



1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Agenda

Wednesday, September 30, 2026, 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

One tap mobile
+16694449171,,88008685421# US

Dial by your location

- | | | |
|----------------------|----------------------|----------------------|
| • +1 669 444 9171 US | • +1 360 209 5623 US | • +1 689 278 1000 US |
| • +1 253 205 0468 US | • +1 386 347 5053 US | • +1 305 224 1968 US |
| • +1 719 359 4580 US | • +1 507 473 4847 US | • +1 309 205 3325 US |

Find your local number: <https://smc-edu.zoom.us/j/kog4GeKXL>

Members:

Redelia Shaw, <i>Chair</i>	Rachel Demski	Jesus Lopez	Scott Silverman
Dione Hodges, <i>Vice Chair</i>	Catherine Haradon	Karol Lu	Bobby Simmons
Lourdes Arévalo	Aileen Huang	Jiale Ma (A.S.)	Briana Simmons
Jason Beardsley	Justice Isaacs	Emin Menachekanian	Lydia Strong
Walter Butler	Sharlene Joachim	Asunta Moisan	Olivia Vallejo
Susan Caggiano	Koda Kol	Jessica Rodriguez	Audra Wells
Evelyn Chantani	Walt Louie	Gabriel Sanchez (A.S.)	

Interested Parties:

Stephanie Amerian	Jessie Garcia	Liz Koenig	Steven Sedky
Maria Bonin	Jose Hernandez	Kristin Lui-Martinez	Esau Tovar
Department Chairs	Tracie Hunter	Maria Munoz	Paula Cortes (A.S.)
Nick Chambers	Maral Hyeler	Stacy Neal	Tammara Whitaker
Kiersten Elliott	Luis Jauregui	Tamika Phillips	

Ex-Officio Members:

Vicenta Arrizon

(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 16, 2026)	3
V. Chair’s Report	
VI. Information Items	
1. ASCCC Curriculum Committee Training and IDEAA Modules	
2. Universal Design for Learning (UDL)	
3. UC/Cal-GETC Updates	
4. Common Course Numbering (CCN) Updates	
5. META Handbook	
6. Curriculum Timelines	
VII. Action Items	
Courses	
a. ECE 26 CA Preschool Foundations and Frameworks 1	
• Changes: course description, SLOs, course objectives, course content, methods of evaluation, textbooks, sample assignments	6
b. ECE 27 CA Preschool Foundations and Frameworks 2	
• Changes: SLOs, course objectives, course content, methods of evaluation, textbooks, sample assignments	10
Programs	
c. Law, Public Policy, and Society AA-T	
• New degree	13
• Program map	23
d. Changes to degrees, certificates, and program maps as a result of courses considered on this agenda	
VIII. New Business	
IX. Old Business	
X. Adjournment	

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

The next Curriculum Committee meeting is October 7, 2026.



1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Minutes

Wednesday, September 16, 2026, 3:00 p.m.
Drescher Hall, Loft (3rd Floor, Room 300-E)
Zoom (guests/members of the public)

Members Present:

Redelia Shaw, <i>Chair</i>	Rachel Demski	Walt Louie	Gabriel Sanchez (A.S.)
Dione Hodges, <i>Vice Chair</i>	Catherine Haradon	Karol Lu	Briana Simmons
Lourdes Arévalo	Aileen Huang	Jiale Ma (A.S.)	Bobby Simmons
Jason Beardsley	Justice Isaacs	Asunta Moisan	Lydia Strong
Walter Butler	Sharlene Joachim	Emin Menachekanian	Olivia Vallejo
Susan Caggiano	Koda Kol	Jessica Rodriguez	Audra Wells
Evelyn Chantani			

Members Absent:

Scott Silverman

Others Present:

Jeremiah Convento	Kristin Lui-Martinez	Dana Nasser	Sri Susilowati
-------------------	----------------------	-------------	----------------

(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 3:07 pm. Motion to approve the agenda with no revisions.

Motion made by: Bobby Simmons; **Seconded by:** Dione Hodges

The motion passed unanimously.

II. Public Comments

None

III. Announcements

None

IV. Approval of Minutes (May 20, 2026)

Motion to approve the minutes of May 20, 2026 with no revisions.

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

The motion passed unanimously.

V. Chair's Report

- Returning and new members gave introductions
- An overview was provided of the curriculum website smc.edu/curriculum, which provides an overview of courses, programs, resources, the curriculum members list and contact information, and the committee meeting schedule/agendas/minutes
- Curriculum members and department chairs also have access to the curriculum canvas shell, which provides detailed information on course and program proposals, training materials, handouts, and additional information on projects and legislation being worked on (CCN, TOP to CIP, etc.)

VI. Information Items

1. Curriculum Institute Highlights
A presentation on highlights and updates from the Curriculum Institute, including reflections, insights, and what we can work on and implement locally to improve processes. (see page 4)
2. ASCCC Curriculum Committee Training Module
The ASCCC has created a curriculum committee training canvas shell with multiple modules to complete. We're asking members to complete the modules by the October 7 Curriculum Committee meeting. The link to enroll can be accessed through the canvas shell – if you have questions or any issues enrolling, send an email to Redelia.
3. ASCCC IDEAA Training Module
In addition to the curriculum committee training, ASCCC also recently added an IDEAA training canvas shell with modules. It is accessible through the curriculum training canvas. Please also complete this by the October 7 Curriculum Committee meeting so we can report out. Additionally, faculty can report both trainings as flex hours/professional development.
4. TOP to CIP Code Updates (due December 2026)
The TOP to CIP code project will soon be started. We'll be moving all courses and programs from California's TOP code system, to the federal CIP code system. Rachel will be presenting on the project to department chairs on Friday of this week, and then emails will be going out to chairs and curriculum representatives with additional information, hopefully next week.
5. ADT Updates (due December 2026)
Additionally, updates need to be made to ADT degrees as a result of the move to Cal-GETC. Additional information will be sent via email to chairs and curriculum representatives soon.
6. Deactivations Administrative Regulation
The Administrative Regulations that the committee approved at the end of Spring 2026 are still moving through the approval process. We'll keep the committee updated.
7. Brown Act, Roberts Rules of Order and Norms and Process
A brief overview/handout on the Brown Act and Roberts Rules of Order covering agenda requirements, action items, and motion/second/voting. It is also posted the [curriculum resources page](#).
8. Cal-GETC Updates
No updates reported.
9. CCN Updates
Common Course Numbering sessions were held at curriculum institute. AB 2236 was suspended in the senate and will not be moving forward. ICAS has noted that CCN templates could possibly be reviewed for articulation, but there is not yet a definitive plan to do so. The Chancellor's Office is still pausing on Phase III, requiring articulation agreements before releasing the templates.
10. Curriculum Timelines and Staffing
The Curriculum timelines for 2026-2027 are posted to the [curriculum meeting page](#). The timelines will be updated after the October Board of Trustees meeting with the specific BOT approval dates. While it may seem like timelines are long, we are one of the fastest to launch courses and programs when compared to other colleges. Additionally, due to changes at the college, we may not be as fast to respond as in the past, but we will get to emails and questions as quickly as we are able to.

Non-Substantial Changes

11. Accounting AS: Add ACCTG 41 as elective to List B
12. Affordable Housing Property Management Certificate of Achievement: Add SWHS 1 as an elective

VII. Action Items

Consent Agenda: Course Deactivations

- a. ENERGY 1 Introduction to Energy Efficiency
- b. ENERGY 2 Residential Building Science
- c. ENERGY 3 Commercial Building Science
- d. ENERGY 90A Energy Efficiency Internship
- e. HEBREW 4 Intermediate Hebrew 2
- f. ITAL 4 Intermediate Italian 2
- g. PV 4 Photovoltaic Technical Sales
- h. PV 11 Introduction to Solar Photovoltaics
- i. PV 12 Photovoltaic Installation Exam Preparation
- j. PV 88A Independent Studies in Photovoltaic Systems

Motion to pass Consent Agenda: Course Deactivations with no revisions.

Motion made by: Susan Caggiano; **Seconded by:** Bobby Simmons

The motion passed unanimously.

Consent Agenda: Program Deactivations

- k. Basic Solar Photovoltaic Installation Department Certificate
- l. Energy Efficiency Specialist Department Certificate
- m. Solar Photovoltaic and Energy Efficiency AS
- n. Solar Photovoltaic Installation Certificate of Achievement

Motion to pass Consent Agenda: Program Deactivations with no revisions.

Motion made by: Susan Caggiano; **Seconded by:** Dione Hodges

The motion passed unanimously.

Consent Agenda: Program Maps

- o. Applied Artificial Intelligence Certificate of Achievement Program Map
- p. Physics 2.0 AS-T Program Map

Motion to pass Consent Agenda: Program Maps with no revisions.

Motion made by: Audra Wells; **Seconded by:** Susan Caggiano

The motion passed unanimously.

Programs

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

Motion made by: Bobby Simmons; **Seconded by:** Dione Hodges

The motion passed unanimously.

VIII. New Business

None

IX. Old Business

None

X. Adjournment

Motion to adjourn the meeting at 5:03 pm.

Motion made by: Dione Hodges; **Seconded by:** Jason Beardsley

The motion passed unanimously.

Substantial Change:
EARLY CHILDHOOD EDUCATION 26, CA Preschool Foundations and Frameworks 1

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit - Degree Applicable

Rationale

Over the last decade, the California Department of Education (CDE) has made several changes in the delivery of early childhood services and the associated requirements for publicly funded programs, including implementing Transitional Kindergarten and creating and updating tools to support the preschool to Kindergarten continuum. In July 2025, the CDE mandated the use of the California Preschool/Transitional Kindergarten Learning Foundations and subsequently updated state-adopted assessment tools. Course updates incorporate these new tools and requirements.

I. Catalog Description

This course is an introduction to the California Preschool/Transitional Kindergarten Learning Foundations and associated Curriculum Frameworks. Domains covered in this course include: Social and Emotional Development, Language and Literacy Development, and Visual and Performing Arts. It provides practical strategies for implementing curriculum frameworks developed for each domain and may be used to satisfy required or professional development units for Child Development Permit holders, and/or preschool, transitional kindergarten, and early education teachers.

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. California Preschool Learning Foundations, Volume 2, California Department of Education, California Department of Education Press © 2010
2. California Preschool Learning Foundations, Volume 1, California Department of Education, California Department of Education Press © 2010, ISBN: 978-8011-1682-7
3. California Preschool/Transitional Kindergarten Learning Foundations, California Department of Education, California Department of Education © 2024
4. Preschool/Transitional Kindergarten DRDP (2025) An Early Childhood Developmental Continuum, California Department of Education, California Department of Education Press © 2026

III. Course Objectives

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

1. Define the roles of the California Preschool/Transitional Kindergarten Learning Foundations and associated Frameworks in the education of young children and their relationship to the Desired Results Developmental Profile (DRDP), California Common Core State Standards for kindergarten, and Content Standards for California Public Schools (kindergarten).
2. Use knowledge of the Approaches to Learning, Social/Emotional, Language/Literacy, and Visual and Performing Arts strands to select materials and plan meaningful experiences in the classroom to promote children's knowledge and abilities in each of these domains.
3. Describe opportunities to include practice of the following skills in daily routines and all areas of the curriculum: motivation to learn, executive functioning, goal-directed learning, social/emotional awareness, listening, speaking, reading, writing, language supports, performing arts, art appreciation and expression.
4. Describe the ways teachers collaborate with parents and other caregivers to support children in their development of language, reading, writing; artistic awareness and skills; appreciation and participation in music, dance, and dramatic play.

IV. Methods of Presentation:

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

V. Course Content

<u>% of Course</u>	<u>Topic</u>
15.000%	Introduction to the California Preschool Learning Foundations, includes Approaches to Learning, Social/Emotional Development, Language/Literacy, Visual and Performing Arts. • Purpose and use • Relationship to the content standards for California Public Schools (kindergarten) • Relationship to Desired Results Developmental Profile (DRDP)
20.000%	Implementation of the Foundations and Frameworks • Planning based on observation of children's interests, skills, and abilities • Daily experiences and routines as a vehicle to provide diverse opportunities for children to develop skills in each domain • Environments and materials that support each domain • Opportunities to practice skills from each domain in daily routines and across all areas of the curriculum
5.000%	Supporting English language learners in developing English literacy skills while concurrently developing skills in each of the domains.
5.000%	Partnering with parents and other caregivers to support development in Approaches to Learning, Social/Emotional Development, Language/Literacy, Visual and Performing Arts.
10.000%	Social and Emotional strands: • Self • Social interaction • Relationships
15.000%	Language and Literature strands Language • Language and speaking • Language use and conventions • Vocabulary • Grammar Literacy • Reading • Concepts about print • Phonological awareness • Alphabetics and word and/or print recognition • Literacy interest and response Writing • Writing strategies English Language Learner Strands • Listening • Speaking • Reading • Writing
10.000%	Approaches to Learning strands • Motivation to learn • Executive functioning • Goal-directed learning
10.000%	Performing Art strands • Music • Drama • Dance
10.000%	Visual Arts strand

	• Notice, respond, and engage (art appreciation) • Visual art skills • Straight and curved marks • Paintings and drawings • Clay and dough moldings and sculpture • Paper and collage • Motor control and use of art tools • Expression through visual arts
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
25%	Exams/Tests: Students will be evaluated on their knowledge of the strands through multiple choice and/or essay exams.
25%	Written assignments: Students will be evaluated on their ability to plan for experiences in each of the domains through written curriculum proposals.
25%	Other: Skill Demonstrations - Students will be evaluated on their descriptions of how opportunities for knowledge and skill development in each of the domains can be integrated into daily routines across all areas of the curriculum.
25%	Other: Problem Solving Demonstrations - Students will be evaluated on the ability to identify materials, tools, and activities, based on their observations of individual children.
100%	Total

VII. Sample Assignments:

Classroom Observation : Identify a preschool program to visit/observe and photograph the environment. Because the primary purpose of your observation is to collect photographs of the environment and materials used to support the visual and performing arts, you are encouraged to schedule an observation time when children are not present. This should eliminate the need to obtain photo releases. Depending on the level of access to the classroom/program afforded to you and how much time you are allowed for the visit, you may benefit from visiting and photographing multiple classrooms. Your instructor may offer you the option of conducting your observation visit(s) in pairs or groups of three. During the observation, look for examples of the environments and materials described on pages 45-48 of the California Preschool Curriculum Framework, Volume 2. Observe both the indoor and outdoor areas and be aware that a specific area may address more than one of the 13 environments and materials. You can also interview the teacher to learn why the environment and materials are selected and arranged the way they are, and how they support the children's exploration and development in visual art, music, drama, and dance. After completing your observations and interviews, use your photographs and notes to create a resource tool in a form that would be useful to your work with children (e.g., a physical or digital scrapbook).

Research, Write-up, and Report Out : Select three journal references from the list of References and Source Materials included in the California Preschool/Transitional Kindergarten Learning Foundations. The references should focus on one of the four strands. Write a short paper that includes summaries of each reference: 1) Title and author(s) of the article, 2) Publication information, Brief summary of the article, 3) Key findings that relate to one or more of the foundations in that strand, 4) How the article supports the student's understanding of the foundations in the strand. Share your share summary with the class.

VIII. Student Learning Outcomes:

1. Explain the roles of the California Preschool/Transitional Kindergarten Learning Foundations and associated Curriculum Frameworks in the education of young children and their relationship to the Desired Results Developmental Profile (DRDP), and Content Standards for California Public Schools (kindergarten).
2. Plan environments and experiences, based on observation of children, to support children's development of Approaches to Learning, Social/Emotional Development, Language/Literacy, and Visual and Performing Arts.

3. Describe how teachers can collaborate with parents and other caregivers to support children's development of skills in Approaches to Learning, Social/Emotional Development, Language/Literacy, and Visual and Performing Arts.

Substantial Change:
EARLY CHILDHOOD EDUCATION 27, CA Preschool Foundations and Frameworks 2

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit - Degree Applicable

Rationale

Over the last decade, the California Department of Education (CDE) has made several changes in the delivery of early childhood services and the associated requirements for publicly funded programs, including implementing Transitional Kindergarten and creating and updating tools to support the preschool to Kindergarten continuum. In July 2025, the CDE mandated the use of the California Preschool/Transitional Kindergarten Learning Foundations and subsequently updated state-adopted assessment tools. Course updates incorporate these new tools and requirements.

I. Catalog Description

This course is an introduction to the California Preschool Learning Foundations and Curriculum Frameworks. Domains covered in this course include: History/Social Studies, Math, Science, Health, & Physical Development. This course provides practical strategies for implementing the curriculum frameworks developed for each domain and may be used to satisfy required or professional development units for Child Development Permit holders, and/or pre-school, transitional kindergarten, and early-primary teachers.

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. California Preschool Learning Foundations, Volume 2, California Department of Education, California Department of Education Press © 2010, ISBN: 9780801117084
2. California Preschool Learning Foundations, Volume 3, California Department of Education, California Department of Education Press © 2012, ISBN: 978-8011-1727-5
3. California Preschool/Transitional Kindergarten Learning Foundations, California Department of Education, California Department of Education © 2024
4. Preschool/Transitional Kindergarten DRDP (2025) An Early Childhood Developmental Continuum, California Department of Education, California Department of Education © 2026

III. Course Objectives

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

1. Define the roles of the California Preschool/Transitional Kindergarten Learning Foundations and associated Frameworks in the education of young children and their relationship to the Desired Results Developmental Profile (DRDP), California Common Core State Standards for kindergarten, and Content Standards for California Public Schools (kindergarten).
2. Use knowledge of the History/Social Studies, Math, Science, Health, and Physical Development strands to select/evaluate materials and plan meaningful experiences in the classroom to promote children's interests, knowledge, and abilities in each domain.
3. Describe opportunities to include practice of the following skills in daily routines and all areas of the curriculum: history/social studies concepts; the five math domains, scientific inquiry, and physical development opportunities.
4. Describe the way teachers collaborate with parents and other care givers to support children in their development of: meaningful history/social studies experiences, mathematics learning, scientific concepts, healthy habits, and physical development.
5. Describe the teacher's role in children's safety during school hours.
6. Describe various strategies to support English language learners in developing mathematical knowledge as they concurrently acquire English.
7. Suggest multiple ways to provide a mathematically rich environment.

IV. Methods of Presentation:

V. **Course Content**

% of Course	Topic
20.000%	Introduction to the California Preschool/Transitional Kindergarten Learning Foundations, includes History/Social Studies, Math, Science, Health, and Physical Development. • Purpose and use • Relationship to the California Common Core State Standards for Kindergarten and Content Standards for California Public Schools (kindergarten) • Relationship to Desired Results Developmental Profile (DRDP)
20.000%	Implementation of the Foundations and Frameworks: • Planning based on observation of children's interests, skills, and abilities • Daily experiences and routines as a vehicle to provide diverse opportunities for children to learn and apply skills in each domain • Opportunities to practice skills from each domain in daily routines and across all areas of the curriculum • Selection of topics and materials for culturally relevant/meaningful curriculum and rich environments in all domains • Recognizing and building on preschool children's natural interest in mathematics ○ Teachable moments ○ Language of math • Intentionally planned experiences ○ Use of inquiry and exploration to foster problem solving and mathematical reasoning ○ Hand-on opportunities to explore math concepts • Mathematics rich environments ○ Integration of math-related materials into all areas of curriculum
5.000%	Supporting English language learners in developing knowledge and skills across domains as they concurrently acquire English.
5.000%	Partnering with parents and other caregivers to support children's learning and development in History/Social Studies, Math, Science, Health, and Physical Development.
10.000%	History and Social Studies strands: • Self and society (culture and diversity, relationships, social roles, and occupations) • Becoming a community member (civics) • Sense of time (history) • Sense of place (geography and ecology) • Marketplace (economics)
10.000%	Math strands: • Number sense • Algebra and functions • Measurement • Geometry • Mathematical reasoning
10.000%	Science strands: • Scientific inquiry • Physical science • Life science • Earth science
10.000%	Health strands: • Healthy habits • Safety

	• Nutrition
10.000%	Physical development strands: • Fundamental movement skills • Perceptual-Motor skills and movement concepts • Active physical play
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
25%	Exams/Tests: Students will be evaluated on their knowledge of the strands through multiple choice and/or essay exams.
25%	Written assignments: Students will be evaluated on the ability to plan for experiences in each of the domains through written curriculum proposals.
25%	Other: Skills Demonstrations - Students will be evaluated on their descriptions of how opportunities for knowledge and skill development in each of the domains can be integrated into daily routines across all areas of the curriculum.
25%	Other: Problem-Solving Demonstrations - Students will be evaluated on their ability to identify materials, tools, and activities, based on their observations of individual children.
100%	Total

VII. Sample Assignments:

Research, Write-up, and Reflection: Read the joint position statement by the National Association for the Education of Young Children and the National Council of Teachers of Mathematics; Early Childhood Mathematics: Promoting Good Beginnings. This is one of the sources for the 10 mathematics guiding principles. Downloaded the position statement from, <http://www.naeyc.org/positionstatements/mathematics>. After reading the full position statement, write a short paper that includes responses to the following questions: 1) What are the key points in this position statement? 2) Where do you see similarities between the position statement recommendations and the 10 guiding principles in the mathematics domain of the California Preschool/Transitional Kindergarten Learning Foundations? Where are there differences? 3) What additional clarification or information regarding mathematics and young children did you learn from this? 4) What similarities did you see between the learning paths in the position statement and the mathematics strands and sub-strands of the California Preschool/Transitional Kindergarten Learning Foundations? 5) What key messages from this position statement can you apply in your current or future work with young children?

Applying the PK/TK Foundations: Review the Physical Development Domain of the California Preschool/Transitional Kindergarten Learning Foundations. List each 60-month foundation in the Fundamental Movement Skills and your "focus" strand for this week. In 1-2 sentences, describe an activity or center extension that would support each foundation 1) in the classroom and 2) on the play yard.

VIII. Student Learning Outcomes:

1. Explain the roles of the California Preschool/Transitional Kindergarten Learning Foundations and Frameworks and associated Frameworks in the education of young children and their relationship to the Desired Results Developmental Profile (DRDP), and Content Standards for California Public Schools (kindergarten).
2. Plan environments and experiences, based on observation of children, to support children's development of History/Social Studies, Math, Science, Health, and Physical Development.
3. Describe how teachers can collaborate with parents and other caregivers to support children's development of skills in History/Social Studies, Math, Science, Health, and Physical Development.

**Santa Monica College
Program of Study
Law, Public Policy, and Society AA-T**

The Associate in Arts in Law, Public Policy, and Society for Transfer (AA-T) involves the interdisciplinary study of how social, cultural, economic, and political forces shape public policy and law. This degree provides a foundation for future studies in areas such as law, public policy, public administration, national security, criminology, or criminal justice. The program enhances career options in the legal profession, criminal justice systems, social service agencies, regulatory agencies, political organizations, and non-profit organizations.

Upon completion of the Associate in Arts in Law, Public Policy, and Society for Transfer (AA-T), students will have a strong academic foundation in the field and be prepared for upper division baccalaureate study. Completion of the degree indicates that the student will have satisfied the lower division requirements for transfer into a variety of programs for many campuses in the California State University system.

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 Cal-GETC

Program Learning Outcomes:

Analyze how law and public policies affect the lives of groups and individuals in society.

- PHILOS 2: Demonstrate proficiency in the research, analytical, and communication skills necessary to present compelling and original arguments, orally and/or in writing, that, when given a scenario of action by some agent in a particular context, evaluate the morality of the action from the perspective of the moral theories studied and the relevance of the moral considerations of consequences/utility, rights/duties/virtue/vice.
- POL SC 24: Exhibit, through their behavior and course work, strong academic behaviors as well as a heightened sense of personal efficacy and civic responsibility and awareness of their rights and duties as citizens of their community, their country, and the wider world.
- POL SC 24: Demonstrate through oral and/or written work knowledge of the course content: the Constitutional framework, the incorporation of the Bill of Rights to the states, key conflicts and legal resolutions to liberties protected in the Bill of Rights, the rights of the criminally accused as articulated in the 4th through 8th Amendments, the Constitutional basis for a right to privacy, the historical development of the Court's interpretation of protected classes, and the constitutional provisions that establish the concepts of political equality (including voting rights and the right to representation).
- POL SC 24: Utilize the research, analytical, and communication skills necessary to present compelling and original arguments, orally and/or in writing, that advance reasonable conclusions as to the significance of current conflicts and cases under consideration by the Supreme Court and distinguish between the letter and application of the law.
- POLS C1000: *Exhibit, through their behavior and course work, strong academic behaviors as well as a heightened sense of personal efficacy and civic responsibility and awareness of their rights and duties as citizens of their community, their country, and the wider world.
- POLS C1000: *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.
- POLS C1000: *Demonstrate proficiency in the research, analytical, and communication skills necessary to present, orally and/or in writing, compelling and original arguments that advance reasonable conclusions concerning American and California politics.
- POLS C1000: *Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.

Analyze and apply theoretical frameworks to examine the legal and public policies implications on groups and individuals within society.

- PHILOS 2: Demonstrate through oral and/or written work knowledge of the main topics in normative ethics and meta-ethics: the nature of ethical theory (moral philosophy), significant ethical theories, and the problems encountered in the continuing quest for a satisfactory ethical theory for contemporary society.
- PHILOS 2: Demonstrate proficiency in the research, analytical, and communication skills necessary to present compelling and original arguments, orally and/or in writing, that, when given a scenario of action by some agent in a particular context, evaluate the morality of the action from the perspective of the moral theories studied and the relevance of the moral considerations of consequences/utility, rights/duties/virtue/vice.

- POL SC 24: Exhibit, through their behavior and course work, strong academic behaviors as well as a heightened sense of personal efficacy and civic responsibility and awareness of their rights and duties as citizens of their community, their country, and the wider world.
- POL SC 24: Demonstrate through oral and/or written work knowledge of the course content: the Constitutional framework, the incorporation of the Bill of Rights to the states, key conflicts and legal resolutions to liberties protected in the Bill of Rights, the rights of the criminally accused as articulated in the 4th through 8th Amendments, the Constitutional basis for a right to privacy, the historical development of the Court's interpretation of protected classes, and the constitutional provisions that establish the concepts of political equality (including voting rights and the right to representation).
- POL SC 24: Utilize the research, analytical, and communication skills necessary to present compelling and original arguments, orally and/or in writing, that advance reasonable conclusions as to the significance of current conflicts and cases under consideration by the Supreme Court and distinguish between the letter and application of the law.
- POL SC 24: Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.
- POLS C1000: *Exhibit, through their behavior and course work, strong academic behaviors as well as a heightened sense of personal efficacy and civic responsibility and awareness of their rights and duties as citizens of their community, their country, and the wider world.
- POLS C1000: *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.
- POLS C1000: *Demonstrate proficiency in the research, analytical, and communication skills necessary to present, orally and/or in writing, compelling and original arguments that advance reasonable conclusions concerning American and California politics.
- POLS C1000: *Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.

Summarize and evaluate the American legal system and the role of lawyers, judges and litigants in our society.

- POL SC 24: Exhibit, through their behavior and course work, strong academic behaviors as well as a heightened sense of personal efficacy and civic responsibility and awareness of their rights and duties as citizens of their community, their country, and the wider world.
- POL SC 24: Demonstrate through oral and/or written work knowledge of the course content: the Constitutional framework, the incorporation of the Bill of Rights to the states, key conflicts and legal resolutions to liberties protected in the Bill of Rights, the rights of the criminally accused as articulated in the 4th through 8th Amendments, the Constitutional basis for a right to privacy, the historical development of the Court's interpretation of protected classes, and the constitutional provisions that establish the concepts of political equality (including voting rights and the right to representation).
- POL SC 24: Utilize the research, analytical, and communication skills necessary to present compelling and original arguments, orally and/or in writing, that advance reasonable conclusions as to the significance of current conflicts and cases under consideration by the Supreme Court and distinguish between the letter and application of the law.
- POL SC 24: Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.
- POLS C1000: *Exhibit, through their behavior and course work, strong academic behaviors as well as a heightened sense of personal efficacy and civic responsibility and awareness of their rights and duties as citizens of their community, their country, and the wider world.
- POLS C1000: *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.
- POLS C1000: *Demonstrate proficiency in the research, analytical, and communication skills necessary to present, orally and/or in writing, compelling and original arguments that advance reasonable conclusions concerning American and California politics.
- POLS C1000: *Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.

Required Core Courses

Units: 16.0

ENGL C1000 ^{DE} Academic Reading and Writing (formerly ENGL 1)	3.0
ENGL C1001 ^{DE} Critical Thinking and Writing (formerly ENGL 2)	3.0
PHILOS 2 ^{DE} Ethics	3.0
POLS C1000 ^{DE} American Government and Politics (formerly POL SC 1)	3.0
STAT C1000 ^{DE} Introduction to Statistics (formerly MATH 54)	4.0

Understanding the Law (3 units required)	Units: 3.0
AD JUS 1 ^{DE} Introduction to Administration of Justice	3.0
AD JUS 2 ^{DE} Concepts of Criminal Law	3.0
BUS 5 ^{DE} Business Law and the Legal Environment	3.0
POL SC 24 ^{DE} Introduction to Law	3.0
(POL SC 24 or BUS 5 required for SMC Law Pathway Program)	
Oral Communication (3 units required)	Units: 3.0
COMM C1000 ^{DE} Introduction to Public Speaking (formerly COM ST 11)	3.0
COM ST 16 ^{DE} Fundamentals of Small Group Discussion	3.0
COM ST 21 ^{DE} Argumentation	3.0
(COM ST 21 required for SMC Law Pathway Program)	
US History (3 units required)	Units: 3.0
HIST C1001 ^{DE} United States History to 1877 (formerly HIST 11)	3.0
HIST C1002 ^{DE} United States History since 1865 (formerly HIST 12)	3.0
Program Electives (select 2 courses from 2 different areas from the list below; 6 units required)	Units: 6.0
<i>It is recommended that students complete BUS 5 in Area 2 which aligns with the Law Pathways Program</i>	
Area 1: Administration of Justice	
AD JUS 1 ^{DE} Introduction to Administration of Justice	3.0
AD JUS 2 ^{DE} Concepts of Criminal Law	3.0
AD JUS 3 ^{DE} Legal Aspects of Evidence	3.0
AD JUS 8 ^{DE} Juvenile Procedures	3.0
AD JUS 67 ^{DE} Community and the Justice System	3.0
Area 2: Business Law	
BUS 5 ^{DE} Business Law and the Legal Environment	3.0
Area 3: Economics	
ECON C2001 ^{DE} Principles of Microeconomics (formerly ECON 1)	3.0
ECON C2002 ^{DE} Principles of Macroeconomics (formerly ECON 2)	3.0
Area 4: Political Science	
PHILOS 51 ^{DE} Political Philosophy <i>Same as: POL SC 51</i>	3.0
POL SC 2 ^{DE} Comparative Government and Politics	3.0
POL SC 7 ^{DE} International Politics	3.0
POL SC 51 ^{DE} Political Philosophy <i>Same as: PHILOS 51</i>	3.0
Area 5: Public Policy	
ECON 5 ^{DE} International Political Economy: Introduction To Global Studies <i>Same as: GLOBAL 5 , POL SC 5</i>	3.0
GLOBAL 5 ^{DE} International Political Economy: Introduction To Global Studies <i>Same as: ECON 5 , POL SC 5</i>	3.0
POL SC 5 ^{DE} International Political Economy: Introduction To Global Studies <i>Same as: ECON 5 , GLOBAL 5</i>	3.0
BUS 29 ^{DE} Public Relations and Publicity <i>Same as: JOURN 43</i>	3.0
JOURN 43 ^{DE} Public Relations and Publicity <i>Same as: BUS 29</i>	3.0
POL SC 31 ^{DE} Introduction to Public Policy	3.0
SOCIOL 2 ^{DE} Social Problems	3.0
SOCIOL 2 S Social Problems -- Service Learning	3.0
Area 6: Diversity	
ANTHRO 2 ^{DE} Cultural Anthropology	3.0
COM ST 37 ^{DE} Intercultural Communication	3.0
ETH ST 1 ^{DE} Introduction to Ethnic Studies	3.0
ETH ST 6 ^{DE} Introduction to Chicana/o/x and Latina/o/x Studies	3.0
ETH ST 7 ^{DE} Introduction to African American and Black Studies	3.0
ETH ST 8 ^{DE} Introduction to Asian American Studies	3.0
ETH ST 9 ^{DE} Introduction to Native American Studies	3.0
GEOG 2 ^{DE} Introduction To Human Geography	3.0
HIST 10 ^{DE} Ethnicity and American Culture	3.0
MEDIA 10 ^{DE} Media, Gender, and Race	3.0
POL SC 21 ^{DE} Race, Ethnicity, and the Politics of Difference	3.0

SOCIOL 33 ^{DE} Sociology of Sex and Gender	3.0
SOCIOL 34 ^{DE} Racial and Ethnic Relations in American Society	3.0
WGS 10 ^{DE} Introduction to Women's, Gender, and Sexuality Studies	3.0
WGS 40 ^{DE} Introduction to LGBTQ Studies	3.0

Area 7: College Success

COUNS 20 ^{DE} Student Success Seminar	3.0
--	-----

Total: 31.0

ADT Submission Form for Law, Public Policy, and Society CCC Major or Area of Emphasis: Law, Public Policy, and Society
TOP Code: 1401.00

Form #1022
9/10/19

CSU Major(s): American Studies, Communications, Criminal Justice, Criminology, Global Intelligence and National Security, International Relations, Philosophy, Political Science, Social and Behavioral Sciences (Political Economy Concentration)(NOTE: List not meant to be exhaustive. Other destination majors may exist.)

Total Units: 30 (all units are minimum semester units)

In the four columns to the right under the **College Program Requirements**, enter the college's course identifier, title and the number of units comparable to the course indicated for the form. If the course may be double-counted with Cal-GETC, enter the GE Area to which the course is articulated. To review the GE Areas and associated unit requirements, please go to Chancellor's Office Academic Affairs page, RESOURCE section located at:

<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/What-we-do/Curriculum-and-Instruction-Unit/Templates-For-Approved-Transfer-Model-Curriculum>

or the ASSIST website:

<https://www.assist.org/>

The units indicated in the template are the **minimum** semester units required for the prescribed course or list. All courses must be CSU transferable. **All courses with an identified C-ID Descriptor must be submitted to C-ID prior to submission of the Associate Degree for Transfer (ADT) proposal to the Chancellor's Office.**

Where no **C-ID Descriptor** is indicated, discipline faculty should compare their existing course to the example course(s) provided in the form at:

<http://www.c-id.net/degreereview.html>

Attach the appropriate ASSIST documentation as follows:

- *Articulation Agreement by Major (AAM)* demonstrating lower division preparation in the major at a CSU;
- *CSU Baccalaureate Level Course List by Department (BCT)* for the transfer courses; and/or,
- *CSU GE Certification Course List by Area (GECC)*.

The acronyms **AAM**, **BCT**, and **GECC** will appear in **C-ID Descriptor** column directly next to the course to indicate which report will need to be attached to the proposal to support the course's inclusion in the transfer degree. To access ASSIST, please go to <http://www.assist.org>.

Associate in Arts in Law, Public Policy, and Society for Transfer Degree					
College Name: SANTA MONICA COLLEGE					
TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
Required Core (24 units minimum) courses must possess one of the specified C-ID and any indicated GE:					
Understanding the Law					
Introduction to Law and Society (3)	LPPS 110	AD JUS 1	Introduction to Administration of Justice	3	4
OR	OR				
Introduction to Criminal Justice (3)	AJ 110	AD JUS 2	Concepts of Criminal Law	3	
OR	OR				
Concepts of Criminal Law (3)	AJ 120	AD JUS 2	Business Law and the Legal Environment	3	
OR	OR				
Criminal Court Process (3)	AJ 122	BUS 5			
OR	OR				
Legal Environment of Business (3)	BUS 120				
OR	OR				
Business Law (3)	BUS125				

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
Ethics Ethical Reasoning (3) OR Introduction to Ethics (3)	LPPS 120 OR PHIL 120	PHILOS 2	Ethics	3	3B
Oral Communication Public Speaking (3) OR *Argumentation and Debate (3) OR Small Group Communication (3)	COMM 110 OR COMM 120 OR COMM 140	COMM C1000 COM ST 21 COM ST 16	Introduction to Public Speaking Argumentation Fundamentals of Small Group Discussion	3 3 3	1C 1C
Written Communication English Composition	ENGL 100	ENGL C1000	Academic Reading and Writing	3	1A
Critical Thinking *Argumentation and Debate (3) OR Introduction to Persuasion (3) OR Argumentative Writing and Critical Thinking (3) OR Introduction to Logic (3)	COMM 120 OR COMM 190 OR ENGL 105 OR PHIL 110	ENGL C1001	Critical Thinking and Writing	3	1B

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
Quantitative Reasoning Introduction to Statistics (3) OR Intro to Stats in Sociology (3)	MATH 110 OR SOCI 125	STAT C1000	Introduction to Statistics	4	2
US History US History to 1877 (3) OR US History from 1865 (3)	HIST 130 OR HIST 140	HIST C1001 HIST C1002	United States History to 1877 United States History since 1865	3 3	3B/4 3B/4
Introduction to American Government and Politics (3)	POLS 110	POLS C1000	American Government and Politics	3	4
LIST A: Select two courses (6 units) from two of the areas listed below: (NOTE: courses must not have been used above.)					
Area 1: Administrative of Justice/Criminal Justice/Criminology					

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
Introduction to Criminal Justice (3) OR Concepts of Criminal Law (3) OR Criminal Court Process (3) OR Legal Aspects of Evidence (3) OR Community and the Justice System (3) OR Introductions to Corrections (3) OR Juvenile Procedures (3) OR Introduction to Crime (3)	AJ 110 OR AJ 120 OR AJ 122 OR AJ 124 OR AJ 160 OR AJ 200 OR AJ 220 OR SOC 160	AD JUS 1 AD JUS 2 AD JUS 3 AD JUS 67 AD JUS 8	Introduction to Administration of Justice Concepts of Criminal Law Legal Aspects of Evidence Community and the Justice System Juvenile Procedures	3 3 3 3 3	4
Area 2: Business					
Legal Environment of Business (3) OR Business Law (3)	BUS 120 OR BUS 125	BUS 5	Business Law	3	
Area 3: Economics					
Principals of Microeconomics (3) OR Principals of Macroeconomics (3)	ECON 201 OR ECON 202	ECON C2001 ECON C2002	Principles of Microeconomics Principles of Macroeconomics	3 3	4 4
Area 4: Political Science					
Introduction to Political Theory and Thought (3) OR Comparative Government and Politics (3) OR Introduction to International Relations (3) OR Introduction to Political Science (3) OR Introduction to Political Science Research Methods (3)	POLS 120 OR POLS 130 OR POLS 140 OR POLS 150 OR POLS 160	POL SC 51/ PHILOS 51 POL SC 2 POL SC 7	Political Philosophy Comparative Government and Politics International Politics	3 3 3	4 4 4

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
Area 5: Public Policy					
Introduction to Global Studies (3) OR Global Issues (3) OR Introduction to Public Relations (3) OR Introduction Social Justice (3) OR Social Problems (3) OR Health and Social Justice (3) OR Drugs, Health, and Society (3)	GLST 101 OR GLST 102 OR JOUR 150 OR SJS 110 OR SOCI 115 OR PH 102 OR PH 103	GLOBAL 5/ ECON5/P OL SC 5 BUS 29/ JOURN 43 SOCIOL 2 SOCIOL 2S	International Political Economy: Introduction to Global Studies Public Relations and Publicity Social Problems Social Problems - Service Learning	3 3 3 3	4 4 4 4
Any course that is CSU transferable and focuses on public administration or public policy.	BCT	POL SC 31	Introduction to Public Policy	3	4
Area 6: Diversity					
Introduction to Cultural Anthropology (3) OR Intercultural Communication (3) OR Introduction to Human Geography (3) OR Introduction to Gender (3) OR Introduction to Race and Ethnicity (3)	ANTH 120 OR COMM 150 OR GEOG 120 OR SOCI 140 OR SOCI 150	ANTHRO 2 COM ST 37 GEOG 2 SOCIOL 33 SOCIOL 34	Cultural Anthropology Intercultural Communication Introduction to Human Geography Sociology of Sex and Gender Race and Ethnic Relations in American Society	3 3 3 3 3	4 4 4 4 4
Various - Any course that emphasizes the perspectives of under-represented groups and has articulation as Cal-GETC Area 4	GECC	HIST 10 ETH ST 1 ETH ST 6 ETH ST 7 ETH ST 8 ETH ST 9 MEDIA 10 POL SC 21 WGS 10 WGS 40	Ethnicity and American Culture Introduction to Ethnic Studies Introduction to Chicana/o/x and Latina/o/x Studies Introduction to African American and Black Studies Introduction to Asian American Studies Introduction to Native American Studies Media, Gender, and Race Race, Ethnicity, and the Politics of Difference Introduction to Women's, Gender, and Sexuality Studies Introduction to Women's, Gender, and Sexuality Studies	3 3 3 3 3 3 3 3 3 3	4 4/6 4 4 4 4 4 4 4 4
Area 7: College Success					

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
College Success (3) Various - A CSU-transferable course that is: UC transferable The course title must refer to student success, college success, or academic skills (or similar). And the course must have specific content areas to include, but not limited to, study skills, time management, note taking, goal setting, test taking, learning styles, and critical thinking.	BCT	COUN S 20	Student Success Seminar	3	
Area 8: Internship/Fieldwork (3) Any CSU-transferable internship or fieldwork course deemed appropriate by the college. "Internship" or "Fieldwork" must be in the course title, or the course must be identified as work experience.	BCT				
Total Units for the Major:	30	Total Units for the Major:		31	
		Total Units that may be double-counted <i>(The transfer GE Area limits must <u>not</u> be exceeded)</i>			15-24
		General Education (Cal-GETC) Units			34
		Elective Units			10-19
		Total Degree Units (maximum)			60

	Law, Public Policy, and Society / AA-T						Cal-GETC				
	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	Cal-GETC Fall 25	"Gateway" course? (based on definition)	# of Units	TOTAL weekly hours (full semester)	Course Advisory (must be in map prior); do NOT include "eligibility for English 1"	Course Prerequisites (P), Corequisite (C) (must be included in proper sequence)	Intercession Option? -- YES -- (MAX of 8 units)	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	POLS C1000	1	PR / GE	4	YES	3	9				
	ENGL C1000	2	PR / GE	1A		3	9				
	STAT C1000	3	PR / GE	2		4	12				
	COUNS 20	4	RE			3	9			YES	Program Elective
	EL		EL			3	9			YES	
	TOTAL Semester 1					16	48				
SEMESTER 2	RE (<i>Understanding the Law</i>)	1	RE		YES	3	9				Recommended POL SC 24 (Law Pathway Program)
	ENGL C1001	2	PR / GE	1B		3	9		ENGL C1000 (P)		
	PHILOS 2	3	PR / GE	3B		3	9				
	RE (<i>US History</i>) HIST C1001 or HIST C1002	4	RE	4		3	9			YES	
	RE (<i>Oral Communication</i>)	5	RE	1C		3	9			YES	Recommended COM ST 21 (Law Pathway Program)
	TOTAL Semester 2					15	45				
SEMESTER 3	RE (<i>Program Elective</i>)	1	RE			3	9				Recommended BUS 5 (Law Pathway Program)
	GE		GE	6		3	9				
	GE		GE	5A or 5B / 5C		4	12				
	GE		GE	3A		3	9			YES	
	EL		EL			1	3			YES	
	TOTAL Semester 3					14	42				
SEMESTER 4	GE		GE	5A or 5B		3	9			YES	
	EL		EL			3	9				POL SC 31 recommended
	EL		EL			3	9				SOCIOL 2 recommended
	EL		EL			3	9				COM ST 37 recommended
	EL		EL			3	9			YES	
	TOTAL Semester 4					15	45				