**SANTA MONICA COLLEGE**
**ACADEMIC SENATE**

1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

# Curriculum Committee Agenda
## Wednesday, May 20, 2020, 3:00 p.m.
## Zoom Meeting:

Join from PC, Mac, Linux, iOS or Android: https://cccconfer.zoom.us/j/91412422720

Or iPhone one-tap (US Toll):  +16699006833,91412422720#  or +12532158782,91412422720#

Or Telephone:
Dial:
+1 669 900 6833 (US Toll)
+1 253 215 8782 (US Toll)
+1 346 248 7799 (US Toll)
+1 646 876 9923 (US Toll)
+1 301 715 8592 (US Toll)
+1 312 626 6799 (US Toll)
Meeting ID: 914 1242 2720
International numbers available: https://cccconfer.zoom.us/u/adrkb7lkvF

Or Skype for Business (Lync):
SIP:91412422720@lync.zoom.us

**Members:**

| | | | |
|---|---|---|---|
| Dana Nasser, *Chair* | Sheila Cordova | Nick Mata | Brandon Reilly |
| Jason Beardsley, *Vice Chair* | Guido Davis Del Piccolo | Emin Menachekanian | Lydia Strong |
| Brenda Antrim | Gary Huff | Jennifer Merlic | Toni Trives |
| Garen Baghdasarian | Sasha King | Jacqueline Monge | Audra Wells |
| Fariba Bolandhemat | Jae Lee | Estela Narrie | Michael John Siemer (A.S.) |
| Dione Carter | Jamar London | Lee Pritchard | Safa Saleem (A.S.) |

**Interested Parties:**

| | | | |
|---|---|---|---|
| Clare Battista | Rachel Demski | Maral Hyeler | Scott Silverman |
| Maria Bonin | Vicki Drake | Stacy Neal | Esau Tovar |
| Patricia Burson | Kiersten Elliott | Patricia Ramos | Tammara Whitaker |
| Susan Caggiano | Tracie Hunter | Estela Ruezga | A.S. President |

**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

V. Chair's Report

VI. Information Items

    1.     Redesign of the Student Experience

    *(Non-Substantial Changes)*
    2.     Business Information Worker 2
    3.     ACCTG 10A Intermediate Accounting A
    4.     ACCTG 10B Intermediate Accounting B
    5.     ACCTG 10C Intermediate Accounting C
    6.     ACCTG 17 Income Tax Preparation (CTEC-Approved)
    7.     ACCT 21 Business Bookkeeping
    8.     ACCTG 45/BUS 45 Individual Financial Planning
    9.     AD JUS 1 Introduction to Administration of Justice
    10.    AD JUS 2 Concepts of Criminal Law
    11.    AD JUS 5 Criminal Investigation
    12.    BUS 5 Business Law and the Legal Environment
    13.    BUS 8 Law for the Entrepreneur
    14.    BUS 9 Intellectual Property for the Entrepreneur
    15.    JAPAN 4 Intermediate Japanese II
    16.    JAPAN 8 Conversational Japanese

VII. Action Items

    *(Consent Agenda)*

    *(Courses: New)*

    *(Courses: Distance Education)*

    *(Courses: Global Citizenship)*

*(Programs: Deactivations)*

*(Programs: Revisions)*
- Reduce unit requirement to 18 (minimum required by Title 5) to ease student completion
- Reduce overall units from 36 to 27
- Reduce required course units from 27 units to 18 units; Removed: CS 19, CS 32, CS 37, CS 61, CS 65; Added: CS 79A and CS 87A
- "Select courses from the following (6 units)" Removed: CS 8, CS 9B, CS 84, CS 86, CS 87A; Added: CS 19, CS 32, CS 33, CS 37, CS 61, CS 65, CS 73A, CS 79B, CS 79Y, CS 83R, CS 85
- Addition of new section: "Select 1 course from the following (3 units)" – CS 77A or CS 77B

    cc.   Changes to degrees and certificates as a result of courses considered on this agenda

## VIII. New Business
- Distance Education Application

## IX. Old Business

## X. Adjournment

*Please notify Dana Nasser or Jason Beardsley by email if you are unable to attend this meeting.*

**SANTA MONICA COLLEGE**
# ACADEMIC SENATE

1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

# Curriculum Committee Minutes
## Wednesday, May 6, 2020, 3:00 p.m.
## Zoom Meeting

**Members Present:**

| | | | |
|---|---|---|---|
| Dana Nasser | Sheila Cordova | Emin Menachekanian | Brandon Reilly |
| Jason Beardsley | Guido Davis Del Piccolo | Jennifer Merlic | Lydia Strong |
| Brenda Antrim | Gary Huff | Jacqueline Monge | Toni Trives |
| Garen Baghdasarian | Sasha King | Estela Narrie | Audra Wells |
| Fariba Bolandhemat | Jamar London | Lee Pritchard | Safa Saleem (A.S.) |
| Dione Carter | Nick Mata | | |

**Members Absent:**

Jae Lee          Michael John Siemer (A.S.)

**Others Present:**

| | | | |
|---|---|---|---|
| Terrin Adair-Lynch | Adrianne Harrop | Colleen McGraw | Maxim Safioulline |
| Joelle Adams | Tracie Hunter | Walter Meyer | Josh Sanseri |
| Eve Adler | Lorrie Ivas | Elisa Meyer | Perviz Sawoski |
| Vini Angel | David Javelosa | Christine Miller | Christine Schultz |
| Diane Arieff | Amber Katherine | Ali Mohsen | Steven Sedky |
| Robert Armstrong | Amina Khoja | Asunta Moisan | Scott Silverman |
| Susan Caggiano | Paul Klumpe | Marissa Moreno | Howard Stahl |
| Jinan Darwiche | Lizbeth Koenig | Maria Munoz | Sharon Thomas |
| George Davison | Erica LeBlanc | Sehat Nauli | Alexandra Tower |
| Rachel Demski | Edward Mangus | Stacy Neal | Tammara Whitaker |
| Christina Gabler | Laura Manson | Hannah Nelson | Josh Withers |
| Jo Hao | Samantha Manuel | Deborah Perret | |

*(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 3:08 pm.  Motion to approve the agenda with no revisions.
**Motion made by:** Sheila Cordova; **Seconded by:** Gary Huff
The motion passed unanimously.

II. **Public Comments**
None

III. **Announcements**
None

IV. **Approval of Minutes**
Motion to approve the minutes of April 29 meeting with no revisions.
**Motion made by:** Estela Narrie; **Seconded by:** Safa Saleem
The motion passed unanimously.

V. **Chair's Report**

The chair announced that Tammara Whitaker, Laura Manson, and Gary Huff were presenting today to discuss information about DE and the CVC-OEI (DE Course Design rubric) created by the California Virtual Campus Open Educational Initiative. They will discuss best practices for teaching courses online and the importance of instructor-to student and student-to-student interaction.

She also stated that a number of courses would need to be reviewed for DE approval by the Curriculum Committee by the end of fall 2020.

Vice-Chair, Jason Beardsley, discussed the temporary distance ed blanket addendum and shared the Chancellor's Office Memorandum

VI. Information Items

1. Redesign of the Student Experience

*(Non-Substantial Changes)*
2. ECON 1 Principles of Microeconomics
3. ECON 2 Principles of Macroeconomics
4. ECON 5 International Political Economy: Introduction to Global Studies
5. PHILOS 1 Knowledge and Reality
6. PHILOS 2 Ethics
7. PHILOS 3 Early Philosophers
8. PHILOS 5 Contemporary Moral Conflicts
9. PHILOS 7 Logic and Critical Thinking
10. PHILOS 9 Symbolic Logic
11. PHILOS 10 Bio-Ethics
12. PHILOS 11 Philosophy of Art and Aesthetics
13. PHILOS 20 Environmental Ethics
14. PHILOS 41 - Philosophical Problems Seminar
15. POL SC 2 Comparative Government and Politics
16. POL SC 3 Introduction to Politics: Justice, Power and Agency
17. POL SC 7 International Politics
18. POL SC 10 Government Internships
19. POL SC 12 Model United Nations
20. POL SC 23 Sex, Gender, and Power
21. POL SC 24 Introduction to Law
22. POL SC 51 Political Philosophy
23. POL SC 94 Law - Experiential Learning
24. SOCIOL 1 Introduction to Sociology
25. SOCIOL 1s Introduction to Sociology - Service Learning
26. SOCIOL 2 Social Problems
27. SOCIOL 2s Social Problems -- Service Learning
28. SOCIOL 4 Sociological Analysis
29. SOCIOL 12 Sociology of the Family
30. SOCIOL 30 African Americans in Contemporary Society
31. SOCIOL 31 Latinas/os in Contemporary Society
32. SOCIOL 33 Sociology of Sex and Gender
33. SOCIOL 34 Racial and Ethnic Relations in American Society
34. WGS 10 Introduction to Women's, Gender, and Sexuality Studies

**VII. Action Items**

*(Consent Agenda)*
- Program Maps
    a. Athletic Coaching AS
    b. Business AS
    c. Business AS-T

d.    Business UC Pathway
e.    Computer Business Applications AS/Certificate of Achievement
f.    Computer Programming AS
g.    Computer Science Minimum Transfer
h.    General Office AS/Certificate of Achievement
i.    Graphic Design AS/Certificate of Achievement (Print and Illustration)
j.    Graphic Design AS/Certificate of Achievement (User Experience)
k.    IxD BS CSU GE
l.    Kinesiology AA-T
m.    Legal Administrative Assistant AS/Certificate of Achievement
n.    Logistics/Supply Chain Management AS/Certificate of Achievement
o.    Medical Administrative Assistant AS/Certificate of Achievement
p.    Medical Coding and Billing Specialist AS/Certificate of Achievement
q.    Nursing AS ADN
r.    Nursing Transfer
s.    Web Developer AS/Certificate of Achievement
t.    Website Software Specialist AS/Certificate of Achievement
Motion to approve the consent agenda of Program Maps with no revisions.
**Motion made by:** Estela Narrie; **Seconded by:** Jason Beardsley
The motion passed unanimously.

*(Courses: New)*
u.    CS 87B Advanced Python Programming (Skills Advisory: CS 87A)
    Motion to approve CS 87B with no revisions.
    **Motion made by:** Fariba Bolandhemat; **Seconded by:** Toni Trives
    The motion passed unanimously.

    Motion to approve CS 87B Skills Advisory CS 87A with no revisions.
    **Motion made by:** Fariba Bolandhemat; **Seconded by:** Safa Saleem
    The motion passed unanimously.

v.    GAME 10 Game Design Studio 1 (Skills Advisory: GAME 1, GAME 2)
    Motion to approve GAME 10 with minor revisions.
    **Motion made by:** Guido Davis Del Piccolo; **Seconded by:** Jason Beardsley
    The motion passed unanimously.

    Motion to approve GAME 10 Skills Advisories GAME 1, GAME 2 with no revisions
    **Motion made by:** Sheila Cordova; **Seconded by:** Estela Narrie
    The motion passed unanimously.

w.    IARC 20 Studio 2: Interior Architecture (Skills Advisory: ARC 10, ARC 11)
    Motion to approve IARC 20 with no revisions.
    **Motion made by:** Estela Narrie; **Seconded by:** Sheila Cordova
    The motion passed unanimously.

    Motion to approve IARC 20 Skills Advisories ARC 10, ARC 11 with no revisions.
    **Motion made by:** Jennifer Merlic; **Seconded by:** Gary Huff
    The motion passed unanimously.

x.    PHILOS 8 Critical Thinking for Civic Life (Prerequisite: English 1)
    Motion to approve PHILOS 8 with removal of submitting for IGETC 1B credit.
    **Motion made by:** Lee Pritchard; **Seconded by:** Toni Trives
    **Y:** 4 (Garen Baghdasarian, Lee Pritchard, Toni Trives, Audra Wells)
    **N:** 15
    **A:** 1 (Fariba Bolandhemat)
    *(Brenda Antrim was not present for vote)*

Motion to approve PHILOS 8 as presented (to be submitted for IGETC 1B credit)
**Motion made by:** Estela Narrie; **Seconded by:** Brandon Reilly
**Y:** 15
**N:** 4 (Jamar London, Lee Pritchard, Toni Trives, Audra Wells)
**A:** 1 (Fariba Bolandhemat)
*(Brenda Antrim was not present for vote)*

Motion to approve PHILOS 8 Prerequisite (English 1) with no revisions.
**Motion made by:** Estela Narrie; **Seconded by:** Brandon Reilly
The motion passed unanimously.

*(Courses: Distance Education)*
y.   CS 73L Cybersecurity Literacy
Motion to approve Distance Education for CS 73L with minor revisions.
**Motion made by:** Fariba Bolandhemat; **Seconded by:** Jason Beardsley
The motion passed unanimously.

z.   CS 87B Advanced Python Programming
Motion to approve Distance Education for CS 87B with no revisions.
**Motion made by:** Fariba Bolandhemat; **Seconded by:**
The motion passed unanimously.

aa.   ECE 5 Math and Science for the Young Child
Motion to approve Distance Education for ECE 5 as a block with ECE 8 with no revisions.
**Motion made by:** Dione Carter; **Seconded by:** Brenda Antrim
The motion passed unanimously.

bb.   ECE 8 Creative Experiences - Art, Music, and Movement
Distance Education for ECE 8 passed as a block with ECE 5 (VII. aa.)

cc.   IARC 20 Studio 2: Interior Architecture
Motion to approve Distance Education for IARC 20 with no revisions.
**Motion made by:** Jason Beardsley; **Seconded by:** Lee Pritchard
The motion passed unanimously.

*(Courses: Deactivation)*
dd.   INTARC 30 Principles of Interior Architectural Design
Motion to approve deactivation of INTARC 30 as a block with INTARC 33, INTARC 41, INTARC 42, INTARC 47, INTARC 51, INTARC 54, INTARC 57, INTARC 62, and INTARC 69.
**Motion made by:** Toni Trives; **Seconded by:** Sheila Cordova
The motion passed unanimously.

ee.   INTARC 33 Interior Architectural Design Career and Portfolio
Deactivation of INTARC 33 passed as a block with INTARC 30 (VII. dd.)

ff.   INTARC 41 History of Interior Architecture and Furnishings I
Deactivation of INTARC 41 passed as a block with INTARC 30 (VII. dd.)

gg.   INTARC 42 History of Interior Architecture and Furnishings II
Deactivation of INTARC 42 passed as a block with INTARC 30 (VII. dd.)

hh.   INTARC 47 Business and Professional Practice
Deactivation of INTARC 47 passed as a block with INTARC 30 (VII. dd.)

ii.   INTARC 51 Rapid Visualization

Deactivation of INTARC 51 passed as a block with INTARC 30 (VII. dd.)

jj.  INTARC 54 Universal Design for Interiors
Deactivation of INTARC 54 passed as a block with INTARC 30 (VII. dd.)

kk.  INTARC 57 3D Digital Drafting 2
Deactivation of INTARC 57 passed as a block with INTARC 30 (VII. dd.)

ll.  INTARC 62 3D Visual Studies
Deactivation of INTARC 62 passed as a block with INTARC 30 (VII. dd.)

mm.  INTARC 69 Custom Residential Design
Deactivation of INTARC 69 passed as a block with INTARC 30 (VII. dd.)

*(Programs: Revisions)*
nn.  Changes to degrees and certificates as a result of courses considered on this agenda
Motion to approve changes to degrees and certificates as a result of courses on this agenda.
**Motion made by:** Estela Narrie; **Seconded by:** Audra Wells
The motion passed unanimously.

## VIII. New Business

- Distance Education Presentation: Tammara Whitaker, Gary Huff, Laura Manson
Tammara, Gary, and Laura updated the committee on the Distance Education (DE) standards. The College is currently doing remote instruction and working to get to online instruction by Fall. The team is working on translating on-ground rubrics to the online platform.  Encouraged faculty to create a welcoming environment for students and to encourage student-to-student interaction.

  Dana advised chairs to continue working on current DE form while revisions being made to new form. Jason will get the new form out to everyone as soon as it is available.

  Jenny informed group that Academic Affairs has split the academic departments into six groups to discuss issues in the near future.  Meetings will be scheduled soon.

  To view a recording of the presentation by Gary Huff, Laura Manson, and Tammara Whitaker, please use the following link to access the video clip: https://tinyurl.com/yb9y8htl

- Advanced Placement and International Baccalaureate Exams
Estela informed the group that the UCs and CSUs are still accepting the AP and IB courses even though students did not complete them on-ground due to the interruption of the COVID-19 stay-at-home order.  AP credit from 2020 high school students will be accepted.  Exams will be modified to make them a bit shorter so as not include the missed content.

## IX.  Old Business
None

## X.  Adjournment
Motion to adjourn the Curriculum Committee meeting at 5:15 pm.
**Motion made by:** Estela Narrie; **Seconded by:** Audra Wells
The motion passed unanimously.

| | Art History AA-T | | | | | | | IGETC | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such) | Sequence Order | Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY | Satisfies GE Area and/or GC (specify area) | "Gateway" course? (based on definition) | # of Units | TOTAL weekly hours (full semester) | Course Advisory (must be in map prior); do NOT include "eligibility for English 1" | Course Prerequisites (P), Corequisite (C) (must be included in proper sequence) | Intersession Option? - YES -- (MAX of 8 units) | REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET |
| SEMESTER 1 | AHIS 1 | 1 | PR/GE | 3A | YES | 3 | 9 | | | YES | |
| | ENGL 1 | | GE | 1A | | 3 | 9 | | | | |
| | MATH | | GE | 2 | | 3 | 9 | | | | Suggested MATH 21 or 54 |
| | COM ST | | GE/EL | 1C | | 3 | 9 | | | YES | CSU GE only COM ST 11, 12, 16 or 21/Elective for UC |
| | COUNS 20 | | EL | | | 3 | 9 | | | | |
| | TOTAL Semester 1 | | | | | 15 | 45 | | | | |
| SEMESTER 2 | AHIS 2 | 1 | PR/GE | 3A | | 3 | 9 | | | | |
| | ENGL 2 | | GE | 1B | | 3 | 9 | | ENGL 1 | | |
| | RE | 2 | RE | | | 3 | 9 | | | YES | 1 course from List A |
| | GE | | GE | 4 | | 3 | 9 | | | YES | |
| | EL | | EL | | | 3 | 9 | | | | |
| | TOTAL Semester 2 | | | | | 15 | 45 | | | | |
| SEMESTER 3 | ART 20A | 1 | PR | | | 3 | 9 | | | YES | |
| | GE | | GE | 5A w/ lab | | 4 | 12 | | | | |
| | GE | | GE | 4 | | 3 | 9 | | | | |
| | EL | | EL | | | 2 | 6 | | | | |
| | RE | 2 | RE | | | 3 | 9 | | | | 1 course from List B |
| | TOTAL Semester 3 | | | | | 15 | 45 | | | | |
| SEMESTER 4 | RE | 1 | RE | | | 3 | 9 | | | | 1 course from List C |
| | GE | | GE | 3B | | 3 | 9 | | | | |
| | GE | | GE | 4 | | 3 | 9 | | | YES | |
| | GE | | GE | 5B | | 3 | 9 | | | | |
| | EL | | EL | | | 3 | 9 | | | YES | |
| | TOTAL Semester 4 | | | | | 15 | 45 | | | | |

OVERALL COMMENTS:

| | Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such) | Sequence Order | Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY | Satisfies GE Area and/or GC (specify area) | "Gateway" course? (based on definition) | # of Units | TOTAL weekly hours (full semester) | Course Advisory (must be in map prior); do NOT include "eligibility for English 1" | Course Prerequisites (P), Corequisite (C) (must be included in proper sequence) | Intersession Option? - YES -- (MAX of 8 units) | REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET |
|---|---|---|---|---|---|---|---|---|---|---|
| | **DANCE AA** | | | | | | | **SMC GE** | | |
| **SEMESTER 1** | ENGL 1 or BUS 31 | | GE | IV A | | 3 | 9 | | | | |
| | DANCE 5 | 1 | PR / GE | III | YES | 3 | 9 | | | YES | |
| | DANCE 33A | 2 | PR | | YES | 2 | 6 | Advisory: DANCE 32 or equiv experience. | | | |
| | DANCE 43A | 3 | PR | | YES | 2 | 6 | Advisory: DANCE 42 or equiv experience. | | | |
| | DANCE (Choreography) | 4 | RE | | | 2 | 6 | None for DANCE 60. DANCE 61, 62, 63 advisory of previous course | | | Dept recommends DANCE 60 or 61 |
| | DANCE (Electives) | 5 | RE | | | 2 | 9 | | | YES | Dept recommends DANCE 10-29 elective |
| | **TOTAL Semester 1** | | | | | **14** | **45** | | | | |
| **SEMESTER 2** | DANCE 33B | 1 | PR | | | 2 | 6 | | DANCE 33A or equivalent | | |
| | DANCE 43B | 2 | PR | | | 2 | 6 | | DANCE 43A or equivalent | | |
| | GE | | GE | IV B | | 3 | 9 | | | | Recommend MATH 21 or 54 for transfer options |
| | COUNS 20 | | EL | | | 3 | 9 | | | YES | |
| | GE | | GE | II A / GC | | 3 | 9 | | | YES | |
| | EL | | EL | | | 3 | 9 | | | YES | Dept recommends DANCE 62 or 23 (Choreography) |
| | **TOTAL Semester 2** | | | | | **16** | **48** | | | | |
| **SEMESTER 3** | DANCE 34A | 1 | PR | | | 2 | 6 | | DANCE 33B or equivalent | | |
| | DANCE 44A | 2 | PR | | | 2 | 6 | | DANCE 43B or equivalent | | |
| | DANCE (Performance) | 3 | RE | | | 3 | 9 | | Audition Reqd (P); Any Ballet, World or Modern Dance (C) | | Dept recommends DANCE 55A or 57A (needs 6 units of Performance) |
| | GE | | GE | II B / GC | | 3 | 9 | | | YES | |
| | EL | | EL | | | 3 | 9 | | | YES | Recommend ENGL 2 for transfer options |
| | EL | | EL | | | 2 | 6 | | | | Dept recommends DANCE 10-29 elective |
| | **TOTAL Semester 3** | | | | | **15** | **45** | | | | |
| **SEMESTER 4** | DANCE 34B | 1 | PR | | | 2 | 6 | | DANCE 34A or equivalent | | |
| | DANCE 44B | 2 | PR | | | 2 | 6 | | DANCE 44A or equivalent | | |
| | DANCE (Performance) | 3 | RE | | | 3 | 9 | | Audition Reqd (P); Any Ballet, World or Modern Dance (C) | | Dept recommends DANCE 59A (needs 6 units of Performance) |
| | GE | | GE | I / GC | | 3 | 9 | | | YES | |
| | EL | | EL | | | 2 | 6 | | | | Dept recommends DANCE 10-29 elective |
| | EL | | EL | | | 3 | 9 | | | YES | |
| | **TOTAL Semester 4** | | | | | **15** | **45** | | | | |

**OVERALL COMMENTS:**
Advised that student use elective opportunities and intersessions to complete additiional GE requirements for transfer if applicable to goals.

| | Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such) | Sequence Order | Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY | Satisfies GE Area and/or GC (specify area) | "Gateway" course? (based on definition) | # of Units | TOTAL weekly hours (full semester) | Course Advisory (must be in map prior); do NOT include "eligibility for English 1" | Course Prerequisites (P), Corequisite (C) (must be included in proper sequence) | Intersession Option? - YES -- (MAX of 8 units) | REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Fashion Design AS** | | | | | | | **SMC GE** | | | |
| **SEMESTER 1** | FASHN 1 | 1 | PR | | YES | 3 | 9 | | | | |
| | FASHN 2 | 2 | PR | | YES | 3 | 9 | | | | |
| | ENGL 1 or BUS 31 | | GE | IV A | | 3 | 9 | | | | |
| | COUNS 12 | | EL | | | 1 | 3 | | | YES | |
| | FASHN 3 | 3 | PR | | YES | 3 | 9 | | | YES | |
| | GE | | GE | III / GC | | 3 | 9 | | | | ART 10A also fulfills a RE |
| | **TOTAL Semester 1** | | | | | **16** | **48** | | | | |
| **SEMESTER 2** | FASHN 9A | 1 | PR | | | 3 | 9 | | | | |
| | GE | | GE | IV B | | 3 | 9 | | | YES | |
| | FASHN 6A | 2 | PR | | | 2 | 6 | FASHN 3 | | | |
| | FASHN 7 | 3 | PR | | | 3 | 9 | | | YES | |
| | GE | | GE | II A / GC | | 3 | 9 | | | | |
| | **TOTAL Semester 2** | | | | | **14** | **42** | | | | |
| **SEMESTER 3** | FASHN 8 | 1 | PR | | | 3 | 9 | | | | |
| | FASH 9B | 2 | PR | | | 3 | 9 | | | YES | |
| | GE | | GE | I / GC | | 3 | 9 | | | YES | |
| | FASHN 10 | 3 | PR | | | 3 | 9 | FASHN 3 | | | |
| | GE | | GE | II B / GC | | 3 | 9 | | | | |
| | **TOTAL Semester 3** | | | | | **15** | **45** | | | | |
| **SEMESTER 4** | FASHN 13 | 1 | PR | | | 3 | 9 | FASHN 6A | | | |
| | FASHN 12 or 17 | 2 | PR | | | 3 | 9 | FASHN 6A or 13 | | | |
| | FASHN 18 | 3 | PR | | | 2 | 6 | FASHN 1 | | YES | |
| | RE | 4 | RE | | | 3 | 9 | | | YES | Choose one from list of RE electives |
| | RE | 5 | RE | | | 3 | 9 | | | | Dept recommends FASHN 21 |
| | EL | | EL | | | 1 | 3 | | | | |
| | **TOTAL Semester 4** | | | | | **15** | **45** | | | | |

OVERALL COMMENTS:

| | Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such) | Sequence Order | Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY | Satisfies GE Area and/or GC (specify area) | "Gateway" course? (based on definition) | # of Units | TOTAL weekly hours (full semester) | Course Advisory (must be in map prior); do NOT include "eligibility for English 1" | Course Prerequisites (P), Corequisite (C) (must be included in proper sequence) | Intersession Option? - YES -- (MAX of 8 units) | REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **SEMESTER 1** | FASHN 1 | 1 | PR | | YES | 3 | 9 | | | YES | |
| | FASHN 2 | 2 | PR | | YES | 3 | 9 | | | | |
| | FASHN 3 | 3 | PR | | YES | 3 | 9 | | | YES | |
| | FASHN 9A | 4 | PR | | | 3 | 9 | | | | |
| | FASHN 7 | 5 | PR | | | 3 | 9 | | | | |
| | **TOTAL Semester 1** | | | | | **15** | **45** | | | | |
| **SEMESTER 2** | FASHN 6A | 1 | PR | | | 2 | 6 | FASHN 3 | | | |
| | FASHN 10 | 2 | PR | | | 3 | 9 | FASHN 3 | | YES | |
| | FASHN 8 | 3 | PR | | | 3 | 9 | | | | |
| | FASHN 9B | 4 | PR | | | 3 | 9 | | | YES | |
| | FASHN 13 | 5 | PR | | | 3 | 9 | FASHN 6A | | | |
| | **TOTAL Semester 2** | | | | | **14** | **42** | | | | |
| **SEMESTER 3** | FASHN 12 or 17 | 1 | PR | | | 3 | 9 | FASHN 6A or 13 | | | |
| | FASHN 18 | 2 | PR | | | 2 | 6 | FASHN 1 | | YES | |
| | RE | 3 | RE | | | 3 | 9 | | | YES | Choose one from list of RE electives |
| | RE | 4 | RE | | | 3 | 9 | | | | Dept recommends FASHN 21 |
| | **TOTAL Semester 3** | | | | | **11** | **33** | | | | |

**Fashion Design CoA**

OVERALL COMMENTS:

| | Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such) | Sequence Order | Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY | Satisfies GE Area and/or GC (specify area) | "Gateway" course? (based on definition) | # of Units | TOTAL weekly hours (full semester) | Course Advisory (must be in map prior); do NOT include "eligibility for English 1" | Course Prerequisites (P), Corequisite (C) (must be included in proper sequence) | Intersession Option? - YES -- (MAX of 8 units) | REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Fashion Design -- Transfer** | | | | | | | **CSU GE** | | | |
| SEMESTER 1 | ENGL 1 | | GE | A2 | | 3 | 9 | | | | |
| | FASHN 3 | 1 | PR | | YES | 3 | 9 | | | YES | |
| | COUNS 20 | | GE | E | | 3 | 9 | | | YES | |
| | CHEM 9 | 2 | PR/GE | B1 & B3 (lab) | | 5 | 15 | | | | |
| | EL | | EL | | | 1 | 3 | | | | |
| | TOTAL Semester 1 | | | | | 15 | 45 | | | | |
| SEMESTER 2 | HIST 1 or AHIS 1 | 1 | PR / GE | C1 or C2 | | 3 | 9 | | | YES | PR for CSULB |
| | FASHN 9A or 2 | 2 | PR | | YES | 3 | 9 | | | | FASHN 9A PR for CSULB; FASHN 2 PR for CSUN |
| | FASHN 10 or FASHN 7 | 3 | PR | | | 3 | 9 | FASHN 3 (for FASHN 10) | | | FASHN 10 PR for CSULB; FASHN 7 PR for CSUN |
| | GE | | GE | B4 | | 3 | 9 | | | | |
| | GE | | GE | A3 | | 3 | 9 | | | YES | Recommend ENGL 2 for transfer options |
| | TOTAL Semester 2 | | | | | 15 | 45 | | | | |
| SEMESTER 3 | FASHN 6A | 1 | PR / EL | | | 2 | 6 | FASHN 3 | | | PR for CSULB / EL for CSUN |
| | GE | | GE | B2 | | 3 | 9 | | | | |
| | COM ST | | GE | A1 | | 3 | 9 | | | YES | COM ST 11, 12, 16 or 21 |
| | GE | | GE | C2 | | 3 | 9 | | | YES | Recommend US HIST for CSU grad reqmt |
| | EL | | EL | | | 3 | 9 | | | | Dept recommends FASHN 9B |
| | EL | | EL | | | 1 | 3 | | | | |
| | TOTAL Semester 3 | | | | | 15 | 45 | | | | |
| SEMESTER 4 | GE | | GE | D | | 3 | 9 | | | YES | |
| | GE | | GE | D | | 3 | 9 | | | | Recommend ECON 2 for Fashion Merchandising at CSULB |
| | GE | | GE | C1 | | 3 | 9 | | | | |
| | GE | | GE | D | | 3 | 9 | | | YES | Recommend POL SC 1 for CSU grad reqmt |
| | EL | | EL | | | 3 | 9 | | | | |
| | TOTAL Semester 4 | | | | | 15 | 45 | | | | |

OVERALL COMMENTS:
2 TOP TRANSFER SCHOOLS CSULB, CSUN STARTED WITH OVERLAPPING REQ. COURSES

| | Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such) | Sequence Order | Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY | Satisfies GE Area and/or GC (specify area) | "Gateway" course? (based on definition) | # of Units | TOTAL weekly hours (full semester) | Course Advisory (must be in map prior); do NOT include "eligibility for English 1" | Course Prerequisites (P), Corequisite (C) (must be included in proper sequence) | Intersession Option? -- YES -- (MAX of 8 units) | REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Fashion Merchandising AS / CoA** | | | | | | **SMC GE** | | | | |
| SEMESTER 1 | FASHN 1 | 1 | PR | | YES | 3 | 9 | | | | |
| | FASHN 2 | 2 | PR | | YES | 3 | 9 | | | | |
| | ENGL 1 or BUS 31 | | GE | IV A | | 3 | 9 | | | YES | |
| | GE | | GE | IV B | | 3 | 9 | | | | Dept recommends BUS 45 |
| | COUNS 20 | | EL | | | 3 | 9 | | | YES | |
| | **TOTAL Semester 1** | | | | | **15** | **45** | | | | |
| SEMESTER 2 | FASHN 3 | 1 | PR | | YES | 3 | 9 | | | YES | |
| | FASHN 5 | 2 | PR | | | 3 | 9 | | | | |
| | FASHN 7 | 3 | PR | | | 3 | 9 | FASHN 2 | | | |
| | FASHN 8 | 4 | PR | | | 3 | 9 | | | | |
| | GE | | GE | I / GC | | 3 | 9 | | | YES | |
| | **TOTAL Semester 2** | | | | | **15** | **45** | | | | |
| SEMESTER 3 | BUS 21 | 1 | PR | | | 3 | 9 | | | | |
| | FASHN 18 | 2 | PR | | | 2 | 6 | FASHN 1 | | | |
| | FASHN 20 | 3 | PR | | | 3 | 9 | FASHN 1 | | | |
| | RE | 4 | RE / ADVISORY | | | 2 | 6 | FASHN 3 | | | Dept recommends FASHN 6A |
| | RE | 5 | RE | | YES | 3 | 9 | | | YES | Recommend FASHN 19 or 9A |
| | GE | | GE | IIA / GC | YES | 3 | 9 | | | YES | |
| | **TOTAL Semester 3** | | | | | **16** | **48** | | | | |
| SEMESTER 4 | BUS 23 | 1 | PR | | | 3 | 9 | | | | |
| | FASHN 12 | 2 | PR | | | 3 | 9 | FASHN 6A or 13 | | | |
| | RE | 3 | RE | | | 3 | 9 | FASHN 6A or 9 | | YES | Recommend FASHN 15, 21 or PHOTO 1 |
| | GE | | GE | IIB / GC | | 3 | 9 | | | YES | |
| | GE | | GE | III / GC | | 3 | 9 | | | | |
| | **TOTAL Semester 4** | | | | | **15** | **45** | | | | |

| | Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such) | Sequence Order | Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY | Satisfies GE Area and/or GC (specify area) | "Gateway" course? (based on definition) | # of Units | TOTAL weekly hours (full semester) | Course Advisory (must be in map prior); do NOT include "eligibility for English 1" | Course Prerequisites (P), Corequisite (C) (must be included in proper sequence) | Intersession Option? - YES -- (MAX of 8 units) | REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Film Production AS / CoA** | | | | | | | | **CSUGE** | | | |
| **SEMESTER 1** | FILM 1 or 2 | 1 | PR | C1 | YES | 3 | 9 | | | YES | |
| | FILM 20 | 3 | PR | | | 3 | 9 | | | | |
| | FILM 31 | 2 | PR | | YES | 3 | 9 | | | | |
| | GE | | GE | B4 | | 3 | 9 | | | | |
| | ENGL 1 | | GE | A2 | | 3 | 9 | | | | |
| | COUNS 12 | | GE | E | | 1 | 3 | | | YES | |
| | **TOTAL Semester 1** | | | | | **16** | **48** | | | | |
| **SEMESTER 2** | FILM 32/32L | 1 | RE | | | 4 | 12 | | | | |
| | RE | 3 | RE | | | 3 | 9 | | | | Choose Specialized Course (need 6 units total) |
| | RE | 4 | RE | | | 3 | 9 | | | YES | Choose required Elective Course (need 6 units total) - if not already completed with FILM 7 below |
| | FILM 30 | 2 | PR | | | 3 | 9 | FILM 20 | | | |
| | GE | | GE | C2 / GC | | 3 | 9 | | | YES | Option: FILM 7 (also GC and required Elective Course) |
| | **TOTAL Semester 2** | | | | | **16** | **48** | | | | |
| **SEMESTER 3** | FILM RE | 1 | RE | | | 5 | 15 | | | | Choose from FILM 33/33L OR 34/34L |
| | RE | 2 | RE | | | 3 | 9 | | | | Choose Specialized Course (need 6 units total) |
| | RE | 3 | RE | | | 3 | 9 | | | | Choose required Elective Course (need 6 units total) |
| | COM ST | | GE | A1 | | 3 | 9 | | | YES | COM ST 11, 12, 16 or 21 for CSU |
| | **TOTAL Semester 3** | | | | | **14** | **42** | | | | |
| **SEMESTER 4** | GE | | GE | A3 | | 3 | 9 | | | YES | Recommend ENGL 2 for transfer options |
| | GE | | GE | B1 | | 3 | 9 | | | | |
| | GE | | GE | B2 + B3 w/lab | | 4 | 12 | | | | |
| | GE | | GE | D | | 3 | 9 | | | YES | Recommend POL SC 1 for CSU grad reqmt |
| | GE | | GE | D | | 3 | 9 | | | | |
| | **TOTAL Semester 4** | | | | | **16** | **48** | | | | |
| **SEMESTER 5** | GE | | GE | D | | 3 | 9 | | | YES | |
| | GE | | GE | C1 or C2 | | 3 | 9 | | | YES | Recommend US HIST for CSU grad reqmt |
| | GE | | GE | E | | 2 | 6 | | | YES | 1 units completed with COUNS 12 - need 3 units in this area |
| | **TOTAL Semester 5** | | | | | **8** | **24** | | | | |

**OVERALL COMMENTS:**
Utilized 2 year plan to complete CSU GE along with AS. Remaining GE's moved to 5th semester, but not required for CSU admission and can be completed during intersessions or intersession prior to transfer (or after transfer).
Moved FILM 30 to semester 2 due to advisory (taken during 1st sem).

| | Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such) | Sequence Order | Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY | Satisfies GE Area and/or GC (specify area) | "Gateway" course? (based on definition) | # of Units | TOTAL weekly hours (full semester) | Course Advisory (must be in map prior); do NOT include "eligibility for English 1" | Course Prerequisites (P), Corequisite (C) (must be included in proper sequence) | Intersession Option? - YES -- (MAX of 8 units) | REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Film Studies AA / Transfer** | | | | | | | **IGETC** | | | |
| **SEMESTER 1** | FILM 1 | 1 | PR / GE | 3A | YES | 3 | 9 | | | YES | |
| | RE | 2 | RE | | | 3 | 9 | | | | Required to do 12 units of RE's from approved list |
| | ENGL 1 | | GE | 1A | | 3 | 9 | | | | |
| | COM ST | | GE | 1C | | 3 | 9 | | | | COM ST 11, 12, 16 or 21 for CSU option |
| | COUNS 20 | | EL | | | 3 | 9 | | | YES | |
| | **TOTAL Semester 1** | | | | | **15** | **45** | | | | |
| **SEMESTER 2** | FILM 2 | 1 | PR / GE | 3A | | 3 | 9 | | | YES | |
| | RE | 2 | RE | | | 3 | 9 | | | | Required to do 12 units of RE's from approved list |
| | ENGL 2 | | GE | 1B | | 3 | 9 | | | YES | |
| | MATH | | GE | 2 | | 4 | 12 | | | | MATH 21 or 54 (3-4 UNITS) |
| | EL | | EL | | | 1 | 3 | | | | |
| | **TOTAL Semester 2** | | | | | **14** | **42** | | | | |
| **SEMESTER 3** | FILM 5 | 1 | PR / GE | 3B | | 3 | 9 | | | | |
| | RE | 2 | RE | | | 3 | 9 | | | | Required to do 12 units of RE's from approved list |
| | GE | | GE | 4 | | 3 | 9 | | | YES | |
| | GE | | GE | 4 | | 3 | 9 | | | YES | |
| | GE | | GE | 5A | | 3 | 9 | | | | |
| | **TOTAL Semester 3** | | | | | **15** | **45** | | | | |
| **SEMESTER 4** | RE | 1 | RE | | | 3 | 9 | | | | Required to do 12 units of RE's from approved list |
| | GE | | GE | 5B w/lab | | 4 | 12 | | | | |
| | GE | | GE | 4 | | 3 | 9 | | | YES | |
| | EL | | EL | | | 3 | 9 | | | | Suggest major prep for transfer schools |
| | EL | | EL | | | 3 | 9 | | | YES | Suggest major prep for transfer schools |
| | **TOTAL Semester 4** | | | | | **16** | **48** | | | | |

**OVERALL COMMENTS:**
Utilized IGETC to help prepare students for UC or CSU transfer.

| | Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such) | Sequence Order | Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY | Satisfies GE Area and/or GC (specify area) | "Gateway" course? (based on definition) | # of Units | TOTAL weekly hours (full semester) | Course Advisory (must be in map prior); do NOT include "eligibility for English 1" | Course Prerequisites (P), Corequisite (C) (must be included in proper sequence) | Intersession Option? - YES -- (MAX of 8 units) | REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | **History AA-T** | | | | | | **IGETC** | | | | |
| SEMESTER 1 | HIST 11 | 1 | PR / GE | 4 | YES | 3 | 9 | | | | |
| | COM ST | | GE | 1C | | 3 | 9 | | | | CSU GE only COM ST 11, 12, 16 or 21/ UC Elective |
| | ENGL 1 | | GE | 1A | | 3 | 9 | | | | |
| | COUNS 20 | | EL | | | 3 | 9 | | | YES | |
| | EL | | EL | | | 3 | 9 | | | | |
| | **TOTAL Semester 1** | | | | | **15** | **45** | | | | |
| SEMESTER 2 | HIST 12 | 1 | PR / GE | 4 | | 3 | 9 | | | | |
| | ENGL 2 | | GE | 1B | | 3 | 9 | | ENGL 1 | | |
| | GE | | GE | 3A | | 3 | 9 | | | YES | |
| | EL | | EL | | | 3 | 9 | | | YES | |
| | MATH 54 | | GE | 2 | | 4 | 12 | | | | |
| | **TOTAL Semester 2** | | | | | **16** | **48** | | | | |
| SEMESTER 3 | HIST 1 or 33 | 1 | RE / GE | 3B | | 3 | 9 | | | | RE LIST A |
| | RE | 2 | RE | | | 3 | 9 | | | | Choose course from LIST B Group 1 (Dept suggests HIST 10) |
| | GE | | GE | 5A or 5B w/lab | | 4 | 12 | | | YES | |
| | EL | | EL | | | 3 | 9 | | | YES | |
| | EL | | EL | | | 1 | 3 | | | | |
| | **TOTAL Semester 3** | | | | | **14** | **42** | | | | |
| SEMESTER 4 | HIST 2 or 34 | 1 | RE / GE | 3B | | 3 | 9 | | | | RE LIST A |
| | GE | | GE | 5A or 5B | | 3 | 9 | | | | |
| | RE | 2 | RE | | | 3 | 9 | | | YES | Choose course from LIST B Group 2 (Dept suggests HIST) |
| | GE | | GE | 4 | | 3 | 9 | | | | |
| | EL | | EL | | | 3 | 9 | | | YES | |
| | **TOTAL Semester 4** | | | | | **15** | **45** | | | | |

OVERALL COMMENTS:

| AA Music: Option 1 (Music-APPLIED. Non-transfer) | | | | | | SMC GE | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such) | Sequence Order | Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY | Satisfies GE Area and/or GC (specify area) | "Gateway" course? (based on definition) | # of Units | TOTAL weekly hours (full semester) | Course Advisory (must be in map prior); do NOT include "eligibility for English 1" | Course Prerequisites (P), Corequisite (C) (must be included in proper sequence) | Intersession Option? - YES -- (MAX of 8 units) | REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET |
| **SEMESTER 1** | | | | | | | | | | |
| MUSIC 1 (or 66) | 1 | RE / GE | III | YES | 3 | 9 | | | YES (Music 1) | NEW: MUSIC 5 = Recomm co-req to MUSIC 1/66 (see comments) |
| MUSIC 60/61 (A-D) | 2 | RE | | | 2 | 6 | Skill based | | YES (60A only) | |
| MUSIC (Ensemble) | 3 | RE | | | 2 | 6 | | Audition (P) | | Audition required for most ensembles |
| MUSIC 92 | 4 | PR | | | 2 | 6 | | | | Audition to Applied Music Program required |
| MUSIC 94 | 5 | PR | | | 1 | 3 | | | | Audition to Applied Music Program required |
| COUNS 12 | | EL | | | 1 | 3 | | | | |
| ENGL 1 | | GE | IV A | | 3 | 9 | | | YES | |
| **TOTAL Semester 1** | | | | | **14** | **42** | | | | |
| **SEMESTER 2** | | | | | | | | | | |
| MUSIC 2 & 6 | 1 | PR | | | 5 | 15 | Music 1 | Music 2 & 6 (C) | | NEW: MUSIC 5 recommended advisory (see comments) |
| MUSIC 60/61 (A-D) | 2 | RE | | | 2 | 6 | Skill based | | | |
| MUSIC (Ensemble) | 3 | RE | | | 2 | 6 | | Audition (P) | | Audition required for most ensembles |
| MUSIC 92 | 4 | PR | | | 2 | 6 | | | | |
| MUSIC 94 | 5 | PR | | | 1 | 3 | | | | |
| MATH | | GE | IV B | | 3 | 9 | | | YES | For AA only, Math 18 recommended. |
| **TOTAL Semester 2** | | | | | **15** | **45** | | | | |
| **SEMESTER 3** | | | | | | | | | | |
| MUSIC 3 & 7 | 1 | PR | | | 5 | 15 | Music 2 & 6 | Music 3 & 7 (C) | | |
| MUSIC (Ensemble) | 2 | RE | | | 2 | 6 | | Audition (P) | | Audition required for most ensembles |
| MUSIC 60/61 (A-D) | 3 | RE | | | 2 | 6 | | | | |
| MUSIC 92 | 4 | PR | | | 2 | 6 | | | | |
| MUSIC 94 | 5 | PR | | | 1 | 3 | | | | |
| GE | | GE | I / GC | | 3 | 9 | | | YES | |
| **TOTAL Semester 3** | | | | | **15** | **45** | | | | |
| **SEMESTER 4** | | | | | | | | | | |
| MUSIC 4 & 8 | 1 | PR | | | 5 | 15 | Music 3 & 7 | Music 4 & 8 (C) | | |
| MUSIC Ensemble | 2 | RE | | | 2 | 6 | | Audition (P) | | Audition required for most ensembles |
| MUSIC 60/61 (A-D) | 3 | RE | | | 2 | 6 | | | | |
| MUSIC 92 | 4 | PR | | | 2 | 6 | | | | |
| MUSIC 94 | 5 | PR | | | 1 | 3 | | | | |
| GE | | GE | IIA / GC | | 3 | 9 | | | YES | |
| GE | | GE | IIB / GC | | 3 | 9 | | | YES | Need approval for 18 units (common for Applied Music majors if they don't utilize intersessions) |
| **TOTAL Semester 4** | | | | | **18** | **54** | | | | |

| Semester | Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such) | Sequence Order | Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY | Satisfies GE Area and/or GC (specify area) | "Gateway" course? (based on definition) | # of Units | TOTAL weekly hours (full semester) | Course Advisory (must be in map prior); do NOT include "eligibility for English 1" | Course Prerequisites (P), Corequisite (C) (must be included in proper sequence) | Intersession Option? -- YES -- (MAX of 8 units) | REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **AA Music: Option 1 (Music-APPLIED, WITH transfer)** | | | | | | | | **IGETC** | | | |
| SEMESTER 1 | MUSIC 1 (or 66) | 1 | RE/GE | 3A | YES | 3 | 9 | | | YES (MUSIC 1) | NEW: MUSIC 5 = Recomm Corequisite to MUSIC 1/66 (see Comments) |
| | MUSIC 60/61 (A-D) | 2 | RE | | | 2 | 6 | Skill based | | YES (60A only) | |
| | MUSIC (Ensemble) | 3 | RE | | | 2 | 6 | | Audition (P) | | Audition required for most ensembles |
| | MUSIC 92 | 4 | PR | | | 2 | 6 | | | | Audition to Applied Music Program required |
| | MUSIC 94 | 5 | PR | | | 1 | 3 | | | | Audition to Applied Music Program required |
| | GE | | GE | | | 3 | 9 | | | YES | Recommended POL SC 1 for CSU grad reqmt |
| | ENGL 1 | | GE | IA | | 3 | 9 | | | YES | |
| | **TOTAL Semester 1** | | | | | **16** | **48** | | | | |
| SEMESTER 2 | MUSIC 2 & 6 | 1 | PR | | | 5 | 15 | MUSIC 1 | MUSIC 2 & 6 (C) | | NEW: MUSIC 5 recommended advisory (see comments) |
| | MUSIC 60/61 (A-D) | 2 | RE | | | 2 | 6 | Skill based | | | |
| | MUSIC (Ensemble) | 3 | RE | | | 2 | 6 | | Audition (P) | | Audition required for most ensembles |
| | MUSIC 92 | 4 | PR | | | 2 | 6 | | | | |
| | MUSIC 94 | 5 | PR | | | 1 | 3 | | | | |
| | MATH | | GE | 2 | | 3 | 9 | | | YES | Recommended: MATH 21 or 54 |
| | COUNS 12 | | EL | | | 1 | 3 | | | YES | |
| | **TOTAL Semester 2** | | | | | **16** | **48** | | | | |
| SEMESTER 3 | MUSIC 3 & 7 | 1 | PR | | | 5 | 15 | MUSIC 2 & 6 | MUSIC 3 & 7 (C) | | |
| | MUSIC (Ensemble) | 2 | RE | | | 2 | 6 | | Audition (P) | | Audition required for most ensembles |
| | MUSIC 60/61 (A-D) | 3 | RE | | | 2 | 6 | | | | |
| | MUSIC 92 | 4 | PR | | | 2 | 6 | | | | |
| | MUSIC 94 | 5 | PR | | | 1 | 3 | | | | |
| | ENGL 2 | | GE | IB | | 3 | 9 | | ENGL 1 (P) | YES | |
| | **TOTAL Semester 3** | | | | | **15** | **45** | | | | |
| SEMESTER 4 | MUSIC 4 & 8 | 1 | PR | | | 5 | 15 | MUSIC 3 & 7 | MUSIC 4 & 8 (C) | | |
| | MUSIC (Ensemble) | 2 | RE | | | 2 | 6 | | Audition (P) | | Audition required for most ensembles |
| | MUSIC 60/61 (A-D) | 3 | RE | | | 2 | 6 | | | | |
| | MUSIC 92 | 4 | PR | | | 2 | 6 | | | | |
| | MUSIC 94 | 5 | PR | | | 1 | 3 | | | | |
| | COM ST | | GE | 1C | | 3 | 9 | | | YES | COM ST 11, 12, 16 or 21 for CSU reqmt |
| | GE | | GE | 5A | | 3 | 9 | | | YES | Need approval for 18 units (common for Applied Music majors if they don't utilize intersessions) |
| | **TOTAL Semester 4** | | | | | **18** | **54** | | | | |
| SEMESTER 5 | GE | | GE | 3B | | 3 | 9 | | | YES | Recommended US HIST for CSU grad reqmt |
| | GE | | GE | 3A or 3B | | 3 | 9 | | | | Recommended: MUSIC 30 or 31 |
| | GE | | GE | 4 / GC | | 3 | 9 | | | YES | Match AA Global Cit. class with this or other GE |
| | GE | | GE | 4 | | 3 | 9 | | | | Recommeded ECON 1 and/or 2 for Music Business |
| | GE | | GE | 5B w/lab | | 4 | 12 | | | | |
| | **TOTAL Semester 5** | | | | | **16** | **48** | | | | |

| | | AA Music: Option 2 (Music-General / Non-transfer) | | | | | SMC GE | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Official Course Prefix and #** (if RE: identify only the "category"; If GE, or EL: indicate as such) | **Sequence Order** | **Type of course** PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY | **Satisfies GE Area and/or GC (specify area)** | **"Gateway" course?** (based on definition) | **# of Units** | **TOTAL weekly hours (full semester)** | **Course Advisory** (must be in map prior); do NOT include "eligibility for English 1" | **Course Prerequisites (P), Corequisite (C)** (must be included in proper sequence) | **Intersession Option?** - YES -- (MAX of 8 units) | **REVIEWER COMMENTS/NOTES:** Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET |
| SEMESTER 1 | MUSIC 1 (or 66) | 1 | RE/GE | III | YES | 3 | 9 | | | YES (MUSIC 1) | NEW: MUSIC 5 = Recomm. Corequisite to MUSIC 1/66 (see comments below) |
| | MUSIC 60/61 (A-D) | 2 | RE | | | 2 | 6 | Skill based | | YES (60A only) | |
| | MUSIC (Ensemble) | 3 | RE | | | 2 | 6 | | Audition (P) | | Audition required for most ensembles |
| | GE | | GE | II B / GC | | 3 | 9 | | | YES | |
| | ENGL | | GE | IV A | | 3 | 9 | | | | |
| | COUNS 12 | | EL | | | 1 | 3 | | | | |
| | **TOTAL Semester 1** | | | | | **14** | **42** | | | | |
| SEMESTER 2 | MUSIC 2 & 6 | 1 | PR | | | 5 | 15 | MUSIC 1 | MUSIC 2 & 6 (C) | | NEW: MUSIC 5 recommended advisory (see comments below) |
| | MUSIC 60/61 (A-D) | 2 | RE | | | 2 | 6 | Skill based | | | |
| | MUSIC (Ensemble) | 3 | RE | | | 2 | 6 | | Audition (P) | | Audition required for most ensembles |
| | MATH | | GE | IV B | | 3 | 9 | | | YES | For AA only, MATH 18 recommended. |
| | GE | | GE | II A / GC | | 3 | 9 | | | YES | |
| | **TOTAL Semester 2** | | | | | **15** | **45** | | | | |
| SEMESTER 3 | MUSIC 3 & 7 | 1 | PR | | | 5 | 15 | MUSIC 2 & 6 | MUSIC 3 & 7 (C) | | |
| | MUSIC (Ensemble) | 2 | RE | | | 2 | 6 | | Audition (P) | | Audition required for most ensembles |
| | Music Electives | 3 | RE | | | 3 | 9 | | | | MUSIC electives could be 2 or 3 units each |
| | GE | | GE | I / GC | | 3 | 9 | | | YES | |
| | EL | | EL | | | 2 | 6 | | | YES | |
| | **TOTAL Semester 3** | | | | | **15** | **45** | | | | |
| SEMESTER 4 | MUSIC 4 & 8 | 1 | PR | | | 5 | 15 | MUSIC 3 & 7 | MUSIC 4 & 8 (C) | | |
| | MUSIC (Ensemble) | 2 | RE | | | 2 | 6 | | Audition (P) | | Audition required for most ensembles |
| | MUSIC Electives | 3 | RE | | | 6 | 18 | | | | MUSIC electives could be 2 or 3 units each |
| | EL | | EL | | | 3 | 9 | | | YES | |
| | **TOTAL Semester 4** | | | | | **16** | **48** | | | | |

| | Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such) | Sequence Order | Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY | Satisfies GE Area and/or GC (specify area) | "Gateway" course? (based on definition) | # of Units | TOTAL weekly hours (full semester) | Course Advisory (must be in map prior); do NOT include "eligibility for English 1" | Course Prerequisites (P), Corequisite (C) (must be included in proper sequence) | Intersession Option? - YES -- (MAX of 8 units) | REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | **AA Music: Option 2 (Music-general, WITH transfer)** | | | | | | | **IGETC** | | | |
| **SEMESTER 1** | MUSIC 1 (or 66) | 1 | RE / GE | 3A | YES | 3 | 9 | | | YES (MUSIC 1) | NEW: MUSIC 5 = Recomm. Corequisite to MUSIC 1/66 (see comments) |
| | MUSIC 60/61 (A-D) | 2 | RE | | | 2 | 6 | Skill based | | YES (60A only) | |
| | MUSIC (Ensemble) | 3 | RE | | | 2 | 6 | | Audition (P) | | Audition required for most ensembles |
| | MUSIC | 4 | RE / GE | 3A | | 3 | 9 | | | | MUSIC electives: Recomm. MUSIC 30 & 31 (3 units) |
| | ENGL 1 | | GE | 1A | | 3 | 9 | | | | Note re: MUSIC 30/31: Courses required for CSUN |
| | COUNS 12 | | EL | | | 1 | 3 | | | YES | |
| | **TOTAL Semester 1** | | | | | **14** | **42** | | | | |
| **SEMESTER 2** | MUSIC 2 & 6 | 1 | PR | | | 5 | 15 | MUSIC 1 | MUSIC 2 & 6 (C) | | NEW: MUSIC 5 recommended advisory (see comments) |
| | MUSIC 60/61 (A-D) | 2 | RE | | | 2 | 6 | Skill based | | | |
| | MUSIC (Ensemble) | 3 | RE | | | 2 | 6 | | Audition (P) | | Audition required for most ensembles |
| | MATH | | GE | 2 | | 4 | 12 | | | YES | Recommended: MATH 21 or 54 |
| | ENGL 2 | | GE | 1B | | 3 | 9 | | ENGL 1 (P) | YES | |
| | **TOTAL Semester 2** | | | | | **16** | **48** | | | | |
| **SEMESTER 3** | MUSIC 3 & 7 | 1 | PR | | | 5 | 15 | MUSIC 2 & 6 | MUSIC 3 & 7 (C) | | |
| | MUSIC (Ensemble) | 2 | RE | | | 2 | 6 | | Audition (P) | | Audition required for most ensembles |
| | MUSIC Elective | 3 | RE | (3A if MUSIC 30/31) | | 3 | 9 | | | | MUSIC electives: Recomm. MUSIC 30 & 31 (3 units) |
| | COM ST | | GE | 1C | | 3 | 9 | | | YES | COM ST 11, 12, 16 or 21 for CSU reqmt |
| | GE | | GE | 3B / GC | | 3 | 9 | | | YES | Recommend US HIST for CSU grad reqmt |
| | **TOTAL Semester 3** | | | | | **16** | **48** | | | | |
| **SEMESTER 4** | MUSIC 4 & 8 | 1 | PR | | | 5 | 15 | MUSIC 3 & 7 | MUSIC 4 & 8 (C) | | |
| | MUSIC (Ensemble) | 2 | RE | | | 2 | 6 | | Audition (P) | | Audition required for most ensembles |
| | MUSIC Electives | 3 | RE | | | 2 | 6 | | | | |
| | GE | | GE | 4 | | 3 | 9 | | | YES | Recommended POL SC 1 for CSU grad reqmt |
| | GE | | GE | 5A | | 3 | 9 | | | YES | |
| | **TOTAL Semester 4** | | | | | **15** | **45** | | | | |
| **SEMESTER 5** | MUSIC Elective | 1 | RE | | | 2 | 6 | | | | Add add'l MUSIC electives if needed to total 39 units |
| | GE | | GE | 4 | | 3 | 9 | | | YES | Recommend Econ 1 & 2 if Music Business interest |
| | GE | | GE | 5B w/lab | | 4 | 12 | | | YES | |
| | GE | | GE | 4 | | 3 | 9 | | | | Recommend Econ 1 & 2 if Music Business interest |
| | **TOTAL Semester 5** | | | | | **12** | **36** | | | | |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Philosophy - Transfer** | | | | | | **IGETC** | | | | |
| Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such) | Sequence Order | Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY | Satisfies GE Area and/or GC (specify area) | "Gateway" course? (based on definition) | # of Units | TOTAL weekly hours (full semester) | Course Advisory (must be in map prior); do NOT include "eligibility for English 1" | Course Prerequisites (P), Corequisite (C) (must be included in proper sequence) | Intersession Option? - YES -- (MAX of 8 units) | REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET |
| **SEMESTER 1** | | | | | | | | | | |
| PHILOS 1 | 1 | PR/GE | 3B | YES | 3 | 9 | | | YES | |
| ENGL 1 | | GE | 1A | | 3 | 9 | | | | |
| MATH | | GE | 2 | | 3 | 9 | | | | MATH 21 or 54 |
| COM ST | | GE | 1C | | 3 | 9 | | | | CSU req only/UC ELECTIVE; COM ST 21 suggested |
| COUNS 20 | | EL | | | 3 | 9 | | | YES | |
| TOTAL Semester 1 | | | | | 15 | 45 | | | | |
| **SEMESTER 2** | | | | | | | | | | |
| PHILOS 2 | 1 | PR/GE | 3B | | 3 | 9 | | | YES | |
| ENGL 2 | | GE | 1B | | 3 | 9 | | ENGL 1 | | |
| GE | | GE | 4 | | 3 | 9 | | | YES | WGS 10 (originally suggested) |
| GE | | GE | 5A | | 3 | 9 | | | | |
| EL | | EL | | | 3 | 9 | | | | |
| TOTAL Semester 2 | | | | | 15 | 45 | | | | |
| **SEMESTER 3** | | | | | | | | | | |
| GE | | GE | 4 | | 3 | 9 | | | YES | ECON 2 (orginally suggested) |
| GE | | GE | 4 | | 3 | 9 | | | YES | ANTHRO 2 (originally suggested) |
| PHILOS 9 | 1 | PR | | | 3 | 9 | | | | |
| GE | | GE | 3A | | 3 | 9 | | | YES | MUSIC 33 (originally suggested) |
| PHILOS 3 | 2 | PR | | | 3 | 9 | | | | |
| TOTAL Semester 3 | | | | | 15 | 45 | | | | |
| **SEMESTER 4** | | | | | | | | | | |
| GE | | GE | 5B w/ lab | | 3 | 9 | | | | ANTHRO 5 originally suggested |
| EL | | EL | | | 3 | 9 | | | YES | Originally suggested CSU Grad Req- POL SC 1 |
| PHILOS 4 | 1 | PR | | | 3 | 9 | | | | |
| EL | | EL | | | 3 | 9 | | | YES | Originally suggested CSU Grad Req - US HIST |
| EL | | EL | | | 3 | 9 | | | | |
| TOTAL Semester 4 | | | | | 15 | 45 | | | | |

| | Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such) | Sequence Order | Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY | Satisfies GE Area and/or GC (specify area) | "Gateway" course? (based on definition) | # of Units | TOTAL weekly hours (full semester) | Course Advisory (must be in map prior); do NOT include "eligibility for English 1" | Course Prerequisites (P), Corequisite (C) (must be included in proper sequence) | Intersession Option? - YES -- (MAX of 8 units) | REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Photography AS** | | | | | | | | **SMC GE** | | |
| SEMESTER 1 | PHOTO 1 | 1 | PR | | YES | 3 | 9 | | | YES | |
| | PHOTO 5 | 2 | PR | | | 3 | 9 | PHOTO 1* | | | Pending changes to be co-requisite to PHOTO 1 |
| | ENGL 1 or BUS 31 | | GE | IV A | | 3 | 9 | | | | |
| | PHOTO 52 | 3 | PR / GE | III | | 3 | 9 | | | | |
| | COUNS 20 | | EL | | | 3 | 9 | | | YES | |
| | **TOTAL Semester 1** | | | | | **15** | **45** | | | | |
| SEMESTER 2 | PHOTO 2 | 1 | PR | | YES | 2 | 6 | PHOTO 1 | | YES | |
| | PHOTO 30 | 2 | PR | | | 4 | 12 | PHOTO 5 | | | |
| | PHOTO 39 | 3 | PR | | | 3 | 9 | | PHOTO 5 (P) | | |
| | RE AREA B | 4 | RE | | | 3 | 9 | | | YES | Choose 1 from RE AREA B |
| | GE | | GE | IV B | | 3 | 9 | | | | |
| | **TOTAL Semester 2** | | | | | **15** | **45** | | | | |
| SEMESTER 3 | PHOTO 31 or 32 | 1 | PR | | | 4 | 12 | | PHOTO 30 (P) AND 39 (P) | | |
| | PHOTO 33 | 2 | PR | | | 4 | 12 | | PHOTO 30 (P) AND 39 (P or C) | | |
| | RE AREA A | 3 | RE | | | 3 | 9 | | | YES | Need 5 total units of Photo electives from AREA A |
| | RE AREA A | 4 | RE | | | 2 | 6 | | | YES | Need 5 total units of Photo electives from AREA A |
| | GE | | GE | II B / GC | | 3 | 9 | | | | |
| | **TOTAL Semester 3** | | | | | **16** | **48** | | | | |
| SEMESTER 4 | PHOTO 43 | 1 | PR | | | 3 | 9 | | PHOTO 31 or 32, and PHOTO 33 and 39 (P) | | |
| | PHOTO 60 | 2 | PR | | | 3 | 9 | | | | |
| | GE | | GE | II B / GC | | 3 | 9 | | | | |
| | GE | | GE | I / GC | | 3 | 9 | | | YES | |
| | EL | | EL | | | 2 | 6 | | | YES | |
| | **TOTAL Semester 4** | | | | | **14** | **42** | | | | |

OVERALL COMMENTS:
Notes from Dept: pending curriculum changes to PHOTO 5 (remove PHOTO 1 advisory and make it a co-requisite).

| | Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such) | Sequence Order | Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY | Satisfies GE Area and/or GC (specify area) | "Gateway" course? (based on definition) | # of Units | TOTAL weekly hours (full semester) | Course Advisory (must be in map prior); do NOT include "eligibility for English 1" | Course Prerequisites (P), Corequisite (C) (must be included in proper sequence) | Intersession Option? - YES -- (MAX of 8 units) | REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Photography CoA** | | | | | | | | **None** | | |
| SEMESTER 1 | PHOTO 1 | 1 | PR | | YES | 3 | 9 | | | YES | |
| | PHOTO 5 | 2 | PR | | | 3 | 9 | PHOTO 1* | | | Pending changes to be co-requisite to PHOTO 1 |
| | RE AREA B | 4 | RE | | | 3 | 9 | | | YES | Choose 1 from RE AREA B |
| | **TOTAL Semester 1** | | | | | **9** | **27** | | | | |
| SEMESTER 2 | PHOTO 2 | 1 | PR | | YES | 2 | 6 | PHOTO 1 | | YES | |
| | PHOTO 30 | 2 | PR | | | 4 | 12 | PHOTO 5 | | | |
| | PHOTO 39 | 3 | PR | | | 3 | 9 | | PHOTO 5 (P) | | |
| | **TOTAL Semester 2** | | | | | **9** | **27** | | | | |
| SEMESTER 3 | PHOTO 31 or 32 | 1 | PR | | | 4 | 12 | | PHOTO 30 (P) AND 39 (P) | | |
| | PHOTO 33 | 2 | PR | | | 4 | 12 | | PHOTO 30 (P) AND 39 (P or C) | | |
| | RE AREA A | 3 | RE | | | 3 | 9 | | | YES | Need 5 total units of Photo electives from AREA A |
| | **TOTAL Semester 3** | | | | | **11** | **33** | | | | |
| SEMESTER 4 | PHOTO 43 | 1 | PR | | | 3 | 9 | | PHOTO 31 or 32, and PHOTO 33 and 39 (P) | | |
| | PHOTO 60 | 2 | PR | | | 3 | 9 | | | | |
| | RE AREA A | 4 | RE | | | 2 | 6 | | | YES | Need 5 total units of Photo electives from AREA A |
| | **TOTAL Semester 4** | | | | | **8** | **24** | | | | |

OVERALL COMMENTS:
Notes from Dept: pending curriculum changes to PHOTO 5 (remove PHOTO 1 advisory and make it a co-requisite).

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|---|---|---|---|---|---|---|---|---|---|---|---|
| **STUDIO ARTS AA-T** | | | | | | | | **CSU GE** | | | |
| SEMESTER 1 | ART 20A | 1 | PR / GE | C1 | YES | 3 | 9 | | | YES | |
| | ART 10A | 2 | PR | | YES | 3 | 9 | | | | |
| | ENGL 1 | | GE | A2 | | 3 | 9 | | | YES | |
| | AHIS 2 | 3 | PR / GE | C1 | | 3 | 9 | | | | |
| | COUNS 20 | | GE | E | | 3 | 9 | | | | |
| | **TOTAL Semester 1** | | | | | **15** | **45** | | | | |
| SEMESTER 2 | ART 13 | 1 | PR | | | 3 | 9 | ART 10A | | | |
| | AHIS LIST A | 2 | RE | | | 3 | 9 | | | YES | Choose 1: AHIS 1, 3 or 17 |
| | MATH | | GE | B4 | | 3 | 9 | | | YES | |
| | GE | | GE | A3 | | 3 | 9 | | | | Recommend ENGL 2 |
| | ART LIST B | 3 | RE | | | 3 | 9 | | | | LIST B RE / Dept recommends ART 21A |
| | **TOTAL Semester 2** | | | | | **15** | **45** | | | | |
| SEMESTER 3 | ART LIST B | 1 | RE | | | 3 | 9 | | | | LIST B RE / Dept recommends ART 21A (if not already completed) |
| | GE | | GE | B1 | | 3 | 9 | | | | |
| | COM ST | | GE | A1 | | 3 | 9 | | | YES | COM ST 11, 12, 16 or 21 |
| | GE | | GE | D | | 3 | 9 | | | YES | Recommend POL SC 1 for CSU grad reqmt |
| | GE | | GE | D | | 3 | 9 | | | | |
| | **TOTAL Semester 3** | | | | | **15** | **45** | | | | |
| SEMESTER 4 | ART LIST B | 1 | RE | | | 3 | 9 | | | YES | LIST B RE / Dept recommends ART 21A (if not already completed) |
| | GE | | GE | D | | 3 | 9 | | | YES | |
| | GE | | GE | C2 | | 3 | 9 | | | | Recommend US HIST for CSU grad reqmt |
| | GE | | GE | B2 & B3 lab | | 4 | 12 | | | | |
| | EL | | EL | | | 2 | 6 | | | | |
| | **TOTAL Semester 4** | | | | | **15** | **45** | | | | |

OVERALL COMMENTS:

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|---|---|---|---|---|---|---|---|---|---|---|---|
| **Technical Theatre AS / CoA** | | | | | | | **SMC GE** | | | | |
| SEMESTER 1 | TH ART 2 or 5 | 1 | PR / GE | III | YES | 3 | 9 | | | YES | |
| | TH ART 20 | 2 | PR / GE | | YES | 3 | 9 | | | | |
| | ENGL 1 or BUS 31 | | GE | IV A | | 3 | 9 | | | | |
| | COUNS 20 | | EL | | | 3 | 9 | | | | |
| | GE | | GE | II B / GC | | 3 | 9 | | | YES | |
| | TH ART 18 A/B/C | 3 | RE | | | 1 | 3 | | | | |
| | **TOTAL Semester 1** | | | | | **16** | **48** | | | | |
| SEMESTER 2 | GE | | GE | IV B | | 3 | 9 | | | YES | |
| | TH ART Electives | 1 | RE | | | 3 | 9 | | | | 10 units is required from this list of courses |
| | TH ART Electives | 2 | RE | | | 3 | 9 | | | | 10 units is required from this list of courses |
| | TH ART 18 A/B/C | 3 | RE | | | 2 | 6 | | | YES | |
| | TH ART Electives | 4 | RE | | | 3 | 9 | | | | 10 units is required from this list of courses |
| | EL | | EL | | | 1 | 3 | | | | |
| | **TOTAL Semester 2** | | | | | **15** | **45** | | | | |
| SEMESTER 3 | EL | | EL | | | 3 | 9 | | | | Recommend ENGL 2 for transfer options |
| | EL | | EL | | | 3 | 9 | | | YES | |
| | GE | | GE | I / GC | | 3 | 9 | | | | |
| | EL | | EL | | | 3 | 9 | | | YES | |
| | EL | | EL | | | 2 | 6 | | | | Advised TH ART electives if hasn't reached 10 unit requirement |
| | **TOTAL Semester 3** | | | | | **14** | **42** | | | | |
| SEMESTER 4 | GE | | GE | II A / GC | | 3 | 9 | | | YES | |
| | EL | | EL | | | 3 | 9 | | | | Dept recommends additional TH ART electives |
| | EL | | EL | | | 3 | 9 | | | YES | Dept recommends TH ART 41 or 42 |
| | EL | | EL | | | 3 | 9 | | | | |
| | EL | | EL | | | 3 | 9 | | | | |
| | **TOTAL Semester 4** | | | | | **15** | **45** | | | | |

| | Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such) | Sequence Order | Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY | Satisfies GE Area and/or GC (specify area) | "Gateway" course? (based on definition) | # of Units | TOTAL weekly hours (full semester) | Course Advisory (must be in map prior); do NOT include "eligibility for English 1" | Course Prerequisites (P), Corequisite (C) (must be included in proper sequence) | Intersession Option? - YES -- (MAX of 8 units) | REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | **Theatre AA** | | | | | **SMC GE** | | | |
| **SEMESTER 1** | TH ART 41 | 1 | PR / GE | III | YES | 3 | 9 | | | | |
| | TH ART 15 | 2 | PR | | YES | 1 | 3 | | | | |
| | ENGL 1 or BUS 31 | | GE | IV A | | 3 | 9 | | | YES | |
| | COUNS 20 | | EL | | | 3 | 9 | | | YES | |
| | GE | | GE | II A / GC | | 3 | 9 | | | | |
| | TH ART 20 | 3 | PR | | YES | 3 | 9 | | | | |
| | **TOTAL Semester 1** | | | | | **16** | **48** | | | | |
| **SEMESTER 2** | TH ART 10A | 1 | PR | | YES | 3 | 9 | | | | |
| | TH ART 5 | 2 | PR | | | 3 | 9 | | | YES | |
| | TH ART 28A | 3 | PR | | | 1 | 3 | | | | |
| | GE | | GE | IV B | | 3 | 9 | | | YES | |
| | GE | | GE | I / GC | | 3 | 9 | | | | |
| | EL | | EL | | | 3 | 6 | | | | Dept recommends TH ART 42 |
| | **TOTAL Semester 2** | | | | | **16** | **45** | | | | |
| **SEMESTER 3** | TH ART 18 A/B/C | 1 | RE | | | 1 | 3 | | | | |
| | TH ARTS (Tech Theatre) | 2 | RE | | | 3 | 9 | | | | Choose 1 (3 units): TH ART 21, 22, 23, 25, 26, 31 |
| | GE | | GE | II B / GC | | 3 | 9 | | | YES | |
| | EL | | EL | | | 1 | 3 | | | | |
| | EL | | EL | | | 3 | 9 | | | YES | Recommend ENGL 2 for transfer options |
| | EL | | EL | | | 3 | 9 | | | | Dept recommends TH ART 10B, 13, 16, 43, 44, 46 |
| | **TOTAL Semester 3** | | | | | **14** | **42** | | | | |
| **SEMESTER 4** | TH ART (Adv Perf) | 1 | RE | | | 2 | 3 | | | | Need 2 units from Advanced Performance RE list |
| | TH ART 18 A/B/C | 2 | EL | | | 2 | 6 | | | YES | |
| | EL | | EL | | | 3 | 9 | | | YES | Dept recommends TH ART 38A, 45, 50, 52, 53, 55, 56,10B, 13, 16, 43, 44, 46 |
| | EL | | EL | | | 3 | 9 | | | | |
| | EL | | EL | | | 3 | 9 | | | | |
| | EL | | EL | | | 1 | 3 | | | | |
| | **TOTAL Semester 4** | | | | | **14** | **39** | | | | |

| | | THEATRE ARTS AA-T | | | | | CSU GE | | | |
|---|---|---|---|---|---|---|---|---|---|---|
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| **SEMESTER 1** TH ART 2 or 5 | 1 | PR / GE | C1 | YES | 3 | 9 | | | YES | |
| TH ART 41 | 2 | PR / GE | C1 | YES | 3 | 9 | | | | |
| GE | | GE | A2 | | 3 | 9 | | | | Recommend ENGL 1 for transfer options |
| COUNS 20 | | GE | E | | 3 | 9 | | | YES | |
| GE | | GE | B4 | | 3 | 9 | | | | |
| **TOTAL Semester 1** | | | | | **15** | **45** | | | | |
| **SEMESTER 2** TH ART LIST A | 1 | RE | | | 3 | 9 | | | YES | LIST A RE (needs 3 units min) |
| TH ART LIST B | 2 | RE | | | 3 | 9 | | | | LIST B RE (needs 6 units min) |
| COM ST | | GE | A1 | | 3 | 9 | | | YES | COMM ST 11, 12, 16 or 21 for CSU reqmt |
| GE | | GE | A3 | | 3 | 9 | | | | Recommend ENGL 2 for transfer options |
| EL | | EL | | | 2 | 6 | | | | Dept recommends TH ART 15, 16 or 10A |
| **TOTAL Semester 2** | | | | | **14** | **42** | | | | |
| **SEMESTER 3** TH ART LIST B | 1 | RE | | | 3 | 9 | | | YES | LIST B RE (needs 6 units min) |
| TH ART LIST A or B | 2 | RE | | | 3 | 9 | | | | LIST A or B RE |
| GE | | GE | B1 or B2 w/lab | | 4 | 12 | | | | |
| GE | | GE | D | | 3 | 9 | | | YES | Recommend POL SC 1 for CSU grad reqmt |
| EL | | EL | | | 3 | 9 | | | | Dept recommends TH ART 42 |
| **TOTAL Semester 3** | | | | | **16** | **48** | | | | |
| **SEMESTER 4** GE | | GE | B1 or B2 | | 3 | 9 | | | | |
| GE | | GE | D | | 3 | 9 | | | YES | |
| GE | | GE | C2 | | 3 | 9 | | | YES | Recommend US HIST for CSU grad reqmt |
| GE | | GE | D | | 3 | 9 | | | | |
| EL | | EL | | | 3 | 9 | | | | Dept recommends TH ART 20, 21, 22, 23, 25, 26, 28A, 31, 32 |
| **TOTAL Semester 4** | | | | | **15** | **45** | | | | |

## Santa Monica College
## New Course: BUSINESS 87, ERP System: Procurement

| | |
|---|---|
| **Units:** | 4.00 |
| **Total Instructional Hours (usually 18 per unit):** | 72.00 |
| **Hours per week (full semester equivalent) in Lecture:** | 4.00 |
| **In-Class Lab:** | 0.00 |
| **Arranged:** | 0.00 |
| **Outside-of-Class Hours** | 144.00 |
| **Date Submitted:** | March 2020 |

| | |
|---|---|
| **Transferability:** | Transfers to CSU |

| | |
|---|---|
| **Degree Applicability:** | Credit - Degree Applicable |
| **Proposed Start:** | Fall 2020 |
| **TOP/SAM Code:** | 0508.00 - International Business and Trade* / B - Advanced Occupational |
| **Grading:** | Letter Grade or P/NP |
| **Repeatability:** | No |
| **Library:** | List of suggested materials has been given to Librarian |
| **Minimum Qualifications:** | Business (Masters Required) |
| **Program Impact:** | Proposed for inclusion in an existing degree or certificate:<br>• International Business Certificate of Achievement<br>• Logistics and Supply Chain Management AS/Certificate of Achievement |

### Rationale

Per Global Trade and Logistics Advisory Board meeting. Students need to have knowledge of a complex software to understand the purchasing pay process. It covers the entire manufacturing process from planning to monitoring the entire financial operation. SAP is a German ERP (Enterprise Resource Planning) software designed for businesses. More than 90% of Fortune 500 Companies use SAP and approximately 76% of the world's transaction revenue touches an SAP system. There are statistics that show that the knowledge of SAP/Procurement Supply Chain Management modules is one of the highest paying jobs in the industry. With this new course we are not only training students to get a job. Students with this knowledge will be able to get a higher pay job.

### I. Catalog Description

This course introduces an enterprise resource planning system such as SAP software ("Systems, Applications & Products in Data Processing") and how it is used in a procurement office to record the day-to-day purchasing activities at major corporations. Through case studies and the review of major business processes, students will learn how SAP software records the transaction including sales, procurement, invoices, MRP (Materials Requirement Planning) and payments.

### 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. Using SAP: An Introduction to Learning SAP for Beginners and Business Users, 3rd Edition, Schulz, Olaf,, Rheinwerk Publishing © 2017;
2. First Steps in the SAP Purchasing Processes (MM), 2nd Edition, Claudia Jost, Espresso Publishing Tutorials GmbH © 2017;
3. Business Process Integration with SAP ERP, 1st Edition, Simha Magal & Jeffrey Word, Epistemy Press LLC © 2016;
4. SAP S/4 HANA. SAP SE, 2.0 SPS04 ed.
   SAP "Systeme, Anwendungen, Produkte" (Systems, Applications and Products) Every organization acquires material or services to complete its business needs. The process of buying materials and obtaining services from vendors or dealers is called procurement. Procurement should be done in

such a way that materials are ordered in correct quantity, with a proper value at the proper time. SAP S/4HANA Procurement provides all important functions that are necessary for handling all internal purchasing processes. The Central Procurement feature enables central contracts and processing of decentralized purchasing documents.

### III. Course Objectives
Upon completion of this course, the student will be able to:
1. Demonstrate an understanding of the procure to pay life cycle: sourcing, contracting, item master generation, purchasing and invoicing (both Accounts Receivable and Accounts Payable).
2. Identify the importance of the item master data, how this data determines pricing, vendor set up, and inventory levels.
3. Discuss the basic determinants of what can trigger a purchase order, for example: Safety Stock, Reorder Point & Purchase Requisitions.
4. Obtain an overview of the SAP software ERP business processes and structure.
5. Define the SAP Generic Corporate Structure.
6. Explain how to navigate the basic SAP system.
7. Demonstrate an understanding of an integrated order-to-cash cycle.

### IV. Methods of Presentation:
Lecture and Discussion, Projects, Group Work, Online instructor-provided resources, Observation and Demonstration, Field Trips, Field Experience

### V. Course Content

| % of Course | Topic |
|---|---|
| 10.00% | SAP Overview and Structure |
| 15.00% | Navigation in SAP |
| 25.00% | Sales and Distribution (Oder to Cash Cycle) Module |
| 50.00% | Materials Management (Purchasing Process Cycle) Module |
| 100.00% | Total |

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

| Percentage | Evaluation Method |
|---|---|
| 20 % | Class Participation |
| 20 % | Exams/Tests |
| 10 % | Projects - Case Studies Navigation |
| 20 % | Projects - Sales and Distribution Case Studies |
| 30 % | Projects - Materials Management |
| 100 % | Total |

### VII. Sample Assignments:
**Case Study #1 - Sales and Distribution Case Study:**
In this case study, you will be asked to perform an integrated order-to-cash cycle. In order to process a complete order-to-cash process, you will take on different roles within the GBI company, e.g. sales agent, warehouse worker, accounting clerk. Overall, you will be working in the Sales and Distribution, the

Materials Management and the Financial Accounting departments. There are seventeen steps involved with this assignment.

**Case Study #2 – Procure to Pay Case Study:**
In this case study, you will be asked to perform an integrated procure-to-pay cycle. In order to process a complete procure-to-pay, you will take on different roles within the GBI company, e.g. purchasing agent, warehouse worker, accounting clerk. Overall, you will be working in the Sales and Distribution, the Materials Management and the Financial Accounting departments. There are seventeen steps involved with this assignment.


**VIII. Student Learning Outcomes**
1. Explain the basic business processes within SAP.
2. Demonstrate an understanding of the financial accounting process within SAP.
3. Demonstrate an understanding of an integrated order-to-cash cycle.
4. Demonstrate an understanding of a purchasing process cycle.
5. Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to the linking the relevance of course content to careers in business and their personal lives.

**BUS 87 Distance Education Application**

This Distance Education course meets the same standard of course quality as is applied to traditional classroom courses in the following categories, as stated in the official course outline of record:
- Course objectives have not changed
- Course content has not changed
- Method of instruction meets the same standard of course quality
- Outside assignments meet the same standard of course quality
- Serves comparable number of students per section as a traditional course in the same department
- Required texts meet the same standard of course quality

Additional considerations for all distance education courses:
- 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.
- Adequate technology resources exist to support this course/section
- Library resources are accessible to students
- Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments
- Adequately fulfills "effective contact between faculty member and student" required by Title 5.
- Will not affect existing or potential articulation with other colleges
- Special needs (i.e., texts, materials, etc.) are reasonable
- Complies with current access guidelines for students with disabilities
- 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.

Santa Monica College has a legal and ethical obligation to ensure equal access to electronic information technology (e.g., software, computers, web pages) for all students. Consistent with this obligation, the technology-based components of our course will reflect current accessibility design standards. Support in implementing these standards is available through Academic Computing and Disabled Student Services. 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.

**Guidelines and Questions for Curriculum Approval of a Distance Education Course**

**1a. Interactions:** Describe the nature and expected frequency of instructor-student interactions:
The course will start with an informative email. This email will help students understand the structure of the course and it will explain the material more clearly. The instructor will communicate frequently with students through announcements and posting questions and answers. 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 assignments and exams. The instructor will promptly respond to communication from students via email and through the "Your Questions" discussion board. via email and through the "Your Questions" discussion board.

**1b. Interactions:** Describe the nature and expected frequency of student-student interactions:
Students will participate in discussion boards. In order to have an active online learning classroom, students will be required to reply to other students in the class. The first week of classes students are asked to introduce themselves and reply to at least two other students in the class. This is a good way to know each other. This "get to know you" activity is essential to the community building process in our online class. Throughout the class, they will discuss different ERP (Enterprise Resource Planning) Procurement concepts. Additionally, they will be able to participate in the "Your 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. This makes the class interactive.

**1c. Interactions:** Describe the nature and expected frequency of student-content interactions:
The course is a mix of discussions, collaboration, videos, and hands-on exercises using the SAP software with some brief video lectures. The class is organized by modules where each module includes a variety of pages with different topics. A variety of materials are offered for students to learn about ERP (Enterprise Resource Planning) ERP Procurement concepts. Examples include the following: Videos, podcasts, case studies. Each topic includes: specific learning objectives for each topic, discussion boards that help students to check their understanding of the concepts. Finally, students will take two exams and solve two case studies.

**1d. Interactions:**

| Online class activities that promote class interaction and engagement | Brief Description | Percentage of Online Course Hours |
|---|---|---|
| Discussion Boards | Discussion Board Assignments - Students will share ideas in critical thinking discussions about different international marketing topics. They are graded based upon their responsiveness to the question and support provided. | 20.00% |
| Exams | -Exams/Tests - Exams will consist of multiple choice and essay questions. Feedback will be given on exams in addition to numerical scores | 20.00% |
| Online Lecture | Different resources are presented to students: videos, articles, podcasts, critical thinking exercises and case studies. | 60.00% |

**2. Instruction:** 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. Each module focuses on different topics. The first module provides an introduction to SAP and Structure. Second module focuses in navigation in SAP. Each module provides learning objectives, an introduction to the topic, a summary of the whole module, videos, links to relevant articles, websites such as SAP S/4 HANA, SAP News Center. Discussion boards are provided every week. Exams are spread out and administered every four weeks. Case studies are due week 4 and week 8. Class is taught at a reasonable pace.

**3. Assignments / Assessments:** Describe how assignments and assessments are used so that instructor-student contact is maintained and students are given regular, meaningful feedback. Describe interactions that encourage students' participation. Describe assessments that are verifiable, equivalent to on-ground, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed.

| % of grade | Activity | Assessment Method |
|---|---|---|
| 20.00% | Threaded Discussions | Students will participate in at least 5 critical thinking discussions,"my questions" discussion board, sharing international marketing ideas discussion board. These discussions will help to promote student-teacher interaction and student-to student interaction on a variety of relevant SAP Procurement. |
| 20.00% | Critical Thinking Exercises | Students will watch a video or listen to a podcast. They will be asked to take notes and be prepared to participate in individual or group discussions. |
| 60.00% | ERP (Enterprise Resource Planning) SAP Procurement hands-on lab | Students will develop learn how to use the SAP Procurement software like if they were working at a real company. Students will work on a variety of case studies. The content of these cases are |

| | | real Procurement scenarios. By analyzing these scenarios, students can learn how to handle similar situations. |
|---|---|---|

**4. Technology:** 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 ERP (Enterprise Resource Planning) SAP Procurement training. Also a course in the LMS such as a Canvas course and received the appropriate certification. Additionally, instructors should be aware of the technical support that is available such as the Canvas technical support line. Knowledge of how to make sure the material is accessible is also critical for online instructors.

**5. Student Support:** 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: Santa Monica College library, online tutoring, the bookstore, and tutorials for online classes.

**6. Accessibility:** 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.

**7. Online Strategies:** 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.).
Learning Objective: "Explain that a key competence of a procurement professional is an ability to negotiate using a supplier selection criteria. Describe the negotiation process between buyer and supplier based on volume and spend analysis". Students will create a supplier selection criteria using SAP software. Students will provide an analysis of the selection process. Students will be presented with a scenario where they will develop an analysis criteria to select the best suppliers using SAP.

**Santa Monica College**
**Distance Education for: ART 10A, Design I**

| | |
|---|---|
| Units: | 3.00 |
| Total Instructional Hours (usually 18 per unit): | 90.00 |
| Hours per week (full semester equivalent) in Lecture: | 2.00 |
| In-Class Lab: | 3.00 |
| Arranged: | 0.00 |
| Outside-of-Class Hours | 72.00 |
| Date Submitted: | February 2020 |

| | |
|---|---|
| Transferability: | Transfers to CSU, UC |
| CSU GE Area: | Area C1 - Arts, Dance, Music, Theater |
| SMC GE Area: | Area III: Humanities |

| | |
|---|---|
| Degree Applicability: | Credit - Degree Applicable |

**I.    Catalog Description**

This is an introductory course in the theory and application of the elements of 2-dimensional design which includes line, value, form, light logic, positive and negative space, pattern, texture, perspective, composition and color theory. Required for all art majors.

**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. Principles of Design, Wucius Wong, John Wiley and Sons Inc. © 1972;
2. David A. Lauer and Stephen Pentak. Design Basics 9th edition , Carnege

**III.    Course Objectives**

Upon completion of this course, the student will be able to:
1. Demonstrate an understanding of the theoretical definitions and practical applications of each individual basic design element.
2. Create designs which demonstrate the integration of all basic design elements in both black / white and color.
3. Demonstrate a thorough understanding of color theory terminology and application. This should include the following terms: primary, secondary, intermediate, compliments, split compliments, analogous, triads, neutrals, earth tones, intensity, hue and value.
4. Experiment and become fluent in the basic use of a variety of tools and materials integral to the design field. These include rapidiograph pens, pencils, mechanical tools for layout and ruling, gouache, brushes, papers, adhesives, transfer and mounting materials and reproduction techniques. Digital tools are discussed as they relate to hands on techniques.
5. Execute basic design techniques, which relate to thumbnail sketching, composition drawings, image transfer, layout, ruling, drawing, color mixing and paint application, xerography, friskets and masking, gluing, taping, project presentation, and portfolio organization. Digital software is discussed as it relates to hands on techniques.
6. Skillfully present artwork in a design portfolio.

**IV.    Methods of Presentation:**

Lecture and Discussion, Observation and Demonstration, Other (Specify), Online instructor-provided resources
Other Methods: Visual examples. Hands on studio work will follow and will constitute most of the class time with the parameters set by the instructor. The projects will be evaluated and discussed during instructor driven critiques. The student is encouraged to participate in the discussion and critique. Homework will supplement the projects assigned in class.

**V.    Course Content**

| % of Course | Topic |
|---|---|
| 10.00% | Line |
| 10.00% | Value |
| 10.00% | Form |
| 10.00% | Light Logic |
| 10.00% | Positive / Negative Space |
| 10.00% | Perspective |
| 30.00% | Color Theory |
| 10.00% | Composition |
| 100.00% | Total |

## Vb. Lab Content:

| % of course | Topic |
|---|---|
| 100.00% | Course Content. |
| 100.00% | Total |

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

| Percentage | Evaluation Method |
|---|---|
| 10 % | Class Participation |
| 30 % | Class Work |
| 10 % | Final Project |
| 20 % | Homework |
| 30 % | Portfolios |
| 100 % | Total |

## VII. Sample Assignments:

**A Vocabulary of Line:** Develop and draw a set of five different lines. Each line should make use of the following properties of line. Weight- Direction- Arc- Curve- Waveform- Remember that each of these parameters can change along the length of the line. For example, the line weight may be increased along the length while the height of the waveform is decreased. Draw the lines with a pen. Scan the lines and upload then to canvas.

**Color Harmonies:** For each of the color harmonies, Monochrome- Analogous- Split Complimentary- Triad-Tetrad, mix and paint at least 25 swatches by blending the source hues with each other, as well as black and white. Be sure to include swatches that represent a full range of possible hue, chrome, and value for each color harmony. Cut out the swatches and fix them to the appropriate template with double stick tape. Scan the templates and upload the results to canvas.

## VIII. Student Learning Outcomes

1. Demonstrate a foundational understanding of the fundamental elements of design as they apply to the broad range of related disciplines.
2. To explore design elements in a logical and increasingly complex sequential manner, completing projects that will address the integrated use of all design elements.

# ART 10A Distance Education Application

This Distance Education course meets the same standard of course quality as is applied to traditional classroom courses in the following categories, as stated in the official course outline of record:

- Course objectives have not changed
- Course content has not changed
- Method of instruction meets the same standard of course quality
- Outside assignments meet the same standard of course quality
- Serves comparable number of students per section as a traditional course in the same department
- Required texts meet the same standard of course quality

Additional considerations for all distance education courses:

- 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.
- Adequate technology resources exist to support this course/section
- Library resources are accessible to students
- Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments
- Adequately fulfills "effective contact between faculty member and student" required by Title 5.
- Will not affect existing or potential articulation with other colleges
- Special needs (i.e., texts, materials, etc.) are reasonable
- Complies with current access guidelines for students with disabilities
- 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.

Santa Monica College has a legal and ethical obligation to ensure equal access to electronic information technology (e.g., software, computers, web pages) for all students. Consistent with this obligation, the technology-based components of our course will reflect current accessibility design standards. Support in implementing these standards is available through Academic Computing and Disabled Student Services. 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.

## Guidelines and Questions for Curriculum Approval of a Distance Education Course

**1a. Interactions:** Describe the nature and expected frequency of instructor-student interactions**:**
The instructor will be in regular contact with students. There will be a discussion for each individual topic as well as one for general questions concerning the course which the instructor will check daily and our goal is to respond to all questions within 24 hours. The instructor will send regular announcements to the class using the Announcement feature in the learning management system (LMS) in place at the beginning of every week, and during the week as needed, and will also send all announcements via email. The instructor will respond to students' comments and questions via discussion boards, email, and the mail option on the LMS. The instructor's contact information will be located both on the syllabus, as well as on the introduction discussion. The instructor will provide support as needed for course navigation - the instructor will send out a welcome letter before the class starts with information about course content, expectations, how to navigate online courses, and references for the students to review about online courses. During the class, the instructor will regularly communicate with students about assignments, quizzes, and exams. There will be clear and detailed instructions embedded in each module and activity, and the instructor will also contact students with important reminders and with key points. The instructor will provide feedback to students individually as well as to the entire class. For example, the instructor may post a general feedback message to the class about a topic. The instructor will also host weekly online office hours where students can talk one on one either with any questions or concerns they have. Instructors can also provide recorded info sessions for projects. Students

receive feedback on individual and group assignments as well as through group critiques that happen asynchronously.

**1b. Interactions:** Describe the nature and expected frequency of student-student interactions**:**
Students will communicate regularly with each other via the LMS, currently Canvas. For each module, students will interact in a threaded discussion for each assignment. Students will respond to a discussion topic and will then respond to each other. Student-student interaction is designed to reinforce the course material and learning outcomes as well as to build a sense of community among learners. Students will be asked to collaborate and corroborate on assignments as well as participate in peer discussions and group critiques.

**1c. Interactions:** Describe the nature and expected frequency of student-content interactions**:**
Students interact with course materials several times a week. Each module will have an overview, with all of the expectations, goals, and dates listed for that module. For each module, students will read any assigned material, watch the instructor's lecture and demonstration lecture notes, multimedia video lectures, Pages in Canvas and web content. The instructor will provide a range of assignments and activities to address different learning styles. Other assignments may ask students to research a topic and report back to the class via discussion board or other method.

**1d. Interactions:**

| Online class activities that promote class interaction and engagement | Brief Description | Percentage of Online Course Hours |
|---|---|---|
| Videos | Students will view demonstration videos related to the projects and techniques covered in the class. | 25.00% |
| Discussion Boards | Students will post their work to discussion boards and critique the work of their peers. | 40.00% |
| Threaded Discussions | Students will post questions on assigned readings and be required to participate in finding answers to the questions posed by the class. | 35.00% |

**2. Instruction:** 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.)
Content will be structured in a similar manner as ground delivery. Students will have access to lecture content and visual examples along with appropriate demonstrations of technique and assignment and projects. The course includes Information, Learning, and Communication/Collaboration features that coincide with student learning outcomes specified in the course outline. The course is divided into modules or units that coincide directly with those concepts and objectives described on the course outline. A typical instructional module includes (1) written assignment directions / multimedia references; (2) support materials; (3) instructional activities and practices; (4) discussion forum(s); (5) graded assignment(s); (6) other course-specific components as necessary. The material is presented through the available technologies. Assignment activities allow students to assess their performance and progress in each module at their own pace within the general deadlines provided. Class activities provide immediate feedback to ensure progressive involvement and successful completion of each module in the course. There will be opportunities for students to participate in synchronous office hours and live demos as well as recorded demonstrations. Canvas has robust tools including the creation of content pages where links to recorded zoom and YouTube videos can be placed along with text and images. Discussion boards will be utilized for students to show work in progress and give/get feedback from other students and instructors. The content is organized into modules. Modules are consistently structured and sequenced to allow students to better anticipate and manage their workload. A variety of modalities, such as text, audio, video, images and/or graphics, and 3D models are used to create student-centered learning. There will also be links provided on a regular basis that will bring to the attention of students current events that have relevance to the course.

**3. Assignments / Assessments:** Describe how assignments and assessments are used so that instructor-student contact is maintained and students are given regular, meaningful feedback. Describe interactions that

encourage students' participation. Describe assessments that are verifiable, equivalent to on-ground, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed.

| % of grade | Activity | Assessment Method |
|---|---|---|
| 30.00% | Post weekly responses to the discussion board. | View weekly content pages in the LMS and post a question/ response to the discussion board. Reply to a question posed by a peer on the discussion board. Students will be assessed on the quality, nuance, and depth of the questions that they post as well as on the thoughtfulness and accuracy of their responses to other students. |
| 30.00% | Weekly Design Projects | Each week students are assigned a hands on project that is designed to develop a particular skill or utilize a principle of design that was discussed in the weekly reading. Projects will be posted to discussion boards for critique and will be assed on the basis of their completion, accuracy, professionalism, and inventiveness. |
| 20.00% | Color Theory Exam | A comprehensive practical color exam is given at then end of the color module. Students are graded on their ability to synthesis color, and their knowledge of key terms and concepts in color theory. |
| 20.00% | Design Principles Exam | An exam will be given on the basic organizing principles of design. Students are assed on their ability to recognize and employ various compositional strategies. |

**4. Technology:** 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.)
Faculty will need to know how to use video conferencing software, and the LMS.

**5. Student Support:** 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.)
All of the same links to student support services that are included in model syllabus for the on ground classes will be included for the DE class

**6. Accessibility:** 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 video content will be captioned. The LMS has many built in features that help to ensure accessibility, including alt text for all images. Text document will be uploaded a word docs and use styles and formatting that allow for clear interpretation by screen reading software.

**7. Online Strategies:** 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.).
Objective - Demonstrate a thorough understanding of color theory terminology and application. This should include the following terms: primary, secondary, intermediate, compliments, split compliments, analogous, triads, neutrals, earth tones, intensity, hue and value. Activity - View a video presentation on canvas that discusses the concept of color harmony and shows examples from the field of Art and Design. Attend a scheduled zoom conference in which the faculty will demonstrate color mixing and swatch painting techniques For each of the color harmonies, Monochrome- Analogous- Split Complimentary-Triad-Tetrad, mix and paint at least 25 swatches by blending the source hues with each other, as well as black and white. Be sure to include swatches that represent a full range of possible hue, chrome, and value for each color harmony. Cut out the swatches and fix them to the appropriate template with double stick tape. Scan the templates and upload the results to the LMS.

**Santa Monica College**
**Distance Education for: NUTRITION 3, Introduction to the Dietetics Profession**

| | |
|---|---|
| Units: | 1.00 |
| Total Instructional Hours (usually 18 per unit): | 18.00 |
| Hours per week (full semester equivalent) in Lecture: | 1.00 |
| In-Class Lab: | 0.00 |
| Arranged: | 0.00 |
| Outside-of-Class Hours | 36.00 |
| Date Submitted: | April 2020 |

| | |
|---|---|
| Transferability: | Transfers to CSU |

| | |
|---|---|
| Degree Applicability: | Credit - Degree Applicable |

## I. Catalog Description

This course explores the fields of Dietetics and Nutrition, including trends, future projections, and employment opportunities. The course offers an overview of the dietetics profession including career options, professional development, continuing education, code of ethics, state and national standards of scope and practice, professional values, creativity, Academy of Nutrition and Science position papers and evidence-based references and resources. Additionally, each student will be guided through the process of creating a resume, the processes of building a portfolio and networking through the district dietetic association and contribute to the nutritional status of the community. Service learning may be used in this course.

## 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. Dietetics: Practice and Future Trends, 5th, Winterfeldt, Esther A. , Jones & Bartlett Learning © 2017, ISBN: 978-1-284-10797-5;
2. American Dietetics Association. Compensation and Benefits Survey of the Dietetics Professions , American Dietetics Association , 05-01-2011

## III. Course Objectives

Upon completion of this course, the student will be able to:
1. Identify personal and professional career goals and outline the necessary steps to achieving them.
2. Identify national, state and local professional organizations.
3. Create a professional portfolio and resume.
4. Identify and describe ethical behavior and scope of practice of the professional
5. Recognize the role and responsibilities of a Registered Dietitian with various specializations.
6. Develop strategies that apply problem solving and decision-making skills that are applicable to work situations and will demonstrate effective membership of a health care team.

## IV. Methods of Presentation:

Group Work, Lecture and Discussion, Projects, Visiting Lecturers, Online instructor-provided resources
Other Methods: Visiting lecturers will be conducted in a recorded Zoom interview

## V. Course Content

| % of Course | Topic |
|---|---|
| 5.00% | Introduction to the Profession of Dietetics |
| 10.00% | Educational Preparation and Credentialing for the profession |

| | |
|---|---|
| 10.00% | Scope of Practice/Ethical Responsibilities for the Dietetics Professional |
| 30.00% | Employment settings for various types of Dietitians (i.e., Clinical, Food Management, Community, Private Practice, Education, Wellness, etc.) |
| 30.00% | Various roles of a Dietitian (i.e., management, educator, health care team member, etc.) |
| 5.00% | Role of Research in Dietetics |
| 10.00% | The future/trends of the profession |
| 100.00% | Total |

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

| Percentage | Evaluation Method |
|---|---|
| 25 % | Final Project |
| 20 % | Other - Weekly discussion posts reflecting upon guest speaker virtual presentations |
| 25 % | Portfolios |
| 30 % | Written assignments |
| 100 % | Total |

## VII. Sample Assignments:

**Career Portfolio:**
Create a 5 year professional plan. Each student will be responsible for creating a 5 year plan that will assist in the development of short/long term educational/career goal.  The plan will include a time line, action steps required to reach his/her goal as well as a detailed description of his/her end goal for each year for the next 5 years. The plan will highlight one&rsquo;s abilities, talents, achievements and competencies in a specialty area.  The portfolio will also help students promote themselves to transfer schools, dietetic internship program directors, as well as potential employers. join the local dietetic Association, network with nutrition professionals, create a resume and cover letter

**Review of Careers for Dietetic Professionals:**
2. Interview a professional within the Dietetics /nutrition field. Students will interview a professional to gather information about the responsibilities/daily duties of a dietitian that is in an area of their interest.This will include information about the experience required for their position (educational/vocational experience), learn about the pros and cons of the position. The student will summarize the interview to reflect on the specific field of nutrition and if they would be interested in gathering more information about the field. They will also compose a letter of gratitude to support a professional relationship.

## VIII. Student Learning Outcomes

1. Students will assess their personal interests, capabilities, and educational career goals to prepare for success in school and/or in professional careers in the nutrition field.
2. Students will compare and contrast different employment opportunities in the field of nutrition.

**NUTR 3 Distance Education Application**

This Distance Education course meets the same standard of course quality as is applied to traditional classroom courses in the following categories, as stated in the official course outline of record:
- Course objectives have not changed
- Course content has not changed
- Method of instruction meets the same standard of course quality
- Outside assignments meet the same standard of course quality
- Serves comparable number of students per section as a traditional course in the same department
- Required texts meet the same standard of course quality

Additional considerations for all distance education courses:
- 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.
- Adequate technology resources exist to support this course/section
- Library resources are accessible to students
- Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments
- Adequately fulfills "effective contact between faculty member and student" required by Title 5.
- Will not affect existing or potential articulation with other colleges
- Special needs (i.e., texts, materials, etc.) are reasonable
- Complies with current access guidelines for students with disabilities
- 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.

Santa Monica College has a legal and ethical obligation to ensure equal access to electronic information technology (e.g., software, computers, web pages) for all students. Consistent with this obligation, the technology-based components of our course will reflect current accessibility design standards. Support in implementing these standards is available through Academic Computing and Disabled Student Services. 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.

**Guidelines and Questions for Curriculum Approval of a Distance Education Course**

**1a. Interactions:** Describe the nature and expected frequency of instructor-student interactions**:**
Instructor-student interaction will begin prior to the start of the course with a Welcome Letter to include information about the course, required materials, links to on campus resources, how to log in to the LMS as well as start and end dates of the coruse.There will be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration. Features such as dicussion threads, comments on student work, links to outside materials pertinent to course materal and indiviual email will be used. The instructor will regularly initaite communication with the students and respond to communication initiated by students in a timely manner (within 48 hours excluding holidays and weekends) to ensure effective participation and clarity of material and assignments. The instructor will also provide instructions and support as needed for the course. The instructor can schedule Zoom meetings/office hours with students as needed. on an on-going basis, the instructor will also provide performance feedback, comments, recommendations and suggestions.

**1b. Interactions:** Describe the nature and expected frequency of student-student interactions**:**
Students are expected to interact with each other throughout the course and communicate regarding the course material and assignments on a weekly basis. Typically, students use the discussions threads and eamil for communication and collaboration assignments. Studednts will also have the opportunity to engage in a

voluntary "Virtual Cafe" to interact with their peers. Students will particpate in group discussions and review/comment on group member's posts.

**1c. Interactions:** Describe the nature and expected frequency of student-content interactions**:**
Students will interact on a weekly basis with the material provided by the isnructor throughout the course. Additionally, to ensure a student-centered e-learning environment, a variety of assignments and activities will be provided. Assignments and activities will be designed for each week, so that students may assess their comprehension of the course before they complete a graded assignment. These activities will be designed to ensure individualzed learning, providing immediate and specific instructional feedback while addressing different learning styles. Course material will be easily accessible by all students. Students will be frequently (several times per week) interact with online course materials

**1d. Interactions:**

| Online class activities that promote class interaction and engagement | Brief Description | Percentage of Online Course Hours |
|---|---|---|
| Project Presentation | Students will complete 2 projects throughout the course: Project #1: Career portfolio and presentation Project #2: Education plan for transfer to a dietetic program | 30.00% |
| Online Lecture | Each week will include online lectures including review of different areas of the field of dietetics. Lectures will review topics such as dietitians in the fields of business, private practice, Eating Disorders, Athletics, Clinical, Food Service, Public Health, etc. | 30.00% |
| Discussion | Weekly discussion posts will require students to interact after a review of recorded guest speaker presentations. Guest speakers will include dietitans from a variety of settings including but not limited to clinical, private practice, athletics, research, food service, non-profits, public health, etc. | 25.00% |
| Written assignments | Students will summarize their findings from a self-assessment where they will reflect upon personal traits/characteristics and results of the Career Coach, Discuss which area/specialty of nutrition (such as clinical, public health/community, private practice, consultant, counseling, management, education, research) would be a good fit for you based on the results of your surveys and why? Include in your discussion how your strongest characteristics from the two assessments fit with your identified area/specialty. | 15.00% |

**2. Instruction:** 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.)
This course will be designed in weekly modules. The time frame for the course will be in either an 8 week or 12 week format. Each module will include course lectures including video recorded, accessible lectures, a weekly assignment, discussion posts a reading quiz or equivalent to assess learning objectives of the weekly module.

**3. Assignments / Assessments:** Describe how assignments and assessments are used so that instructor-student contact is maintained and students are given regular, meaningful feedback. Describe interactions that encourage students' participation. Describe assessments that are verifiable, equivalent to on-ground, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed.

| % of grade | Activity | Assessment Method |
|---|---|---|
| 15.00% | Interview a Dietetic Professional | Interview a professional within the Dietetics /nutrition field. Students will interview a professional to gather information about the responsibilities/daily duties of a dietitian that is in an area of their interest.This will include information about the |

| | | experience required for their position (educational/vocational experience), learn about the pros and cons of the position. The student will summarize the interview to reflect on the specific field of nutrition and if they would be interested in gathering more information about the field. They will also compose a letter of gratitude to support a professional relationship. |
|---|---|---|
| 15.00% | Cover letter and Resume | Students will be asked to develop their own cover letter and resume using Career Services resources. Students will also research job poistings in the field of nutrition and review the hiring process for entry-level/internship positions. |
| 20.00% | Guest speaker reflections and discussions | Throughout the semester students will review a recorded interview of a dietetic professional in a variety of settings. Students will submit a reflection of the presentation and enage in a discussion with their peers regarding their review of the presentation. Reflection includes information about the guest speaker's educational background, road to their career as a dietitan, daily work schedule of the dietitian as well as the major "take away" messages from the presentation. |
| 25.00% | Education Plan Project | Creating an educational plan will assist students in creating a path of coursework to achieve during your time at Santa Monica College. The goal is to transfer to an approved Nutrition/Dietetics program and complete all required transfer coursework. Research 2 programs (DPD or CP) interested in transferring to based on your research from Eatright.org, include the program descriptions from their website including the cost of the program, course requirements of the program, and development of semester by semester plan with the help of an academic counselor. Student will also assess any barriers from completing a transfer plan in 2 years and determine whether this is a feasible goal based on general education requirements, science course prerequisites and gransfer program focus. |
| 25.00% | Career/Professional Portfolio Presentation | Describe the setting (community, clinical, educational or other) in which the student would want to work. Explain using findings from our course discussions, Speaker Reflections, Self-Assessment and personal preferences and experiences. Students will create a step by step plan of how to achieve this professional goal. Plans include volunteer/internship positions, degree goals, character and trait development, community service, etc. Students will create a slideshow and virtual present (record) their presentation for group members to review and comment. This will be the final project of the semester. |

**4. Technology:** 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.)
The instructor will be familiar with the Learning Management system and are encouraged to maintain ongoing professional development in online instruction through @one resources and other Calfironia Community College online instruction resources.

**5. Student Support:** 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 will be provided for on campus services such as Career Services, Counseling, DSPS, library, bookstore, on campus computer labs, Title IX, Life Science Department/ Nutrition AS-t degree website as well as ASSIST to determine transfer programs in Nutrition and Dietetics throughout the state of California.

**6. Accessibility:** 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 online course materials such as lecture presentations, videos, assignments, as well as other course materials will be made accessible by incorporating design features such as alternative text, captioning, headings, talbe formatting, etc. Outside web links to additional materials that are appropriate for the course, will likewise be made accessible to all students.

**7. Online Strategies:** 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.).

1. Identify personal and professional career goals and outline the necessary steps to achieving them Students will assess their own personal attributes and determine the areas of strengths and weaknesses. this will include a presenation using a slide presentation program (Google Slides, Powerpoint, etc.) to their peers to include the following information: Provide at least 3 reasons why you have selected or are considering the field of dietetics/nutrition as a possible career goal. How have your perceptions, thoughts, beliefs, ideas and/or interest about a career in dietetics evolved/changed during this course? Describe the setting (community, clinical, educational or other) in which you would want to work. Explain using findings from our course discussions, Speaker Reflections, Self-Assessment and personal preferences and experiences. Summarize your findings from your self-assessment. What did you learn about yourself and how can it assist you in a successful career as a dietitian. Describe the audience (age, gender, group or other) that you feel you would appreciate and enjoy the most. Explain using findings from our course lectures, Speaker Reflections, Self Assessment and personal preferences and experiences. Describe your experience with community service. Include future community service programs you plan on participating in to achieve experience within the field of dietetics.

**Santa Monica College**
**Global Citizenship for: ECONOMICS 4, Environmental Economics *(same as ENVRN 4)***

| | |
|---|---|
| Units: | 3.00 |
| Total Instructional Hours (usually 18 per unit): | 54.00 |
| Hours per week (full semester equivalent) in Lecture: | 3.00 |
| In-Class Lab: | 0.00 |
| Arranged: | 0.00 |
| Outside-of-Class Hours | 108.00 |
| Date Submitted: | August 2019 |

| | |
|---|---|
| Degree Applicability: | Credit - Degree Applicable |
| Transferability: | Transfers to CSU, UC |
| IGETC Area: | 4B: Economics |
| CSU GE Area: | D2 - Economics |
| SMC GE Area: | Area II-B: Social Science (Group B) |

| | |
|---|---|
| Skills Advisory(s): | MATH 31 or MATH 50 and Eligibility for English 1 |

## I. Catalog Description

This course emphasizes the application of economic theory to environmental issues and resource allocation. It evaluates the potential role of government in implementing environmental policy to solve issues related to market failure. It also explores the ecological approach to environmental issues, connecting economic systems with natural ecosystems. ECON 4 is the same course as ENVRN 4. Students may earn credit for one but not both.

## 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. Environmental and Natural Resource Economics: A Contemporary Approach, 4th, Harris, Jonathan, B. Roach, Routledge Taylor & Francis Group © 2017, ISBN: 9781138659476;
2. Introduction to Environmental Economics, 3rd, Hanley, N., J. Shogren, B. White, Oxford UP © 2019, ISBN: 9780198737230;
3. Environmental Economics: An Introduction, 7th, Field, B., M. Field, McGraw Hill Education © 2016, ISBN: 9780078021893;

## III. Course Objectives

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

1. Describe economic models, such as the model of supply and demand, that incorporate the importance of the environment and natural capital in their structure.
2. Analyze critically market failures present under traditional economic decision making, as well as potential solutions such as carbon taxes.
3. Discuss solutions to environmental issues that economics can address by linking economic and ecological systems.
4. Collect economic data on the depletion of natural resources with economic growth, analyze observable trends, and understand the difference between correlation and causality in this analysis.
5. Visualize and explain each of the components of the environment that are linked to and affected by economic market systems, such as agriculture, water, energy, natural resources, and climate change.
6. Identify the role of government in policy making and tax structures that advance the welfare of the environment.
7. Compare and contrast different views of the economy's relationship with the environment, from free market structures to strict regulation to an ecological perspective that recognizes the importance of a flourishing planet to economic prosperity.

8. Determine the impact of the Industrial Revolution and the ensuing economic growth on natural resources and the welfare of the environment, and discuss critically what is needed for sustainable economic growth in the future.

## IV. Methods of Presentation:

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

## V. Course Content

| % of Course | Topic |
|---|---|
| 15.00% | Economic analysis of environmental issues: externalities, solutions, supply and demand, elasticity, welfare analysis |
| 10.00% | Different methods of valuing the environment: market valuation, revealed preference method, etc. |
| 15.00% | Ecological approach to environmental accounting: redefining economic concepts to make them more relevant to environmental issues |
| 15.00% | Population, agriculture, and the environment: impact of population growth, economic growth, soil erosion and irrigation issues, effect of fertilizer and pesticide use, sustainable agriculture for the future such as integrated pest management |
| 15.00% | Energy and resources: energy transition, solar, hydropower, economics of forest management, water economics and policy |
| 15.00% | Impact of pollution and policy responses: economics of pollution control and optimal levels of pollution, picking pollution control policies, cumulative and global pollutants, greening the economy, global climate change |
| 15.00% | Environment, trade, and development: environmental impacts of trade, trade agreements |
| 100.00% | Total |

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

| Percentage | Evaluation Method |
|---|---|
| 10 % | Class Participation |
| 5 % | Class Work |
| 25 % | Exams/Tests |
| 25 % | Final exam |
| 20 % | Homework |
| 5 % | Oral Presentation |
| 10 % | Projects |
| 100 % | Total |

## VII. Sample Assignments:

**Assignment 1 Environmental Accounting/Ecological vs Environmental Economics:**

1) List and briefly describe three important differences between ecological economics and environmental economics.
2) Discuss why "sustainable development" may mean different things to environmental and ecological economists.
3) Discuss the differences between the standard circular flow model and the broader ecological circular flow model.
4) State and briefly discuss the four core concepts of environmental economics.
5) State and briefly discuss the three core concepts of ecological economics.

**Assignment 2 – Valuation:**
1) What is the difference between willingness-to-pay and willingness-to-accept? Do the two measures tend to be similar when used to value the same good or service? Why is this a problem with economic valuation?
2) What are the three revealed preference valuation methods? Briefly describe each method, listing at least one advantage and one disadvantage of each.
3) Summarize how one would use the travel cost method to estimate the recreational benefits of a National Park.
4) Describe at least three ways contingent valuation surveys can be designed to increase the validity of the results.
5) List three potential biases of contingent valuation questions and discuss one way each bias can be reduced.

## VIII. Student Learning Outcomes
1. Demonstrate academic responsibility and integrity.
2. Demonstrate through oral and/or written work knowledge of the course content: economic versus ecological analysis of environmental issues, the importance of sustainable economic systems, and issues and models specific to agriculture, soil erosion, water economics and policy, energy provision, ecosystem management, and pollution control.
3. Demonstrate proficiency in the research, analytical, and communication skills necessary to present compelling and original arguments, orally and/or in writing, that advance reasonable conclusions as to how various political, social, and economic factors affect our environment and natural resources.
4. Demonstrate a level of engagement in the subject matter that enables and motivates the application of acquired knowledge and skills beyond the classroom.

### Global Citizenship Application
Category: Ecological Literacy
Ecological literacy requires interdisciplinary understanding of both nature and humanity. This includes scientific examination of the interactions between and within the systems and cycles of the atmosphere, lithosphere, and hydrosphere, which together provide the basis for life on Earth. Ecological literacy also includes awareness and understanding of the many continuing impacts that human beings have had on natural environments, at scales ranging from the local to the global, and how those impacts are linked to the sustainability of social, cultural, and political-economic systems.

Course content focuses primarily on at least one of the following four areas:(Check all that apply)
☑ Conceptual foundations of our environmental attitudes, values and challenges from a variety of cultural perspectives
☑ Analysis of human activity and its impact on Earth's natural environments, both local and global, and the shorter-and longer-term implications for the planet's livability and sustainability.

Outcomes that pertain to this Global Citizenship Category
• Demonstrate through oral and/or written work knowledge of the course content: economic versus ecological analysis of environmental issues, the importance of sustainable economic systems, and issues and models specific to agriculture, soil erosion, water economics and policy, energy provision, ecosystem management, and pollution control.

<u>Narrative</u>
Environmental Economics focuses on market based solutions to sustainable economic growth for the long run through applications of economic theory. It emphasizes our role in a transition to the ecological approach to environmental accounting, utilizing alternative applications of economic concepts to make them more relevant to current environmental issues. This includes an understanding of various technologies and methods to mitigate the impact of economic growth on the planet, such as sustainable agriculture practices, alternative energies, and pollution control policies.

<u>Department Vote</u>
17 Yes; 0 No; 0 Abstain

# SANTA MONICA COLLEGE
## PROGRAM OF STUDY
### Business Information Worker 1
### Certificate of Achievement

The Business Information Worker (BIW) program prepares students for entry-level office and administrative support in a variety of job positions, including general office clerks, retail salespersons, customer service representatives, receptionists, and information clerks. Students learn basic oral and written communications, basic computer application skills, including beginning Excel, Word, and Outlook, and the fundamentals of computer systems. Graduates of this program bring critical thinking and problem solving skills as well as interpersonal skills essential to the workplace. With a solid foundation in Microsoft Windows and Office, as well as strong digital and web literacy skills, students will be prepared to meet the workforce demands of today's business environment.

**Program Learning Outcomes:**
Upon completion of the program, students will: Demonstrate proficiency in Windows, Microsoft Office applications, as well as strong digital and web literacy skills.
Apply professional communication techniques in an office environment.
Employ interpersonal and critical thinking skills as well as problem solving.

**RATIONALE:**
The purpose of this substantial change is to switch this certificate from AS/COA to just COA. Because Business Information Worker 1 is a prerequisite to Business Information Worker 2, this creates stackable certificates. Therefore, it would be beneficial to students who work towards Business Information Worker 1 to receive COA and continue taking additional 5 classes to receive AS in Business Information Worker 2. AS in Business Information Worker 2 opens new employment opportunities for students for higher pay position. The department would like to request the deactivation of the AS for Business Information Worker 1.

## Area of Emphasis

**Required courses: (21 units)**                                                                 **Units:** 21.0

| | | |
|---|---|---|
| BUS 32 | Business Communications | 3.0 |
| BUS 62 | Human Relations and Ethical Issues in Business | 3.0 |
| CIS 1 | Introduction to Computer Information Systems | 3.0 |
| CIS 30 | Microsoft Excel | 3.0 |
| CIS 37 | Microsoft Word | 3.0 |
| CIS 39 | MS Outlook - Comprehensive Course | 3.0 |
| OFTECH 1 | Keyboarding I | 3.0 |

**Total: 21.0**

# SANTA MONICA COLLEGE
# PROGRAM OF STUDY
## General Science
## Associate in Arts (AA)

The Associate in Arts degree in General Science involves satisfactory completion of a minimum of 60 semester units with a C average or higher including at least 20 semester units in the General Science area of emphasis (articulated below), fulfillment of Global Citizenship requirement, and fulfillment of all Santa Monica College general education requirements, CSU GE or IGETC. *Students must complete the area of emphasis (major) requirements in effect at the time enrollment begins or the requirements in effect at graduation as long as continuous enrollment is maintained. *Continuous enrollment is defined as enrollment in each Fall and Spring semester until graduation. At least 50% of the area of emphasis (major) units must be completed at Santa Monica College. Each course in the area of emphasis (major) must be completed with a grade of C or higher.

**Program Learning Outcomes:**

Upon completion of this program, students will demonstrate through oral, written and laboratory-based academic work knowledge of the physical and life sciences and be prepared to pursue further study in a science major at the baccalaureate level. Students will be proficient in the scientific method, research, analytical, and communication skills necessary to present a critical analysis of scientific phenomena and devise solutions.

## Area of Emphasis

GENERAL SCIENCE (20 units) Select 20 units from the three groups as specified below:                          **Units: 20.0**
GROUP A: MATHEMATICS At least one course required: (3 units minimum)

| | | |
|---|---|---|
| MATH 2 | Precalculus | 5.0 |
| MATH 3 | Trigonometry with Applications | 3.0 |
| MATH 4 | College Algebra for STEM Majors | 4.0 |
| MATH 7 | Calculus 1 | 5.0 |
| MATH 8 | Calculus 2 | 5.0 |
| MATH 10 | Discrete Structures (Formerly same asCS 10) | 3.0 |
| MATH 11 | Multivariable Calculus | 5.0 |
| MATH 13 | Linear Algebra | 3.0 |
| MATH 15 | Ordinary Differential Equations | 3.0 |
| MATH 18 | Intermediate Algebra for Statistics and Finite Mathematics | 3.0 |
| MATH 20 | Intermediate Algebra | 5.0 |
| MATH 21 | Finite Mathematics | 3.0 |
| MATH 26 | Functions and Modeling for Business and Social Science | 3.0 |
| MATH 28 | Calculus 1 for Business and Social Science | 5.0 |
| MATH 29 | Calculus 2 for Business and Social Science | 3.0 |
| MATH 32 | Plane Geometry* | 3.0 |
| MATH 41 | Mathematics for Elementary School Teachers | 3.0 |
| MATH 49 | Beginning and Intermediate Algebra for Statistics and Finite Mathematics | 6.0 |
| MATH 50 | Pre-Statistics | 5.0 |
| MATH 54 | Elementary Statistics | 4.0 |

*if completed Fall 2006 or later

GROUP B: PHYSICAL SCIENCE: A minimum of one course of at least 3 units:

| | | |
|---|---|---|
| ASTRON 1 | Stellar Astronomy | 3.0 |
| ASTRON 2 | Planetary Astronomy | 3.0 |
| ASTRON 3 | Stellar Astronomy with Laboratory | 4.0 |
| ASTRON 4 | Planetary Astronomy with Laboratory | 4.0 |
| ASTRON 5 | Life in the Universe | 3.0 |
| ASTRON 7 | Cosmology | 3.0 |
| ASTRON 8 | Introduction to Astrophysics | 3.0 |
| ASTRON 9 | Astrophysics with Calculus | 3.0 |
| ASTRON 10 (same as GEOL 10) | Exploration of the Solar System | 3.0 |
| CHEM 9 | Everyday Chemistry | 5.0 |
| CHEM 10 | Introductory General Chemistry | 5.0 |
| CHEM 11 | General Chemistry I | 5.0 |
| CHEM 12 | General Chemistry II | 5.0 |
| CHEM 19 | Fundamentals of General, Organic, and Biological Chemistry | 5.0 |
| CHEM 21 | Organic Chemistry I | 5.0 |
| CHEM 22 | Organic Chemistry II | 4.0 |
| CHEM 24 | Organic Chemistry II Laboratory | 2.0 |
| CHEM 31 | Biochemistry I | 5.0 |
| GEOG 1 | Physical Geography | 3.0 |
| GEOG 3 | Weather and Climate | 3.0 |
| GEOG 5 | Physical Geography with Lab | 4.0 |
| GEOG 35F | Field Study: California | 1.0 |
| GEOG 35S | Geography Field Studies | 1.0 |
| GEOL 1 | Physical Geology without Lab | 3.0 |
| GEOL 3 | Introduction to Environmental Geology | 3.0 |
| GEOL 4 | Physical Geology with Lab | 4.0 |

| GEOL 5 | Historical Geology with Lab | 4.0 |
| GEOL 31 | Introduction to Physical Oceanography | 3.0 |
| GEOL 35A-Z | | |
| PHYSCS 6 | General Physics 1 with Lab | 4.0 |
| PHYSCS 7 | General Physics 2 with Lab | 4.0 |
| PHYSCS 8 | Calculus-based General Physics 1 with Lab | 4.0 |
| PHYSCS 9 | Calculus-based General Physics 2 with Lab | 4.0 |
| PHYSCS 12 | Introductory Physics Non-Lab | 3.0 |
| PHYSCS 14 | Introductory Physics with Lab | 4.0 |
| PHYSCS 20 | Preparation for Calculus-Based Physics | 2.0 |
| PHYSCS 21 | Mechanics with Lab | 5.0 |
| PHYSCS 22 | Electricity and Magnetism with Lab | 5.0 |
| PHYSCS 23 | Fluids, Waves, Thermodynamics, Optics with Lab | 5.0 |
| PHYSCS 24 | Modern Physics with Lab | 3.0 |

**GROUP C: LIFE SCIENCES: A minimum of one course of at least 3 units:**

| ANATMY 1 | Human Anatomy | 4.0 |
| ANATMY 2 | Advanced Human Anatomy | 4.0 |
| ANTHRO 1 | Physical Anthropology | 3.0 |
| ANTHRO 5 | Physical Anthropology with Lab | 4.0 |
| ANTHRO 9 | Paleoanthropology | 3.0 |
| ANTHRO 10 | Forensic Anthropology | 3.0 |
| BIOL 2 | Human Biology | 3.0 |
| BIOL 3 | Fundamentals of Biology | 4.0 |
| BIOL 9 | Environmental Biology | 3.0 |
| BIOL 10 | Applied Ecology and Conservation Biology | 4.0 |
| BIOL 15 | Marine Biology with Laboratory | 4.0 |
| BIOL 15N | Marine Biology (Non-Laboratory) | 3.0 |
| BIOL 21 | Cell Biology and Evolution | 4.0 |
| BIOL 22 | Genetics and Molecular Biology | 4.0 |
| BIOL 23 | Organismal and Environmental Biology | 5.0 |
| BIOL 45A-Z | | |
| BIOL 46A-Z | | |
| BIOL 88A | Independent Studies In Biological Sciences | 1.0 |
| BIOL 88B | Independent Studies In Biological Sciences | 2.0 |
| BIOL 88C | Independent Studies In Biological Sciences | 3.0 |
| BIOL 90A | Life Science Internship | 1.0 |
| BIOL 90B | Life Science Internship | 8.0 |
| BIOL 94C | Cell and Molecular Biology Research Methods | 2.0 |
| BOTANY 1 | General Botany | 4.0 |
| BOTANY 3 | Field Botany | 4.0 |
| MCRBIO 1 | Fundamentals of Microbiology | 5.0 |
| NUTR 1 | Introduction To Nutrition Science | 3.0 |
| PHYS 3 | Human Physiology | 4.0 |
| PSYCH 2 | Physiological Psychology | 3.0 |
| ZOOL 5 | Introductory Zoology | 4.0 |

**Total: 20.0**

# SANTA MONICA COLLEGE
# PROGRAM OF STUDY

## Database Applications Developer

## Associate in Science (AS) / Certificate of Achievement

This program develops the skills needed to design and build a database architecture as well as interact with modern database management systems locally, remotely or in the cloud. This program will provide an understanding on how to consistently design databases in an organized structure for storing and retrieving data. With increasing concerns over security, a database developer must also be able to write secure code that runs with minimum risk of attacks.

**Program Learning Outcomes:**

Upon completion of this program, students will demonstrate the ability to design, develop and populate databases locally, remotely and in the cloud. Upon completion of this program, students will demonstrate the ability to properly organize and structure information for storing and retrieving different kinds of data at industry scale.

## Area of Emphasis

**Required Courses (18 units):** **Units:** 18.0

| | | |
|---|---|---|
| CS 3 | Introduction To Computer Systems | 3.0 |
| CS 9A (same as CIS 9A) | Technology Project Management I (Formerly: CIS 9A; formerly same as: CIS 9A) | 3.0 |
| CS 15 | Visual Basic Programming | 3.0 |
| CS 60 | Database Concepts and Applications | 3.0 |
| CS 79A | Introduction to Cloud Computing | 3.0 |
| CS 87A | Python Programming | 3.0 |

**Select two courses from the following:(6 units)** **Units:** 6.0

| | | |
|---|---|---|
| CS 19 | Advanced Visual Basic Programming | 3.0 |
| CS 32 | Database Programming in Visual Basic.Net | 3.0 |
| CS 33 | C # Programming | 3.0 |
| CS 37 | Web Programming in VB .Net | 3.0 |
| CS 61 | Microsoft Sql Server Database | 3.0 |
| CS 65 | Oracle Programming | 5.0 |
| CS 73A | Fundamentals of Computer Security | 3.0 |
| CS 79B | Database Essentials in Amazon Web Services | 3.0 |
| CS 79Y | Microsoft Azure Database Essentials | 3.0 |
| CS 83R | Server-Side Ruby Web Programming | 3.0 |
| CS 85 | PHP Programming | 3.0 |

**Select 1 course from the following: (3 units)** **Units:** 3.0

| | | |
|---|---|---|
| CS 77A | Salesforce Administration Essentials | 3.0 |
| CS 77B | Salesforce Developer Essentials | 3.0 |

**Total: 27.0**