comprehensive training in the use and maintenance of essential woodworking tools and machinery. This program equips students with the practical skills and knowledge needed to safely and effectively create high-quality wood products. The courses combine hands-on experience with theoretical instruction, preparing students for various roles in woodworking and related industries.

Program Learning Outcomes:
Upon completion of the Wood Shop Tools Certificate Program, students will be able to: Operate a range of woodworking tools and machinery with proficiency. Apply various woodworking techniques to achieve precise and high-quality results. Select and handle different types of wood and materials appropriately. Read and interpret woodworking plans and blueprints for accurate project execution. Implement safety protocols to ensure a safe working environment. Perform routine maintenance and minor repairs on woodworking tools. Apply finishing techniques to enhance the appearance and durability of wood projects. Manage woodworking projects from initial design to final completion.

Required Courses:

ART 900 Introduction to Create Space Equipment and Materials
ART 920 Wood Shop

Program Narrative
Create Space: Wood Shop Noncredit Certificate of Completion

Program Goals and Objectives:

The Wood Shop Tools Certificate Program is designed to provide students with comprehensive training in the use and maintenance of essential woodworking tools and machinery. This program equips students with the practical skills and knowledge needed to safely and effectively create high-quality wood products. The courses combine hands-on experience with theoretical instruction, preparing students for various roles in woodworking and related industries.

Program Learning Outcomes:
Upon completion of the Wood Shop Tools Certificate Program, students will be able to: Operate a range of woodworking tools and machinery with proficiency. Apply various woodworking techniques to achieve precise and high-quality results. Select and handle different types of wood and materials appropriately. Read and interpret woodworking plans and blueprints for accurate project execution. Implement safety protocols to ensure a safe working environment. Perform routine maintenance and minor repairs on woodworking tools. Apply finishing techniques to enhance the appearance and durability of wood projects. Manage woodworking projects from initial design to final completion.

Catalog Description:

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Program Learning Outcomes:
Upon completion of the Wood Shop Tools Certificate Program, students will be able to: Operate a range of woodworking tools and machinery with proficiency. Apply various woodworking techniques to achieve precise and high-quality results. Select and handle different types of wood and materials appropriately. Read and interpret woodworking plans and blueprints for accurate project execution. Implement safety protocols to ensure a safe working environment. Perform routine maintenance and minor repairs on woodworking tools. Apply finishing techniques to enhance the appearance and durability of wood projects. Manage woodworking projects from initial design to final completion.

Program Requirements:

ART 900 Introduction to Create Space Equipment and Materials
ART 920 Wood Shop

Master Planning:

The Wood Shop Tools certificate aligns with the Chancellor's goal to prepare students for the workforce by providing them with relevant and hands-on training. The certificate offers upskilling opportunities for individuals already working in the field or those looking to switch careers. By providing training on the latest technologies and techniques, these courses help workers stay competitive and advance in their careers.
The Wood Shop certificate will also appeal to community members, including those who might not be seeking a formal degree but are interested in gaining new skills. This helps to meet the diverse needs of the community, a key focus of the Chancellor's initiative to increase access to education and training.
By equipping individuals with practical skills relevant to the local job market, non-credit wood shop courses can help boost local economies. Graduates can contribute to local businesses or even start their own ventures, enhancing economic development in their communities.

Enrollment and Completer Projections:

200 students to earn the certificate annually.

Place of Program in Curriculum/Similar Programs:

The Art Department will also offer other Create Space certificates such as Print Shop Tools and Laser Cutting.

Similar Programs at Other Colleges in Service Area:

The Art Department will also offer other Create Space certificates such as Woodshop and Laser Cutting.

Labor Market Analysis: 1009.00/Other Fine and Applied Arts
3D Digital Design Output for Create Spaces - *Noncredit award requiring <48 hours*
Los Angeles Center of Excellence, October 2023

Summary

Program Endorsement:	Endorsed: All Criteria Met	☒	Endorsed: Some Criteria Met	☐	Not Endorsed	☐
Program Endorsement Criteria						
Supply Gap:	Yes ☑			No ☐		
Living Wage: (Entry-Level, 25th)	Yes ☑			No ☐		
Education:	Yes ☑			No ☐		
Emerging Occupation(s)						
Yes ☐				No ☑		

The Los Angeles Center of Excellence for Labor Market Research (LA COE) prepared this report to provide regional labor market supply and demand data related to three middle-skill occupations:

- ***Commercial and Industrial Designers (27-1021)*** Design and develop manufactured products, such as cars, home appliances, and children's toys. Combine artistic talent with research on product use, marketing, and materials to create the most functional and appealing product design.[1]

- ***Graphic Designers (27-1024)*** Design or create graphics to meet specific commercial or promotional needs, such as packaging, displays, or logos. May use a variety of mediums to achieve artistic or decorative effects.[2]

- ***Set and Exhibit Designers (27-1027)*** Design special exhibits and sets for film, video, television, and theater productions. May study scripts, confer with directors, and conduct research to determine appropriate architectural styles.[3]

Middle-skill occupations typically require some postsecondary education, but less than a bachelor's degree.[4] Although the occupations in this report typically require a bachelor's degree, they are considered middle-skill because approximately one-third of workers in the field have completed some college/associate degree or less education. This report is intended to help

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[1] Industrial Designers (bls.gov)
[2] Graphic Designers (bls.gov)
[3] Set and Exhibit Designers (bls.gov)
[4] The COE classifies middle-skill jobs as the following:
- All occupations that require an educational requirement of some college, associate degree or apprenticeship;
- All occupations that require a bachelor's degree, but also have more than one-third of their existing labor force with an educational attainment of some college or associate degree; or
- All occupations that require a high school diploma or equivalent or no formal education, but also require short- to long-term on-the-job training where multiple community colleges have existing programs.

determine whether there is demand in the local labor market that is not being met by the supply from community college programs that align with the relevant occupations.

Based on the available data, there appears to be a supply gap for these design occupations in the region. Furthermore, entry-level wages exceed the self-sufficiency standard wage in Los Angeles County, and approximately one-third of current workers in the field have completed some college/associate degree or less education. **Therefore, due to all the criteria being met, the LA COE endorses this proposed program.** Detailed reasons include:

Demand:
- *Supply Gap Criteria –* Over the next five years, **2,680 jobs are projected to be available annually** in the region due to new job growth and replacements, **which is more than the three-year average of 857 awards conferred** by educational institutions in the region.
- *Living Wage Criteria –* Within Los Angeles County, all three occupations have **entry-level wages <u>above</u> the self-sufficiency standard hourly wage** ($18.10/hour).[5]
- *Educational Criteria –* The Bureau of Labor Statistics (BLS) lists a **bachelor's degree** as the **typical entry-level education** for the occupations in this report.
  - However, the national-level educational attainment data indicates **between 28% and 39% of workers in the field have completed some college/associate degree or less education.**

Supply:
- There are **21 community colleges** in the greater LA/OC region that issue awards related to design occupations, conferring an average of **329 awards annually** between 2019 and 2022.
- Between 2019 and 2021, there was an average of **528 awards conferred annually** in related training programs by non-community college institutions throughout the greater LA/OC region.

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[5] Self-Sufficiency Standard wage data was pulled from The Self-Sufficiency Standard Tool for California. For more information, visit: http://selfsufficiencystandard.org/california.

Occupational Demand

Exhibit 1 shows the five-year occupational demand projections for design occupations. In the greater Los Angeles/Orange County region, the number of jobs related to these occupations is projected to increase by 2% through 2026. There will be nearly 2,700 job openings per year through 2027 due to job growth and replacements.

Exhibit 1: Occupational demand in Los Angeles and Orange Counties[6]

Geography	2022 Jobs	2027 Jobs	2022-2027 Change	2022-2027 % Change	Annual Openings
Los Angeles	21,471	22,025	554	3%	2,095
Orange	6,333	6,347	14	0%	585
Total	**27,804**	**28,372**	**568**	**2%**	**2,680**

Wages

The labor market endorsement in this report considers the entry-level hourly wages for these design occupations in Los Angeles County as they relate to the county's self-sufficiency standard wage. Orange County wages are included below in order to provide a complete analysis of the greater LA/OC region. Detailed wage information, by county, is included in Appendix A.

Los Angeles County

All three occupations have entry-level wages <u>above</u> the self-sufficiency standard wage for one adult ($18.10 in Los Angeles County). Typical entry-level hourly wages are in a range between $21.60 and $28.25. Experienced workers can expect to earn wages between $45.68 and $57.23.

Exhibit 2: Earnings for Occupations in LA County

Occupation	Entry-Level Hourly Earnings (25th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75th Percentile)	Median Annual Earnings*
Commercial and Industrial Designers (27-1021)	$28.25	$38.39	$50.03	$79,900
Graphic Designers (27-1024)	$21.60	$32.75	$45.68	$68,100
Set and Exhibit Designers (27-1027)	$23.51	$36.82	$57.23	$76,600

*Rounded to the nearest $100

Orange County

The majority (89%) of annual openings for these design occupations have entry-level wages <u>above</u> the self-sufficiency standard wage for one adult ($20.63 in Orange County). Typical entry-level hourly wages are in a range between $20.06 and $28.63. Two occupations have entry-level wages above the county's self-sufficiency standard: *commercial and industrial designers* ($28.63) and *graphic designers* ($21.10). Experienced workers can expect to earn wages between $44.39 and $50.71, which are higher than the self-sufficiency standard.

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[6] Five-year change represents new job additions to the workforce. Annual openings include new jobs and replacement jobs that result from retirements and separations.

Exhibit 3: Earnings for Occupations in Orange County

Occupation	Entry-Level Hourly Earnings (25th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75th Percentile)	Median Annual Earnings*
Commercial and Industrial Designers (27-1021)	$28.63	$38.59	$50.07	$80,300
Graphic Designers (27-1024)	$21.10	$31.91	$44.39	$66,400
Set and Exhibit Designers (27-1027)	$20.06	$32.13	$50.71	$66,800

*Rounded to the nearest $100

On average, the entry-level earnings for the occupations in this report are $24.26; this is above the living wage for one single adult in Los Angeles County ($18.10). Exhibit 4 shows the average wage for the occupations in this report, from entry-level to experienced workers.

Exhibit 4: Average Hourly Earnings for Design Occupations in LA/OC
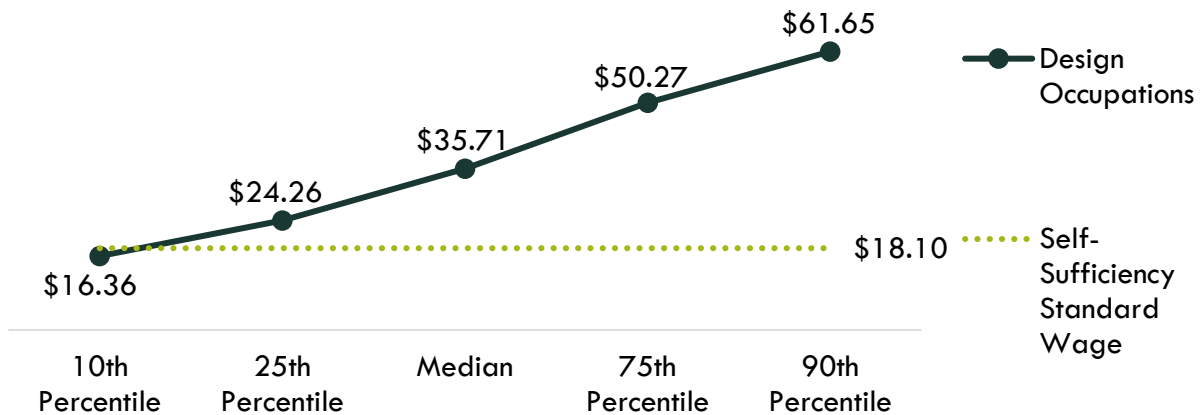
Job Postings

There were 4,375 online job postings related to the design occupations in this report listed in the past 12 months. Exhibit 5 displays the number of job postings by occupation. The majority of job postings (68%) were for *graphic designers*, followed by *commercial and industrial designers* (31%) and *set and exhibit designers* (1%). The highest number of job postings were for graphic designers, product designers, product engineers, visual designers, and production artists. The top skills were Adobe Photoshop, graphic design, Adobe Illustrator, marketing, and Adobe InDesign. The top three employers, by number of job postings, in the region were: Motion Recruitment (staffing company), Boeing, and Robert Half (staffing company).

Exhibit 5: Job postings by occupation (last 12 months)
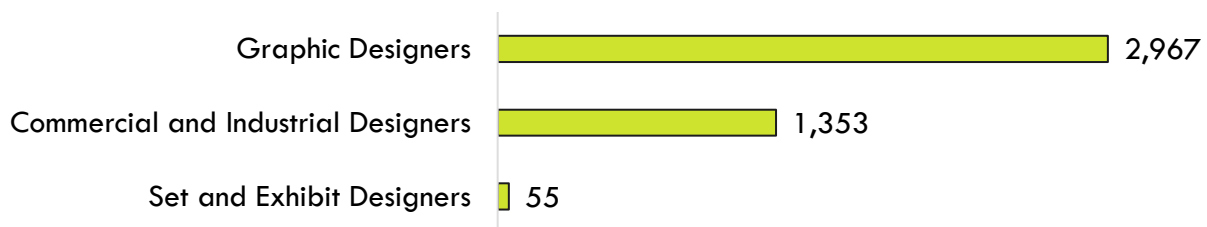
Educational Attainment
The Bureau of Labor Statistics (BLS) lists a bachelor's degree as the typical entry-level education for the design occupations in this report. However, the national-level educational attainment data indicates between 28% and 39% of workers in the field have completed some college/associate degree or less education. Of the 52% of design job postings listing a minimum education requirement in the greater Los Angeles/Orange County region, 8% (175) requested high school or vocational training, 10% (230) requested an associate degree, and 82% (1,857) requested a bachelor's degree.

Educational Supply
Community College Supply
Exhibit 6 shows the annual and three-year average number of awards conferred by community colleges in programs that have historically trained for the occupations of interest. The colleges with the most completions in the region are Santa Monica, LA Trade-Tech, Rio Hondo, and Golden West.

Exhibit 6: Regional community college awards (certificates and degrees), 2019-2022

TOP	Program	College	2019-20 Awards	2020-21 Awards	2021-22 Awards	3-Year Average
1009.00	Applied Design	Orange Coast	-	1	-	0
		LA Subtotal	**-**	**1**	**-**	**0**
		Supply Subtotal/Average	**-**	**1**	**-**	**0**
1013.00	Commercial Art	El Camino	-	-	1	0
		LA Trade-Tech	23	22	33	26
		LA Valley	7	14	8	10
		Pasadena	-	2	6	3
		LA Subtotal	**30**	**38**	**48**	**39**
		Cypress	1	-	-	0
		Fullerton	2	5	5	4
		Orange Coast	5	1	9	5
		Santa Ana	1	3	1	2
		OC Subtotal	**9**	**9**	**15**	**11**
		Supply Subtotal/Average	**39**	**47**	**63**	**50**
1030.00	Graphic Art and Design	Cerritos	11	14	13	13
		East LA	3	8	6	6
		El Camino	1	-	-	0
		Glendale	4	9	10	8
		LA City	22	8	19	16
		LA Pierce	15	13	22	17
		LA Valley	5	1	5	4

TOP	Program	College	2019-20 Awards	2020-21 Awards	2021-22 Awards	3-Year Average
		Long Beach	2	8	7	6
		Mt San Antonio	11	20	21	17
		Pasadena	7	15	12	11
		Rio Hondo	20	28	23	24
		Santa Monica	50	43	51	48
		LA Subtotal	**151**	**167**	**189**	**169**
		Cypress	-	4	6	3
		Fullerton	12	14	15	14
		Golden West	32	20	16	23
		Irvine	16	21	27	21
		Saddleback	15	19	22	19
		Santa Ana	3	3	-	2
		Santiago Canyon	1	4	5	3
		OC Subtotal	**79**	**85**	**91**	**85**
		Supply Subtotal/Average	**230**	**252**	**280**	**254**
1099.00	Other Fine and Applied Arts	East LA	-	-	2	1
		El Camino	5	4	2	4
		Santa Monica	15	26	21	21
		LA Subtotal	**20**	**30**	**25**	**25**
		Supply Subtotal/Average	**20**	**30**	**25**	**25**
		Supply Total/Average	**289**	**330**	**368**	**329**

Non-Community College Supply

For a comprehensive regional supply analysis, it is important to consider the supply from other institutions in the region that provide training programs for these design occupations. Exhibit 7 shows the annual and three-year average number of awards conferred by these institutions in relevant programs. Due to different data collection periods, the most recent three-year period of available data is from 2019 to 2021. Between 2019 and 2021, non-community college institutions in the region conferred an average of 528 bachelor's and sub-baccalaureate awards. Bachelor's degrees are included in this report since all three occupations typically require a bachelor's degree. Sub-baccalaureate awards include associate degrees, postsecondary awards, and other academic awards.

Exhibit 7: Regional non-community college awards, 2019-2021

CIP	Program	Institution	2019-20 Awards	2020-21 Awards	2-Year Average
10.0301	Graphic Communications, General	CSU-Los Angeles	9	10	10
50.0401	Design and Visual Communications, General	Biola University	3	9	6
		Columbia College Hollywood	-	7	4
		Fashion Institute of Design & Merch.-LA	90	69	80
		Gnomon	19	42	31
		LA Pacific College	13	1	7
		Otis College of Art and Design	36	30	33
		USC	5	22	14
50.0402	Commercial and Advertising Art	Art Center College of Design	16	7	12
		Mount Saint Mary's University	1	-	1
		Woodbury University	10	13	12
50.0409	Graphic Design	Art Center College of Design	67	75	71
		California Institute of the Arts	12	12	12
		CA State Polytechnic University-Pomona	89	113	101
		Chapman University	27	24	26
		Columbia College Hollywood	-	9	5
		Concordia Univ.-Irvine	10	7	9
		Fashion Institute of Design & Merch.-LA	38	25	32
		Laguna College of Art and Design	25	26	26
		LA Film School	28	47	38
		LA Pacific College	8	2	5
		Supply Total/Average	**506**	**550**	**528**

Exhibit 8 shows the proportion of community college awards conferred in LA/OC compared to the number of non-community college awards for the programs in this report. Nearly two-thirds of

awards conferred in these programs are awarded by non-community colleges in the LA/OC region.

Exhibit 8: Community College Awards Compared to Non-Community College Awards in LA/OC Region, 3-Year Average

Non-Community College Awards 62%

Community College Awards 38%
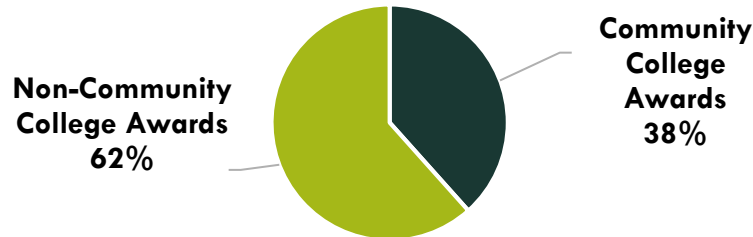
Appendix A: Occupational demand and wage data by county

Exhibit 9. Los Angeles County

Occupation (SOC)	2022 Jobs	2027 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Entry-Level Hourly Earnings (25th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75th Percentile)
Commercial and Industrial Designers (27-1021)	2,084	2,015	(68)	(3%)	179	$28.25	$38.39	$50.03
Graphic Designers (27-1024)	16,413	16,885	471	3%	1,594	$21.60	$32.75	$45.68
Set and Exhibit Designers (27-1027)	2,974	3,125	151	5%	322	$23.51	$36.82	$57.23
Total	**21,471**	**22,025**	**554**	**3%**	**2,095**	-	-	-

Exhibit 10. Orange County

Occupation (SOC)	2022 Jobs	2027 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Entry-Level Hourly Earnings (25th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75th Percentile)
Commercial and Industrial Designers (27-1021)	840	837	(3)	(0%)	74	$28.63	$38.59	$50.07
Graphic Designers (27-1024)	4,904	4,899	(6)	(0%)	448	$21.10	$31.91	$44.39
Set and Exhibit Designers (27-1027)	588	611	23	4%	63	$20.06	$32.13	$50.71
Total	**6,333**	**6,347**	**14**	**0%**	**585**	-	-	-

Exhibit 11. Los Angeles and Orange Counties

Occupation (SOC)	2022 Jobs	2027 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	% Age 55 and older*	Typical Entry-Level Education
Commercial and Industrial Designers (27-1021)	2,924	2,853	(71)	(2%)	253	24%	Bachelor's degree
Graphic Designers (27-1024)	21,318	21,783	466	2%	2,042	20%	Bachelor's degree
Set and Exhibit Designers (27-1027)	3,562	3,736	174	5%	385	29%	Bachelor's degree
Total	**27,804**	**28,372**	**568**	**2%**	**2,680**	**-**	**-**

*The average percentage of workers age 55 and older across all occupations in the greater LA/OC region is 27%. *Set and exhibit designers* have a slightly larger share of older workers, which typically indicates greater replacements needs to offset the amount of impending retirements.

Appendix B: Sources

- O*NET Online
- Lightcast (formerly Emsi)
- Bureau of Labor Statistics (BLS)
- California Employment Development Department, Labor Market Information Division, OES
- California Community Colleges Chancellor's Office Management Information Systems (MIS)
- Self-Sufficiency Standard at the Center for Women's Welfare, University of Washington
- Chancellor's Office Curriculum Inventory (COCI 2.0)

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C·O·E
CENTERS OF EXCELLENCE
FOR LABOR MARKET RESEARCH

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 11DE Child, Family and Community	3.0
MATH 54DE Elementary Statistics	4.0
PSYCH 1DE General Psychology	3.0
PSYCH 11DE Child Growth and Development	3.0
PSYCH 19DE Lifespan Human Development	3.0

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

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

Total Units: 22.0