



1900 Pico Boulevard Santa Monica, CA 90405  
310.434.4611

# Curriculum Committee Agenda

Wednesday, May 27, 2020, 3:00 p.m.

## Zoom Meeting:

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/96840167039>

Or iPhone one-tap (US Toll): +16699006833,96840167039# or  
+13462487799,96840167039#

Or Telephone:

Dial:

- +1 669 900 6833 (US Toll)
- +1 346 248 7799 (US Toll)
- +1 253 215 8782 (US Toll)
- +1 312 626 6799 (US Toll)
- +1 646 876 9923 (US Toll)
- +1 301 715 8592 (US Toll)

Meeting ID: 968 4016 7039

International numbers available: <https://cccconfer.zoom.us/j/96840167039>

Or Skype for Business (Lync): SIP:96840167039@lync.zoom.us

### Members:

Dana Nasser, <i>Chair</i>	Sheila Cordova	Nick Mata	Brandon Reilly
Jason Beardsley, <i>Vice Chair</i>	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
- IV. Approval of Minutes ..... 4
- V. Chair's Report

VI. Information Items

1. Redesign of the Student Experience

*(Non-Substantial Changes)*

2. BUS 15 Introduction to Insurance with Code and Ethics
3. BUS 16 Personal Insurance
4. BUS 17 Property and Liability Insurance
5. CIS 39 MS Outlook - Comprehensive Course

VII. Action Items

*(Consent Agenda)*

• Program Maps

a. Arabic or Turkish Transfer .....	8
b. Astronomy Transfer.....	9
c. Biology Transfer .....	10
d. Broadcast Programming and Production AS/Certificate of Achievement .....	11
e. Broadcast Programming and Production CSU Transfer .....	12
f. Business Information Worker 1 Certificate of Achievement .....	13
g. Chinese or Japanese or Korean Transfer.....	14
h. Communication Studies AA-T .....	15
i. Cosmetology AS .....	16-17
j. Cosmetology Certificate of Achievement.....	18-19
k. Economics AA-T .....	20
l. Economics UC Transfer .....	21
m. Electrical Engineering Transfer & AA Engineering.....	22
n. French or German or Italian or Hebrew Transfer .....	23
o. Geology Transfer .....	24
p. Journalism AA-T .....	25
q. Journalism-Multimedia Storytelling AS/CSU Transfer.....	26
r. Linguistics Transfer .....	27
s. Mathematics AS-T.....	28
t. Mathematics UC Transfer .....	29
u. Nutrition and Dietetics AS-T .....	30
v. Physics Transfer .....	31
w. Political Science AA-T .....	32
x. Psychology AA-T.....	33
y. Public Policy AA.....	34
z. Recycling & Resource Management AS/Certificate of Achievement .....	35
aa. Social Justice Studies: Women, Gender, and Sexuality AA-T .....	36
bb. Sociology AA-T .....	37
cc. Solar Photovoltaic Energy Efficiency AS/Certificate of Achievement .....	38
dd. Spanish AA-T .....	39

*(Courses: New)*

ee. BUS 36A Customer Service in the Digital Age .....	40
ff. BUS 37 Business of Hip Hop .....	45
gg. RC 51 Fundamentals of Respiratory Care (Prerequisite: Formal Admission to the Respiratory Care Program).....	51
hh. RC 51L Applied Fundamentals of Respiratory Care (Prerequisite: Formal Admission to the Respiratory Care Program) .....	54

*(Courses: Substantial Changes)*

- ii. CIS 70 Digital Marketing Applications (Changed: Course Name, TOP Code (0614.30 Website Design and Development to 0509.00 – Marketing and Distribution), Catalog Description, SLOs, Course

Objectives/Content, Methods of Presentation/Evaluation, Textbooks, Assignments)..... 57

*(Courses: Deactivations)*

jj. ET 11, Computer Skills for Digital Media .....	61
kk. ET 15, Beginning 3D Level Design.....	63
ll. ET 17, Advanced 3D Level Design.....	65
mm. ET 36, Web Animation II .....	67

*(Courses: Distance Education)*

nn. BUS 36A Customer Service in the Digital Age .....	42
oo. BUS 37 Business of Hip Hop .....	48

*(Programs: Revisions)*

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

VIII. New Business

- Distance Education Application
- Interdisciplinary Programs

IX. Old Business

X. Adjournment

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



1900 Pico Boulevard Santa Monica, CA 90405  
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# Curriculum Committee Minutes

## Wednesday, May 20, 2020, 3:00 p.m.

### Zoom Meeting

**Members Present:**

Dana Nasser, <i>Chair</i>	Sheila Cordova	Jamar London	Estela Narrie
Jason Beardsley, <i>Vice Chair</i>	Guido Davis Del Piccolo	Nick Mata	Brandon Reilly
Brenda Antrim	Gary Huff	Emin Menachekanian	Lydia Strong
Garen Baghdasarian	Sasha King	Jennifer Merlic	Toni Trives
Fariba Bolandhemat	Jae Lee	Jacqueline Monge	Audra Wells
Dione Carter			

**Members Absent:**

Lee Pritchard	Safa Saleem (A.S.)	Michael John Siemer (A.S.)
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**Others Present:**

Christopher Badger	Yvonne Ortega	Perviz Sawoski	Sharon Thomas
Susan Caggiano	Katya Rodriguez	Christine Schultz	Amber Urrutia
Rachel Demski	Brenda Rothaupt	Howard Stahl	Sal Veas
Walter Meyer			

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

**I. Call to Order and Approval of Agenda**

The meeting was called to order at 3:04 pm. Motion to approve the agenda with no revisions.

**Motion made by:** Garen Baghdasarian; **Seconded by:** Estela Narrie

The motion passed unanimously.

**II. Public Comments**

None

**III. Announcements**

Dee Dee announced that as of today (since summer 2019), she is proud to share that Noncredit has awarded 89 Noncredit certificates of completion. She thanked faculty in Career Education who made that possible and everyone else for their support.

**IV. Approval of Minutes**

Motion to approve the minutes of May 6 with revision that Toni Trives seconded the motion for passing CS 87B distance education. (VII. z.)

**Motion made by:** Estela Narrie; **Seconded by:** Jennifer Merlic

Y: 18; N: 0; A: 1 (Jae Lee)

**V. Chair's Report**

The Chair announced that we would cover the DE approval form draft at this meeting. The Chair also announced the upcoming DE session and encouraged Curriculum Reps. to attend:

Tuesday, May 26, 2020 10am - 11:30 am - DE Addendum Q&A

This session will answer your questions surrounding what constitutes "regular and effective contact"



between instructor and students AND among students for the Curriculum Committee process. Join us via Zoom using the following link (registration not necessary): <https://cccconfer.zoom.us/j/94518796917>

## 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)*

- a. Art History AA-T
- b. Dance AA
- c. Fashion Design AS
- d. Fashion Design Certificate of Achievement
- e. Fashion Design Transfer
- f. Fashion Merchandising AS/Certificate of Achievement
- g. Film Production AS/Certificate of Achievement
- h. Film Studies AA
- i. History AA-T
- j. Music AA (Option 1: Applied) – Non-transfer
- k. Music AA (Option 1: Applied) – Transfer
- l. Music AA (Option 2: General) – Non-transfer
- m. Music AA (Option 2: General) – Transfer
- n. Philosophy Transfer
- o. Photography AS
- p. Photography Certificate of Achievement
- q. Studio Arts AA-T
- r. Technical Theatre AS/Certificate of Achievement
- s. Theatre AA
- t. Theatre Arts AA-T

Motion to approve the consent agenda of Program Maps with no revisions.

**Motion made by:** Audra Wells; **Seconded by:** Gary Huff

The motion passed unanimously.

### *(Courses: New)*

- u. BUS 87 ERP System: Procurement

Motion to approve BUS 87 with no revisions.

**Motion made by:** Toni Trives; **Seconded by:** Jason Beardsley

The motion passed unanimously.

*(Courses: Distance Education)*

- v. ART 10A Design I  
Motion to approve ART 10A distance education with no revisions.  
**Motion made by:** Jason Beardsley; **Seconded by:** Jae Lee  
The motion passed unanimously.
- w. BUS 87 ERP System: Procurement  
Motion to approve BUS 87 distance education with no revisions.  
**Motion made by:** Fariba Bolandhemat; **Seconded by:** Jason Beardsley  
The motion passed unanimously.
- x. NUTR 3 Introduction to the Dietetics Profession  
Motion to approve NUTR 3 distance education with no revisions.  
**Motion made by:** Audra Wells; **Seconded by:** Jason Beardsley  
The motion passed unanimously.

*(Courses: Global Citizenship)*

- y. ECON 4 Environmental Economics  
Motion to approve ECON 4 Global Citizenship with no revisions.  
**Motion made by:** Jason Beardsley; **Seconded by:** Garen Baghdasarian  
The motion passed unanimously.

*(Programs: Deactivations)*

- z. Business Information Worker 1 AS Degree (Certificate of Achievement will remain Active)  
Motion to approve Business Information Worker 1 AS deactivation with no revisions.  
**Motion made by:** Fariba Bolandhemat; **Seconded by:** Jennifer Merlic  
Y: 17; N: 1 (Estela Narrie); A: 1 (Guido Davis Del Piccolo)

*(Programs: Revisions)*

- aa. General Science AA
- Reduce unit requirement to 18 (minimum required by Title 5) to ease student completion  
Motion to table the revision to General Science AA pending further faculty input.  
**Motion made by:** Guido Davis Del Piccolo; **Seconded by:** Dione Carter  
The motion passed unanimously.
- bb. Database Applications Developer AS/Certificate of Achievement
- Reduce overall units from 36 to 27
  - Reduce required courses 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  
Motion to approve the changes to Database Applications Developer AS/Certificate of Achievement with no additional revisions.  
**Motion made by:** Dione Carter; **Seconded by:** Fariba Bolandhemat  
The motion passed unanimously.
- cc. Changes to degrees and certificates as a result of courses considered on this agenda  
Motion to approve adding BUS 87 to: Business AS (under "Global Trade and Logistics"), International Business Certificate of Achievement (under "Select 3 from the following"), and Logistics and Supply Chain Management AS/Certificate of Achievement (under "Select 3 from following")  
**Motion made by:** Estela Narrie; **Seconded by:** Fariba Bolandhemat  
The motion passed unanimously.

**VIII. New Business**

- Distance Education Application

Jason presented the Distance Ed Modified Form which is fundamentally the same, but with some improvements. It's been slightly reorganized by the order in which items appear and the location of some of the guideline information, such as how to access help, finding Ed codes, etc. This is a proposal for review and will have to go up to META to be implemented. The timeline for implementation is unknown.

Faculty were encouraged to keep working with the actual application in META plus the Word version that Jason distributed. These will be in alignment with how the application looks. There is no difference in what it calls for, it's just reorganized. The idea was to make it more readable and aligned with the language of what is being asked. Approval timeline is approximately 6 weeks, so a high priority ticket will be placed. There is a one-to-one correspondence from this form to what you're already working on. Essentially a copy and paste workflow.

The greatest change is the delivery method which makes it clearer. This document preserves the order of the 7 questions, but now with headers to define what each question is getting at. What's not here is the heavy text that describes Title 5 requirements and regulations. The text will be added to a "Guide Book" to be hyperlinked throughout the form to provide guidance to faculty as they're completing the form. The hyperlinks and changes will also be reflected in the Word form. The form will be presented again once the hyperlinks are available.

Jason urged faculty not to wait for the new form, but to continue entering information in META as usual.

Jenny proposed a 4th box to the form, "Hybrid Online Delivery in an Emergency Context". Due to numerous questions that couldn't be answered in the meeting, the Committee decided to bring this item back next week for a vote.

Jenny informed the group that the College has officially submitted 358 Distance Ed requests to the Chancellor's office.

## IX. Old Business

None

## X. Adjournment

Motion to adjourn the meeting at 4:55 pm.

**Motion made by:** Estela Narrie; **Seconded by:** Lydia Strong

The motion passed unanimously.

Arabic/Turkish - Transfer						IGETC				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
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)	Intercession Option? - YES -- (MAX of 8 units)	
SEMESTER 1	ARABIC/TURKSH 1	1	PR		YES	5	15			
	ENGL 1		GE	1A		3	9		YES	
	MATH		GE	2		3	9			MATH 21 or 54
	COUNS 20		EL			3	9		YES	
	<b>TOTAL Semester 1</b>					<b>14</b>	<b>42</b>			
SEMESTER 2	LING 1	1	PR/GE	3B	YES	3	9			
	ENGL 2		GE	1B		3	9	ENGL 1		
	GE		GE	4		3	9			
	GE		GE	3A		3	9		YES	
	EL		EL			3	9		YES	
<b>TOTAL Semester 2</b>					<b>15</b>	<b>45</b>				
SEMESTER 3	COM ST		GE/EL	1C		3	9			CSU REQ ONLY COM ST 11, 12, 16 or 21/UC ELECTIVE
	GE		GE	5A w/lab		4	12			
	GE		GE	4		3	9		YES	
	EL		EL			3	9		YES	
	EL		EL			3	9			
<b>TOTAL Semester 3</b>					<b>16</b>	<b>48</b>				
SEMESTER 4	GE		GE	5B		3	9			
	GE		GE	4		3	9			
	GE		GE	3A or 3B		3	9		YES	
	EL		EL			3	9		YES	
	EL		EL			3	9			
<b>TOTAL Semester 4</b>					<b>15</b>	<b>45</b>				

Astronomy Transfer					IGETC					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
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)	Intercession Option? - YES -- (MAX of 8 units)	
SEMESTER 1	MATH 2	1	GE / PREREQ	2		5	15			
	ENGL 1		GE	1A		3	9		YES	
	ASTRON 3	2	PR / GE	5A	YES	4	12		YES	Only required by UCB, but good gateway course. Recommended by department.
	COUNS 20		EL			3	9			
<b>TOTAL Semester 1</b>						<b>15</b>	<b>45</b>			
SEMESTER 2	MATH 7	1	PR			5	15		MATH 2 (P)	
	GE		GE	3A		3	9		YES	
	ENGL 2		GE	1B		3	9		ENGL 1 (P)	
	PHYSICS 20		EL		YES	2	6	MATH 2	YES	
	COM ST		GE	1C		3	9			COM ST 11, 12, 16 OR 21 for CSU reqmt
<b>TOTAL Semester 2</b>						<b>16</b>	<b>48</b>			
SEMESTER 3	MATH 8	1	PR			5	15		MATH 9 (P)	
	PHYSICS 21	2	PR			5	15		MATH 7 (P)	
	GE		GE	3B / GC		3	9		YES	
	GE		GE	4		3	9		YES	
<b>TOTAL Semester 3</b>						<b>16</b>	<b>48</b>			
SEMESTER 4	MATH 11	1	PR			5	15		MATH 8 (P)	
	PHYSICS 23	2	PR			5	15		MATH 8 & PHYSICS 21 (P)	
	GE		GE	3A or 3B		3	9		YES	
	GE		GE	4		3	9		YES	
<b>TOTAL Semester 4</b>						<b>16</b>	<b>48</b>			
SEMESTER 5	PHYSICS 22	1	PR			5	15		MATH 8 & PHYSICS 21 (P)	
	MATH 15	2	PR			3	9		MATH 8 (P)	Only required by UCB and UCLA
	GE		GE	4		3	9		YES	
	GE		GE	5B		3	9		YES	
<b>TOTAL Semester 5</b>						<b>14</b>	<b>42</b>			
SEMESTER 6	MATH 13	1	PR			3	9		Math 8	Only required by UCB and UCLA
	PHYSICS 24	2	PR			3	9	PHYSICS 22 & 23	MATH 8 & PHYSICS 21 (P)	Only for UCB
	ASTRO 4	3	PR			4	12			Only for UCB
	<b>TOTAL Semester 6</b>						<b>10</b>	<b>30</b>		

**OVERALL COMMENTS:**  
Plan also works for UCLA which is technically not in the top 4, but also popular. Plan meets AA General Science if GC fulfilled in GE.

Biology Transfer						IGETC				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
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)	Intercession Option? - YES -- (MAX of 8 units)	
SEMESTER 1	ENGL 1		GE	1A		3	9		YES	
	CHEM 10	1	GE / PREREQ	5A	YES	5	15			
	MATH 2	2	GE / PREREQ	2		5	15			
	COUNS 20		EL			3	9		YES	or COUNS 12 (1)
	<b>TOTAL Semester 1</b>					<b>16</b>	<b>48</b>			
SEMESTER 2	GE		GE	3A		3	9		YES	
	ENGL 2		GE	1B		3	9	ENGL 1 (P)	YES	
	CHEM 11	1	PR			5	15	CHEM 10 (P)		
	MATH 7	2	PR			5	15	MATH 2 (P)		
	<b>TOTAL Semester 2</b>					<b>16</b>	<b>48</b>			
SEMESTER 3	CHEM 12	1	PR			5	15	CHEM 11 / MATH 2 (P)	YES	
	MATH 8	2	PR			5	15	MATH 7 (P)		
	BIOL 21	3	PR / GE	5B	YES	4	12	CHEM 11 (P)	YES	
	<b>TOTAL Semester 3</b>					<b>14</b>	<b>42</b>			
	SEMESTER 4	CHEM 21	1	PR			5	15	CHEM 12	
BIOL 22		2	PR			4	12	CHEM 21	BIOL 21 / CHEM 11 (P)	
GE			GE	4		3	9		YES	
GE			GE	3B		3	9		YES	
<b>TOTAL Semester 4</b>						<b>15</b>	<b>45</b>			
SEMESTER 5	CHEM 22	1	PR			4	12	CHEM 21 (P)	YES	
	CHEM 24	2	PR			2	6	CHEM 22 (P / C)		Not required by all transfer schools
	BIOL 23	3	PR			5	15	BIOL 22 (P)		
	PHYSICS 8	3	PR			4	12	MATH 7 (P)	YES	
	<b>TOTAL Semester 5</b>					<b>15</b>	<b>45</b>			
SEMESTER 6	PHYSICS 9	1	PR			4	12	PHYSICS 8 (P)		
	GE		GE	4 / GC		3	9		YES	
	GE		GE	4		3	9			
	GE		GE	3A or 3B		3	9			
	COM ST		GE	1C		3	9		YES	COM ST 11, 12, 16 or 21 for CSU option
<b>TOTAL Semester 6</b>					<b>16</b>	<b>48</b>				

**OVERALL COMMENTS:** Did not include Math 54 because not required for admissions and can easily be taken after transfer.  
Student can complete in two years by utilizing intersessions, doing partial IGETC, and/or doing select major prep after transfer (ie PHYSICS). Plan meets AA General Science if GC fulfilled in GE.

Broadcast Programming and Production AS / CoA						SMC GE					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
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)	Intercession Option? - YES -- (MAX of 8 units)		
SEMESTER 1	MEDIA 1	1	PR		YES	3	9			YES	
	MEDIA 11	2	PR			3	9				
	MEDIA 12	3	PR			3	9				
	COUNS 20		EL			3	9			YES	
	GE		GE	IV A		3	9				
<b>TOTAL Semester 1</b>						<b>15</b>	<b>45</b>				
SEMESTER 2	MEDIA 13	1	PR			3	9			YES	
	MEDIA 14	2	PR			3	9				
	GE		GE	III / GC		3	9			YES	
	GE		GE	IV B		3	9				
	RE MEDIA	3	RE			3	9				RE List (2-3 units)
<b>TOTAL Semester 2</b>						<b>15</b>	<b>45</b>				
SEMESTER 3	RE MEDIA	1	RE			3	9				RE List (2-3 units)
	GE		GE	I / GC		3	9				
	GE		GE	II B / GC		3	9			YES	
	GE		GE	II A / GC		3	9			YES	
	EL		EL			3	9				
<b>TOTAL Semester 3</b>						<b>15</b>	<b>45</b>				
SEMESTER 4	EL		EL			3	9			YES	
	EL		EL			3	9			YES	
	EL		EL			3	9				
	EL		EL			3	9				
	EL		EL			3	9				
<b>TOTAL Semester 4</b>						<b>15</b>	<b>45</b>				

Broadcast Programming and Production - CSU Transfer						CSUGE					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
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)	Intercession Option? - YES -- (MAX of 8 units)		
SEMESTER 1	MEDIA 1	1	PR/GE	D	YES	3	9		YES		
	MEDIA 11	2	PR		YES	3	9				
	MEDIA 12	3	PR			3	9				
	COUNS 20		EL	E		3	9		YES		
	GE		GE	A2		3	9				
<b>TOTAL Semester 1</b>						<b>15</b>	<b>45</b>				
SEMESTER 2	MEDIA 13	1	PR			3	9		YES		
	MEDIA 14	2	PR			3	9				
	GE		GE	B4		3	9			Recommend ACCT/BUS 45	
	GE		GE	A3		3	9			Recommend ENGL 2 for transfer options	
	COM ST		GE	A1		3	9		YES	COM ST 11, 12, 16 or 21	
<b>TOTAL Semester 2</b>						<b>15</b>	<b>45</b>				
SEMESTER 3	RE MEDIA	1	RE			3	9			RE LIST (2-3 units)	
	RE MEDIA	2	RE			3	9			RE LIST (2-3 units)	
	GE		GE	B1		3	9				
	GE		GE	C1		3	9		YES		
	GE		GE	C2		3	9		YES	Recommend US HIST for CSU grad reqmt	
<b>TOTAL Semester 3</b>						<b>15</b>	<b>45</b>				
SEMESTER 4	GE		GE	C1 or C2 / GC		3	9		YES		
	GE		GE	D		3	9		YES	Recommend POL SC 1 for CSU grad reqmt	
	GE		GE	B2 / B3 (lab)		4	12				
	GE		GE	D / GC		3	9				
	EL		EL			3	9				
<b>TOTAL Semester 4</b>						<b>16</b>	<b>48</b>				

**OVERALL COMMENTS:**  
This map will allow completion of AS and/or CoA with completion of Global Citizenship.



Business Information Worker 1_CoA						N/A				
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)	Intercession Option? -- YES -- (MAX of 8 units)	REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET
SEMESTER 1	CIS 1	1	PR		YES	3	9		YES	
	OFTECH 1	2	PR		YES	3	9		YES	
	ENGL 1		PREREQ / GE			3	9			
	BUS 62	3	PR			3	9			
	<b>TOTAL Semester 1</b>					<b>12</b>	<b>36</b>			
SEMESTER 2	CIS 37	1	PR			3	9	CIS 1 / 25 WPM		
	CIS 39	2	PR			3	9	CIS 1		
	BUS 32	3	PR			3	9		ENGL 1 or BUS 1 (P)	YES
	CIS 30	4	PR			3	9	CIS 1 or CIS 4		YES
	<b>TOTAL Semester 2</b>					<b>12</b>	<b>36</b>			

**OVERALL COMMENTS:**

Noncredit Pathway Opportunities: Business Essentials Level 1 – BUS NC 901, 902; Customer Service – BUS NC 911, 912; Receptionist – BUS NC 911 and CIS NC 902, 903. These are noncredit certificates of completion that can serve as a bridge into for-credit coursework in this discipline. Refer to [www.smc.edu/noncredit](http://www.smc.edu/noncredit) for more information.

Chinese / Japanese / Korean - Transfer						IGETC				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
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)	Intercession Option? - YES -- (MAX of 8 units)	
SEMESTER 1	CHNESE/JAPAN/KOREAN 1	1	PR		YES	5	15			OR appropriate language level
	ENGL 1		GE	1A		3	9		YES	
	MATH		GE	2		3	9			MATH 21 or 54
	COUNS 12		EL			1	3		YES	
	COM ST		GE	1C		3	9			COM ST 11, 12, 16 or 21 for CSU only / EL for UC
	<b>TOTAL Semester 1</b>					<b>15</b>	<b>45</b>			
SEMESTER 2	CHNESE/JAPAN/KOREAN 2	1	PR/GE	3B		5	15			OR appropriate language level
	ENGL 2		GE	1B		3	9	ENGL 1		
	GE		GE	4		3	9		YES	Recommended US HIST for CSU grad reqmt
	GE		GE	3A		3	9		YES	
	<b>TOTAL Semester 2</b>					<b>14</b>	<b>42</b>			
SEMESTER 3	CHNESE/JAPAN/KOREAN 3	1	PR/GE	3B		5	15			OR appropriate language level
	GE		GE	5B		3	9			
	GE		GE	4		3	9		YES	Recommended POL SC 1 for CSU grad reqmt
	RE	2	RE			2	6			Suggested CHNESE/JAPAN/KOREAN 8
	RE	3	RE			3	9		YES	Dept recommends LING 1 or PHILOS 22
	<b>TOTAL Semester 3</b>					<b>16</b>	<b>48</b>			
SEMESTER 4	CHNESE/JAPAN/KOREAN 4	1	PR			5	15			
	GE		GE	5A w/lab		4	12		YES	
	GE		GE	4		3	9		YES	
	RE	2	RE			3	9			Suggested CHNESE/JAPAN 9
	<b>TOTAL Semester 4</b>					<b>15</b>	<b>45</b>			

Communication Studies AA-T / Transfer						IGETC					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
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)	Intercession Option? - YES -- (MAX of 8 units)		
SEMESTER 1	RE LIST C	1	RE / GE	4	YES	3	9		YES	Recommended COM ST 9	
	ENGL 1		GE	1A		3	9				
	GE		GE	3A		3	9				
	COUNS 20		EL			3	9		YES		
	EL		EL			3	9				
<b>TOTAL Semester 1</b>						<b>15</b>	<b>45</b>				
SEMESTER 2	COM ST 11	1	PR / GE	1C		3	9		YES		
	COM ST LIST A	2	GE / RE	4		3	9			Dept recommended COM ST 35	
	MATH		GE	2		4	12			Dept recommended MATH 54	
	GE		GE	3B		3	9			Recommend US HIST for CSU Grad Reqmt	
	EL		EL			3	9		YES		
<b>TOTAL Semester 2</b>						<b>16</b>	<b>48</b>				
SEMESTER 3	COM ST LIST A	1	RE			3	9		YES	COM ST 16, 21 or 35 (if not already taken)	
	ENGL 2	2	RE / GE	1B		3	9			LIST B RE	
	COM ST LIST B	3	RE			3	9			Dept recommended COM ST 12, 30 OR 37	
	GE		GE	5A w/lab		4	12				
	EL		EL			1	3		YES		
<b>TOTAL Semester 3</b>						<b>14</b>	<b>42</b>				
SEMESTER 4	EL		EL			3	9		YES		
	GE		GE	3A or B		3	9		YES		
	GE		GE	5B		3	9				
	GE		GE	4		3	9			Recommend POLSC 1 for CSU Grad Req	
	EL		EL			3	9			Dept Recommends COM ST 20, 31 or 36	
<b>TOTAL Semester 4</b>						<b>15</b>	<b>45</b>				

Cosmetology AS						SMC GE				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	
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)	Intercession Option? - YES -- (MAX of 8 units)		
SEMESTER 1	COSM 10A	1	PR		YES	1	3			YES	
	COSM 10B	2	PR		YES	1	3			YES	
	COSM 20	3	PR			1	3			YES	
	COSM 30	4	PR			1	3			YES	
	COSM 40	5	PR			1	3			YES	
	COSM 64	6	PR			2	6				
	COSM 11A	7	PR		YES	0.5	1.5				
	COSM 11B	8	PR		YES	0.5	1.5				
	COSM 11C	9	PR		YES	0.5	1.5				
	COSM 11D	10	PR		YES	0.5	1.5				
	COSM 11E	11	PR		YES	0.5	1.5				
	COSM 16	12	PR		YES	0.5	1.5				
	COSM 18	13	PR		YES	0.5	1.5				
	COUNS 12		EL			1	3			YES	
ENGL 1 or BUS 31		GE	IV A		3	9					
EL		EL			1	3					
<b>TOTAL Semester 1</b>					<b>15.5</b>	<b>46.5</b>					
SEMESTER 2	COSM 50A	1	PR			2	6	Completion of 800 hours in Cosmetology			
	COSM 21A	2	PR			0.5	1.5		COSM 11A (P)		
	COSM 21B	3	PR			0.5	1.5		COSM 11B (P)		
	COSM 21C	4	PR			0.5	1.5		COSM 11C (P)		
	COSM 21D	5	PR			0.5	1.5		COSM 11D (P)		
	COSM 21E	6	PR			0.5	1.5		COSM 11E (P)		
	COSM 26	7	PR			0.5	1.5		COSM 16 (P)		
	COSM 28A	8	PR			0.5	1.5		COSM 18 (P/C)	YES	
	COSM 28B	9	PR			0.5	1.5		COSM 18 (P/C)	YES	
	RE (Salon Experience)	10	RE			1	3	Completion of all beginning level courses and 300 hours in Cosmetology		YES	Choose from (1 unit min): COSM 95A or 95B or 95C or 95D
GE		GE	IV B		3	9					
GE		GE	11 A / GC		3	9			YES		
GE		GE	III		3	9			YES	Recommend ENGL 2 for transfer options	
<b>TOTAL Semester 2</b>					<b>16</b>	<b>48</b>					
SEMESTER 3	COSM 50B	1	PR			1.5	4.5	Completion of 1,000 hours in Cosmetology			
	COSM 50C	2	PR			1	3	Completion of 1,000 hours in Cosmetology		YES	

SEMESTER 3	COSM 31A	3	PR		0.5	1.5	COSM 21A			
	COSM 31B	4	PR		0.5	1.5	COSM 21B			
	COSM 31C	5	PR		0.5	1.5	COSM 21C			
	COSM 31E	6	PR		0.5	1.5	COSM 21E			
	COSM 36	7	PR		0.5	1.5	COSM 26			
	COSM 38	8	PR		0.5	1.5	COSM 28 A & B		YES	
	GE		GE	II B / GC	3	9			YES	
	GE		GE	I / GC	3	9				
EL		EL		3	9			YES	Can be in Cosmetology or other discipline	
<b>TOTAL Semester 3</b>					<b>14.5</b>	<b>43.5</b>				
SEMESTER 4	COSM 42	1	PR		0.5	1.5	COSM 11A			
	COSM 48	2	PR		0.5	1.5	COSM 38		YES	
	COSM 48B	3	PR		0.5	1.5	COSM 28A		YES	
	RE (Adv Courses)	4	RE		1	3	Various advisories		YES	Need two courses (1 unit min) from: COSM 38B or 38C or 41B or 46
	EL		EL		3	9			YES	
	EL		EL		3	9			YES	
	EL		EL		3	9				
<b>TOTAL Semester 4</b>					<b>14.5</b>	<b>43.5</b>				

Cosmetology CoA							None				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
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)	Intercession Option? - YES -- (MAX of 8 units)		
SEMESTER 1	COSM 10A	1	PR		YES	1	3			YES	
	COSM 10B	2	PR		YES	1	3			YES	
	COSM 20	3	PR			1	3			YES	
	COSM 30	4	PR			1	3			YES	
	COSM 40	5	PR			1	3			YES	
	COSM 64	6	PR			2	6				
	COSM 11A	7	PR		YES	0.5	1.5				
	COSM 11B	8	PR		YES	0.5	1.5				
	COSM 11C	9	PR		YES	0.5	1.5				
	COSM 11D	10	PR		YES	0.5	1.5				
	COSM 11E	11	PR		YES	0.5	1.5				
	COSM 16	12	PR		YES	0.5	1.5				
	COSM 18	13	PR		YES	0.5	1.5				
	COUNS 20	14	EL			3	9			YES	
<b>TOTAL Semester 1</b>					<b>13.5</b>	<b>40.5</b>					
SEMESTER 2	COSM 50A	1	PR			2	6	Completion of 800 hours in Cosmetology			Must be taken first half of semester
	COSM 21A	2	PR			0.5	1.5		COSM 11A (P)		Must be taken first half of semester
	COSM 21B	3	PR			0.5	1.5		COSM 11B (P)		Must be taken first half of semester
	COSM 21C	4	PR			0.5	1.5		COSM 11C (P)		Must be taken first half of semester
	COSM 21D	5	PR			0.5	1.5		COSM 11D (P)		Must be taken first half of semester
	COSM 21E	6	PR			0.5	1.5		COSM 11E (P)		Must be taken first half of semester
	COSM 26	7	PR			0.5	1.5		COSM 16 (P)		Must be taken first half of semester
	COSM 28A	8	PR			0.5	1.5		COSM 18 (P/C)	YES	Must be taken first half of semester
	COSM 28B	9	PR			0.5	1.5		COSM 18 (P/C)	YES	Must be taken first half of semester
	COSM 50B	10	PR			1.5	4.5	Completion of 1,000 hours in Cosmetology			Must be taken second half of semester
	COSM 50C	11	PR			1	3	Completion of 1,000 hours in Cosmetology		YES	Must be taken second half of semester
	COSM 31A	12	PR			0.5	1.5	COSM 21A			Must be taken second half of semester
	COSM 31B	13	PR			0.5	1.5	COSM 21B			Must be taken second half of semester
	COSM 31C	14	PR			0.5	1.5	COSM 21C			Must be taken second half of semester
	COSM 31E	15	PR			0.5	1.5	COSM 21E			Must be taken second half of semester
	COSM 36	16	PR			0.5	1.5	COSM 26			Must be taken second half of semester
	COSM 38	17	PR			0.5	1.5	COSM 28 A & B		YES	Must be taken second half of semester
	COSM 42	18	PR			0.5	1.5	COSM 31A			Must be taken second half of semester
	COSM 48	19	PR			0.5	1.5	COSM 38		YES	Must be taken second half of semester
	COSM 48B	20	PR			0.5	1.5	COSM 28A		YES	Must be taken second half of semester
	RE (Salon Experience)	21	RE			1	3		Completion of all	YES	Choose from (1 unit min): COSM 95A or 95B or 95C or

RE (Adv Courses)	22	RE			1	3	Various advisories		YES	Need two courses (1 unit min) from: COSM 38B or 38C or 41B or 46
<b>TOTAL Semester 2</b>					<b>15.5</b>	<b>46.5</b>				

**OVERALL COMMENTS:**

CofA requires completion of 25.5 units + 1600 hours minimum (including required courses).

Economics AA-T						CSU GE					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
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)	Intercession Option? - YES -- (MAX of 8 units)		
SEMESTER 1	ECON 1 or 2	1	PR / GE	D	YES	3	9		YES		
	ENGL 1		GE	A2		3	9				
	MATH 2		GE / PREREQ	B4		5	15				
	COUNS 20		GE	E		3	9		YES		
	<b>TOTAL Semester 1</b>					<b>14</b>	<b>42</b>				
SEMESTER 2	ECON 1 or 2	1	PR / GE	D	YES	3	9		YES		
	GE		GE	A3		3	9	ENGL 1		Recommend ENGL 2 for transfer options	
	MATH 7	2	PR			5	15	MATH 2		or MATH 28 / recommend MATH 7 for transfer	
	COM ST		GE	A1		3	9		YES	COM ST 11, 12, 16 or 21	
	<b>TOTAL Semester 2</b>					<b>14</b>	<b>42</b>				
SEMESTER 3	RE LIST A	1	RE			3	9				
	GE		GE	D		3	9		YES	Dept Recommended POLSC 1 (CSU Grad Req US Govt)	
	MATH 54	2	PR			4	12				
	GE		GE	B1 or B2		3	9		YES		
	EL		EL			3	9			Dept Recommended ECON 4, 5, 6 or 8	
	<b>TOTAL Semester 3</b>					<b>16</b>	<b>48</b>				
SEMESTER 4	GE		PR	C2		3	9		YES	Dept Recommended ECON 15 (also CSU Grad Req)	
	RE LIST B	1	RE			3	9			Dept Recommended ECON 5 OR 6	
	GE		GE	C1 or C2		3	6		YES		
	GE		GE	B1 or B2 w/lab		4	12				
	GE		GE	C1		3	9				
	<b>TOTAL Semester 4</b>					<b>16</b>	<b>45</b>				



Economics UC Transfer						IGETC					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
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)	Intercession Option? - YES -- (MAX of 8 units)		
SEMESTER 1	ECON 1 or 2	1	PR / GE	4	YES	3	9		YES		
	ENGL 1		GE	1A		3	9				
	MATH 2		GE / PREREQ	2		5	15				
	COUNS 20		EL			3	9		YES		
	<b>TOTAL Semester 1</b>					<b>14</b>	<b>42</b>				
SEMESTER 2	ECON 1 or 2	1	PR / GE	4	YES	3	9		YES		
	ENGL 2		GE	IB		3	9	ENGL 1 (P)	YES		
	MATH 7	2	PR			5	15	MATH 2 (P)			
	GE		GE	5A or 5B w/lab		4	12				
	<b>TOTAL Semester 2</b>					<b>15</b>	<b>45</b>				
SEMESTER 3	MATH 8	1	PR			5	15	MATH 7 (P)			
	GE		GE	4		3	9		YES	Recommend POL SC 1 for CSU grad req'mt	
	GE		GE	5A or 5B		3	9				
	EL		EL			3	9		YES	Dept Recommended ECON 4, 5, 6 or 8	
	EL		EL			2	6				
<b>TOTAL Semester 3</b>					<b>16</b>	<b>48</b>					
SEMESTER 4	GE		GE	3B		3	9		YES	Dept Recommended ECON 15 (also CSU Grad Req)	
	MATH 54	1	PR			4	12			Requirement for UCD and UCSC only; requirement for AAT ECON	
	GE		GE	3A or 3B		3	6		YES		
	COM ST		GE	IC		3	9			COM ST 11, 12, 16 or 21 for CSU option	
	GE		GE	3A		3	9				
<b>TOTAL Semester 4</b>					<b>16</b>	<b>45</b>					

OVERALL COMMENTS:

Engineering AA / CoA (Electrical Engineering Transfer)					SILVER 7 (Partial IGETC) / SMC GE					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
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)	Interession Option? - YES -- (MAX of 8 units)	
SEMESTER 1	MATH 2	1	GE / PREREQ	2 / IV B		5	15			
	ENGR 1	2	PR		YES	2	6			
	ENGL 1		GE	1A / IV A		3	9		YES	
	COM ST		GE	1C		3	9		YES	COM ST 11, 12, 16 or 21 for CSU reqmt
	COUNS 20		EL			3	9			or COUNS 12 (1)
<b>TOTAL Semester 1</b>						<b>16</b>	<b>48</b>			
SEMESTER 2	MATH 7	1	PR			5	15		MATH 2 (P)	
	CHEM 10		GE / PREREQ	5A / I		5	15			
	ENGL 2		GE	1B / III		3	9		ENGL 1 (P)	YES
	CS 3		EL/ADVISORY			3	9			YES
<b>TOTAL Semester 2</b>						<b>16</b>	<b>48</b>			
SEMESTER 3	MATH 8	1	PR			5	15		MATH 7 (P)	
	PHYSCS 20		EL		YES	2	6	MATH 2		YES
	CS 50	2	RE			3	9	CS 3		YES
	CHEM 11	3	PR			5	15		CHEM 10 (P)	
<b>TOTAL Semester 3</b>						<b>15</b>	<b>45</b>			RE for AA Transfer only
SEMESTER 4	PHYSCS 21	1	PR			5	15		MATH 7 (P)	
	MATH 11	2	PR			5	15		MATH 8 (P)	
	GE		GE	4 / II A / GC		3	9			YES
	ENGR	3	RE			3	9		MATH 2 and/or MATH 7 & PHYS 21	
<b>TOTAL Semester 4</b>						<b>16</b>	<b>48</b>			ENGR 11 or 12
SEMESTER 5	PHYSCS 23	1	PR			5	15		PHYSCS 21 / MATH 8 (P)	
	MATH 15	2	PR			3	9		MATH 8 (P)	
	CS 52	3	PR			3	9	CS 50		YES
	GE		GE	3 / II B / GC		3	9			YES
<b>TOTAL Semester 5</b>						<b>14</b>	<b>42</b>			
SEMESTER 6	PHYSCS 22	1	PR			5	15		PHYSCS 21 / MATH 8 (P)	YES
	ENGR 21	2	PR			3	9		PHYSCS 22 (P) / MATH 15 (C)	
	ENGR 22	3	PR			1	3		ENGR 21 (C)	
	MATH 13	4	PR			3	9		MATH 8 (P)	
<b>TOTAL Semester 6</b>						<b>12</b>	<b>36</b>			Only 2 PHYSCS courses needed for AA / 3 recommended for transfer AA and transfer AA and transfer Transfer only

**OVERALL COMMENTS:**  
Provides transfer requirements for top 4 transfer schools and AA in Engineering. This map include minimum GE for UC/CSU transfer.

French / German / Hebrew / Italian - Transfer						IGETC				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
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)	Interession Option? - YES -- (MAX of 8 units)	
SEMESTER 1	FRENCH/GERMAN/HEBRE/ITAL 1	1	PR		YES	5	15			Or appropriate language level
	ENGL 1		GE	1A		3	9			
	GE		GE	3A		3	9		YES	
	MATH		GE	2		3	9			MATH 54 or 21
	COUNS 12		EL			1	3		YES	
<b>TOTAL Semester 1</b>						<b>15</b>	<b>45</b>			
SEMESTER 2	FRENCH/GERMAN/HEBREW/ITAL 2	1	PR/GE	3B		5	15			
	ENGL 2		GE	1B		3	9	ENGL 1		
	GE		GE	4		3	9		YES	Recommend US HIST for CSU grad reqmt
	COM ST		GE/EL	1C		3	9		YES	CSU req only COM ST 11, 12, 16 or 21/UC elective
	EL		EL			1	3			
<b>TOTAL Semester 2</b>						<b>15</b>	<b>45</b>			
SEMESTER 3	FRENCH/GERMAN/HEBREW/ITAL 3	1	PR/GE	3B		5	15			
	GE		GE	5A or 5B		3	9			
	GE		GE	4		3	9		YES	
	GE		GE	4		3	9		YES	Recommend POL SC 1 for CSU grad reqmt
	RE	2	RE			2	6			Dept Recommends FRENCH/GERMAN/HEBREW/ITAL 8
<b>TOTAL Semester 3</b>						<b>16</b>	<b>48</b>			
SEMESTER 4	FRENCH/GERMAN/HEBREW/ITAL 4	1	PR			5	15			
	GE		GE	5A or 5B w/lab		4	12		YES	
	RE	2	RE			3	9			Dept Recommends FRENCH 9* for French Language majors
	RE	3	RE			3	9		YES	Dept Recommends LING 1
<b>TOTAL Semester 4</b>						<b>15</b>	<b>45</b>			

**OVERALL COMMENTS:**

\*FRENCH 9 pending curriculum submission and approval

Geology Transfer						IGETC					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
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)	Interession Option? - YES -- (MAX of 8 units)		
SEMESTER 1	MATH 2	2	GE / PREREQ	2		5	15				
	GEOL 4	1	PR / GE	5A	YES	4	12		YES		
	ENGL 1		GE	1A		3	9		YES		
	COUN 20		EL			3	9				
	<b>TOTAL Semester 1</b>					<b>15</b>	<b>45</b>				
SEMESTER 2	CHEM 10	1	EL / PREREQ			5	15				
	MATH 7	2	PR			5	15	MATH 2 (P)			
	ENGL 2		GE	1B		3	9	ENGL 1 (P)	YES		
	GE		GE	4		3	9		YES	Recommended GEOG 14	
	<b>TOTAL Semester 2</b>					<b>16</b>	<b>48</b>				
SEMESTER 3	CHEM 11	1	PR			5	15	CHEM 10 (P)			
	MATH 8	2	PR			5	15	MATH 7 (P)			
	COM ST		GE	1C		3	9		YES	COM ST 11, 12, 16 OR 21 for CSU reqmt	
	GE		GE	3B		3	9		YES	Recommended ENVRN 20 (GC)	
	<b>TOTAL Semester 3</b>					<b>16</b>	<b>48</b>				
SEMESTER 4	PHYS 20		EL			2	6	MATH 2	YES		
	CHEM 12	1	PR			5	15	CHEM 11 / MATH 2 (P)			
	EL		EL			4	12			Recommend GEOL 5 (required for AS-T GEOL - forthcoming)	
	GE		GE	4		3	9		YES		
	<b>TOTAL Semester 4</b>					<b>14</b>	<b>42</b>				
SEMESTER 5	MATH 11	1	PR			5	15	MATH 8 (P)			
	GE		GE	3A		3	9				
	GE		GE	4		3	9		YES		
	PHYS 21	2	PR			5	15	MATH 7 (P)	YES		
	<b>TOTAL Semester 5</b>					<b>16</b>	<b>48</b>				
SEMESTER 6	PHYS 23	1	PR			5	15	MATH 8 / PHYS 21 (P)			
	GE		GE	3A or 3B		3	9		YES		
	GE		GE	5B		3	9		YES	Recommended BIO 9 (GC)	
	<b>TOTAL Semester 6</b>					<b>11</b>	<b>33</b>				

JOURNALISM AA-T							CSU GE				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
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)	Intercession Option? - YES -- (MAX of 8 units)		
SEMESTER 1	JOURN 1	1	PR		YES	3	9				
	MEDIA 1	2	PR / GE	D	YES	3	9		YES		
	ENGL 1		RE / GE	A2		3	9			also RE LIST B Group 2	
	COM ST		GE	A1		3	9			COMM ST 11, 12, 16 or 21	
	COUNS 20		GE	E		3	9		YES		
<b>TOTAL Semester 1</b>						<b>15</b>	<b>45</b>				
SEMESTER 2	JOURN 16	1	PR		YES	4	12				
	RE LIST A	3	RE			3	9	Depends on course option selected		Choose 1 (3 units): JOURN 2, 15, 21, 43; PHOTO 13.	
	MATH	2	RE / GE	B4		3	9			MATH 2, 21, 26, 54 or higher - also RE LIST B Group 3	
	GE		GE	A3		3	9		YES	Recommend ENGL 2 for transfer options	
	GE		GE	C2		3	9		YES	Recommend US HIST for CSU grad reqmt	
<b>TOTAL Semester 2</b>						<b>16</b>	<b>48</b>				
SEMESTER 3	GE		GE	D		3	9		YES	Recommend POL SC 1 for CSU grad reqmt	
	GE		GE	C1 or C2		3	9		YES		
	GE		GE	B1		3	9				
	EL		EL			3	9				
	EL		EL			3	9				
<b>TOTAL Semester 3</b>						<b>15</b>	<b>45</b>				
SEMESTER 4	GE		GE	B2 w/lab		4	12				
	GE		GE	C1		3	9				
	GE		GE	D		3	9		YES		
	EL		EL			3	9		YES	Recommended JOURN electives for AA or transfer	
	EL		EL			2	6			Recommended JOURN electives for AA or transfer	
<b>TOTAL Semester 4</b>						<b>15</b>	<b>45</b>				

Journalism - Multimedia Storytelling AS / CSU Transfer						CSUGE					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
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)	Intercession Option? - YES -- (MAX of 8 units)		
SEMESTER 1	JOURN 1	1	PR		YES	3	9				
	RE	2	RE / GE	D	YES	3	9				Recommend MEDIA 1 RE GROUP B and GE
	ENGL 1		GE	A2		3	9				
	GE		GE	C1		3	9			YES	
	COUNS 20		GE	E		3	9			YES	
<b>TOTAL Semester 1</b>						<b>15</b>	<b>45</b>				
SEMESTER 2	JOURN 15	1	PR			3	9				
	RE	2	RE			3	9				GROUP A Electives
	GE		GE	A3		3	9				Recommend ENGL 2 for transfer options
	COM ST		GE	A1		3	9			YES	COM ST 11, 12, 16 or 21
	GE		GE	B4		3	9			YES	RECOMMEND ACCT/BUS 45
<b>TOTAL Semester 2</b>						<b>15</b>	<b>45</b>				
SEMESTER 3	RE	1	RE			3	9			YES	RE GROUP A or B Electives
	GE		GE	B1		3	9				
	JOURN 16	2	PR			3	9				
	GE		GE	C2 / GC		3	9			YES	Recommend US HIST for CSU grad reqmt
	EL		EL			3	9				
<b>TOTAL Semester 3</b>						<b>15</b>	<b>45</b>				
SEMESTER 4	GE		GE	B2 / B3 (lab)		4	12				
	GE		GE	D		3	9				Consider MEDIA 10 (Can also fulfilled RE GROUP B and GC)
	GE		GE	D		3	9			YES	Recommended POL SC 1 for CSU grad reqmt
	GE		GE	C1 or C2		3	9			YES	
	EL		EL			3	9				
<b>TOTAL Semester 4</b>						<b>16</b>	<b>48</b>				

Linguistics - Transfer						IGETC					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
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)	Intercession Option? - YES -- (MAX of 8 units)		
SEMESTER 1	LING 1		GE	3B	YES	3	9				
	ENGL 1		GE	1A		3	9		YES		
	MATH		GE	2		3	9			Math 54 or 21	
	Lang 1, Level 2		GE	3B		5	15		YES	OR appropriate language level	
	COUNS 12		EL			1	3				
<b>TOTAL Semester 1</b>						<b>15</b>	<b>45</b>				
SEMESTER 2	Lang 1, Level 3	1	PR			5	15			OR appropriate language level	
	ENGL 2		GE	1B		3	9	ENGL 1			
	ANTHRO 2	2	PR/GE	4		3	9		YES		
	GE		GE	5A w/lab		4	12		YES		
<b>TOTAL Semester 2</b>						<b>15</b>	<b>45</b>				
SEMESTER 3	Lang 1, Level 4	1	PR			5	15			OR appropriate language level	
	Lang 2, Level 1	2	PR			5	15			OR appropriate language level	
	PSYCH 1	3	PR/GE	4		3	9		YES		
	GE		GE	5B		3	9				
<b>TOTAL Semester 3</b>						<b>16</b>	<b>48</b>				
SEMESTER 4	Lang 1, Level 2	1	PR			5	15			OR appropriate language level	
	COM ST		1C	1C		3	9			CSU Req only COM ST 11, 12, 16 or 21/UC ELECTIVE	
	GE		GE	4		3	9		YES		
	GE		GE	3A		3	9				
<b>TOTAL Semester 4</b>						<b>14</b>	<b>42</b>				

Mathematics AS-T						IGETC				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
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)	Interession Option? - YES -- (MAX of 8 units)	
SEMESTER 1	MATH 2	1	GE / PREREQ	2	YES	5	15			
	ENGL 1		GE	1A		3	9			
	GE		GE	4		3	9		YES	
	COUNS 20		EL			3	9		YES	
	<b>TOTAL Semester 1</b>					<b>14</b>	<b>42</b>			
SEMESTER 2	MATH 7	1	PR			5	15	MATH 2 (P)		
	ENGL 2		GE	1B		3	9	ENGL 1 (P)	YES	
	GE		GE	3B		3	9		YES	Recommended US HIST for CSU grad reqmt
	GE		GE	5B		3	9			
	<b>TOTAL Semester 2</b>					<b>14</b>	<b>42</b>			
SEMESTER 3	MATH 8	1	PR			5	15	MATH 7 (P)		Can take MATH 10, 11, 13, or 15 after MATH 8
	GE		GE	4		3	9		YES	
	GE		GE	5A w/lab		4	12			Consider PHYSCS 8 or 21 for RE reqmt
	EL		EL			3	9		YES	
	<b>TOTAL Semester 3</b>					<b>15</b>	<b>45</b>			
SEMESTER 4	MATH 11	1	PR			5	15	MATH 8 (P)		
	COMM ST		GE	1C		3	9			COMM ST 11, 12, 16 OR 21 for CSU
	GE		GE	3A or 3B		3	9		YES	
	GE		GE	4		3	9		YES	Recommended POLSC 1 for CSU grad reqmt
	<b>TOTAL Semester 4</b>					<b>14</b>	<b>42</b>			
SEMESTER 5	MATH 13	1	PR			3	9	MATH 8 (P)		
	RE	2	RE			3	9			Choose 1: MATH 10, 15; PHYSCS 8 OR 21 / refer to transfer school reqmts
	GE		GE	3A		3	9		YES	
	<b>TOTAL Semester 5</b>					<b>9</b>	<b>27</b>			

**OVERALL COMMENTS:**

Can complete this ADT in 2 years if intersessions used to complete MATH sequence. this example shown in 5 semesters (Fall and Spring only) and assuming MATH 2 start.



Mathematics UC Pathway						IGETC					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
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)	Interession Option? - YES -- (MAX of 8 units)		
SEMESTER 1	MATH 2	1	GE / PREREQ	2	YES	5	15				
	ENGL 1		GE	1A		3	9				
	COUNS 20		EL			3	9		YES		
	GE		GE	3B		3	9		YES		
<b>TOTAL Semester 1</b>						<b>14</b>	<b>42</b>				
SEMESTER 2	MATH 7	1	PR			5	15	MATH 2 (P)			
	ENGL 2		GE	1B		3	9	ENGL 1 (P)			
	GE		GE	3A		3	9		YES		
	EL		EL			2	6		YES	Advised PHYSCS 20	
<b>TOTAL Semester 2</b>						<b>13</b>	<b>39</b>				
SEMESTER 3	MATH 8	1	PR			5	15	MATH 7 (P)		Can take MATH 10,11,13, or 15 after MATH 8	
	EL		EL			3	9		YES	Recommend CS 3	
	GE		GE	3A or 3B / GC		3	9		YES		
	GE		GE	4		3	9				
<b>TOTAL Semester 3</b>						<b>14</b>	<b>42</b>				
SEMESTER 4	MATH 11	1	PR			5	15	MATH 8 (P)			
	PHYSCS 21	2	PR	5A w/lab		5	15	MATH 7 (P)			
	GE		GE	4		3	9		YES		
<b>TOTAL Semester 4</b>						<b>13</b>	<b>39</b>				
SEMESTER 5	MATH 15	1	PR			3	9	MATH 8 (P)			
	PHYSCS 23	2	PR			5	15	MATH 8; PHYSCS 21 (P)			
	EL		EL			3	9		YES	Recommend CS 50	
	GE		GE	4		3	9		Yes		
<b>TOTAL Semester 5</b>						<b>14</b>	<b>42</b>				
SEMESTER 6	MATH 13	1	PR			3	9	MATH 8 (P)			
	PHYSCS 22	2	PR			5	15	MATH 8; PHYSCS 21 (P)			
	GE		GE	5B		3	9		Yes		
<b>TOTAL Semester 6</b>						<b>11</b>	<b>33</b>				

**OVERALL COMMENTS:** Pathway is designed for top UC feeder programs. It follows the UC Mathematics Pathways. The UC Mathematics Pathway provides an option regarding the science sequence courses - Physics, Chemistry, Biology and Economics. However, Physics is most commonly required. CS is listed as an elective because some knowledge of programing is becoming increasingly important in the MATH/STEM world. Plan meets AS-T in Mathematics. Plan may be shorter or longer depending on starting Math level, as well as with the use of intersessions to move through the sequence.

Nutrition and Dietetics AS-T						CSU GE				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
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)	Intercession Option? - YES -- (MAX of 8 units)	
SEMESTER 1	ENGL 1		GE	A2		3	9		YES	
	NUTR 1	1	PR	E	YES	3	9		YES	
	MATH 54	3	RE	B4		4	12			
	CHEM 10	2	RE / PREREQ	B1		5	15			Prereq for CHEM 11; satisfies RE LIST B
	EL		EL			1	3			Dept recommends NUTR 3
<b>TOTAL Semester 1</b>						<b>16</b>	<b>48</b>			
SEMESTER 2	ENGL 2		GE	A3		3	9	ENGL 1 (P)	YES	
	CHEM 11	2	PR			5	15	CHEM 10 (P)		
	ANATMY 1	1	RE / PREREQ	B2		4	12	ENGL 1 (P)		Fulfills RE LIST A - also PREREQ to PHYS 3
	COUNS 12		EL			1	3		YES	
	EL		EL			1	3			
<b>TOTAL Semester 2</b>						<b>14</b>	<b>42</b>			
SEMESTER 3	PHYS 3 or BIOL 3 or 21		PREREQ			4	12	ANATMY 1 / CHEM 10 (P)		Pre-req for MCRBIO 1 (PR)
	GE		GE	C2		3	9			Recommended US HIST for CSU Grad Reqmt
	COM ST		GE	A1		3	9			COM ST 11, 12, 16 or 21
	GE		GE	D		3	9		YES	Suggested SOCIOL 1 for some CSU campuses
	GE		GE	C1 or C2		3	9		YES	
<b>TOTAL Semester 3</b>						<b>16</b>	<b>48</b>			
SEMESTER 4	MCRBIO 1	1	PR			5	15	CHEM 10 and PHYS 3 or BIOL 3 or 21 (P)		
	PSYCH 1	2	PR	D		3	9			
	GE		GE	C1		3	9		YES	
	GE		GE	D		3	9		YES	POL SC 1 recommended for CSU Grad Reqmt
<b>TOTAL Semester 4</b>						<b>14</b>	<b>42</b>			

**OVERALL COMMENTS:**

NUTR 7: additional Dept-recommended elective.  
NUTR 8: additional major requirement at CSUN, CSULA and CSULB.

Physics - Transfer					IGETC					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
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)	
SEMESTER 1	MATH 2	1	GE / PREREQ	2		5	15			
	ENGL 1		GE	1A		3	9		YES	
	CHEM 10	2	GE / PREREQ	5A		5	15			
	GE		GE	4		3	9		YES	
<b>TOTAL Semester 1</b>						<b>16</b>	<b>48</b>			
SEMESTER 2	MATH 7	1	PR			5	15	MATH 2 (P)		
	CHEM 11	2	PR			5	15	CHEM 10 (P)		
	ENGL 2		GE	1B		3	9	ENGL 1 (P)	YES	
	PHYSCS 20		EL		YES	2	6	MATH 2	YES	
	COUNS 12		EL			1	3			
<b>TOTAL Semester 2</b>						<b>16</b>	<b>48</b>			
SEMESTER 3	MATH 8	1	PR			5	15	MATH 7 (P)	YES	
	PHYSCS 21	2	PR			5	15	MATH 7 (P)		
	CHEM 12	3	PR			5	15	CHEM 11 / MATH 2 (P)	YES	
	<b>TOTAL Semester 3</b>						<b>15</b>	<b>45</b>		
SEMESTER 4	MATH 11	1	PR			5	15	MATH 8 (P)		
	PHYSCS 23	2	PR			5	15	PHYSCS 21 / MATH 8 (P)		
	COM ST		GE	1C		3	9		YES	COM ST 11, 12, 16 or 21 for CSU reqmt
	GE		GE	3A		3	9		YES	
<b>TOTAL Semester 4</b>						<b>16</b>	<b>48</b>			
SEMESTER 5	PHYSCS 22	1	PR			5	15	PHYSCS 21 / MATH 8 (P)		
	MATH 15	2	PR			3	9	MATH 8 (P)	YES	
	GE		GE	3B		3	9		YES	
	GE		GE	3A or 3B		3	9			
<b>TOTAL Semester 5</b>						<b>14</b>	<b>42</b>			
SEMESTER 6	MATH 13	1	PR			3	9	MATH 8 (P)		
	PHYSCS 24	2	PR			3	9	PHYSCS 21 / MATH 8 (P)		
	GE		GE	5B		4	12		YES	
	GE		GE	4		3	9			
	GE		GE	4		3	9		YES	
<b>TOTAL Semester 6</b>						<b>16</b>	<b>48</b>			

**OVERALL COMMENTS:**  
Partial IGETC is also an option to lighten this 3 year plan, as well as using intersessions (highly recommended)

Political Science - AA-T						IGETC					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
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)	Intercession Option? - YES -- (MAX of 8 units)		
MATH 54	2	RE / GE	2		4	12				LIST A RE	
ENGL 1		GE	1A		3	9			YES		
POLSC 1	1	PR / GE	4	YES	3	9				CSU grad requirement	
COUN 20		EL			3	9					
EL		EL			3	9			YES		
<b>TOTAL Semester 1</b>					<b>16</b>	<b>48</b>					
COM ST		GE	1C		3	9				COM ST 11, 12, 16 for 21 for CSU/Elective for UC	
ENGL 2	2	RE / GE	1B		3	9		ENGL 1		LIST B RE	
POLSC 2	1	RE / GE	4		3	9				LIST A RE	
GE		GE	3A		3	9			YES		
EL		EL			3	9			YES		
<b>TOTAL Semester 2</b>					<b>15</b>	<b>45</b>					
POLSC 7	1	RE / GE	4		3	9				LIST A RE	
GE		GE	5A or 5B w/ lab		4	12					
POL SC 51	2	RE / GE	3B		3	9			YES	LIST B RE (listed in LIST A)	
EL		EL			3	9			YES	Recommend US HIST for CSU grad requirement	
EL		EL			1	3					
<b>TOTAL Semester 3</b>					<b>14</b>	<b>42</b>					
GE		GE	5A or 5B		3	9					
RE	1	RE / GE	3A or 3B		3	9				Recomm PHILO 1, 3, 4, 20, OR 48 for GE	
EL		EL			3	9			YES		
EL		EL			3	9			YES		
EL		EL			3	9					
<b>TOTAL Semester 4</b>					<b>15</b>	<b>45</b>					

Psychology - AA-T					IGETC					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
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)	Intercession Option? -- YES -- (MAX of 8 units)	
COUNS 20		EL			3	9			YES	
MATH 54		GE	2	YES	4	12				
ENGL 1		GE	1A		3	9			YES	
PSYCH 1	1	PR / GE	4	YES	3	9				
EL		EL			1	3				
<b>TOTAL Semester 1</b>					<b>14</b>	<b>42</b>				
ENGL 2	2	GE / RE	1B		3	9				RE LIST B
COM ST		GE	1C		3	9			YES	COM ST 11, 12, 16 OE 21 for CSU
RE LIST C	1	GE / RE	4		3	9				Choose a course from RE LIST C
EL		EL			3	9				
EL		EL			3	9			YES	
<b>TOTAL Semester 2</b>					<b>15</b>	<b>45</b>				
GE		GE	3A or 3B		3	9				
GE		GE	3A		3	9				
GE		GE	3B		3	9			YES	
BIO 3 or PSYCH 2	1	RE / GE	5B		3	9				RE LIST A: If BIO 3 is taken then add a unit (4 units)
EL		EL			3	9			YES	
<b>TOTAL Semester 3</b>					<b>15</b>	<b>45</b>				
GE		GE	5A		4	12				If Psych 2 is taken in Sem 3 then a lab course is needed from 5A for IGETC.
PSYCH 7	1	PR / GE	4	YES	3	9				
EL		EL			3	9				
EL		EL			3	9			YES	
EL		EL			3	9			YES	
<b>TOTAL Semester 4</b>					<b>16</b>	<b>48</b>				

Public Policy - AA / Transfer						IGETC				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
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)	
SEMESTER 1	COUNS 20	EL			3	9				
	MATH 21 or 54	GE	2		3	9				
	ENGL 1	GE / RE	1A		3	9			YES	
	POLSC 1 or 3	PR / GE	4	YES	3	9				
	EL	EL			3	9			YES	
<b>TOTAL Semester 1</b>					<b>15</b>	<b>45</b>				
SEMESTER 2	COM ST	GE / RE	1C		3	9				
	POLSC 31	PR / GE	4	YES	3	9				
	ENGL 2	GE / RE	1B		3	9				
	GE	GE	3A / GC		3	9			YES	
	EL	EL			3	9			YES	
<b>TOTAL Semester 2</b>					<b>15</b>	<b>45</b>				
SEMESTER 3	POLSC 95	PR / GE		YES	1	3				
	RE	RE			3	9				
	RE	RE			3	9				
	GE	GE	5A or 5B		3	9				
	GE	GE	4 / GC		3	9			YES	
	EL	EL			3	9			YES	
<b>TOTAL Semester 3</b>					<b>16</b>	<b>48</b>				
SEMESTER 4	GE	GE	5A or 5B w/ lab		4	12				
	GE	GE	3A or 3B		3	9				
	GE	GE	3B / GC		3	9			YES	
	EL	EL			3	9			YES	
	EL	EL			1	3				
<b>TOTAL Semester 4</b>					<b>14</b>	<b>42</b>				

Recycling & Resource Management AS / CoA						SMC GE					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
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)	Intercession Option? - YES -- (MAX of 8 units)		
SEMESTER 1	RRM 1	1	PR		YES	3	9				
	RRM 2	2	PR			3	6				
	RRM 3	3	PR			3	9				
	RRM 4	4	PR			3	9				
	COUNS 20		EL			3	9				
<b>TOTAL Semester 1</b>						<b>15</b>	<b>42</b>				
SEMESTER 2	RE	1	RE			3	9				Choose from: BIOL 9; COUNS 16 or 90C; GEOG 7; PHILOS 20; POLSC 22; PSYCH 40
	RE	2	RE /GE	II B / GC		3	9				Choose from: BIOL 9; COUNS 16 or 90C; GEOG 7; PHILOS 20; POLSC 22; PSYCH 40
	GE		GE	IV B		3	9				
	EL		EL			3	9				
	ENGL 1		GE	IV A		3	9				
<b>TOTAL Semester 2</b>						<b>15</b>	<b>45</b>				
SEMESTER 3	GE		GE	I / GC		3	9				Consider BIOL 9 for RE and GE / GC (if 6 units of RE not completed yet)
	GE		GE	II A / GC		3	9				
	EL		EL			3	9				
	EL		EL			3	9				
	EL		EL			3	9				
<b>TOTAL Semester 3</b>						<b>15</b>	<b>45</b>				
SEMESTER 4	EL		EL			3	9				
	GE		GE	III / GC		3	9				Consider ENGL 2 for transfer options
	EL		EL			3	9				
	EL		EL			3	9				
	EL		EL			3	9				
<b>TOTAL Semester 4</b>						<b>15</b>	<b>45</b>				

**OVERALL COMMENTS:**

This plan provides the opportunity to obtain to obtain Recycling & Zero Waste Department Certificate, in the first semester; the CofA in RRM in the first year; and RRM AS option in 2 years (with an opportunity to plan for transfer). Consider transfer schools/requirements to utilize elective opportunities.

Noncredit Pathway: The NC-SST certificate programs are for individuals and students desiring to learn and earn in the new circular economy. There are three (3) free, noncredit certificates offered by the Earth Sciences Department: Organics Aide, Sustainability Services Technician, and Sustainability Assistant. You can kick-start a job in the burgeoning field of sustainable processes, systems and policies and be a step ahead in the job market by completing anyone of the three (3) certificates. Or, they can be entry to the credit curriculum. For enrollment information, contact Noncredit Registration at (310) 434-3399 or [noncreditregistration@smc.edu](mailto:noncreditregistration@smc.edu).

Social Justice Studies: Women, Gender & Sexuality - AA-T						IGETC				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
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	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)	Interseccion Option? -- YES -- (MAX of 8 units)	
SEMESTER 1	COUNS 20		EL		3	9			YES	
	MATH 54	2	GE / RE	2	4	12				RE - Group 4
	ENGL 1		GE	1A	3	9				
	WGS 10	1	PR / GE	4	YES	3	9			
	EL		EL			3	9		YES	
<b>TOTAL Semester 1</b>					<b>16</b>	<b>48</b>				
SEMESTER 2	SOCIOL 33	1	PR / GE	4	YES	3	9			
	COM ST		GE	1C		3	9			COM ST 11, 12, 16 or 21 for CSU
	ENGL 2		GE	1B		3	9			
	GE		GE	3A		3	9		YES	
	EL		EL			3	9		YES	Suggested elective choice: WGS 20, 30, ECON/WGS 8
<b>TOTAL Semester 2</b>					<b>15</b>	<b>45</b>				
SEMESTER 3	SOCIOL 34	2	PR / GE	4	YES	3	9			
	WGS 40	1	PR / EL		YES	3	9			
	GE		GE	5A or 5B		3	9			
	GE		GE	3B		3	9		YES	Recommend US HIST for CSU grad req'mt
	RE		RE			3	9		YES	RE - Group 1, 2 or 3
<b>TOTAL Semester 3</b>					<b>15</b>	<b>45</b>				
SEMESTER 4	GE		GE / RE	3A or 3B		3	9			RE - Group 1 or 2
	GE		GE	5A or 5B w/lab		4	12			
	EL		EL			3	9		YES	Recommend POL SC 1 for CSU grad req'mt
	EL		EL			3	9		YES	Suggested elective choice: WGS 20, 30, ECON/WGS 8
	EL		EL			1	3			
<b>TOTAL Semester 4</b>					<b>14</b>	<b>42</b>				



Sociology - AA-T						IGETC					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
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)	Intercession Option? -- YES -- (MAX of 8 units)		
SEMESTER 1	MATH 54	2	PR / GE	2	YES	4	12				
	ENGL 1		GE	1A		3	9		YES		
	SOCIOL 1	1	PR / GE	4	YES	3	9				
	COUNS 20		EL			3	9				
	EL		EL			3	9		YES		
<b>TOTAL Semester 1</b>						<b>16</b>	<b>48</b>				
SEMESTER 2	COM ST		GE	1C		3	9			COM ST 11, 12, 16 or 21 for CSU	
	ENGL 2	1	RE / GE	1B		3	9			RE LIST B	
	SOCIOL 2 or 4	2	PR / GE	4	YES	3	9			Recommend both SOCIOL 2 and SOCIOL 4 for transfer	
	GE		GE	3A		3	9		YES		
	EL		EL			3	9		YES	Suggested elective choices: SOC 30, 31, 32	
<b>TOTAL Semester 2</b>						<b>15</b>	<b>45</b>				
SEMESTER 3	RE LIST A	1	RE	4		3	9		YES		
	GE	2	PR / GE	3B		3	9		YES		
	GE		GE	5A or 5B w/ lab		4	12				
	EL		EL			3	9			Suggested elective choices: SOC 30, 31, 32	
	EL		EL			1	3				
<b>TOTAL Semester 3</b>						<b>14</b>	<b>42</b>				
SEMESTER 4	GE		GE	5A or 5B		3	9				
	GE		GE	3A or 3B		3	9		YES		
	RE LIST A	1	RE			3	9				
	EL		EL			3	9			Suggested elective choices: SOC 30, 31, 32	
	EL		EL			3	9		YES		
<b>TOTAL Semester 4</b>						<b>15</b>	<b>45</b>				

Solar Photovoltaic and Energy Efficiency AS / CoA / DC							SMC GE				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
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)	Intercession Option? - YES -- (MAX of 8 units)		
SEMESTER 1	ENERGY 1	3	PR		YES	3	9			Taken 1st 8 weeks	
	ENERGY 2	4	PR			3	9			Taken 2nd 8 weeks	
	PV 11	1	PR		YES	3	9			Taken 1st 8 weeks	
	PV 12	2	PR			2	6		PV 11 (P)	Taken 2nd 8 weeks	
	COUNS 20		EL			3	9		YES		
<b>TOTAL Semester 1</b>						<b>14</b>	<b>42</b>				
SEMESTER 2	RE	1	RE / GE	I / GC		3	9			Dept recommends BIOL 9	
	RE	2	RE			3	9			ARC 21 or GEOG/GIS 20	
	ENGL 1		GE	IV A		3	9		YES		
	EL		EL			3	9		YES	Consider ENERGY 3 (PR for EE Specialist Dept Cert)	
	ENERGY 90A	3	PR			1	3				
GE		GE	IV B		3	9					
<b>TOTAL Semester 2</b>						<b>16</b>	<b>48</b>				
SEMESTER 3	GE		GE	III		3	9			Dept recommends PHIL 20	
	GE		GE	II B		3	9		YES	Dept recommends POL SC 1	
	GE		GE	II A / GC		3	9			Dept recommends ENVRN 14	
	EL		EL			3	9		YES	Consider ENGL 2 for transfer options	
	EL		EL			3	9				
<b>TOTAL Semester 3</b>						<b>15</b>	<b>45</b>				
SEMESTER 4	EL		EL			3	9		YES		
	EL		EL			3	9		YES		
	EL		EL			3	9				
	EL		EL			3	9				
	EL		EL			3	9				
<b>TOTAL Semester 4</b>						<b>15</b>	<b>45</b>				

**OVERALL COMMENTS:**  
This plan provides the opportunity to obtain the Basic Solar Photovoltaic Installation Department Certificate in first semester, the Solar PV CofA and/or EE Specialist Dept Cert in the first year; with an AS option in 2 years (and opportunity to plan for transfer). Consider transfer schools/requirements to utilize elective opportunities.

Spanish AA-T						IGETC				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	
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)	Intercession Option? - YES -- (MAX of 8 units)		
SEMESTER 1	SPAN 2 or 11	1	PR/GE	3B	YES	5	15		SPAN 1		OR appropriate language level; Spanish 11 (area 6A only)
	ENGL 1		GE	1A		3	9			YES	
	MATH		GE	2		3	9				MATH 21 or 54
	COUNS 12		EL			1	3			YES	
	COM ST		GE/EL	1C		3	9				CSU req only COM ST 11, 12, 16 or 21/ UC ELECTIVE
<b>TOTAL Semester 1</b>						<b>15</b>	<b>45</b>				
SEMESTER 2	SPAN 3 or 12	1	PR/GE	3B		5	15				Or appropriate language level
	ENGL 2		GE	1B		3	9		ENGL 1		
	GE		GE	4		3	9			YES	
	GE		GE	3A		3	9			YES	
	<b>TOTAL Semester 2</b>						<b>14</b>	<b>42</b>			
SEMESTER 3	SPAN 4	1	PR			5	15				Or appropriate language level
	GE		GE	5B		3	9			YES	
	GE		GE	4		3	9			YES	
	Lang 2, Level 1	2	RE			5	15				CSULB - requires second language
	<b>TOTAL Semester 3</b>						<b>16</b>	<b>48</b>			
SEMESTER 4	RE	1	RE			3	9				Dept suggests SPAN 20
	GE		GE	5A w/lab		4	12			YES	
	GE		GE	4		3	9			YES	
	Lang 2, Level 2	2	RE			5	15				CSULB - requires second language
	<b>TOTAL Semester 4</b>						<b>15</b>	<b>45</b>			

**OVERALL COMMENTS:**

Department also recommends SPAN 8. In upper division classes the students will have to speak in class on a wide range of topics. They will need preparation for this. UCLA has a lower division requirement of advanced composition and conversation in addition to two lower division civilization classes that are the equivalent of SPAN 9 and SPAN 20. These courses give the students a foundation for the work that they will need to do in upper division literature courses.

**Santa Monica College**  
**New Course: BUSINESS 36A, Customer Service in the Digital Age**

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

<b>Transferability:</b>	Transfers to CSU
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<b>Degree Applicability:</b>	D - Credit - Degree Applicable
<b>Proposed Start:</b>	Winter 2021
<b>TOP/SAM Code:</b>	0518.00 - Customer Service* / C - Clearly Occupational
<b>Grading:</b>	Letter Grade or P/NP
<b>Repeatability:</b>	No
<b>Library:</b>	Library has adequate materials to support course
<b>Minimum Qualifications:</b>	Business (Masters Required); Business Education (Masters Required); Marketing (Masters Required); Management (Masters Required)
<b>Program Impact:</b>	Proposed for inclusion in an existing degree or certificate <ul style="list-style-type: none"> <li>• Business AS</li> <li>• Management/Leadership AS/Certificate of Achievement</li> </ul>

**Rationale**

Service continues to be a central part of the customer experience. Customer service training is in high demand from all types of organizations and businesses.

**I. Catalog Description**

The world of customer service is constantly evolving. This course highlights the key strategies, principles, attitudes, and techniques needed to provide excellent customer service in today's business environment. Customers are digital and on the move and expect the same from their interactions with companies. As customer behavior changes, so do their expectations of the type of interaction that is appropriate to address their concerns. Considerations for omni-channel customer service, the impact on call centers, and the art of customer service will be examined.

**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. Customer Service Skills for Success, 7, Robert Lucas, McGraw Hill © 2019, ISBN: 9781259954078;
2. Trailhead by Salesforce. Online content and educational resources.  
<https://trailhead.salesforce.com>

**III. Course Objectives**

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

1. Examine how The Fourth Industrial Revolution is impacting customer service.
2. Evaluate contemporary and emerging customer service strategies.
3. Learn effective communication techniques and best practices for engaging with customers.
4. Explain the value of active listening, critical thinking, and emotional intelligence.
5. Describe the benefits of Omni-Channel customer service.
6. Describe how new technology is creating a shift in customer expectations.
7. Identify attributes of a quality customer service aligned culture.

**IV. Methods of Presentation:**

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

**V. Course Content**

<u>% of Course</u>	<u>Topic</u>
10.00%	Customer service in the Fourth Industrial Revolution. The evolving world of customer service.
15.00%	Customer Service Strategies
15.00%	Effective and Impactful Communication Techniques
10.00%	Emotional Intelligence (Emotional Quotient): Self-Awareness, Self-Regulation, Motivation, Empathy, Social Management.
10.00%	Omni-Channel Customer Service
10.00%	Customer Service in a Diverse World
10.00%	Long-term Value of the Customer: Building and Maintaining Relationships.
10.00%	Contact Center Operations, Practices, and Strategies
10.00%	Emerging Technologies and Services, e.g. Salesforce, Artificial Intelligence, BOTS, etc.
100.00%	Total

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

<u>Percentage</u>	<u>Evaluation Method</u>
15 %	Class Participation
40 %	Exams/Tests - 6 - 8 exams.
15 %	Group Projects
30 %	Homework
100 %	Total

**VII. Sample Assignments:****Individual Project: The Need for Omni-Channel :**

Choose a business and review their current customer service strategy. Evaluate whether omni-channel matters to their customers. Develop a treatment for expanding their channels.

**Group Project: Manage Dissatisfied Customers :**

Develop scripts to use at a call center to address a dissatisfied customer in the following types of purchases: High involvement, Low involvement, New-to-the world. Describe the specific challenges and opportunities that may arise during the exchange.

**VIII. Student Learning Outcomes**

1. Describe how the Fourth Industrial Revolution has changed how customers interact with companies and organizations and the impact on the customer service exchange.
2. Identify effective practices for both virtual and physical contact centers.
3. Demonstrate a level of engagement in the subject matter that reveals an understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and your personal life.

## BUS 36A 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 begin with a detailed welcome letter which includes pertinent details regarding the course and how the instructor will be in communication with the students. Each week, the instructor will post regular announcements and reminders regarding the assignments that need to be completed. Additionally, content pages will begin each module and will include key information and suggestions for how to approach content. Weekly discussion boards will be posted and the instructor will provide comments, input and feedback just as is done in a traditional classroom environment. Additionally, constructive feedback will be provided on the homework essays and exams in addition to numerical scores. The instructor will promptly respond to communication from students via email and through the "General Questions" discussion board.

#### **1b. Interactions:** Describe the nature and expected frequency of student-student interactions:

Students will engage in weekly discussion board groups where they will be required to reply to at least two students in the class. In the first module, for example, students are asked to introduce themselves and reply to at least two other students in the class. From the beginning, a sense of community is established in the virtual classroom. Throughout the class, they will discuss different customer service concepts as well as any challenges with servicing customers in the digital age. They will also be able to participate in the "General

Questions" discussion board where they can help each other with questions about the course content just as in an on-ground classroom.

**1c. Interactions:** Describe the nature and expected frequency of student-content interactions:

The class is organized through weekly course modules. A wealth of material is offered for students to learn the customer service concepts. The content includes the following: specific learning objectives for each module, comprehensive video lectures regarding the various types of customer service technology modalities, weekly discussion boards that help students to evaluate their understanding of the concepts, relevant supplemental course materials and articles to help the students relate the course concepts to everyday circumstances. The above content is provided on a weekly basis.

**1d. Interactions:**

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	Weekly discussion boards are posted to facilitate student-instructor and student-student interaction on various customer service issues and activities.	30.00%
Online Lecture	Students will watch a video lecture on a pertinent customer service issue such as the role of bots in the customer service journey. They will be asked to take notes on the video in preparation for a discussion on this topic. Students are encouraged to post any questions they have about this topic on the "General Questions" discussion board so that the instructor can address them. Students can join in on the discussion.	35.00%
Study and/or Review Sessions	Prior to an exam, students will be prompted to ask questions that they have about the material on the next test. We will then have a review session via the review discussion board.	10.00%
Written assignments	Students will write at least two essay assignments in the class. Prior the due dates, students will have the opportunity to pose questions regarding the assignment instructions on the "General Questions" discussion board. These questions will be visible to other students so that everyone can benefit from the answers. Additionally, the instructor will help answer questions individually via email.	20.00%
Peer Feedback	In discussion boards, students share ideas for where to find credible resources for their essays on a current customer service issue. They will also share case studies they find in news articles. Students will be asked to provide input on these scenarios.	10.00%

**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 according to the major content headings in the syllabus. The first module provides an overview of the customer service environment and workflow. The remaining modules are organized by various issues and transactions in the customer service environment. To provide consistency and insure that the quality of instruction is provided, the following format is provided for each module: learning objectives, lecture video and/or notes, PowerPoint summary slides, discussion board assignments, links to relevant articles and websites. Discussion boards are posted weekly. Exams are spread out and given every 3-4 weeks, depending on the duration of the semester. Homework essays are also spaced out throughout the semester.

**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%	Exams	Exams will consist of multiple choice and/or short essay questions. Prior to exams, students are asked to post questions regarding the material on the "General Questions" discussion board. The instructor gives feedback and suggestions for how to succeed on the exam. Feedback is provided on the exams via the comments section in the Grade book.
35.00%	Homework Essays	Prior to the assignment due dates, the instructor will provide rubrics with grading details. Students will have the opportunity to pose questions on the "General Questions" discussion board where all students can participate.
35.00%	Discussion Boards	After watching a video or reading the textbook, students answer questions regarding the material. They are graded upon their responsiveness to the questions and support provided for their answers. A grading rubric is provided. Feedback is provided via the comments section in the grade book

**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 received training on the learning management system in place. They should also be aware of the technical support that is available for faculty. Knowledge of how to ensure that material is accessible is also vital.

**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: online tutoring and tutorials for online classes. Students should be informed of the technical support phone number and other related student support services.

**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.

The course will be designed to consider students with disabilities. This includes content pages, files, multi-media, as well as accommodations for those receiving DSPS services. Content pages will include appropriate headings, formatting and color contrast. Multi-media will be captioned and provide accurate transcripts. Reading order is correctly set so that content is presented in the proper sequence for screen readers and other assistive technologies.

**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: Describe the benefits of Omni-Channel customer service. After reviewing the above learning objective, students will view the lecture video that describes the importance of omni-channel for today's customers. Following the video viewing, students will participate in a discussion where they provide examples of the process for effectively adding a new channel to their customer service strategy.



**Santa Monica College**  
**New Course: BUSINESS 37, Business of Hip Hop**

<b>Units:</b>	3.00
<b>Total Instructional Hours (usually 18 per unit):</b>	54.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	3.00
<b>In-Class Lab:</b>	0.00
<b>Arranged:</b>	0.00
<b>Outside-of-Class Hours</b>	108.00
<b>Date Submitted:</b>	October 2019
<b>Transferability:</b>	Transfers to CSU

<b>Degree Applicability:</b>	D - Credit - Degree Applicable
<b>Proposed Start:</b>	Spring 2021
<b>TOP/SAM Code:</b>	0501.00 - Business and Commerce, General* / C - Clearly Occupational
<b>Grading:</b>	Letter Grade or P/NP
<b>Repeatability:</b>	No
<b>Library:</b>	Library has adequate materials to support course
<b>Minimum Qualifications:</b>	Business (Masters Required); Marketing (Masters Required); Communication Studies (Masters Required); Mass Communication (Masters Required)
<b>Program Impact:</b>	Proposed for inclusion in an existing degree or certificate <ul style="list-style-type: none"> <li>• Business AS</li> <li>• Marketing Certificate of Achievement</li> <li>• Sales and Promotion AS/Certificate of Achievement</li> </ul>

**Rationale**

The business of hip-hop and other treatments of the topic have become high demand courses at colleges and universities throughout the country. Many focus on the sociological aspects of the movement. Our course looks at the business developments. The business of hip-hop is a compelling journey that many of our students will be able to appreciate and will see first-hand the application of business principles.

**I. Catalog Description**

An exploration of Hip-Hop's evolution from localized exhibition to becoming a domestic and international business phenomenon. With the emergence of new technology, there is a need for a new criterion in the analysis of Hip-Hop as an entertainment industry leader. Students examine the business practices of moguls and pioneers, such as Dr. Dre, Jay-Z, Kanye West, and Sean Combs. This course emphasizes the evolution of the business elements of hip-hop: urban entrepreneurialism, sales & marketing, and intellectual property.

**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. The Big Payback: The History of the Business of Hip-Hop, Dan Charnas, Routledge © 2010, ISBN: 9781101567920;
2. The Sound of Business: Seeing Entrepreneurship Through Hip Hop, Tori Ellis, Tori Ellis © 2019, ISBN: 9781732156401;
3. Introduction to Business, Lumen Learning, Lumen Learning © 2020;

**III. Course Objectives**

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

1. Examine Hip-Hop's inception to its present business model.
2. Review Hip-Hop's domestic and global business environments.
3. Examine elements of the entertainment industry and the marketing issues driving the evolution of Hip Hop's business elements.

4. Review Hip-Hop's technological evolution and use of innovative content marketing.
5. Evaluate the rise of Hip-Hop's urban entrepreneurialism including a investigation of industry leaders.
6. Survey Hip-Hop's commercialism and branding expansion.
7. Review relevant intellectual property considerations.
8. Explore the various career opportunities and positions that exist in the hip hop business.

**IV. Methods of Presentation:**

Lecture and Discussion, Projects, Visiting Lecturers, Online instructor-provided resources

**V. Course Content**

<u>% of Course</u>	<u>Topic</u>
15.00%	Hip-Hop chronology and key historical moments.
15.00%	Business formation, practices, and organizational structure.
20.00%	Product development from concept to commercialization.
15.00%	Product extensions from urban to suburban.
10.00%	Intellectual property implications.
15.00%	The "supply chain" of hip hop.
10.00%	Financing the production and product.
100.00%	Total

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

<u>Percentage</u>	<u>Evaluation Method</u>
15 %	Class Participation
40 %	Exams/Tests - 6-8 exams.
15 %	Final Project
15 %	Group Projects
15 %	Homework
100 %	Total

**VII. Sample Assignments:**

**Group Project:**

Research a hip hop artist "product" offering. Propose possible product or brand extensions and the proposed target audience. Explain why this particular audience would be responsive for this particular extension. Report your findings in an written and oral presentation.

**Individual Project:**

Students will use one of the hip hop business elements: urban entrepreneurialism, sales & marketing, or intellectual property licensing for the development of a mindmap or webpage (via wix.com or wordpress.com using free web page templates). Contents should include images, definitions, and history of the element, one powerful statement, and future directions of this element in the hip hop industry. Be creative and utilize the concepts of the digital business space expressed through art, cinema, literature, music, fashion, etc.

## **VIII. Student Learning Outcomes**

1. Identify emerging trends in the exhibition and distribution of hip hop product extensions beyond music.
2. Demonstrate an understanding of strategies for marketing and monetizing careers in hip hop.
3. 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 linking the relevance of course content to careers in business and their personal lives.

## BUS 37 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 begin with a detailed welcome letter which includes pertinent details regarding the course and how the instructor will be in communication with the students. Each week, the instructor will post regular announcements and reminders regarding the assignments that need to be completed. Additionally, content pages will begin each module and will include key information and suggestions for how to approach content. Weekly discussion boards will be posted and the instructor will provide comments, input and feedback just as is done in a traditional classroom environment. Additionally, constructive feedback will be provided on the homework essays and exams in addition to numerical scores. The instructor will promptly respond to communication from students via email and through the "General Questions" discussion board.

#### **1b. Interactions:** Describe the nature and expected frequency of student-student interactions:

Students will engage in weekly discussion board groups where they will be required to reply to at least two students in the class. In the first module, for example, students are asked to introduce themselves and reply to at least two other students in the class. From the beginning, a sense of community is established in the virtual classroom. Throughout the class, they will discuss different business elements of the Hip Hop. They will also be able to participate in the "General Questions" discussion board where they can help each other with questions about the course content just as in an on-ground classroom.

**1c. Interactions:** Describe the nature and expected frequency of student-content interactions:

The class is organized through weekly course modules. A wealth of material is offered for students to learn and explore the business of hip hop. The content includes the following: specific learning objectives for each module, comprehensive video lectures regarding the various functional areas of business in the hip hop industry, weekly discussion boards that help students to evaluate their understanding of the concepts, relevant supplemental course materials and articles to help the students relate the course concepts to personal and professional circumstances. The above content is provided on a weekly basis.

**1d. Interactions:**

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Study and/or Review Sessions	Prior to an exam, students will be prompted to ask questions that they have about the material on the next test. We will then have a review session via the review discussion board or in a synchronous environment via Zoom or similar service.	10.00%
Discussion Boards	Weekly discussion boards are posted to facilitate student-instructor and student-student interaction on various aspects of the business of hip hop.	30.00%
Peer Feedback	In discussion boards, students share ideas for where to find credible resources for their essays on a current hip hop business issue. They will also share out these current issues they find in news articles. Students will be asked to provide input on these cases.	10.00%
Videos	Students will watch video lectures, guest presentations, and/or complete exercises on various aspects of Hip Hop business. They will be asked to take notes on various video cases in preparation for a discussion on this topic. Students are encouraged to post any questions they have about this topic on the "General Questions" discussion board so that the instructor can address them. Students can join in on the discussion.	40.00%
Written assignments	Students will write at least two essay assignments in the class. Prior the due dates, students will have the opportunity to pose questions regarding the assignments on the "General Questions" discussion board. These questions will be visible to other students so that everyone can benefit from the answers. Additionally, the instructor will help answer questions individually via email.	10.00%

**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 according to the major content headings in the syllabus. The first module provides an overview of the major historical and contemporary business transactions of hip hop. The remaining modules are organized by various topics as outline in the course content. To provide consistency and insure that the quality of instruction is provided, the following format is provided for each module: learning objectives, lecture video and/or notes, PowerPoint summary slides, discussion board assignments, links to relevant articles and websites. Discussion boards are posted weekly. Exams are spread out and given every 3-4 weeks, depending on the duration of the semester. Homework essays are also spaced out throughout the semester.

**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.

<b>% of grade</b>	<b>Activity</b>	<b>Assessment Method</b>
40.00%	Exams/Quizzes four at 10% each.	Exams/Quizzes will consist of multiple choice and/or short essay questions. Prior to exams, students are asked to post questions regarding the material on the "General Questions" discussion board. The instructor gives feedback and suggestions for how to succeed on the exam. Feedback is provided on the exams via the comments section in the Grade book.
35.00%	Homework Assignments including exercises and case evaluations.	Prior to the assignments due dates, the instructor will provide rubrics with grading details. Students will have the opportunity to pose questions on the "General Questions" discussion board where all students can participate.
25.00%	Discussion Boards	After watching a video, reading class resources, or reviewing a case, students answer questions regarding the material. They are graded upon their responsiveness to the questions and support provided for their answers. A grading rubric is provided. Feedback is provided via the comments section in the grade book.

**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 received training on the learning management system in place. They should also be aware of the technical support that is available for faculty. Knowledge of how to ensure that material is accessible is also vital.

**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: online tutoring and tutorials for online classes. Students should be informed of the technical support phone number and other related student support services.

**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.

The course will be designed to consider students with disabilities. This includes content pages, files, multi-media, as well as accommodations for those receiving DSPS services. Content pages will include appropriate headings, formatting and color contrast. Multi-media will be captioned and provide accurate transcripts. Reading order is correctly set so that content is presented in the proper sequence for screen readers and other assistive technologies.

**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.).

Review relevant intellectual property considerations. After reviewing the above learning objective, students will view a series of lecture videos that describes the various aspect of intellectual property law, including copyright, trademarks, patents, and trade secrets. Following the video viewing, students will participate in a discussion where they provide examples of the applicable areas of intellectual property law for the various aspects of the hip hop business enterprise.

**Santa Monica College**  
**New Course: RESPIRATORY CARE 51, Fundamentals of Respiratory Care**

<b>Units:</b>	2.00
<b>Total Instructional Hours (usually 18 per unit):</b>	36.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	2.00
<b>In-Class Lab:</b>	0.00
<b>Arranged:</b>	0.00
<b>Outside-of-Class Hours</b>	72.00
<b>Date Submitted:</b>	February 2020

<b>Transferability:</b>	Transfers to CSU
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<b>Degree Applicability:</b>	Credit – Degree Applicable
<b>Prerequisite(s):</b>	Formal Admission to the Respiratory Care Program
<b>Proposed Start:</b>	Fall 2020
<b>TOP/SAM Code:</b>	1210.00 - Respiratory Care/Therapy* / B - Advanced Occupational
<b>Grading:</b>	Letter Grade or P/NP
<b>Repeatability:</b>	No
<b>Library:</b>	Library has adequate materials to support course
<b>Minimum Qualifications:</b>	Respiratory Technician Masters degree in Respiratory Care, MPH Or BSRT or BS degree life sciences AND Must have at least 6 years of ICU experience in the MICU, CTICU, SICU, Trauma-ICU or CCU preferred. AND Possess valid California Respiratory Care License.
<b>Program Impact:</b>	Respiratory Care Associate Degree

**Rationale**

This is course part of the comprehensive curriculum for the Respiratory Care AS degree.

**I. Catalog Description**

This course provides fundamentals for respiratory care practice, credential mechanisms, organization of respiratory care services, theory of modalities performed by respiratory care practitioners (RCPs) in various settings and the various patient populations RCPs work with. Basics of patient assessments and evidence-based practice protocols are introduced.

**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. Egan's Fundamentals of Respiratory Care, Kacmarek, Stoller and Heuer Elsevier-Mosby © 2021;
2. Workbook to Accompany Egan's Fundamentals of Respiratory Care, Kacmarek, Stoller and Heuer, Elsevier-Mosby © 2021;
3. Mosby's Respiratory Care Equipment, JM Cairo, Elsevier-Mosby © 2018;

**III. Course Objectives**

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

1. Describe how to apply good body mechanics and posture to moving patients.
2. State legal and practical obligations involved in record keeping.
3. State how to reduce the risk of electrical shock to patients and yourself.
4. Recognize the importance of the patient interview and recording a medical history.
5. Complete the assessment through chart review and obtain medical, surgical, and family history, social, behavioral, and occupational history, and other historical information incident to the purpose of the current complaint.
6. Describe the function of the respiratory care practitioner, their role on the health care team, and an overview of the scope of practice of respiratory care today.
7. Explain modalities performed by respiratory care practitioners in floor care and Intensive care units with emphasis on evidence-based medicine.

8. List basic concepts of pulmonary patient assessment.
9. Explain the federal electronic medical record mandate.
10. Describe how to improve your communication effectiveness.
11. Identify advantages and disadvantages of the electronic medical record.
12. Describe the SOAP and plan method for documentation in the patient's medical record.
13. Explain the assessment, plan, implementation, and evaluation method and the problem, intervention, and plan method for documentation of patient assessment data.
14. Describe the systematic examination of the chest and lungs including, lung and chest topography, inspection, palpation, percussion and auscultation. Differentiate between dyspnea and breathlessness.
15. List abnormal extremity findings, including altered skin color, presence or absence of (digital clubbing, pedal edema, distended neck veins).
16. Identify breathing patterns associated with pulmonary disease.
17. Describe why infection control is important in respiratory care, factors associated with increased risk of a patient acquiring a nosocomial infection and strategies to help control spread of infection in the hospital
18. Describe equipment handling procedures to help prevent the spread of pathogens and how to select and apply chemical disinfectants for processing respiratory care equipment.

**IV. Methods of Presentation:**

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

**V. Course Content**

<u>% of Course</u>	<u>Topic</u>
10.00%	Overview of the SMC RC program, the scope of practice of respiratory care services, credentialing, educational options, evidence-based practice.
30.00%	Introduction to respiratory care modalities based on AARC clinical practice guidelines in the floor care and ICU setting.
30.00%	Patient Assessment
15.00%	Medical Records
15.00%	Infection Control
100.00%	Total

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

<u>Percentage</u>	<u>Evaluation Method</u>
30 %	Exams/Tests – Two exams (multiple choice questions will be used similar in content to those presented in the National Board for Respiratory Care (NBRC) examination).
30 %	Final exam
20 %	Quizzes - Quizzes (multiple choice questions will be used similar in content to those presented in the National Board for Respiratory Care (NBRC) examination).
5 %	Journal presentation
15 %	Written assignments - Written assignment, complete workbook utilizing information from assigned chapter readings, journal articles, in-class notes.
100 %	Total

**VII. Sample Assignments:**

**Journal Presentation:**

Journal presentations, read a recent published journal article based on assigned topic related to lung



expansion therapy and airway clearance techniques. Compose a power point or prezi presentation and deliver to class.

**Written Assignment:**

Create a table and list of indications and absolute contraindications for each of the following modalities: oxygen therapy, hyperinflation therapy, bronchial hygiene therapy, using the AARC clinical practice guidelines as a resource.

**VIII. Student Learning Outcomes**

1. The student will describe the organization of respiratory care services and scope of practice of the respiratory care practitioner today.
2. Discuss the components of basic medical chart.
3. The student will be able to describe the modalities performed by RCPs and how the functions are dictated by the AARC clinical practice guidelines.
4. Describe the basics of the physical assessment as it relates to the scope of practice of respiratory care practitioner.
5. Describe the principles of infection control and processing required of respiratory care practitioner.

**Santa Monica College**  
**New Course: RESPIRATORY CARE 51L, Applied Fundamentals of Respiratory Care**

<b>Units</b>	2.00
<b>Total Instructional Hours (usually 18 per unit):</b>	108.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	0.00
<b>In-Class Lab:</b>	6.00
<b>Arranged:</b>	0.00
<b>Outside-of-Class Hours</b>	0.00
<b>Date Submitted:</b>	February 2020

<b>Transferability:</b>	Transfers to CSU
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<b>Degree Applicability:</b>	Credit – Degree Applicable
<b>Prerequisite(s):</b>	Formal Admission to the Respiratory Care Program
<b>Proposed Start:</b>	Fall 2020
<b>TOP/SAM Code:</b>	1210.00 - Respiratory Care/Therapy* / B - Advanced Occupational
<b>Grading:</b>	Letter Grade or P/NP
<b>Repeatability:</b>	No
<b>Library:</b>	Library has adequate materials to support course
<b>Minimum Qualifications:</b>	Respiratory Technician Masters degree in Respiratory Care, MPH Or BSRT or BS degree life sciences AND Must have at least 6 years of ICU experience in the MICU, CTICU, SICU, Trauma-ICU or CCU preferred. AND Possess valid California Respiratory Care License.
<b>Program Impact:</b>	Respiratory Care AS degree

**Rationale**

Course part of the comprehensive curriculum for the Respiratory Care AS degree.

**I. Catalog Description**

This course provides hands-on practice of the fundamentals of patient assessment, medical records, and infection control. The basic application of respiratory care modalities performed by respiratory care practitioners are introduced. Patient assessment skills and monitoring are applied to the delivery of floor care modalities. Ethics, Respiratory Care tracking software, HIPAA computer modules and hospital medical requirements are completed to prepare the student for entry to clinical experience.

**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. Clinical Lab Competencies for Respiratory Care: An Integrated Approach, Gary C. White, Cengage © 2012;
2. Egan's Fundamentals of Respiratory Care, Wilkins, Stoller, Kacmare, Elsevier-Mosby © 2017;
3. Workbook to Accompany Egan's Fundamentals of Respiratory Care, Wehrman, Stephen F. , Elsevier-Mosby © 2012;

**III. Course Objectives**

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

1. Describe the function of the respiratory care practitioner and the services provided by the respiratory care department and the role of the RCP in an acute care hospital.
2. Accurately take vitals and report it to another member of the health care team.
3. Evaluate and monitor floor care therapies, performed at novice level.
4. Model professional behavior and communication skills.
5. Perform basic life support under the supervision of the respiratory therapist in a simulated setting.

6. Appraise information in the medical chart and explain how each component is relevant to the practice of respiratory care.
7. Document using the SOAP assessment in a respiratory progress note.
8. Systematically perform a lung and chest assessment, including inspection, palpation, percussion, and auscultation.
9. Perform proper handwashing technique.
10. Evaluate need basic asepsis technique, don and doff personal protective equipment in various isolation precautions settings (contact isolation, droplet isolation and airborne isolation)
11. Evaluate best way to remove and dispose of contaminated respiratory care equipment from a patient's room.
12. Model professional behavior and communication skills when communicate with a physician using the SBAR method.

**IV. Methods of Presentation:**

Field Experience, Lab, Projects, Group Work, Online instructor-provided resources

**V. Course Content**

<u>% of Course</u>	<u>Topic</u>
30.00%	Performing patient assessment and practicing patient interview techniques, verbal and written reporting of patient information- SOAP and SBAR.
35.00%	Performing floor care modalities (oxygen therapy, hyperinflation therapy, humidity and aerosol, bronchial hygiene)
5.00%	Completing clinical placement requirements: Ethics, HIPAA, Fire class, BLS certification, respiratory care tracking software system.
5.00%	Performing BLS simulations
13.00%	Reviewing medical records and record keeping.
12.00%	Donning and doffing PPE, practicing infection control and equipment processing
100.00%	Total

**Vb. Lab Content:**

<u>% of course</u>	<u>Topic</u>
30.00%	Basic patient assessment
35.00%	Floor care modalities (oxygen therapy, hyperinflation therapy, humidity and aerosol, bronchial hygiene)
5.00%	Ethics and information privacy
5.00%	Basic life support simulation
13.00%	Medical record keeping
12.00%	Infection control and equipment processing
100.00%	Total

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

<u>Percentage</u>	<u>Evaluation Method</u>
30 %	Exams/Tests

15 %	Lab Reports - Lab report
30 %	Performance evaluation
30 %	Simulation
100 %	Total

## VII. Sample Assignments:

### Laboratory Assignment:

Complete clinical/laboratory competencies on floor care modalities by peer-to-peer evaluations. Once evaluation by the peer is complete, the faculty will perform the final evaluation. Evaluation performance should occur at novice level, in the Dreyfus model of skills acquisition, to the satisfaction of the evaluating faculty.

### AARC clinical practice guidelines:

Go to the AARC.org, download the most current clinical practice guidelines that pertain to this class, write a summary of how those compare to what is found in your textbook. Be clear and concise. Come to class prepared to defend your position.

## VIII. Student Learning Outcomes

1. Perform floor care therapeutic modalities (oxygen therapy, hyperinflation therapy, bronchial hygiene), monitor and evaluate effectiveness of therapy at the novice level, to the satisfaction of the faculty.
2. Demonstrate professional behavior and communication skills required by a member of a health care.
3. Perform lung and chest assessment including, inspection, palpation, percussion and auscultation.
4. Demonstrate basic asepsis technique and removal of contaminated equipment when caring for a patient in a clinical setting.

**Santa Monica College**  
**Substantial Change: COMPUTER APPLICATIONS 70, Digital Marketing Applications**

<b>Units:</b>	3.00
<b>Total Instructional Hours (usually 18 per unit):</b>	54.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	3.00
<b>In-Class Lab:</b>	0.00
<b>Arranged:</b>	0.00
<b>Outside-of-Class Hours</b>	108.00
<b>Date Submitted:</b>	April 2020

<b>Transferability:</b>	Transfers to CSU
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<b>Degree Applicability:</b>	Credit - Degree Applicable
<b>Skills Advisory(s):</b>	CIS 1
<b>TOP/SAM Code:</b>	0509.00 - Marketing and Distribution* / C - Clearly Occupational

**Rationale**

We wish to update the title, description, objectives and content to reflect current industry standards and terminology. The majority of the course content has not changed with a few additions for utilizing search engines. But the course scope is limited by the title and description of Social Media Applications, when the evolution of online marketing has developed to include various digital marketing strategies, such as content, social media, search engine, and e-marketing. The terminology, functionality and integration of digital marketing tools and applications have also evolved, and we need our course to be updated to reflect these changes. These updates ensure students will be equipped with relevant knowledge and skills to use the most current online promotion tools and applications.

**I. Catalog Description**

Digital marketing enables an individual or business to promote an organization, brand, product or service using a variety of online marketing strategies: content marketing, social media marketing, search engine marketing and e-marketing. Numerous tools and applications are utilized to deliver these strategies, such as a content management system; blogging; content creators and editors for images, posts and videos; crowdsourcing; podcasting; RSS feed and directories; social media business accounts and ad managers, like Facebook Ad Manager; search engine advertising, like Google Ads; SEO techniques and tools; third party tracking and analytics tools, such as Google Analytics; email and direct message marketing; and event promotion. This course provides the skills to use these tools and applications for a successful digital marketing campaign.

**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. eMarketing: The Essential Guide to Marketing in a Digital World, 5th, Rob Stokes , Quirk Education Pty (Ltd). © 2013, ISBN: 978-0-620-56515-8;

**III. Course Objectives**

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

1. Understand components of a digital marketing campaign
2. Create a content management system
3. Build and use a blog as a tool for content marketing
4. Search, create and edit images, posts and video for content
5. Utilize crowdsourcing for content development
6. Create a podcast and work with RSS feed and directories
7. Create social media business accounts: Facebook, Twitter, Instagram, Pinterest, LinkedIn, Snapchat
8. Create a YouTube channel for video sharing and upload/edit with YouTube Studio

9. Utilize a social media and marketing management tool to manage social media business accounts
10. Utilize social media ad managers, such as Facebook Ad Manager, to advertise on social media accounts
11. Understand and implement search engine marketing, such as Google Ads, and pay-per-click (PPC) advertising
12. Understand and implement on-page SEO techniques, such as keywords and keywords tools, site structure, naming convention, meta tags and alt text as well as off-page SEO techniques, such as backlinks, to improve search engine results and avoid black hat techniques
13. Understand and implement third party tracking and analytics tools, like Google Analytics, to monitor website performance
14. Utilize email and direct message marketing
15. Utilize event promotion for marketing

#### IV. Methods of Presentation:

Other (Specify), Lecture and Discussion, Other, Projects, Online instructor-provided resources, Observation and Demonstration  
 Other Methods: 1. Videos

#### V. Course Content

<u>% of Course</u>	<u>Topic</u>
4.00%	Reviewing components of a digital marketing campaign and identifying a subject (organization, brand, product or service)
12.00%	Creating a Wix content management system with a blog
8.00%	Building a podcast and working with RSS and directories
30.00%	Building social media business accounts (Facebook, Twitter, Instagram, Pinterest, LinkedIn, Snapchat), a video sharing account (YouTube Channel) and a social media management account (Hootsuite)
12.00%	Creating and editing images, posts and videos with Adobe Spark, Vimeo and YouTube Studio and utilizing crowdsourcing
8.00%	Utilizing social media ad managers, such as Facebook Ad Manager
6.00%	Utilizing search engine marketing, such as Google Ads
6.00%	Utilizing SEO techniques and tools
8.00%	Reviewing third party tracking and analytics tools, such as Google Analytics
6.00%	Utilizing email, direct message and event promotion for marketing
100.00%	Total

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

<u>Percentage</u>	<u>Evaluation Method</u>
15 %	Final Project
20 %	Other - Peer/group discussions and reviews
65 %	Projects
100 %	Total

## VII. Sample Assignments:

### **Create a Podcast with Buzzsprout:**

1. 5 POINTS Create a podcast audio file using Voice Recorder (PC) or Quick Time Player (Mac) or another audio recorder that you prefer. If these are not available, search your computer for the default audio recorder and use that. This is a test episode for loading at the podcast host, Buzzsprout. This can be an interview, a topic, an opinion, a review etc. The episode must be related to your subject and a minimum of 1 minute to a maximum of 3 minutes. You will want to introduce the name of the Episode and yourself and any guests. You may want to explain your subject and the different topics you will be discussing and possible guests in future episodes of the show. Speak informally but clearly and loudly enough so that ALL dialogue can be understood. Test and re-record the episode until you are satisfied with its content. Rename the episode. Be sure to save the episode to a folder you can find. With Voice Recorder for PC, right click on the episode in the menu and select Open File Location to find the file. 2. Go to buzzsprout.com, click Get Started and create an account. Select "I'm a new podcaster" when prompted. 3. 3 POINTS In the Website tab go to Color and Background and select a Color and/or a Background image. In Social Media Links add your Facebook page URL. In Change URL check (if needed) Enable Custom Buzzsprout Web Address and Save the default website address. 4. 5 POINTS In Podcast Settings you MUST confirm or add: Podcast Title, Podcast Description, an image to Podcast Artwork (YouTube Channel Art or another thumbnail image), one Category in Apple Podcast Category (you can also Add Optional Categories), Episode Limit - set to Show All Episodes, Your Website Address (your Wix website address), Contact Email and Keywords. 5. 5 POINTS In Episodes click Upload a New Episode 6. 5 POINTS In Episode Details enter: Episode Title, Episode Description, Episode Artwork (if desired), Season 1-Episode 1-Full. More Episode Settings: Artist/Guest, Summary (copy of Description, if desired), Custom Episode Webpage (if needed), Tags, Be sure to PUBLISH IMMEDIATELY on right side menu so your episode is available for this assignment. Click Save Episode Details. NOTE: In Episodes click on the Episode title to edit/delete each episode. When you return to Episodes from main menu, you see all of your Episodes and the Share, Stats and Edit buttons are located under each episode. Chapter Markers have been added to the Episode Details area, so you can mark sections for your listeners to jump through an episode. Create a Video Soundbite, Sharing options, Downloading an MP3 file and Embedding the episode are located under Promote this Episode. 7. 2 POINTS In Players – Customize Your Players select Single Episode Player and customize your player settings. You must PUBLISH your episode to view Players. 8. In Players Option 1 - Separate player for each episode, click Copy embed code. Go to your Blog website in Wix Website Editor. In the ABOUT page, use the Add - More - HTML iframe and click Enter Code to paste your podcast player code and add your Podcast Large Player to your site (resize/move the object to display your player). OR To embed your entire podcast in Wix, go to Buzzsprout - Directories - RSS Feed and COPY the RSS Feed for your podcast. Then, go to your Wix Website Editor, go to ADD-Music-iTunes Button- click Add To Site for Wix Podcast Player. A new page, Podcast, is added to your Wix website. Click Settings - Connect RSS - Insert RSS Feed link and paste your saved RSS Feed from Buzzsprout. SAVE and PUBLISH your website changes. 9. In your Buzzsprout Website tab copy your Podcast website URL (from step #3). Check the URL in another tab to confirm it is correct. Return to our course in Canvas and click SUBMIT ASSIGNMENT in this assignment link. In the Website URL tab, paste your URL into the box next to Website URL:. Then click SUBMIT ASSIGNMENT.

### **Create a YouTube Channel:**

1. 4 POINTS Add your You Tube Channel Art related to your subject that you created using Canva. 2. 4 POINTS TOTAL Subscribe to 2 Channels related to your subject (2 POINTS EACH). Be sure your settings are adjusted to turn OFF privacy for subscriptions (see Step 9). 3. 5 POINTS Create at least 1 Playlist. Add one video to your playlist. 4. 3 POINTS In HOME create a Section for Created Playlists. 5. 3 POINTS In HOME set a Featured Channel. 6. 2 POINTS In ABOUT set Location to United States. 7. 2 POINTS In ABOUT create a Description. 8. 2 POINTS In ABOUT add a Link to your Facebook Page. 9. In Channel Settings turn OFF "Discussion" tab so it does not show as a channel tab and turn OFF "Keep all my subscriptions private" and "Keep all my saved playlists private". To find the Channel Settings go to My Channel - Customize Channel - click the settings icon (looks like a sprocket and is left of the opaque Subscribe button). Turn OFF the Discussion tab from the channel menu (Home, Videos, Playlists, Channels, About). I left mine ON in the video, however I want you to set Discussion to OFF. And in

Privacy, turn OFF "Keep all my subscriptions private" and "Keep all my saved playlists private". Other channels will return the favor by showing your channel in their subscriptions and your playlists. It increases the audience for all channels. 10. Click View As: select New Visitor. Then, copy the Channel URL directly from the browser when you are in your YouTube Channel. Please be sure that the word 'channel' is in the URL and that you are not at a video or another location. Check the URL in another tab to confirm it is correct. Return to our course in Canvas and click SUBMIT ASSIGNMENT in this assignment link. In the Website URL tab, paste your YouTube channel's URL into the box next to Website URL:. Then click SUBMIT ASSIGNMENT.

### **VIII. Student Learning Outcomes**

1. Utilizing content marketing, social media marketing, search engine marketing and e-marketing tools and applications, students will build a digital marketing campaign to promote an organization, brand, product or service online.
2. Formulate, build, and deploy a podcast that is designed to be syndicated utilizing RSS feeds on an episodic basis.



**Santa Monica College**

**Course Deactivation: ENTERTAINMENT TECHNOLOGY 11, Computer Skills for Digital Media**

<b>Units</b>	3.00
<b>Total Instructional Hours (usually 18 per unit):</b>	90.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	2.00
<b>In-Class Lab:</b>	1.00
<b>Arranged:</b>	2.00
<b>Outside-of-Class Hours</b>	72.00

<b>Date Submitted:</b>	May 2020
<b>Transferability:</b>	Transfers to CSU

<b>Degree Applicability:</b>	D - Credit - Degree Applicable
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**Rationale**

Course is replaced by newly approved curriculum.

**I. Catalog Description**

This introductory course covers the skills and concepts needed work successfully with digital media software applications. Students will learn core concepts such as file management, image formats, and keyboard shortcuts. Essential software applications for creating and editing digital media elements will be introduced.

**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. Access to Lynda.com is required. Free access is available.

**III. Course Objectives**

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

1. Efficiently work with the computer, create files and folders, use keyboard shortcuts, work in a cross-platform environment, and work on a network.
2. Organize and name files correctly.
3. Make proper backups of information on the computer.
4. Utilize the essential functions of software for creating digital media elements.

**IIIb. Arranged Hours Objectives:**

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

1. Apply professional production methods to original projects.

**IV. Methods of Presentation:**

Other (Specify), Lecture and Discussion, Observation and Demonstration  
 Other Methods: Hands-on projects

**IVb. Arranged Hours Instructional Activities:**

Online instructor-provided resources

**V. Course Content**

<u>% of Course</u>	<u>Topic</u>
20.00%	Basics of file management, file formats, and keyboard shortcuts for Windows and Mac OS.

20.00%	Digital image basics: bitmap vs. vector, color bit depth, pixels vs. DPI, standard image dimensions and approximate file sizes.
15.00%	Adobe Photoshop basics: tools and commands, manipulating images.
15.00%	Adobe Illustrator basics: tools and commands, creating and manipulating artwork.
15.00%	Digital audio basics: tools and commands, file formats.
15.00%	Dreamweaver basics: tools and commands, creating web pages and interactive user experiences.
100.00%	Total

**Vb. Lab Content:**

<u>% of course</u>	<u>Topic</u>
100.00%	Application of techniques learned in lecture.
100.00%	Total

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

<u>Percentage</u>	<u>Evaluation Method</u>
10 %	Class Participation
30 %	Exams/Tests - Knowledge and performance exams
30 %	Final Project
30 %	Projects - Three (3) projects at 10% each
100 %	Total

**VII. Sample Assignments:**

**One:**

1. Develop a PowerPoint presentation using drawings or photos of your own design, edited in Photoshop or Illustrator. Delivery, layout and design should demonstrate professional presentation.

**Two:**

2. Develop an interactive Digital Media project. The end result will be either a three page web site (html) or a stand-alone EXE file that should demonstrate the following: navigation between pages or rooms going forward and backward, or random selection the inclusion of graphics in the form of sprites or embedded media examples of interaction such as roll-over changes; or cursor control of character sprites interactive playback of sound and/or music optional.

**VIII. Student Learning Outcomes**

1. Students will exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities and adherence to the College Honor Code.
2. Students demonstrate mastery of the course content by using the essential functions of computer software applications and operating systems to organize data and work with digital media content.

**Santa Monica College**  
**Course Deactivation: ENTERTAINMENT TECHNOLOGY 15, Beginning 3D Level Design**

<b>Units:</b>	4.00
<b>Total Instructional Hours (usually 18 per unit):</b>	72.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	4.00
<b>In-Class Lab:</b>	0.00
<b>Arranged:</b>	0.00
<b>Outside-of-Class Hours</b>	144.00
<b>Date Submitted:</b>	May 2020

<b>Transferability:</b>	Transfers to CSU
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<b>Degree Applicability:</b>	D - Credit - Degree Applicable
<b>Skills Advisory(s):</b>	ANIM 3

**Rationale**

Course is replaced by newly approved curriculum.

**I. Catalog Description**

This course covers the fundamentals of game design and prototyping using 3D software authoring tools to incorporate various pre-existing static and dynamic game assets into original game levels. The focus of this class is on intelligent level design and creating script driven play mechanics to introduce interactivity and various game play elements. Students will plan and design levels effectively on paper before developing working 3D prototypes that can be play tested. Basic knowledge of 3D graphics is required.

**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. Mastering Unreal Technology, Volume I: Introduction to Level Design with Unreal Engine 3, Busby, Jason, Sams © 2009;

**III. Course Objectives**

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

1. Use 3D game authoring and scripting tools to design effective game levels.
2. Demonstrate an understanding of the production process used to create 3D games.
3. Apply knowledge of both game and software design in prototyping and playtesting original game concepts.

**IV. Methods of Presentation:**

Discussion, Lecture and Discussion, Observation and Demonstration, Other (Specify)  
 Other Methods: hands-on software authoring.

**V. Course Content**

<u>% of Course</u>	<u>Topic</u>
10.00%	Overview of 3D game development
30.00%	3D software authoring techniques
30.00%	3D level design fundamentals
30.00%	Developing and testing 3D prototypes

100.00%	Total
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**VI. Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)**

<u>Percentage</u>	<u>Evaluation Method</u>
15 %	Class Participation
25 %	Final exam - Final Project
60 %	Written assignments - 10 Assignments
100 %	Total

**VII. Sample Assignments:**

Use the modeling tools within the Unreal Engine to create the layout of your home. You will continue to build upon this model as you learn more of the features and tools within the Unreal Engine. Design a game level based on a scene from a movie, cartoon, or TV show. The level should be easy to play but still accurately reflect the look and feel of your source material.

**VIII. Student Learning Outcomes**

**Santa Monica College**  
**Course Deactivation: ENTERTAINMENT TECHNOLOGY 17, Advanced 3D Level Design**

<b>Units:</b>	3.00
<b>Total Instructional Hours (usually 18 per unit):</b>	54.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	3.00
<b>In-Class Lab:</b>	0.00
<b>Arranged:</b>	0.00
<b>Outside-of-Class Hours</b>	108.00

<b>Date Submitted:</b>	May 2020
<b>Transferability:</b>	Transfers to CSU

<b>Degree Applicability:</b>	D - Credit - Degree Applicable
<b>Skills Advisory(s):</b>	ET 15

**Rationale**

Course is replaced by newly approved curriculum.

**I. Catalog Description**

This course covers the design and implementation of fully interactive and playable 3D game levels, focusing on concepts of advanced 3D level design such as particle effects, camera effects, post process effects and custom interface design. Students will use digital authoring techniques to prototype, playtest and revise their own original game levels. Knowledge of 3D modeling is required. This course uses Unreal Engine 3 and Autodesk Maya.

**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. Mastering Unreal Technology, Volume II: Advanced Level Design Concepts with Unreal Engine 3, Busby, Jason, Sams © 2009;

**III. Course Objectives**

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

1. Use advanced game authoring and scripting tools.
2. Implement object and camera based effects.
3. Analyze and evaluate level design effectiveness.
4. Playtest and debug game levels.

**IV. Methods of Presentation:**

Discussion, Lecture and Discussion, Other (Specify)  
 Other Methods: critique of projects, hands-on software authoring.

**V. Course Content**

<u>% of Course</u>	<u>Topic</u>
10.00%	Level design review
20.00%	Dynamic effects
20.00%	Camera effects
20.00%	Custom interface design

20.00%	Advanced scripting
10.00%	Level optimization
100.00%	Total

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

<u>Percentage</u>	<u>Evaluation Method</u>
15 %	Class Participation
25 %	Final exam - Final Project
60 %	Written assignments - 10 Assignments
100 %	Total

**VII. Sample Assignments:**

Create a fully interactive multi-floor maze level using only BSP objects and moving objects. You can use triggers and nothing else. You cannot use any weapons or vehicles or special effects of any kind. The objective of the level is to use only the interactive obstacles to make traps that the player must manipulate in order to get to the other side. Reinterpret an old-school arcade style game as a 3D level in Unreal.

**VIII. Student Learning Outcomes**

**Santa Monica College**  
**Course Deactivation: ENTERTAINMENT TECHNOLOGY 36, Web Animation II**

<b>Units:</b>	5.50
<b>Total Instructional Hours (usually 18 per unit):</b>	126.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	5.00
<b>In-Class Lab:</b>	0.00
<b>Arranged:</b>	2.00
<b>Outside-of-Class Hours</b>	180.00

<b>Date Submitted:</b>	May 2020
<b>Transferability:</b>	Transfers to CSU

<b>Degree Applicability:</b>	D - Credit - Degree Applicable
<b>Skills Advisory(s):</b>	ET 34

**Rationale**

Course is replaced by newly approved curriculum.

**I. Catalog Description**

This course focuses on advanced techniques in Flash, a vector-based graphic and animation package that creates advanced web-based applications that include scripted behaviors and interactions. Students learn advanced techniques for interactive scripting, web interface design, advanced visuals, games and motions graphics. Techniques for communicating between interactive application and the browser and/or server are also covered, The goal of this course is to provide professional level skills for web animation and interface development. Students will create a large final project incorporating advanced techniques discussed in the 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. Flash Interactivity and Scripting, Chapman, Nigel, John Wiley & Sons © 2001, ISBN: 0471497819;
2. Flash 5 for Windows and Macintosh: Visual QuickStart Guide, Ulrich, Katherine, Peachpit Press, © 2000, ISBN: 0201716143;

**III. Course Objectives**

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

1. Design web sites incorporating web animation components considering issues of aesthetics, file size, compatibility, and design integration.
2. Use vector tools such as Flash to develop web site interface components.
3. Implement communication between screen objects using "tell-target" and other techniques.
4. Write scripts that incorporate the concepts of variables, if/then statements, operators, and sprite properties.
5. Optimize web animations for fast downloading, including breaking the project into separate "movie" segments.
6. Design applications that communicate with the browser via JavaScript.
7. Design applications that communicate with the server via forms.
8. Implement a game with techniques such as collision detection, dragging movie clips, score keeping, etc.

**IIIb. Arranged Hours Objectives:**

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

1. Write scripts that incorporate the concepts of variables, if/then statements, operators, and sprite properties.

2. Design web sites incorporating web animation components considering issues of aesthetics, file size, compatibility, and design integration.

**IV. Methods of Presentation:**

Discussion, Lecture and Discussion, Observation and Demonstration, Other (Specify)  
 Other Methods: hands-on

**IVb. Arranged Hours Instructional Activities:**

Other (Specify)  
 Other Methods: Students will use the resources in the computer lab including video and online tutorials to learn advanced techniques for interactive scripting, web interface design, advanced visuals, games, and motion graphics.

**V. Course Content**

<u>% of Course</u>	<u>Topic</u>
5.00%	Overview, breakdown of how web animation is used in web development
5.00%	Issues of web animation integration and web design, aesthetics, file size, compatibility, and design compatibility
10.00%	Building web site components with Flash/Live Motion
10.00%	Communicating between objects using "tell target"
20.00%	Advanced techniques—interactive buttons, efficient use of movie clips, loading movies, dragging movie clips, advanced "tell target"
20.00%	Scripting—concepts of variables, if/then statements, operators, and sprite properties
5.00%	Communicating with the browser via FS Commands and JavaScript
5.00%	Communicating with the server via forms
20.00%	Final project
100.00%	Total

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

<u>Percentage</u>	<u>Evaluation Method</u>
10 %	Class Participation
40 %	Final exam
30 %	Midterm exams
20 %	Quizzes
100 %	Total

**VII. Sample Assignments:**

**VIII. Student Learning Outcomes**