



Curriculum Committee Agenda

Wednesday, November 21, 2018, 3:00 p.m.
Loft Conference Room – Drescher Hall 300-E

Members:

Brenda Antrim, <i>Chair</i>	Guido Davis Del Piccolo	William Konya	Lydia Strong
Jennifer Merlic, <i>Vice Chair</i>	Christina Gabler	Jae Lee	Toni Trives
Eve Adler	Gary Huff	Jing Liu	Audra Wells
Wynn Armstrong (fall)	Yongha Hwang (A.S. Rep)	Estela Narrie	Joshua Withers (spring)
Garen Baghdasarian	Maral Hyeler	Dana Nasser	Irena Zugic
Sheila Cordova	Sasha King	Lee Pritchard	A.S. Representative

Interested Parties:

Clare Battista	Dione Carter	Kiersten Elliott	Estela Ruezga
William Bloom	Susan Caggiano	Stacy Neal	Scott Silverman
Maria Bonin	Rachel Demski	Patricia Ramos	Esau Tovar
Patricia Burson	Vicki Drake	Isabel Rodriguez (A.S. President)	Tammara Whitaker

Ex-Officio Members:

Nathaniel Donahue

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

- I. Call to Order and Approval of Agenda
- II. Public Comments *(Two minutes is allotted to any member of the public who wishes to address the Committee.)*
- III. Announcements
- IV. Approval of Minutes 3
- V. Chair’s Report
- VI. Information Items

- 1. Redesign of the Student Experience

(Courses: Non-Substantial Changes)

- 2. ESL 10W Multiple Skills Preparation: Reading and Writing
- 3. ESL 11A Basic English 1
- 4. ESL 11B Basic English 2
- 5. ESL 14A Pronunciation And Spelling: Vowel And Consonant Sounds
- 6. ESL 14B Pronunciation: Rhythm And Intonation
- 7. ESL 15 Conversation And Culture In The US
- 8. ESL 16A The Noun System And Articles
- 9. ESL 16B Verb Tenses: Forms and Use
- 10. ESL 16C Sentence Structure and Punctuation
- 11. ESL 17 Intermediate Reading Skills
- 12. ESL 20A Advanced Grammar Workshop
- 13. ESL 20B Advanced Grammar and Editing
- 14. ESL 23 Academic Reading and Study Skills
- 15. KIN PE 15A Cycling
- 16. KIN PE 51A Beginning Surfing

- 17. KIN PE 51B Intermediate Surfing
- 18. NURSNG 60 Multicultural Health And Healing Practices

VII. Action Items

(Courses: New)

- a. BUS 85 Project Management Global Trade and Logistics 12
- b. HEALTH 81 Fundamental Skills for Health Care Professionals 18
- c. MATH 26C Co-Requisite for Functions and Modeling for Business and Social Science
(Corequisite: MATH 26)..... 20
- d. MUSIC 38 A World of Music..... 26
- e. PORTGS 2 Elementary Portuguese 2 (Skills Advisory: PORTGS 1) 29

(Courses: Substantial Changes)

- f. INTARC 50 Building Systems and Codes (Added: Skills Advisory INTARC 31;
Changed: Course Name, Catalog Description, Texts, Course Objectives, Methods of
Presentation, Course Content, Methods of Evaluation, Sample Assignments, SLOs) . 38

(Courses: Distance Education)

- g. BUS 85 Project Management Global Trade and Logistics 15
- h. JAPAN 9 Japan: Culture and Civilization..... 41

(Courses: Global Citizenship)

- i. JAPAN 9 Japan: Culture and Civilization..... 46
- j. MUSIC 38 A World of Music..... 47
- k. PORTGS 2 Elementary Portuguese 2 48

(Programs: New)

- l. Sustainability Assistant Noncredit Certificate of Completion 49
- m. Sustainability in Organics Aide Noncredit Certificate of Completion 50
- n. Sustainability Services Technician Noncredit Certificate of Completion 51

(Programs: Revisions)

- o. Changes to degrees and certificates as a result of courses considered on this agenda
 - Add PORTGS 2 to Liberal Arts – Arts and Humanities AA Degree (Area B: Group 1) and Latin American Studies Department Certificate (Required Language Courses)
 - Add MUSIC 38 to Music AA Degree and Liberal Arts – Arts and Humanities AA Degree (Area A: Group 6)
 - Add BUS 85 to Business AS Degree (Global Trade and Logistics)

VIII. New Business

IX. Old Business

- Gary Huff: crosswalk between the OEI rubric for best teaching practices in online courses with the distance education application fields
- Discussion of approach to courses that do not appear to directly support transfer or further employment

X. Adjournment

Please notify Jennifer Merlic (x4616), Brenda Antrim (x3538), or Rachel Demski (x4649) if you are unable to attend this meeting.



1900 Pico Boulevard
Santa Monica, CA 90405
310.434.4611

Curriculum Committee Minutes

Wednesday, November 7, 2018, 3:00 p.m.
Loft Conference Room – Drescher Hall 300-E

Members Present:

Brenda Antrim, <i>Chair</i>	Guido Davis Del Piccolo	William Konya	Lee Pritchard
Jennifer Merlic, <i>Vice Chair</i>	Christina Gabler	Jae Lee	Lydia Strong
Eve Adler	Eric Hwang (A.S. Rep)	Jing Liu	Toni Trives
Wynn Armstrong (fall)	Maral Hyeler	Estela Narrie	Audra Wells
Sheila Cordova	Sasha King	Dana Nasser	Irena Zugic

Members Absent:

Garen Baghdasarian Gary Huff

Others Present:

Bill Bloom	Jamar London	Stacy Neal	Vicky Seno
Taryn De La Rosa	Colleen McGraw	Jean Paik-Schoenberg	Josh Withers
Rachel Demski	Mitra Moassessi	Salvador Santana	

(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 3:03 pm. Motion to approve the agenda with no revisions.
Motion made by: Dana Nasser; **Seconded by:** Sasha King
The motion was passed unanimously

II. Public Comments

None

III. Announcements

None

IV. Approval of Minutes

Motion to approve the minutes of the October 17 meeting with no revisions.
Motion made by: Toni Trives; **Seconded by:** William Konya
The motion was passed unanimously

V. Chair’s Report

All Curriculum previously passed by our committee was passed at the Senate.

Representatives of all departments undergoing 6 year Program Review have gone through Curricunet training, and chairs in most of those departments are working hard at updating courses. It has also triggered interesting discussions in their departments, so more changes may be coming through in the future. One final Curricunet training, open to all, will be Friday, 11/9/18, at 11 am in room LIB 192.

Noncredit programs, with courses previously approved at Curriculum, are beginning to come through from the Chancellor’s office, so they will be on our plate soon.

The Academic Senate is hosting a gathering at 5:15 tonight in the Senate Offices (HSS 261). At 6:15 participants are invited to attend the opening Men's Basketball game beginning at 6:30.

I was unable to attend Plenary due to medical reasons. I will review the slides and report back to the committee on actions taken.

The 2018 Fall Curriculum Regional Meeting South will be held November 17, 2018 at Mt. San Antonio College, from 9 am – 3 pm. Registration is currently open (<https://asccc.org/events/2018-11-17-170000-2018-11-17-230000/2018-fall-curriculum-regional-meeting-south>) and all interested persons are invited to attend. Topics include: AB 705 and Title 5; UC TCA, Articulation, and UC Transfer Pathways; Certificates, Degrees, and Curricular Processes with the Student Centered Funding Formula; and Noncredit Curriculum Streamlining and AB 705.

VI. Information Items

1. Redesign of the Student Experience
Guido said feedback has been received from the second mapping day, and it has been positive. Student focus groups have been completed, and now awaiting the finalized reports from Institutional Research. The next mapping day will be held December 7 (there are no mapping days in November due to the influx of transfer counseling in this month; having counselors at mapping days is critical). Irena provided a recap of the webinar attended – everything is on track; the webinar emphasized a focus to tailoring the work based on student feedback.
2. Global Citizenship Application Update
Wording of “and/or” was added to the end of the fifth area under “Gender/Sexuality Studies” on the Global Citizenship application.

Note: If you are entering a new course with Global Citizenship, or modifying a course to meet Global Citizenship requirements, please do not use the "Global Citizenship Application" section of the course form on the right sidebar in Curricunet, as it does not contain all of the needed fields for a Global Citizenship proposal. Instead, use the form linked on the left sidebar, under "Links", titled "Global Citizenship", and upload the completed document under “Attached Files”.

(Courses: Non-Substantial Changes)

3. BUS 60 Design Thinking for the Entrepreneur
(originally BUS 68; renumbered to 60 due to conflict with prior course in ISIS)
4. COSM 10A Related Science 1A
5. COSM 11A Hair Cutting 1
6. COSM 11B Hair Styling 1
7. COSM 11C Hair Coloring 1
8. COSM 18 Skin Care 1
9. COSM 20 Related Science 2
10. COSM 21A Hair Cutting 2
11. COSM 21B Hair Styling 2
12. COSM 21C Hair Coloring 2
13. COSM 21D Permanent Waving 2
14. COSM 21E Curly Hair Techniques 2
15. COSM 26 Nail Care 2
16. COSM 28B Skin Care 2B
17. COSM 30 Related Science 3
18. COSM 31A Hair Cutting 3

19. COSM 31B Hair Styling 3
20. COSM 31C Hair Coloring 3
21. COSM 31E Curly Hair Techniques 3
22. COSM 36 Nail Care 3
23. COSM 38 Skin Care 3
24. COSM 38B Mechanical Exfoliation
25. COSM 38C Chemical Exfoliation
26. COSM 40 Related Science 4
27. COSM 41B Hair Styling 4
28. COSM 42 Men's Hair Styling
29. COSM 46 Nail Care 4
30. COSM 48 Skin Care 4
31. COSM 48B Advanced Make-Up
32. COSM 50A Related Science 5
33. COSM 50B Practical Preparation For State Board Exam
34. COSM 50C Written Preparation For State Board Exam
35. COSM 50E Written Preparation For Esthetician State Board Exam
36. COSM 50N Written Preparation For Nail Care State Board Exam
37. COSM 64 Salon Management
38. COSM 88A Independent Studies In Cosmetology
39. COSM 95A Salon Experience
40. COSM 95B Salon Experience
41. COSM 95C Salon Experience
42. COSM 95D Salon Experience

VII. Action Items

(Courses: New)

- a. ENGL 1D Reading and Composition 1 (Prerequisites: ESL 19B or Group A Placement)
Motion to approve ENGL 1D with change to title (TBD) and minor wording change in the Methods of Evaluation to specify essays of "6,000 words" for UCLA approval.
Motion made by: Toni Trives; **Seconded by:** Maral Hyeler
Motion passed with the following vote tally: Y: 14; N: 2; A: 3

Motion to table the approval of prerequisites until ESL 19B is changed/approved
Motion made by: Irena Zugic; **Seconded by:** William Konya
The motion was passed unanimously
- b. MATH 2C Concurrent Support for Precalculus (Corequisite: MATH 2)
Motion to approve MATH 2C with no revisions/changes
Motion made by: Dana Nasser; **Seconded by:** Audra Wells
The motion was passed unanimously

Motion to approve MATH 2C corequisite of MATH 2
Motion made by: Toni Trives; **Seconded by:** Jae Lee
The motion was passed unanimously
- c. MATH 54C Elementary Statistics Corequisite (Corequisite: MATH 54)
Motion to approve MATH 54C with change to course name to "Concurrent Support for Elementary Statistics" (to match MATH 2C naming)
Motion made by: Dana Nasser; **Seconded by:** Lee Pritchard
The motion was passed unanimously

Motion to approve MATH 54C corequisite of MATH 54

Motion made by: Irena Zugic; **Seconded by:** Dana Nasser
The motion was passed unanimously

- d. PHOTO 34 Capture to Composite (Prerequisites: PHOTO 30 and PHOTO 39)
Motion to approve PHOTO 34 with minor revisions to wording throughout
Motion made by: Estela Narrie; **Seconded by:** Maral Hyeler
The motion was passed unanimously

Motion to approve PHOTO 34 prerequisites of PHOTO 30 and PHOTO 39
Motion made by: Irena Zugic; **Seconded by:** Audra Wells
The motion was passed unanimously

(Courses: Substantial Changes)

- e. LIBR 1 Library Research Methods
Motion to approve changes to LIBR 1 with no additional revisions
Motion made by: Dana Nasser; **Seconded by:** Audra Wells
The motion was passed unanimously

(Programs: New)

- f. Cybersecurity Department Certificate
Motion to approve Cybersecurity Department Certificate with no changes, but recommendation to the department to consider making it a Certificate of Achievement in addition to, instead of, a Department Certificate in the future, due to use of Department Certificates by high school students
Motion made by: Irena Zugic; **Seconded by:** Jae Lee
The motion was passed unanimously

(Programs: Revisions)

- g. Changes to degrees and certificates as a result of courses considered on this agenda
- Add PHOTO 34 to: Photography AS Degree/Certificate of Achievement
Motion made by: Estela Narrie; **Seconded by:** Maral Hyeler
The motion was passed unanimously
- h. ~~Conversion of~~ Increase of units/course offerings to change the Cloud Computing Department Certificate to an AS Degree/Certificate of Achievement
Motion to approve Cloud Computing AS Degree/Certificate of Achievement with a question to the department of whether to leave the Department Certificate in place, due to use of Department Certificates by high school students
Motion made by: William Konya; **Seconded by:** Jing Liu
Motion passed with the following vote tally: Y: 18; N: 0; A: 1
- i. Respiratory Therapy AS Degree
- Move of RES TH 1 from program prerequisite to first year
 - Addition of RES TH 2, PHYSCS 14, and first year
 - Move of RES TH 29 from second year to first year
- Motion to approve changes to Respiratory Therapy AS Degree with correction to the unit counts, and addition of "or higher" under Math 18/20 listing in "Program Prerequisites"
Motion made by: Toni Trives; **Seconded by:** Dana Nasser
The motion was passed unanimously

VIII. New Business

- Financial Aid and the Student-Centered Funding Formula

Bill Bloom, Stacy Neal, and Taryn De La Rosa attended to provide insight on the effect of the new Student-Centered Funding Formula on financial aid. The current financial aid regulations state that a student needs to be seeking a degree or certificate to be eligible, and the awarding of Pell grants to a student will max out after six years. Bill is currently working on creating policies to make everything consistent across the board, as the current system for students who have completed a degree and/or certificate but require additional units, is handled in a highly individualized manner.

Financial Aid will follow up with further information clarifying areas of confusion such as timelines, goal completion, and percentages of funding as they pertain to SMC students. If you have any further questions, please contact Bill Bloom via email at bloom_william@smc.edu

IX. Old Business

- Gary Huff: crosswalk between the OEI rubric for best teaching practices in online courses with the distance education application fields
Handout on OEI was distributed (see pages 6-9), but discussion was tabled due to time constraints
- Discussion of approach to courses that do not appear to directly support transfer or further employment
Discussion tabled due to time constraints

X. Adjournment

The meeting was adjourned at 5:34 pm.

OEI Best Practices & Distance Education Application Crosswalk

Opportunities for Student-Student Interactions

Best Practices – SMC DE Application	Aligned Category – OEI Rubric
<p>Students are expected to interact with each other throughout the course and communicate regarding the course material and homework experiences. Typically, students use asynchronous discussion forums and email for communication and collaboration activities.</p>	<ul style="list-style-type: none"> • Opportunities for student-initiated interaction with other students and the instructor are clearly available and encouraged. • Student-to-student interaction that reinforces course content and learning outcomes is required as part of the course. • The course includes communication activities that are designed to build a sense of community among learners. • Guidelines explaining required levels of student participation (i.e., quantity and quality of interactions) are provided.
<p>What are we looking for?</p>	
<p>Weekly <u>opportunities</u> for students to engage in more than one of the following:</p> <ul style="list-style-type: none"> • Asynchronous discussion forums • Group assignments • Group chat • Student Lounge/Café (student-initiated discussion forum) • Weekly check-ins (beginning of the week discussion with some open-ended prompts) • Peer review • Collaborations (this is a Canvas tool that allows students to work on shared documents) <p>Email is another student-student tool that is available, however instructors do not have visibility to this and cannot track.</p>	

Opportunities for Student-Instructor Interactions

Best Practices – SMC DE Application	Aligned Category – OEI Rubric
<p>There should be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration features such as discussion threads, blogs or chats, comments on student work, and/or individual e-mail. The instructor should regularly initiate communication with the students, and promptly respond to communication initiated by the students to ensure effective participation and clarity of material and assignments. The instructor also provides instructions and support as needed for course navigation and information assistance, clarification about content, assignments, projects, quizzes, and exams. On an on-going basis, the instructor also provides performance feedback, comments, recommendations, and suggestions.</p>	<ul style="list-style-type: none"> • Instructor initiates contact prior to or at the beginning of course. • The instructor provides students with his/her plan to engage in regular effective contact using CMS communication tools that includes expected time frames for responses to inquiries, discussion board posts, and feedback on assignments and assessments. • The instructor's role for supporting course technology is explained to students, and links to technology support are provided. • Contact information for the instructor is easy to find and includes expected response times.

<p>The instructor informs the students of the expected frequency and times of any type of interaction with the students throughout the course.</p>	
<p>What are we looking for?</p>	
<p>Prior to the course:</p> <ul style="list-style-type: none"> • Email - Welcome letter • Email – Course updates, reminders, and other communication <p>Weekly use of <u>more than one</u> of the following:</p> <ul style="list-style-type: none"> • Email (initiated by student or instructor) • Virtual Office Discussion (open for the entire semester) • Instructor Announcements • Individual or group chat • Confer Zoom sessions • Comments/Feedback on discussions, assignments, and other assessments <ul style="list-style-type: none"> ○ Comments can be text, audio, or video 	

Opportunities for Student-Content Interactions

Best Practices – SMC DE Application	Aligned Category – OEI Rubric
<p>Students interact with the material provided by the instructor. Additionally, to ensure a student-centered e-learning environment, a variety of assignments and activities should be provided. Assignments and activities should be designed for each content module or unit so that students may assess their comprehension of the course material before they complete a graded assignment. These activities are designed to ensure individualized learning, providing immediate and specific instructional feedback while addressing different learning styles. Course material must be easily accessible by all students. Instructional goals require that students frequently (several times per week) interact with online course materials.</p>	<ul style="list-style-type: none"> • Demonstrable objectives are included in the individual learning units/modules. • Unit content and activities are aligned with unit objectives. • Content is presented in visibly distinct learning units or modules. • Page content is chunked in manageable segments using headings that facilitate online reading. • A variety of modalities, such as text, audio, video, images and/or graphics are used to create student-centered learning. • Course Management System (CMS) tools are used to reduce the labor-intensity of learning in a way that streamlines access to materials and activities for students. • Course design includes instructions for learners to work with content in meaningful ways (e.g. instructing students to take notes during a video, explaining the purpose of an external resource). • Individualized learning opportunities, such as remedial activities or resources for advanced learning, are provided.
<p>What are we looking for?</p>	
<ul style="list-style-type: none"> • Course makes use of a several CMS tools for weekly content delivery <ul style="list-style-type: none"> ○ Pages, discussions, chat, collaboration, ConferZoom, groups, etc. • Content is organized into modules/units based on weeks/major themes 	

- Unit objectives are provided and linked to coursework
- Content is delivered through multiple modalities (text, audio, video, images, graphics, etc.)
- Opportunities for individualized learning exist (self-check quizzes, resource pages, supplemental materials, reflective writing, etc.)

Assessments

Best Practices – SMC DE Application	Aligned Category – OEI Rubric
<p>Assessments of various forms are conducted regularly, preferably on a weekly basis. The instructor updates grades in a timely manner. Assessments designed for this course utilize methodologies appropriate for online modality. The bulk of the grade for the course is based on students' ongoing assignments: essays, tests, discussions, group and individual projects. As per current Curriculum guidelines, no singular assessment should be worth more than 30% of the course grade.</p>	<ul style="list-style-type: none"> • Assessment activities lead to the demonstration of learning outcomes. • Assessments appear to align with the objectives. • Both formative and summative assessments are used. • Multiple assessments are administered during the duration of the course. • Rubrics or descriptive criteria for desired outcomes are included. • Instructions clearly explain to students how to successfully complete the assessments. • The course includes a clear plan for providing meaningful, timely feedback on assessments. • Opportunities for student self-assessment with feedback are present.
<p>What are we looking for?</p>	
<ul style="list-style-type: none"> • Multiple assessment activities (formative and summative) are described • Assessments that relate to course objectives/content • Regular assessments (weekly or more frequent) • Descriptive rubrics present all assessments • Mix of low and high stakes assessments (never more than 30% of overall grade) • Opportunities for non-graded self-assessment and individualized support or resources 	

Accessibility

Best Practices – SMC DE Application	Aligned Category – OEI Rubric
<p>All instructors assigned to teach and/or update online components of a course must comply with current legal standards for creating online environments, content, and activities that are accessible to all students including students with disabilities (CCCCO Distance Education Guidelines, CA Code 11135, and Section 508 of the Rehabilitation Act). Please consult the Access Tips Unit in FAC 101 for more information including whom to consult at SMC. The</p>	<ul style="list-style-type: none"> • Content Pages consistently use heading styles (i.e. Heading 2, Heading 3, etc.). • Lists are created using the Bullet or Numbered List tool in the rich text editor. • Links are descriptive and avoid redundancy; links avoid using non-descriptive phrases; and underlining is only used to denote active hyperlinks.

accessibility of publisher content should be verified before texts are adopted. Although SMC lacks the resources to evaluate the accessibility of all outside websites linked from our distance education pages, we are, nonetheless responsible for ensuring that all students have access to all instructional materials. Please endeavor to find accessible resources to minimize the need for last-minute accommodations. Sign-off by DSPS on this application indicates consultation about accessibility guidelines with an SMC compliance specialist.

- Table cells designated as row and/or column headers allow screen readers to read table cells in the correct order.
- There is sufficient color contrast between foreground and background to meet Section 508 standards.
- Visual elements (color, bolding, all caps) are not used as the sole way to convey importance or meaning.
- Every image (including those used in Pages, Discussions, Quizzes and Assignments) uses descriptive alternative text that includes any text visible in the image, does not contain "image of" or "picture of", and uses "" if the image is purely decorative.
- Every slide has a unique title, reading order is properly set (slides use pre-set layouts), and all images/charts include alternative text. All text is visible in Outline View so that it can be read by assistive technology.
- PDFs pass the Adobe Accessibility Check with no substantial errors.
- Spreadsheets include labels for the rows and columns, detailed labels for any charts, and is accompanied by a textual description of the spreadsheet, drawing attention to key cells, trends, and totals.
- Accurate transcripts are included for audio, closed captioning for video, and narrative descriptions are available when possible.
- Live broadcasts include a means for displaying synchronized captions.
- Multimedia is not set to auto-play.
- Multimedia (including gifs and images) do not blink or strobe.

What are we looking for?

See above OEI Alignment column.

Santa Monica College

Course: NEW or Reinstatement

Expanded Course Outline for BUS 85 - Project Management Global Trade and Logistics

Course Cover	
Discipline	BUS-BUSINESS
Course Number	85
Full Course Title	Project Management Global Trade and Logistics
Catalog Course Description	This course introduces students to the essential elements of project management and team leadership. Emphasis is placed on managing resources, and creating control mechanisms that minimize risk. Students will explore the context of building effective project teams and maintaining stakeholder relationships. Students will learn and apply basic project management concepts including budgeting, planning, scheduling, work breakdown structures, monitoring and project control.
Rationale	Project Management is the planning, scheduling and execution of a project within an organization. Project Management oversees the project and monitors all elements of the project. Project Management focuses on leading and building team relationships to motivate the team to a successful goal. This course will provide students with the basic understanding of project management skills and techniques in the global business world. It provides students with insight on planning, executing, monitoring, controlling, and completing a project on time and within budget. This course will provide students with skills to assist them to enter the entry level workforce of project management and project coordination and a sundry of jobs that deal with planning, monitoring, scheduling and budgeting. Project Management is intertwined in all aspects of Global Trade and logistics. The objective of this curriculum is to enlighten students on project management skills and education. Project Management in the GTL arena will improve their overall knowledge of GTL and enhance their brand for full employment in our surrounding areas of employment. The Center of Excellence for Labor Market Research, Los Angeles/ Orange County region (COE), partnered with the Center for International Trade Development (CITD) for Orange County, to conduct primary research on the workforce development needs of the Global Trade and Logistics (GTL) sector in Los Angeles and Orange Counties. The region is a strategic location for international trade activities and employment opportunities due to its world-class ports, extensive infrastructure, large distribution and warehousing centers, manufacturing base and growing local job market.
Proposed Start	Year: 2019 Semester: Spring
Proposed for Distance Ed	Yes
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Weekly Laboratory Hours	Min:
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	54.00
Total Outside-of-Class Hours	108.00
Load Factor	
Repeatability	May be repeated 0 time(s)

Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	Transfers to CSU
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	AS Degree -Business (General Business) Certificate of Achievement -Global Trade & Logistics Department Certificate -Global Trade and Logistics
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Explain the role of a project team and leadership roles in project management.	
2. Demonstrate an understanding of tools and techniques for developing and strengthening high performance teams and team members	
3. Analyze performance measurement tools and assess variances from plan	
4. Explain the Project Life cycle	
5. Identify best practices to develop competencies and skills in planning and controlling projects to ensure successful deliveries.	
6. Demonstrate an understanding of monitoring project activities and assessment of progress	
7. Develop communication tools to communicate proficiently monthly project status and performance to stakeholders.	
8. Identify the role of outsourcing in a project.	
9. Analyze project plan versus actual.	
10. Explain the role of a project team and leadership roles in project management.	
11. Demonstrate an understanding of tools and techniques for developing and strengthening high performance teams and team members	
12. Analyze performance measurement tools and assess variances from plan	
Course Content	
7%	Understanding project management in the socio-technology world
7%	Organization Strategy
4%	Project selection
7%	Project Manager structures
5%	Organizing the structure within the functional organization
5%	Organizational Culture
5%	Defining the project
7%	Understand Work Breakdown Structure
3%	Methods for Estimating Project times and Costs
6%	Understand a Project Network
5%	Risk management Process
6%	Risk assessment
7%	Understanding scheduling resources
5%	Reducing project Duration
3%	Managing project stakeholders
3%	Managing Project Teams

3%	Outsourcing project Work
7%	Project Control Process
5%	Project Closure

Total: 100%

Methods of Presentation

Methods	Field Trips Group Work Lecture and Discussion Observation and Demonstration Online instructor-provided resources Visiting Lecturers
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Methods of Evaluation

Methods	<ul style="list-style-type: none"> • 40% - Exams/Tests (4-5) • 30% - Other 2 Discussion Board Assignments • 30% - Written assignments 2 • 100% - Total
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Appropriate Textbooks

Formatting Style	APA
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Textbooks

1. Larson, E., W. and Gray, C. *Project Management, The Managerial Process*, 7th ed. McGraw Hill, 2018, ISBN: 9781259666094.
2. DiVincenzo, T. *Project Managers Stay in Charge and Out Front, Office of Occupational Statistics and Employment Projections, Bureau of Labor Statistics*, N/A ed. Occupational Outlook Quarterly, 2006, ISBN: N/A.

Assignments

Sample Assignment

Homework Essay Assignments

Logistics project manager case You will work on a simulation case of a day in the life of a project manager, dealing with shortages of staff, late parts and scheduling issues and working the solutions to stay on schedule
Developing a Gantt chart. You will establish case activities and develop Gantt charts to demonstrate baseline durations versus actual duration time for project monitoring.

Student Learning Outcomes

1. Apply project management skills to assess and monitor a project with sound skills and techniques
2. Demonstrate an understanding of how to build a productive project team and to bridge the issues between different units of the project team to one another.
3. Identify the functions of project management and the project life cycle and processes.

Minimum Qualification

Minimum Qualifications:	Business (Masters Required) Business Education (Masters Required)
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Library

List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes

Distance Ed

Distance Education Application

Delivery Methods	Online/Classroom Hybrid Fully Online
Distance Education Quality	
Quality Assurance	<p>Course objectives have not changed</p> <p>Course content has not changed</p> <p>Method of instruction meets the same standard of course quality</p> <p>Outside assignments meet the same standard of course quality</p> <p>Serves comparable number of students per section as a traditional course in the same department</p> <p>Required texts meet the same standard of course quality</p>
Additional Considerations	<p>Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.</p> <p>Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures.</p> <p>Adequate technology resources exist to support this course/section</p> <p>Library resources are accessible to students</p> <p>Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments</p> <p>Adequately fulfills "effective contact between faculty member and student" required by Title 5.</p> <p>Will not affect existing or potential articulation with other colleges</p> <p>Special needs (i.e., texts, materials, etc.) are reasonable</p> <p>Complies with current access guidelines for students with disabilities</p>
Guidelines and Questions for Curriculum Approval of a Distance Education Course	
Student Interactions	
Student-Instructor Interaction	<p>The course will begin with a detailed "welcome letter" with information about the course and how the instructor will be in frequent communication with the students. The instructor will post regular and frequent announcements regarding assignments along with frequent reminders. Additionally, content pages will begin each module and will include summaries of key information and suggestions for how to approach content.</p> <p>Weekly discussion boards will be posted and the instructor will provide comments, input and feedback like in a regular on-ground course. Additionally, constructive feedback will be provided on the homework essays and exams in addition to numerical scores. The instructor will promptly respond to communication from students via email and through the "general questions" discussion board.</p>
Student-Student Interaction	<p>Students will engage in weekly discussion board groups where they will be required to reply to at least two students in the class. In the first module, for example, students are asked to introduce themselves and reply to at least two other students in the class. From the beginning, a sense of community is established in the virtual classroom.</p> <p>Throughout the class, they will discuss project management concepts. Additionally, they will be able to participate in the "general questions" discussion board where they can help each other with questions as well as hear other general questions about the course content just as in an on-ground classroom.</p>
Student-Content Interaction	<p>The class is organized through weekly course modules. A wealth of material is offered for students to learn project management concepts on a weekly basis. Finally, students will take four exams and complete two essays.</p>

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	Weekly Discussion boards will be posted to promote student-teacher interaction and student to student interaction on a variety of project management issues	30%
Online Lecture	Students will watch video lectures on different aspects of project management that relates to each module in the textbook. Video lectures will hone in on critical terms for the student to absorb and share their thoughts and questions with other students on the topic on the 'general questions' discussion board so that the instructor can address them and clarify the topic.	35%
Written assignments	Students will write two essays on relevant project management cases. The first essay will be a case of a day in the life of a project manager working in an information systems firm who is dealing with late parts, staff shortages and scheduling issues. Students will read the case and recommend options to alleviate the issues and stay on schedule. For the second essay, students will develop and describe their GANTT chart; demonstrating baseline durations versus actual duration times for a project management issue on a late subassembly. Students will assess and convey their options and make recommendations for a recovery plan on the subassembly.	20%
Peer Feedback	In preparation for the students written assignments on their plan of a the day in the life og a project manager, students will share ideas with their peers via a discussion board where they can gain valuable feedback and find other optional solutions on dealing with scheduling conflicts and part shortages and share it with their peers	15%

Describe how content will be organized and delivered in the interest of achieving course outcomes/objectives (e.g. what are the methods of instruction being used, technologies used, approximate time schedule, necessary instructional materials.)

The course is organized through modules that focus on project management tools and techniques in the global business world. The first module provides an introduction to performance measurement tools, the second module focuses on project management assessment and monthly project status. The following module will focus on project plan versus actual. The fourth module is organized to explain the role of a project team and tools and techniques for developing and strengthening high performance teams. Each category of project management follows the same format. To provide consistency and insure that quality of instruction is provided, the following format is provided for each module: learning objectives, lecture video, PowerPoint summary slides, discussion board assignment, links to relevant articles, web sites , current project management news articles, and cases. Discussion boards are provided on a weekly basis. The exams are spread out and administered every four weeks. Homework essay #1 is due week 5 and homework essay #2 is due week 14. Care is given to pacing the assignments in a reasonable manner.

Describe the technical qualifications an instructor would need and the support that might be necessary for this course to be delivered at a distance (e.g. the college?s existing technology, CCCConfer certification, other specialized instructor training, support personnel, materials and resources, technical support, etc.)

Instructors should have completed a comprehensive current LMS course and received the appropriate certification. Additionally, instructors should be aware of the technical support that is available such as the

current LMS technical support line. Knowledge of how to make sure the material is accessible is also critical for online instructors.

Describe any student support services one might want or need to integrate into the online classroom for this course (e.g. links to counseling, financial aid, bookstore, library, etc.)

Links to the following services should be provided: online tutoring, the bookstore, and tutorials for online classes.

Describe how the design of the course will ensure access for students with disabilities including compliance with the regulations of Section 508 of the Rehabilitation Act.

All of the videos have been closed captioned. Any additional videos or materials posted will be reviewed to make sure compliance is met.

Using one of the course objectives, describe an online lesson/activity that might be used in the course to facilitate student learning of that objective. Be sure the sample lesson/activity includes reference to the use of online teaching tools (such as drop box or threaded discussion, or multimedia such as Articulate, Flash, Jing, etc.).

Threaded discussion on a Home Improvement project. After reading the case on a family's Home Improvement project, many original plans went awry in the case. Students discuss which factors contributed to scope creep. Students will discuss how the scope creep could have been minimized and then submit, comment and review two other students' recommendations and exchange valuable ideas.

Assessment Best Practices

30%-**Discussion Board Assignments** - After reading the textbook or watching a video, students answer the questions regarding the material. They are graded based upon their responsiveness to the question and support provided.

30%-**Three Exams at 10% each** - Students will take exams which cover specific topics in project management. The test will consist of multiple choice and essay questions

30%-**Written Assignments** - Students are provided with at least two homework essays where they will analyze and recommend solutions in a specific area of project management.

10%-**FINAL EXAM** - The final exam will consist of multiple choice and essay questions.

Santa Monica College

Course: NEW or Reinstatement

Expanded Course Outline for HEALTH 81 - Fundamental Skills for Health Care Professionals

Course Cover	
Discipline	HEALTH-HEALTH EDUCATION
Course Number	81
Full Course Title	Fundamental Skills for Health Care Professionals
Catalog Course Description	The focus of this course is to introduce students to the various careers in the health care industry. Students undertake a comprehensive review of today's health care system, the differences among health care institutions, the importance of laws, ethics, and professionalism in health care. A brief overview of personal qualities, and professional skills for success in health care careers are discussed. Some of the aforementioned qualities include: Personal Attributes, Professional Attributes, Values, Stress Management and Personal Health.
Rationale	This course is one of four courses that comprise a new certificate of achievement. The certificate prepares students for entry level employment in health care while also preparing students to be successful in primary health care programs of study.
Proposed Start	Year: 2019 Semester: Spring
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Weekly Laboratory Hours	Min:
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	54.00
Total Outside-of-Class Hours	108.00
Load Factor	1.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	Transfers to CSU
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	Certificate of Achievement: -Skills Builders for Health Care Professionals
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Describe the various health care facilities.	
2. Describe available health care career pathways in direct and indirect care settings.	
3. Describe professional attributes that benefit all health care workers.	
4. Discuss communication techniques that foster conflict.	
5. Discuss how to report, prevent and detect elder abuse and neglect.	
6. Review and exhibit basic emergency management techniques.	
Course Content	

30%	Introduction to the health care industry and the role of being a health care professional. Discussion of the different health care facilities and care options which includes preventive care, primary care, managed care, acute care, long term care, and rehabilitation. Health care as a business specifically the U.S. Health Care System, electronic medical records and health insurance reimbursement.
20%	Health care careers including direct patient care, indirect patient care, licensure and certificate requirements and the various types of treatment facilities.
30%	Personal traits of health care professional including: Honesty, trustworthy, compassion, empathy, communication, respectful attitude, demeanor, professional appearance, accountability, adaptability.
20%	Current Legal Topics Affecting the Health Care Professional including: neglect, malpractice, patient abuse and reporting requirements, vulnerable adult act, risk management, regulatory requirements and agencies, voluntary accreditation and American's with disabilities act.

Total: 100%

Methods of Presentation

Methods	Group Work Lecture and Discussion Observation and Demonstration Visiting Lecturers
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Methods of Evaluation

Methods	<ul style="list-style-type: none"> • 20% - Class Participation • 20% - Class Work • 15% - Final exam • 5% - Group Projects • 20% - Projects • 20% - Quizzes • 100% - Total
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Appropriate Textbooks

Formatting Style	APA
Textbooks	1. Mitchell, D. Haroun, L. . <i>Introduction to Health Care</i> , 4 ed. Cengage Learning , 2016, ISBN: 978-1-30557-477-9.

Assignments

Sample Assignment

1. Interview a health care professional and answer the following questions:
 - a. What is the health care career of the person you interviewed? What is the pathway they completed to become a health care professional?
 - b. What professional skills are required of the health care professional you interviewed?
2. Indicate the health care career you are interested in pursuing and identify strategies for becoming a health care professional. In addition, discuss how and why professionalism should be maintained throughout the career in health care.

Student Learning Outcomes

1. Explain personal qualities and skills that are vital for health care providers.
2. Demonstrate an understanding of workplace traits that promote professional responses to patients, families, colleagues and other members of the healthcare system in simulated settings.
3. Describe the various career paths in health care.

Minimum Qualification

Minimum Qualifications:	Health (Masters Required)
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Library

List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes

Santa Monica College

Course: NEW or Reinstatement

Expanded Course Outline for MATH 26C - Co-Requisite for Functions and Modeling for Business and Social Science

Course Cover	
Discipline	MATH-MATHEMATICS
Course Number	26C
Full Course Title	Co-Requisite for Functions and Modeling for Business and Social Science
Catalog Course Description	This course emphasizes a review of the core prerequisite skills, competencies, and concepts needed in Math 26. It is intended for majors in business and social science concurrently enrolled in MATH 26, Functions and Modeling for Business and Social Science. Topics include a review of computational skills developed in intermediate algebra, factoring, operations on rational and radical expressions, absolute value equations, linear equations and inequalities, simple polynomial equations, exponential and logarithmic expressions and equations, functions including composition and inverses, and an in-depth focus on applications. This course is appropriate for students who are proficient in their beginning algebra skills. Pass/No Pass only.
Rationale	This course will provide opportunities for students to build a stronger foundation for success in their MATH 26 corequisite math course by obtaining skills through a variety of instructional strategies.
Proposed Start	Year: 2019 Semester: Summer
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 2.00
Weekly Lecture Hours	Min: 2.00 (Sem: 36)
Weekly Laboratory Hours	Min: 0
Weekly Arranged Hours	Min: 0
Total Semester Instructional Hours	36.00
Total Outside-of-Class Hours	72.00
Load Factor	1.00
Load Factor Rationale	Standard for department
Repeatability	May be repeated 0 time(s)
=Grading Methods	P/NP Only
Transfer/General Ed	
Transferability	Does NOT transfer to CSU or UC
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	Stand-Alone (not in any program)
Pre/Corequisites & Advisories	
Corequisite MATH 26	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	

1. Simplify advanced numerical and algebraic expressions involving multiple operations.
2. Extract, express, manipulate, and evaluate quantitative information in algebraic, graphical, numeric, and verbal form.
3. Represent quantitative relationships from a variety of applications in business and social science using appropriate mathematical models and use such models to solve real-world problems.
4. Solve linear, quadratic, rational, absolute value, elementary exponential, and elementary logarithmic equations.
5. Solve linear and quadratic inequalities, graph their solution sets, and express the answer in interval notation.
6. Demonstrate knowledge of standard vocabulary associated with graphing, including but not limited to slopes of lines, intercepts, vertices of parabolas, and asymptotes.
7. Graph and determine the domain and range of linear, quadratic, exponential and logarithmic functions.
8. Determine the sum, difference, product and quotient of functions and determine their domains.
9. Determine the composition of elementary functions.
10. Use proper mathematical notation to evaluate functions and obtain their inverses.
11. Use appropriate technology to manipulate and evaluate quantitative information.
12. Consistently apply effective learning strategies for success in college.

Course Content

25%	<p>Application problems - Scenarios including, but not limited to, those relevant to business and social science are given in standard English form along with prompts that the student needs to address.</p> <ol style="list-style-type: none"> 1. Distinguish between given information and the prompt. 2. Distinguish between the relevant and irrelevant (distractor) information. 3. Determine what is needed to solve the prompt and whether this information was provided. 4. Identify the unknown quantity, assign a variable, and provide an equation that best models the problem. 5. Check validity of answer.
25%	<p>Factoring</p> <ol style="list-style-type: none"> 1. GCF. 2. Difference of Squares and cubes, sum of cubes. 3. Trinomials. 4. Grouping.
25%	<p>Equations and inequalities in one variable</p> <ol style="list-style-type: none"> 1. Basic operations on polynomials. 2. Zero-Product Property. 3. Rules for solving inequalities. 4. Verify that solution is correct.
20%	<p>Functions and Graphing</p> <ol style="list-style-type: none"> 1. Evaluate and perform required operation(s) on functions. 2. Graph basic functions using table of values.
5%	<p>Learning Strategies</p> <ol style="list-style-type: none"> 1. Impact of behavior: Assess the impact of one's behavior on one's learning including, but not limited to class attendance, timely completion of material, pre-test preparation, and post-test reflection. 2. Active learning: Learning through self assessment, peer assessment and critical reflection to improve one's understanding and presentation. 3. Communication, interpersonal and teamwork skills: Work productively with peers on assignments to learn with and from each other.

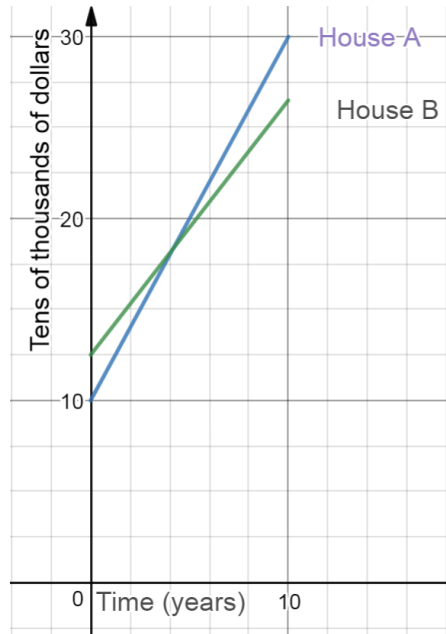
Total: 100%

Methods of Presentation	
Methods	Group Work Lecture and Discussion Other
Other Methods	1. Collaborative learning: group work or peer review student work. 2. Instructor led-demonstrations and discussion or guided-discovery. 3. Active learning: use of manipulatives, interactive computer-based instruction, or in-class activities requiring student participation. 4. Class activities and assignments developed by Santa Monica College math faculty.
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> 100% - Class Work A student needs a minimum grade of C in Math 26 to receive a passing grade in Math 26C. 100% - Total
Additional Assessment Information (Optional)	Math 26C is co-requisite with Math 26; withdrawing from one of the courses will necessitate withdrawal from the other course as well.
Appropriate Textbooks	
Formatting Style	APA
Textbooks	1. Beecher, J. A., Penna, J. A., Johnson, B. L., & Bittinger, M. L. . <i>College Algebra with Intermediate Algebra: A Blended Course</i> , 5th ed. Boston: Pearson, 2017
Other	1. Classroom activities developed by Santa Monica College math faculty (available as course packet printed by reprographics)
Assignments	
Sample Assignment	See attached
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. Identify, evaluate, and apply appropriate models, concepts, or principals to issues, and they will produce viable solutions or make relevant inferences.	
3. Demonstrate critical thinking skills and problem solving in response to assigned readings and through peer review and group work.	
Minimum Qualification	
Minimum Qualifications:	Mathematics (Masters Required)
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes

Sample Assignment #1:

Activity on reading graphs

Objective: In this activity, students will be working towards the goal of interpreting data presented graphically and use of units. The graph shows the value of two houses, where the time is measured in years since purchased.



- What scale is used on the horizontal axis? (In other words, how much time does each grid mark represent?)
- Which house was cheaper to purchase and how much did it cost?
- If the person who bought house B sold it after 8 years, estimate how much money would they make (profit)?
- Estimate the point of intersection and explain what it represents.

Sample Assignment #2

Activity on difference quotients

Objective: In this activity students will be working towards the goal of computing the difference quotient.

Explore the concept:

- 1) Let $f(x) = x$ find
 - a) $f(2)$
 - b) $f(3)$
 - c) $f(2+3)$
 - d) $f(2)+f(3)$
 - e) Did you get the same answer for part c and part d?

- 2) Repeat the problem instead using $f(x) = x^2$ find
 - a) $f(2)$
 - b) $f(3)$
 - c) $f(2+3)$
 - d) $f(2)+f(3)$
 - e) Did you get the same answer for part c and part d?

- 3) Based on your answers to 1e) and 2e) discuss in your group whether $f(x+h)$ and $f(x)+f(h)$ will always/sometimes/never be equal.

- 4) Let $f(x) = 2x^2 + 7x$
 - a) Expand the expression $(x+h)^2$

 - b) Use your answer to part a) to expand the expression $2(x+h)^2$

 - c) Expand the expression $7(x+h)$

 - d) Use your answer to parts b) and c) to find $f(x+h)$.

 - e) Use your answer in part d) to find $f(x+h) - f(x)$

 - f) Use your answer in part e) to find $\frac{f(x+h) - f(x)}{h}$ in reduced form.

- 5) Try without activity prompts: Let $P(x) = -3x^2 + 5x - 7$ find $\frac{P(x+h) - P(x)}{h}$ in reduced form.

Corequisite Checklist and Worksheet

MATH 26C

Corequisite: MATH 26, Functions and Modeling for Business and Social Science

Other prerequisites, corequisites, and advisories also required for this course:
(Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)

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 26 by obtaining the required skills needed to understand the basics of college level algebra. This course will provide a review of the core prerequisite skills, competencies, and concepts needed in college algebra.

Santa Monica College
Course: NEW or Reinstatement
Expanded Course Outline for MUSIC MUS 38 - A World of Music

Course Cover	
Discipline	MUSIC-MUSIC
Course Number	38
Full Course Title	A World of Music
Catalog Course Description	This course offers an exploration of Global cultures through music. Student will study musical instruments, musical elements in composition, styles, and performance practices in different regions of the world. This course also explores artistic, social and historical contexts that lead to the development of different/cultural forms of music.
Rationale	Our Music Department does not have a World Music course. Our student body is international and one of the best ways to celebrate our similarities and differences is through music. Creative music and musicians have crossed borders for centuries. We should develop global citizens through an appreciation and curiosity for cultures of music outside of the students' own cultural biases.
Proposed Start	Year: 2019 Semester: Fall
Proposed for Distance Ed	No
Proposed for Global Citizenship	Yes
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Weekly Laboratory Hours	Min: 0
Weekly Arranged Hours	Min: 0
Total Semester Instructional Hours	54.00
Total Outside-of-Class Hours	108.00
Load Factor	1.00
Load Factor Rationale	Comparable to similar classes.
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	Transfers to UC (pending review) Transfers to CSU
IGETC Area:	<ul style="list-style-type: none"> • IGETC Area 3: Arts and Humanities 3A: Arts
CSU GE Area:	<ul style="list-style-type: none"> • CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages C1 - Arts, Dance, Music, Theater
SMC GE Area:	<ul style="list-style-type: none"> • GENERAL EDUCATION PATTERN (SMC GE) <ul style="list-style-type: none"> ○ Area III: Humanities ○ Area V: Global Citizenship
Comparable Transfer Courses:	
<ul style="list-style-type: none"> • California Community College Glendale Community College World Music MUS 127 	

- UC
UC Santa Barbara
World Music MUS 17

Program Applicability

Designation	Credit - Degree Applicable
Proposed For	AA Degree -AA Music, AA Liberal Arts - Art and Humanities Emphasis

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Demonstrate an understanding of the elements of music (rhythm, melody, timbre, texture, structure, etc.)
2. Identify musical instruments of different cultures and explain/describe their function in each culture's music.
3. Distinguish musics from different geographical and cultural regions through aural excerpts.
4. Discuss the role of music in different regions of the world, and in different styles within a given region.
5. Describe how music is passed on from one person to another, from one generation to another, and one culture to another.
6. Explain how music is culturally appropriated and give examples of musical appropriation.
7. Discuss issues of cultural bias and other problems that can come into consideration when inquiring into the unfamiliar artistic expressions of other cultures.

Course Content

15%	Music from Africa 1. Historical perspectives, 2. Social and religious perspectives 3. Musical form and percussion language.
15%	Music of the Caribbean Islands 1. Instrumental genres 2. Vocal genres 3. Percussion language.
15%	Music of Asia 1. Instrumental, vocal, and theatrical music of China, Japan, and Korea.
15%	Music of near East and India 1. Instrumental and vocal music from India, Pakistan, Bangladesh, Nepal and Sri-Lanka.
10%	Music of Indonesia 1. The Gamelan and music of Bali and Java.
10%	Music of Europe
10%	Music of South America 1. Instrumental genres 2. Vocal genres
10%	Music of North America 1. Indigenous music 2. Melting pot

Total: 100%

Arranged Hours Instructional Activities

Methods	Lecture and Discussion
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Methods of Presentation

Methods	Group Work Lecture and Discussion Other
Other Methods	Lecture-Discussion, Audio-Visual Aids, In-class writing, Collaborative group work and Student Presentations.

Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 5% - Class Participation Attendance and participation • 45% - Exams/Tests 4 MC Exams and 3 Listening Exams • 25% - Group Projects Class groups presentation • 25% - Written assignments Two concert reports • 100% - Total
Appropriate Textbooks	
Formatting Style	APA
Textbooks	
1. Titon, J.. <i>Worlds of Music: An Introduction to the Music of the World's Peoples</i> , 6th ed. Schirmer Cengage, 2017, ISBN: 10-1133953905.	
2. Miller, T., E. and Shahriari A.,. <i>World Music: A Global Journey</i> , 4 ed. New York: Routledge, 2017, ISBN: 978-1-138-91131-4.	
Assignments	
Sample Assignment	
<p>1. Write a music review for a concert related to the content of this course. It should include:</p> <ul style="list-style-type: none"> • Place of concert • Personnel • Titles performed • Discussion of culturally characteristic rhythms, textures, instruments, or performance practice related to the music • Discussion of cultural roles and historical/social forces that may be related to the music • Conclusion <p>2. Identify 10 world music recordings by listening to the first 45 seconds played in class and picking from the list provided. The purpose of the listening exercise is to develop melodic and harmonic recognition in addition to an ability to discern the differences inherent in various cultural styles.</p>	
Student Learning Outcomes	
1. Identify and demonstrate an understanding of the characteristic rhythms, textures, instruments, and performance practices of various cultures music.	
2. Demonstrate an understanding of the historical and social forces that led/lead to the development and transmission of different forms of music.	
3. Demonstrate an understanding of the role of music (work, play, worship, healing, celebration, bonding, education, protest) in different regions of the world, and in different styles within a given region.	
4. Demonstrate an understanding of the variety and validity of music worldwide, and the current principles, concepts, and practices in ethnological study.	
Minimum Qualification	
Minimum Qualifications:	Music (Masters Required)
Library	
List of suggested materials has been given to librarian?	Yes
Library has adequate materials to support course?	No
Additional Comments/Information	
SMC has JSTOR which access to back catalog of many scholarly journals including those on World Music. Suggested is also Oxford Music Online which includes Grove Music Online. http://www.oxfordmusiconline.com/page/about-omo/about-oxford-music-online	

Santa Monica College

Course: NEW or Reinstatement

Expanded Course Outline for PORTGS 2 - Elementary Portuguese 2

Course Cover	
Discipline	PORTGS-PORTUGUESE
Course Number	2
Full Course Title	Elementary Portuguese 2
Catalog Course Description	This course is a continuation of Portuguese 1. Using the communicative approach, this course stresses basic vocabulary and fundamental sentence structure in the past and future indicative tenses and the subjunctive mood. The course develops basic aural and reading comprehension. This course provides a thorough introduction to the diverse cultures, customs and traditions and to historical and current events of the Portuguese-speaking world. The course is taught in Portuguese except in cases of linguistic difficulty as determined by the professor. Language laboratory is required.
Rationale	Brazil is projected to be the 4th largest economy in the world by 2030 (Bloomberg Business April 10, 2015). Brazil is the largest country in Latin America, and anyone interested in pursuing Latin American Studies or working in Brazil or doing business there or with Brazilians, should learn Portuguese. Portuguese is the native language of over 200 million people in the world. Over eight countries in Europe, Latin America, Africa and Asia have Portuguese as their official language: Brazil, Mozambique, Angola, Portugal, Guinea Bissau, Equatorial Guinea, East Timor (Southeast Asia), Macau (China), Cape Verde, and São Tomé and Príncipe (Africa). In addition, Portuguese is spoken in the state of Goa (India) and the state of Daman and Diu (India.) Lusophone culture is extremely diverse. There are approximately 9,000 Brazilians alone living in Los Angeles (City-Data.com, 2012). There are many other Portuguese-speakers from other countries who reside in Los Angeles. The Department of Modern Languages and Cultures has received many requests from the community, SMC students and staff that we offer Portuguese language and culture classes at SMC. Portuguese is offered at all of the main UC campuses and is a requirement for Latin American Studies majors in the UC and CSU systems. The National Security Education Program (NSEP) also designates Portuguese on its list of critical languages.
Proposed Start	Year: 2019 Semester: Fall
Proposed for Distance Ed	No
Proposed for Global Citizenship	Yes
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 5.00
Weekly Lecture Hours	Min: 5.00 (Sem: 90)
Weekly Laboratory Hours	Min:
Weekly Arranged Hours	Min: 1.00 (Sem: 18)
Total Semester Instructional Hours	108.00
Total Outside-of-Class Hours	180.00
Load Factor	
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	

Transferability	Transfers to UC (pending review) Transfers to CSU
IGETC Area:	(pending review) <ul style="list-style-type: none"> • IGETC Area 3: Arts and Humanities <ul style="list-style-type: none"> ◦ 3B: Humanities • IGETC Area 6: Language other than English 6A: Languages other than English (UC Requirement Only)
CSU GE Area:	(pending review) <ul style="list-style-type: none"> • CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages C2 - Humanities
SMC GE Area:	<ul style="list-style-type: none"> • GENERAL EDUCATION PATTERN (SMC GE) <ul style="list-style-type: none"> ◦ Area III: Humanities ◦ Area V: Global Citizenship

Comparable Transfer Courses:

- **California Community College**
Cypress College
Elementary Portuguese 102C PORT 102C
- **California Community College**
Pasadena City College
Portuguese 2 PORT 002
- **UC**
UC Los Angeles
Portuguese 2 PORT 002

Program Applicability

Designation	Credit - Degree Applicable
Proposed For	AA Degree: -Liberal Arts- Arts and Humanities Department Certificate: -Latin American Studies

Pre/Corequisites & Advisories

Skills Advisory: PORTGS 1

The advisory is equivalent to two years of high school Portuguese.

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Exhibit effective interpretive communication in Portuguese at the novice/elementary level by understanding, interpreting, and analyzing what is heard, read, or viewed on a variety of topics.
2. Display effective presentational communication in Portuguese at the novice/elementary level by presenting information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
3. Demonstrate effective interpersonal communication in Portuguese at the novice/elementary level by interacting and negotiating meaning in spoken or written conversations to share information, reactions, feelings, and opinions.
4. Interact with cultural competence and understanding by relating cultural practices to perspectives and using Portuguese at the novice/elementary level to investigate, explain, and reflect on the relationship between the practices and perspectives of the Lusophone cultures studied.
5. Relate cultural products of the Lusophone world to perspectives by using Portuguese at the novice/elementary level to investigate, explain, and reflect on the relationship between the products and perspectives of the Lusophone cultures studied.

6. Connect with other disciplines and acquire information and diverse perspectives in order to use Portuguese at the novice/elementary level in academic and career-related situations by building, reinforcing, and expanding their knowledge of other disciplines while using Portuguese to develop critical thinking and to solve problems creatively.

7. Develop insight into the nature of language and culture in order to interact with competence in Portuguese.

8. Make language comparisons by using Portuguese to investigate, explain, and reflect on the nature of language through comparisons of Portuguese and their native language.

9. Make cultural comparisons by using Portuguese to investigate, explain, and reflect on the concept of culture through comparisons of the Lusophone cultures studied and their own.

10. Communicate and interact with cultural competence at the novice/elementary level in order to participate in Lusophone communities at home and around the world.

11. Use Portuguese at the elementary level both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Arranged Hours Objectives

Upon satisfactory completion of the course, students will be able to:

1. Pronounce vowels and consonants with proficiency.

2. Ask and answer questions about familiar topics in the target language.

3. Describe and narrate events in the preterit, imperfect and future tense. Express emotions, hypotheses and make recommendations in the past subjunctive, present subjunctive and future subjunctive tense.

Course Content

51% Cultural topics pertaining to the Portuguese-speaking world are integrated into the grammatical and vocabulary activities that are identified in the course. In particular, cultural distinctions existing between Portugal, Brazil, and several African countries are made. In addition, comparisons between diverse Lusophone cultures and US and other countries' cultures are made with respect to the topics covered in this course. These topics are covered via readings, listening comprehension activities, lectures, and grammatical and vocabulary exercises. These topics include, but are not limited to:

- Traditional clothing and colors worn
- educational systems and environments
- activities and pastimes
- holidays
- family and society
- racial, ethnic and religious diversity
- social class
- housing
- neighborhoods
- cities and rural areas
- concepts of time and punctuality
- gender roles
- cuisine
- professional life
- cartoons and comic strips
- newspapers and magazines
- web sites and blogs, and social media
- high art and popular culture
- gestures and body language
- acceptable pronunciation according to country and region

7%	Discussing workplace and professions Discussing job skills and abilities Talking about national, regional and global economies Preterit and Imperfect Interrogative pronouns and commands
7%	Discussing food, shopping, menus, culinary traditions Expressing opinions, hopes, wishes, desires and doubts Present tense subjunctive
7%	Describing the body, health and medical treatments Expressing emotions, opinions and attitudes Present tense subjunctive Por and Para Relative Pronouns
7%	Making travel arrangements Asking for and giving directions Talking about past expectations, wishes and demands Past Subjunctive
7%	Discussing Environmental Issues Describing states and conditions Giving Opinions Expressing Hypothetical conditions Future Tense Future Subjunctive Tense Reciprocal Verbs and Pronouns
7%	Discussing social situations and political systems and opinions Past Participle Passive voice Present perfect Past perfect
7%	Talking about advances in science and technology Hypothesizing about the present and the future Impersonal and Personal infinitive If-clause sentences Diminutives and Augmentatives

Total: 100%

Arranged Hours Instructional Activities

Methods	Lab
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Methods of Presentation

Methods	Group Work Lecture and Discussion
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Methods of Evaluation

Methods	<ul style="list-style-type: none"> • 10% - Class Participation Daily oral participation and class preparation • 20% - Exams/Tests 1 Midterm Exam • 25% - Final exam The final exam is cumulative and assesses all of the areas of each SLO. In addition, the final will include questions about information presented in the students? oral presentations
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	<ul style="list-style-type: none"> • 15% - In Class Writing 4-6 compositions: Total includes 1st draft and revision • 15% - Oral Presentation 2 oral presentation: 1 group and 1 individual 7.5% each. Individual presentations are about culture, history, politics, educational system, art, music or other pertinent aspect of a Portuguese-speaking country. • 15% - Quizzes 4-7 written quizzes • 100% - Total
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Appropriate Textbooks

Formatting Style	MLA
Other	1. MyPortugueseLab Publisher: Pearson Education Inc. MyPortugueseLab is an online homework/workbook, tutorial, and assessment system. Students logon and complete their homework, view an online version of the textbook, and take assessments.

Assignments

Sample Assignment
<p>#1 Para navegar--Em pequenos grupos, façam planos para uma viagem a Moçambique. Decidam a) orçamento; b) meios de transporte e o itinerário para chegar a Maputo; c) alojamento em Maputo; d) três lugares para visitar além da capital. (Ponto de encontro textbook, p.119-120)</p> <p>#1 In small groups, make plans for a trip to Mozambique. Decide a) on budget; b) method of transportation and an itinerary for arriving in Maputo; c) where you will stay in Maputo; d) 2 places that you will visit outside of the capital.</p>
<p>#2 A seca no Nordeste do Brasil. Você vai ouvir um breve relato sobre as secas que periodicamente afetam o Nordeste do Brasil. Leia as afirmações abaixo antes de ouvir o relato e tome notas. Finalmente, determine se cada uma das afirmações é verdadeira ou falsa. V F</p> <p>1.A seca no Nordeste brasileiro é pelo aquecimento global. 2.A primeira seca registrada na história foi de 1559 3.Cerca de quinhentas mil pessoas morreram na seca de 1877 4.A mídia brasileira ignora os flagelos da seca. 5.A problemática da seca é constantemente retrato na arte brasileira. 6.Os açudes são lagos artificiais. (Ponto de encontro textbook, p 483)</p> <p>#2 Northeastern Brazilian droughts- You will hear a brief report about the droughts that periodically affect Northeastern Brazil. Read the sentences below before you listen to the report and take notes. Finally, decide whether the sentences are true or false. T F</p> <p>1. The Northeastern drought is caused by global warming 2. The first recorded drought was in 1559. 3. Close to 500,000 people died in the drought of 1877 4. The Brazilian media ignores the impact of the droughts. 5. Droughts are a commonly depicted theme in Brazilian art. . 6. Dams ("Açudes") are artificial lakes (Ponto de encontro textbook, p 483)</p>
<p>#3 Assinale as respostas corretas, de acordo com o texto em Horizontes (parte livro Ponto de Encontro).</p> <p>1.A mais antiga comunidade de língua portuguesa nos Estados Unidos é a comunidade</p> <p>a. brasileira b. portuguesa c. angolana d. moçambicana</p> <p>2.Cabrilho chegou a</p>

- a. Massachusetts
 - b. Califórnia
 - c. Nova Iorque
 - d. Miami
3. Grande número de portugueses chegaram aos Estados Unidos no século
- a. XXI
 - b. XIX
 - c. XVIII
 - d. XVII
4. Hoje, muitos luso-americanos estão concentrados no estado
- a. da Flórida
 - b. de Illinois
 - c. do Texas
 - d. de Massachusetts
5. Os caboverdianos se estabeleceram principalmente
- a. na Flórida e em Nova Jersey
 - b. em Massachusetts e Rhode Island
 - c. em Massachusetts e Nova Iorque
 - d. em Rhode Island e Nova Jersey
6. De acordo com o censo demográfico americano do ano 2000, há nos Estados Unidos
- a. noventa mil caboverdianos
 - b. mais de oitenta mil caboverdianos
 - c. cerca de cem mil brasileiros
 - d. mais de cento e oitenta mil brasileiros
7. Estima-se que nos Estados Unidos há
- a. mais de um milhão de brasileiros
 - b. dois milhões de brasileiros
 - c. menos de um milhão de brasileiros
 - d. mais de dois milhões brasileiros
8. Os brasileiros estão concentrados principalmente
- a. na Flórida e em Rhode Island
 - b. na Flórida e na Carolina do Sul
 - c. na Flórida, em Massachusetts e em Nova Jérsei
 - d. na Flórida e na Califórnia

(Ponto de Encontro MyPortugueselab Student Activity Manual, 15-20)

#3 Circle the correct response, according to the text in Horizontes (located in the back of each chapter of your Ponto de Encontro textbook).

1. The oldest Portuguese-speaking community in the United States is
- a. Brazilian
 - b. Portuguese
 - c. Angolan
 - d. Mozambican
2. Cabrilho arrived in
- a. Massachusetts
 - b. California
 - c. New York
 - d. Miami
3. A large number of Portuguese immigrants arrived to the United States in the _____ century.
- a. XXI
 - b. XIX
 - c. XVIII

- d. XVII
4. Today, many Lusophone Americans are concentrated in
- Florida
 - Illinois
 - Texas
 - Massachusetts
5. Cape Verdeans are established mainly in
- Florida and New Jersey
 - Massachusetts and Rhode Island
 - Massachusetts and New York
 - Rhode Island and New Jersey
6. According to American census demographics, in the year 2000, there are _____ in the United States
- 90,000 Cape Verdeans
 - more than 80,000 Cape Verdeans
 - close to 100,000 Brazilians
 - more than 180,000 Brazilians
7. It is estimated in the United States that there are
- more than a million Brazilians
 - two million Brazilians
 - less than a million Brazilians
 - more than two million Brazilians
8. Brazilians are concentrated mainly in
- Florida and Rhode Island
 - Florida and South Carolina
 - Florida, Massachusetts, and New Jersey
 - in Florida and California

(Ponto de Encontro myPortugueseLab, Student Activity Manual, 15-20)

#4 Para navegar—Explore os sites dos jornais macaenses publicados em português. Tome nota de três áreas diferentes (por exemplo, economia, política e cultura) e apresente os resultados na aula.

#4 Explore the websites of newspaper publications from Macau in Portuguese. Focus on three different sections (for example, Economy, Politics, and Culture) and present your findings to the class.

Student Learning Outcomes

- Discuss and demonstrate reasonable comprehension of the everyday topics in Portuguese and the related cultural distinctions between the US and Lusophone countries.
- Illustrate the ability to write in Portuguese with a variety of regular, irregular, stem-changing and reflexive verbs.
- Exhibit cultural awareness by doing the following: a) demonstrating proper use of formal and informal address when given a specific social situation.
- Exhibit cultural awareness by demonstrating his/her knowledge of the geography of the Lusophone world (countries, capitals and location of each Portuguese-speaking country).
- Exhibit cultural awareness by demonstrating his/her knowledge of culture and traditions in Portuguese-speaking countries and their similarities and differences from those of the US and other countries.

Minimum Qualification

Minimum Qualifications:	Foreign Languages (Masters Required)
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Library

List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes

ADVISORY Checklist and Worksheet

Portuguese 2

Proposed Advisory: Portuguese 1

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	

Advisory Worksheet

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: **Portuguese 2**

(It is recommended that the student to be able to do or understand the following BEFORE entering the course)

A)	Exhibit effective interpretive communication in Portuguese at the novice/elementary level by understanding, interpreting, and analyzing what is heard, read, or viewed on a variety of topics.
B)	Display effective presentational communication in Portuguese at the novice/elementary level by presenting information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
C)	Demonstrate effective interpersonal communication in Portuguese at the novice/elementary level by interacting and negotiating meaning in spoken or written conversations to share information, reactions, feelings, and opinions
D)	Interact with cultural competence and understanding by relating cultural practices to perspectives and using Portuguese at the novice/elementary level to investigate, explain, and reflect on the relationship between the practices and perspectives of the Lusophone cultures studied.
E)	. Relate cultural products of the Lusophone world to perspectives by using Portuguese at the novice/elementary level to investigate, explain, and reflect on the relationship between the products and perspectives of the Lusophone cultures studied.
F)	Connect with other disciplines and acquire information and diverse perspectives in order to use Portuguese at the novice/elementary level in academic and career-related situations by building, reinforcing, and expanding their knowledge of other disciplines while using Portuguese to develop critical thinking and to solve problems creatively.
G)	Develop insight into the nature of language and culture in order to interact with competence in Portuguese.
H)	Make language comparisons by using Portuguese to investigate, explain, and reflect on the nature of language through comparisons of Portuguese and their native language. Make cultural comparisons by using Portuguese to investigate, explain, and reflect on the concept of culture through comparisons of the Lusophone cultures studied and their own. Communicate and interact with cultural competence at the novice/elementary level in order to participate in Lusophone communities at home and around the world. Use Portuguese at the novice/elementary level both within and beyond the classroom to interact and collaborate in their community and the globalized world.

EXIT SKILLS (objectives) FROM: Portuguese 1

(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Exhibit effective interpretive communication in Portuguese at the novice/elementary level by understanding, interpreting, and analyzing what is heard, read, or viewed on a variety of topics.
2.	Display effective presentational communication in Portuguese at the novice/elementary level by presenting information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
3.	Demonstrate effective interpersonal communication in Portuguese at the novice/elementary level by interacting and negotiating meaning in spoken or written conversations to share information, reactions, feelings, and opinions
4.	Interact with cultural competence and understanding by relating cultural practices to perspectives and using Portuguese at the novice/elementary level to investigate, explain, and reflect on the relationship between the practices and perspectives of the Lusophone cultures studied.
5.	. Relate cultural products of the Lusophone world to perspectives by using Portuguese at the novice/elementary level to investigate, explain, and reflect on the relationship between the products and perspectives of the Lusophone cultures studied.
6.	Connect with other disciplines and acquire information and diverse perspectives in order to use Portuguese at the novice/elementary level in academic and career-related situations by building, reinforcing, and expanding their knowledge of other disciplines while using Portuguese to develop critical thinking and to solve problems creatively.
7.	Develop insight into the nature of language and culture in order to interact with competence in Portuguese.
8.	Make language comparisons by using Portuguese to investigate, explain, and reflect on the nature of language through comparisons of Portuguese and their native language. Make cultural comparisons by using Portuguese to investigate, explain, and reflect on the concept of culture through comparisons of the Lusophone cultures studied and their own. Communicate and interact with cultural competence at the novice/elementary level in order to participate in Lusophone communities at home and around the world. Use Portuguese at the novice/elementary level both within and beyond the classroom to interact and collaborate in their community and the globalized world.

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

Santa Monica College

Course Outline For

INTERIOR ARCHITECTURAL DESIGN 50, Building Systems and Codes

Course Title: Building Systems and Codes Units: 3.00
Total Instructional Hours (usually 18 per unit): 54
Total Outside-of-Class Hours: 108
Hours per week (full semester equivalent) in Lecture: 3.00 In-Class Lab: 0 Arranged:

Date Submitted: May 2011
Date Updated: September 2013
Transferability: Transfers to CSU
IGETC Area:
CSU GE Area:
SMC GE Area:

Degree Applicability: Credit - Degree Applicable
Prerequisite(s): None
Pre/Corequisite(s): None
Corequisite(s): None
Skills Advisory(s): INTARC 31

I. Catalog Description

This course explores the components of interior construction and building systems and examines current building requirements including federal, state, and local codes, regulations, and standards.

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 five years)

1. Sustainable Building Systems and Construction for Designers, 2, Tucker, Lisa M., Fairchild Books © 2014, ISBN: 1628920939
2. Building Codes Illustrated, 6, Ching, Francis D.K., Wiley © 2018, ISBN: 1119480353
3. The Codes Guidebook for Interiors, 7th, Harmon, Sharon K. and Kennon, Katherine E., Wiley © 2018, ISBN: 1119343194

III. Course Objectives

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

1. Discuss the purpose of the building codes and regulation and how they impact interior architectural design.
2. Identify various applications of building systems, such as mechanical, electrical, plumbing, and structural.
3. Compare the different types of building construction and how this affects occupancy.
4. Identify occupancy classifications and calculate occupant loads and exit requirements.
5. Identify egress requirements including: exit locations, exit signage, travel distance, and path of travel.
6. Explain the types of fire and smoke prevention, detection, and suppression systems.
7. Apply Federal, State, and Local code requirements to interior spaces.

IV. Methods of Presentation:

Lecture and Discussion , Visiting Lecturers , Other (Specify)

Other Methods: A. Illustrated lectures and demonstrations. B. Visual aid and handouts. C. Guest lectures D. Examinations.

V. Course Content

<u>% of course</u>	<u>Topic</u>
10%	Introduction and overview "Why Codes?" Historical chronology. Purpose, requirements, compliance inspection, and implementation.
10%	Construction and building types
20%	Building Systems: Structural, Mechanical, Plumbing, Electrical
20%	Exiting and Occupancy: path of travel, horizontal and vertical exiting, rated corridors and separation walls.
10%	Accessibility planning criteria, universal design, and sustainable building codes
10%	Fire-life safety requirements.
10%	Finish/materials standards overview, federal and State of California compliance, testing standards and methods.
10%	Signage, alarms, and telephone requirements.
100%	Total

VI. Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)

<u>Percentage</u>	<u>Evaluation Method</u>
45 %	Exams/Tests - (3-5)
40 %	Projects - (3-5)
15 %	Class Participation
100 %	Total

VII. Sample Assignments:

1. Analyze a set of exiting plans, which demonstrates a comprehensive understanding of occupancy classifications, occupant load, means of egress components, and arrangement of exits.
2. Produce a final project which demonstrates a comprehensive understanding of fire protection systems, mechanical, electrical, plumbing and communication systems, furniture specification, and ADA requirements.

VIII. Student Learning Outcomes

1. Exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.
2. Demonstrate a comprehensive understanding of different building systems and code requirements when designing an interior space.

ADVISORY Checklist and Worksheet

INT ARC 50

Proposed Advisory: INT ARC 31

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: INT ARC 50

(It is recommended that the student to be able to do or understand the following BEFORE entering the course)

A)	Able to identify projects requiring basic code requirements.
B)	Able to specify materials and furnishings for a project.
C)	Understand and utilize construction drawings and specifications.

EXIT SKILLS (objectives) FROM INT ARC 31

(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Apply the design process to the development of solutions for interior design projects.
2.	Apply the design principles and elements in conceptual two dimensional and three-dimensional design in interior spaces.
3.	Apply legal code requirements and universal design in planning interior spaces.
4.	Apply lighting, color theories and systems to design projects.
5.	Select and coordinate interior furnishings, finishes, and materials.
6.	Demonstrate time management skills.
7.	Develop and present a presentation board with coordinated interior furnishings, finishes, and materials for a small residential or commercial project.

		RECOMMENDED ENTRANCE SKILLS FOR INT ARC 50							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR INT ARC 31	1			X					
	2			X					
	3	X							
	4	X	X	X					
	5		X	X					
	6								
	7		X	X					

Santa Monica College

Course: SUBSTANTIAL Change

Expanded Course Outline for JAPAN 9 - Japan: Culture and Civilization

Course Cover	
Discipline	JAPAN-JAPANESE
Course Number	9
Full Course Title	Japan: Culture and Civilization
Catalog Course Description	This course explores Japanese culture and civilization. Employing an interdisciplinary perspective, the course examines the fundamentals of Japanese culture and tradition including Japanese philosophy, religions, art forms, literature, cuisine, and language. The course will be taught in English. No knowledge of Japanese is required.
Rationale	Submitting course for both Distance Education for a non-DE course and Global Citizenship.
Proposed Start	Year: 2019 Semester: Spring
Proposed for Distance Ed	Yes
Proposed for Global Citizenship	Yes
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Weekly Laboratory Hours	Min: 0
Weekly Arranged Hours	Min: 0
Total Semester Instructional Hours	54.00
Total Outside-of-Class Hours	108.00
Load Factor	
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	Transfers to UC Transfers to CSU
IGETC Area:	IGETC Area 3: Arts and Humanities 3B: Humanities
CSU GE Area:	CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages C2 - Humanities
SMC GE Area:	GENERAL EDUCATION PATTERN (SMC GE) Area III: Humanities
Comparable Transfer Courses:	
<ul style="list-style-type: none"> • California Community College El Camino College Cultural Aspects of the Japanese Language JA 25 • California Community College Irvine Valley College Introduction to Japanese Culture JA 21 	

- UC
UC Los Angeles
Japanese Civilization Japanese 50

Program Applicability

Designation	Credit - Degree Applicable
Proposed For	AA Degree -Liberal Arts-Arts and Humanities

Pre/Corequisites & Advisories

Skills Advisory
ENGL 21B

Skills Advisory
Eligibility for ENGL 1

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Describe how Japan's geography, topography, and climate have influenced in forming its culture.
2. Compare/contrast the Japanese indigenous religion, as well as Buddhism and Confucianism, and how they have influenced the formation of Japanese culture.
3. Describe the significance of the three different types of writing systems used in Japanese language from the point of view of socio-cultural environment.
4. Identify the influence of Chinese civilization in Japanese culture and society.
5. Place nanban culture in the larger context of the Age of Discovery, and identify its particularities.
6. Analyze how the bourgeois culture flourished under Japan's National Policy of Exclusion.
7. Identify Japanese minorities and their significance in Japanese society.
8. Identify the thread of continuity in Japanese tradition in seemingly different forms of modern Japanese culture.
9. Explain the meanings and significance of some culturally embedded terminology in Japanese language.

Course Content

7%	Japan's geography, topography, climate and natural resources.
6%	The Japanese indigenous religion, Shinto, Buddhism and Confucianism.
6%	Female writers of the past and the present.
3%	Influence of Chinese civilization in Japanese culture.
13%	Canon of Japanese aesthetics.
6%	Nanban culture.
8%	Bourgeois culture under the National Policy of Exclusion.
6%	Japanese minorities.
20%	Terminology in Japanese language which demonstrates particularities of its culture.
15%	Various forms of Japanese arts.
10%	Culture in modern Japan

Total: 100%

Arranged Hours Instructional Activities

Methods of Presentation

Methods	Critique Group Work Lecture and Discussion
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	Online instructor-provided resources Projects
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 20% - Class Participation Weekly Discussion Forum Participation • 20% - Exams/Tests Chapter Tests • 20% - Final exam • 10% - Homework • 10% - Projects • 20% - Quizzes • 100% - Total
Appropriate Textbooks	
Formatting Style	APA
Textbooks	<p>1. Walker, L, Brett . A Concise History of Japan, 1st ed. Cambridge: Cambridge University Press, 2015, ISBN: 9780511783043.</p> <p>2. Davies, Roger, et.al. . The Japanese Mind: Understanding Contemporary Japanese Culture , first ed. North Clarendon, VT: Tuttle Publishing, 2002</p>
Assignments	
Sample Assignment	
<p>1. One of Japan’s most famous contemporary writers, Murakami Haruki, explained why the Japanese love cherry blossoms so much. Read the textbook, summarize this explanation, and find out more about Murakami.</p> <p>2. Name some of the best-known Japanese folktales. Why do you think they are popular with the Japanese? Describe the heroes and heroines of well-known folktales in other countries. Compare/contrast them with those of Japan.</p> <p>3. Case Study: Tomoko Inoue, a housewife living in Japan, received a letter from her old friend. He was writing to inform her that his shop was closing and described the situation as follows: “I decided to close my shop because my gusoku, who graduated from Tokyo University, now works for Toyota and has no intention of joining my business.” Tomoko wondered if the old tailor was sad about the situation. Do you think the tailor was sad? Why do you think so?</p>	
Student Learning Outcomes	
<p>1. Upon completion of the course, successful students will be able to identify pivotal events, issues, and figures that have impacted the Japanese culture and language.</p> <p>2. Upon completion of the course, successful students will be able to demonstrate an understanding of the dominant philosophies that characterize Japanese cultures and society and how they are compared to those in other countries.</p> <p>3. Upon completion of the course, successful students will be able to compare/contrast the modern cultural phenomena in Japan with those in other East Asian cultures and the students' own cultures to develop global awareness.</p>	
Minimum Qualification	
Minimum Qualifications:	Foreign Languages (Masters Required)
Library	
List of suggested materials has been given to librarian?	Yes
Library has adequate materials to support course?	Yes
Distance Ed	
Delivery Methods	Fully Online
Distance Education Quality	

Quality Assurance	<p>Course objectives have not changed</p> <p>Course content has not changed</p> <p>Method of instruction meets the same standard of course quality</p> <p>Outside assignments meet the same standard of course quality</p> <p>Serves comparable number of students per section as a traditional course in the same department</p> <p>Required texts meet the same standard of course quality</p>
Additional Considerations	<p>Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.</p> <p>Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures.</p> <p>Adequate technology resources exist to support this course/section</p> <p>Library resources are accessible to students</p> <p>Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments</p> <p>Adequately fulfills ?effective contact between faculty member and student? required by Title 5.</p> <p>Will not affect existing or potential articulation with other colleges</p> <p>Special needs (i.e., texts, materials, etc.) are reasonable</p> <p>Complies with current access guidelines for students with disabilities</p>

Guidelines and Questions for Curriculum Approval of a Distance Education Course
Student Interactions

Student-Instructor Interaction	The Instructor-Student interaction will be online through course management software. The online interaction will consist of weekly discussion forums, online office hours via Zoom (or equivalent software), and announcements in course management system and email communication.
Student-Student Interaction	Students will engage in weekly threaded discussions where they will create an original post based on the topics selected by instructors, and students will be asked to respond to their classmates' original posts. Student-to-Student interaction will also occur via VoiceThread (or equivalent software) assignments where student upload their presentations on selected topics. Students will be asked to write comments on their classmates' presentations.
Student-Content Interaction	Students will read materials, watch video lectures and complete quizzes on the contents weekly. Students will write essays on topics selected by the instructor and deliver presentations on selected themes via VoiceThread (or equivalent software).

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Project Presentation	Students will create VoiceThread presentation on selected theme and be asked to ask questions and post comments to classmates' presentations	10%
Threaded Discussions	Students will interact with classmates and instructor through weekly discussion assignments in Canvas.	20%

Describe how content will be organized and delivered in the interest of achieving course outcomes/objectives (e.g. what are the methods of instruction being used, technologies used, approximate time schedule, necessary instructional materials.)

Contents will be delivered through video lectures (Zoom or equivalent software), reading assignments, posted PowerPoint slides and YouTube videos (or equivalent software). Students will increase and deepen their understanding of materials through short weekly content-quizzes, essay assignments, and weekly threaded discussions.

Describe the technical qualifications an instructor would need and the support that might be necessary for this course to be delivered at a distance (e.g. the college's existing technology, CCCConfer certification, other specialized instructor training, support personnel, materials and resources, technical support, etc.)

Instructor should be familiar with the following features (or equivalent software) in course management software:

Discussion Forums: to create discussion assignments

Quizzes: to give content quizzes

ConferNow (Zoom): to hold online office hours and give lessons

VoiceThread: to create and add content to course management software

Gradebook

Describe any student support services one might want or need to integrate into the online classroom for this course (e.g. links to counseling, financial aid, bookstore, library, etc.)

Instructor provides resources and help available at SMC for online course students such as:

-Canvas Help Desk phone number

-Links to Ask Pico, Online Counseling, The international Education Counseling Center and Disabled student program and services

Describe how the design of the course will ensure access for students with disabilities including compliance with the regulations of Section 508 of the Rehabilitation Act.

Instructor will ensure that (a) All the videos are subtitled; (b) All the class materials such as shared PowerPoint Files and handouts are created in the way that meet accessibility standards; (c) Students have access to the Canvas Help Desk phone number; (d) Students have access to links such as Ask Pico, Online Counseling, The International Education Counseling Center and Disabled student program and services.

Using one of the course objectives, describe an online lesson/activity that might be used in the course to facilitate student learning of that objective. Be sure the sample lesson/activity includes reference to the use of online teaching tools (such as drop box or threaded discussion, or multimedia such as Articulate, Flash, Jing, etc.).

Objectives: 2. Compare/contrast the Japanese indigenous religion, Shinto, with Buddhism and Confucianism, and discuss their influences the formation of Japanese culture.

Format: Threaded Discussion on course management software

Students will be divided into groups of five or six. Each student will pick an instance of Japanese culture that may be influenced by Shinto, Buddhism or Confucianism and discuss how it can be compared and contrasted with other cultures. Each student will respond to group members' posts.

Each student will visit two other groups and share the most interesting discussions with group members.

Assessment Best Practices

20%-**Threaded discussions** - Weekly threaded discussions will be graded in two steps; original posts will be graded in terms of (a)delivery/organization, (b) relevance and (c) originality, and responses to classmates will be graded according to (a) relevance and (b) contribution.

20%-**Content Quizzes** - Weekly content quizzes will be created using the quiz function in course management software and graded automatically, and students will be able to see the correct answers after completing quizzes each week to ensure their understanding of materials.

APPLICATION FOR APPROVAL—COURSE TO FULFILL GLOBAL CITIZENSHIP ASSOCIATE DEGREE REQUIREMENT

JAPAN 9

Step 1: Under which **category** does the course belong? (**Select ONLY ONE**. You may delete the others.)

<table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%; text-align: center;">Global Studies Category</td> </tr> </table>		Global Studies Category	Course meets all of the following three criteria: (Please Check)	
		Global Studies Category		
	<input checked="" type="checkbox"/>	Course content is explored primarily through a global perspective and a comparative and/or analytical framework is used. At least two societies or cultures outside the United States and their global impact are explored.		
<input checked="" type="checkbox"/>	Course material has contemporary significance. For example, a course would not only examine a period of history but the ways in which that period of history impacts the way we live in the world today.			
<input checked="" type="checkbox"/>	Course content addresses at least two interconnected systems (such as cultural, ecological, economic, political, social and technological systems).			

Step 2: Course Outline of Record

It is expected that the particular focus of the category to which you are applying be **integrated throughout the course content, objectives**, etc. As such, the course outline of record must have been updated within the past two academic years to be considered by the committee.

Step 3: Student Learning Outcome

It is expected that **at least** one student learning outcome (SLO) of this course reflects the particular focus of the category to which you are applying. Please identify that SLO (or multiple SLOs) here:

SLO:

2. Upon completion of the course, successful students will be able to demonstrate an understanding of the dominant philosophies that characterize Japanese cultures and society and how they are compared to those in other countries.

Step 4: Narrative

Please write a rationale as to why this course should fulfill of the SMC Global Citizenship Associate degree requirement for the particular category under which you have applied. **Explain how this course fulfills the areas checked above.**

Narrative:

This course introduces the students to Japanese culture and civilization, by examining how they can be compared and contrasted with the rest of the world with respect to religions, art forms, literature, politics, architecture, education and economy as necessary.

Students read about the Chinese influence on early Japan, Korea and Vietnam, and how Japan began to develop its own distinct character separating from it.

They also read about the Meiji Restoration, a political and social revolution started in Japan in 1868, and how the modernization of Japan affected China, Korea and other countries in the Pacific region.

For example, during the Meiji Restoration, the Japanese translated words and knowledge from the West into Japanese using Chinese characters, which were then imported back to China. A study claims that nearly 70% of words used in the modern Chinese came from Japanese.

Students also examine Japan's influence on the Asia-Pacific region in industrial development, material culture, lifestyles and legal system.

Step 5: Departmental or Area Vote on Fulfillment of Global Citizenship Degree Requirement

	Yes	No	Abstain	Not voting
Department or Area Vote	9	0	0	0

APPLICATION FOR APPROVAL—COURSE TO FULFILL GLOBAL CITIZENSHIP ASSOCIATE DEGREE REQUIREMENT

MUSIC 38

Music 38. A World of Music

Step 1: Under which **category** does the course belong? (**Select ONLY ONE**. You may delete the others.)

	Course meets all of the following three criteria: (Please Check)
<input checked="" type="checkbox"/>	Global Studies Category
<input checked="" type="checkbox"/>	Course content is explored primarily through a global perspective and a comparative and/or analytical framework is used. At least two societies or cultures outside the United States and their global impact are explored.
<input checked="" type="checkbox"/>	Course material has contemporary significance. For example, a course would not only examine a period of history but the ways in which that period of history impacts the way we live in the world today.
<input checked="" type="checkbox"/>	Course content addresses at least two interconnected systems (such as cultural, ecological, economic, political, social and technological systems).

Step 2: Course Outline of Record

It is expected that the particular focus of the category to which you are applying be **integrated throughout the course content, objectives**, etc. As such, the course outline of record must have been updated within the past two academic years to be considered by the committee.

Step 3: Student Learning Outcome

It is expected that **at least** one student learning outcome (SLO) of this course reflects the particular focus of the category to which you are applying. Please identify that SLO (or multiple SLOs) here:

SLO: SLO#2 Demonstrate an understanding of the historical and social forces that led/lead to the development and transmission of different forms of music.

Step 4: Narrative

Please write a rationale as to why this course should fulfill of the SMC Global Citizenship Associate degree requirement for the particular category under which you have applied. **Explain how this course fulfills the areas checked above.**

Narrative:

Music has deep cultural roots but is also affected by social, economic, and political systems today. This course would explore the interconnections of these systems in both a historical and contemporary context in music from around the world.

Step 5: Departmental or Area Vote on Fulfillment of Global Citizenship Degree Requirement

	Yes	No	Abstain	Not voting
Department or Area Vote	9	0	0	0

APPLICATION FOR APPROVAL—COURSE TO FULFILL GLOBAL CITIZENSHIP ASSOCIATE DEGREE REQUIREMENT

PORTGS 2

Step 1: Under which **category** does the course belong? (**Select ONLY ONE**. You may delete the others.)

	Global Studies Category	Course meets all of the following three criteria: (Please Check)
	<input checked="" type="checkbox"/>	Course content is explored primarily through a global perspective and a comparative and/or analytical framework is used. At least two societies or cultures outside the United States and their global impact are explored.
	<input checked="" type="checkbox"/>	Course material has contemporary significance. For example, a course would not only examine a period of history but the ways in which that period of history impacts the way we live in the world today.
	<input checked="" type="checkbox"/>	Course content addresses at least two interconnected systems (such as cultural, ecological, economic, political, social and technological systems).

Step 2: Course Outline of Record

It is expected that the particular focus of the category to which you are applying be **integrated throughout the course content, objectives**, etc. As such, the course outline of record must have been updated within the past two academic years to be considered by the committee.

Step 3: Student Learning Outcome

It is expected that **at least** one student learning outcome (SLO) of this course reflects the particular focus of the category to which you are applying. Please identify that SLO (or multiple SLOs) here:

SLO

3: Exhibit cultural awareness by doing the following: a) demonstrating proper use of formal and informal address when given a specific social situation

4: Exhibit cultural awareness by demonstrating his/her knowledge of the geography of the Lusophone world (countries, capitals and location of each Portuguese-speaking country)

5: Exhibit cultural awareness by demonstrating his/her knowledge of culture and traditions in Portuguese-speaking countries and their similarities and differences from those of the US and other countries

Step 4: Narrative

Please write a rationale as to why this course should fulfill of the SMC Global Citizenship Associate degree requirement for the particular category under which you have applied. **Explain how this course fulfills the areas checked above.**

Narrative:

This course prepares students to interact with Portuguese-speaking people from various Lusophone countries. The course introduces the students to the cultural, economic and social issues that impact these countries. The course explains the ethnic, racial and religious diversity of the Lusophone world and the varied cultural contributions of its inhabitants. For example, while studying Brazil, the students read about contemporary culture and learn about its connection to colonial institutions: slavery and colonization, and their relevance to contemporary Brazil. The students also read about and discuss the life styles and cultures of the indigenous peoples, the African slaves and their descendants, the cultural contributions of the Italian, Japanese, German, Arab and other immigrants. They read about and discuss the socioeconomic hierarchy of Brazilian society and its manifestations throughout Brazilian culture. They learn about the socio-political distinctions within Brazil and between the Lusophone countries. This course examines the economic disparities between different regions and ethnic groups. The course introduces the various arts of Lusophone countries. This course introduces family and society and the differences between modern and traditional families in diverse Lusophone countries. The course also addresses the environmental or ecological diversity of various Lusophone countries.

Step 5: Departmental or Area Vote on Fulfillment of Global Citizenship Degree Requirement

	Yes	No	Abstain	Not voting
Department or Area Vote	9	0	0	0

Sustainability Assistant Certificate of Completion (Noncredit)

This noncredit certificate program will introduce students to sustainability principles, community engagement, education and outreach, and policy and governance. Completion can provide a pathway to jobs as entry-level sustainability assistants and coordinators, community engagement representatives, researcher assistants, customer service representatives, and project management assistants. This program is not intended as a substitute for any credit certificate or associate degree. It is recommended that students have an intermediate or higher skill level in ESL. Upon completion of the program, students will be able to:

- Demonstrate a general understanding of sustainability principles
- Identify occupational opportunities in industry and government
- Demonstrate a basic understanding of sustainability laws, including the approaches to plan and develop private and public policies in sustainability
- Develop an education and outreach goal, and a program to foster sustainable behaviors
- Develop an entrepreneurial mindset

Program Learning Outcomes:

Demonstrate a general understanding of sustainability principles

Identify occupational opportunities in industry and government

Demonstrate a basic understanding of sustainability laws, including the approaches to plan and develop private and public policies in sustainability

Develop an education and outreach goal, and a program to foster sustainable behaviors

Develop an entrepreneurial mindset

Area of Emphasis (0 units)

Required Courses

SST NC 901, Fundamentals of Sustainability (0)

SST NC 902, Sustainability Outreach (0)

SST NC 908, Impacts of Policy on Sustainability (0)

Sustainability in Organics Aide Certificate of Completion (Noncredit)

This noncredit certificate program will introduce students to sustainability principles and practices in organics micro-composting, and sustainable food systems. Completion can provide a pathway to jobs as entry-level micro-composter operators, sustainable food system technicians, sales representatives, and entry-level managerial assistants. This program is not intended as a substitute for any credit certificate or associate degree. It is recommended that students have an intermediate or higher skill level in ESL. Upon completion of the program, students will be able to:

- Demonstrate a general understanding of sustainability principles related to organics
- Identify occupational opportunities in industry and government
- Demonstrate a basic understanding of the approaches to implement organics sustainability into the workplace, culture, and community
- Develop a personal and occupational organics sustainability goal, and a plan to implement a program
- Develop an entrepreneurial mindset

Program Learning Outcomes:

Demonstrate a general understanding of sustainability principles related to organics

Demonstrate a basic understanding of how to implement organics sustainability into the workplace

Develop a personal and occupational organics sustainability goal, and a plan to implement a program

Develop an entrepreneurial mindset

Identify occupational opportunities in industry and government

Area of Emphasis (0 units)

Required Courses

SST NC 901, Fundamentals of Sustainability (0)

SST NC 905, Organics Recycling (0)

SST NC 909, Sustainable Food Systems (0)

Sustainability Services Technician Certificate of Completion (Noncredit)

This noncredit certificate program will introduce students to sustainability principles, including materials and environmental assessment methods, and clean technology systems and practices. Completion will provide a pathway to jobs as entry-level sustainability assessors, program technicians, sales representatives, and entry-level managerial assistants. This program is not intended as a substitute for any credit certificate or associate degree. It is recommended that students have an intermediate or higher skill level in ESL. Upon completion of the program, students will be able to:

- Demonstrate a general understanding of sustainability principles
- Identify occupational opportunities in industry and government
- Demonstrate a basic understanding of the approaches to implement sustainability into the workplace
- Develop a personal and occupational sustainability goal, and a plan for implementing a program
- Develop an entrepreneurial mindset

Program Learning Outcomes:

Identify occupational opportunities in industry and government

Demonstrate a basic understanding of how to implement sustainability into the workplace

Develop a personal and occupational sustainability goal, and a plan to implement a program

Develop an entrepreneurial mindset

Demonstrate a general understanding of sustainability principles

Area of Emphasis (0 units)

Required Courses

SST NC 901, Fundamentals of Sustainability (0)

SST NC 904, Sustainability Assessment (0)

SST NC 906, Introduction to Clean Technologies (0)