SANTA MONICA COLLEGE
ACADEMIC SENATE

1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Agenda
Wednesday, April 7, 2021, 3:00 p.m.
Zoom Meeting:
Join from PC, Mac, Linux, iOS or Android: https://cccconfer.zoom.us/j/99671994088

Or iPhone one-tap (US Toll): +16699006833,99671994088# or +12532158782,99671994088#

Or Telephone:
Dial:
+1 669 900 6833 (US Toll)
+1 253 215 8782 (US Toll)
+1 346 248 7799 (US Toll)
+1 646 876 9923 (US Toll)
+1 301 715 8592 (US Toll)
+1 312 626 6799 (US Toll)
Meeting ID: 996 7199 4088
International numbers available: https://cccconfer.zoom.us/u/a4uRSRMlf

Or Skype for Business (Lync):
SIP:99671994088@lync.zoom.us

Members:

Dana Nasser, *Chair*	Aurélie Chevant-Aksoy	Jacqueline Monge	Briana Simmons
Jason Beardsley, *Vice Chair*	Sheila Cordova	Estela Narrie	Lydia Strong
Brenda Antrim	Guido Davis Del Piccolo	Yvonne Ortega	Esau Tovar
Heather Bennett	Sharlene Joachim	Quyen Phung	Audra Wells
Fariba Bolandhemat	Emin Menachekanian	Patricia Ramos	Kelsey Molle (A.S.)
Susan Caggiano	Jennifer Merlic	Scott Silverman	

Interested Parties:

Stephanie Amerian	Kiersten Elliott	Laura Manson	Estela Ruezga
Maria Bonin	Tracie Hunter	Stacy Neal	Tammara Whitaker
Dione Carter	Maral Hyeler	Patricia Ramos	A.S. President
Rachel Demski			

Ex-Officio Members:
Nathaniel Donahue

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

I.   Call to Order and Approval of Agenda
II. Public Comments *(Two minutes is allotted to any member of the public who wishes to address the Committee.)*
III. Announcements
V.   Chair's Report

VI. Information Items

1.   Redesign of the Student Experience
2.   Curriculum Review and META Training

(SLO Updates)
3.   AHIS 2 Western Art History II
4.   AHIS 3 Western Art History III

VII. Action Items

(Courses: Substantial Changes)

VIII. New Business

IX.   Old Business

X.   Adjournment

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

![Santa Monica College Academic Senate logo]

SANTA MONICA COLLEGE
ACADEMIC SENATE

1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Minutes
Wednesday, March 31, 2021, 3:00 p.m.
Zoom Meeting

Members Present:

Dana Nasser, *Chair*	Susan Caggiano	Jennifer Merlic	Patricia Ramos
Jason Beardsley, *Vice Chair*	Aurélie Chevant-Aksoy	Jacqueline Monge	Scott Silverman
Brenda Antrim	Sheila Cordova	Estela Narrie	Briana Simmons
Heather Bennett	Guido Davis Del Piccolo	Yvonne Ortega	Lydia Strong
Fariba Bolandhemat	Sharlene Joachim	Quyen Phung	Audra Wells

Members Absent:

Emin Menachekanian	Esau Tovar	Kelsey Molle (A.S.)

Others Present:

Raul Avila	Walter Meyer	Salvador Santana	Howard Stahl
Rachel Demski	Brenda Rothaupt	Christine Schultz	Sal Veas
Caden Gicking (A.S.)			

(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 3:02 pm. Motion to approve the agenda with no revisions.
Motion made by: Sheila Cordova; **Seconded by:** Briana Simmons
The motion passed unanimously.

II. Public Comments
None

III. Announcements
None

IV. Approval of Minutes
Motion to approve the minutes of March 17 with no revisions.
Motion made by: Susan Caggiano; **Seconded by:** Aurélie Chevant-Aksoy
The motion passed unanimously.

V. Chair's Report
The Chair announced that we will have another Curriculum Committee Meeting next week on Wednesday, April 7. She asked that the Curriculum Committee Representatives check their approval cues to see if there are any proposals to review.

She welcomed, Heather Bennett, who is temporarily serving for Brandon Reilly as Curriculum Representative for the History and Social Sciences Department.

VI. Information Items

1.   Redesign of the Student Experience

The Pathways group went to the Academic Affairs Department Chairs meeting to discuss the mapping process. They received good feedback, and will resume the discussion at a later date.

(Non-Substantial Changes)
2. AUTO 40 Automotive Maintenance and Operation
3. AUTO 45 Automotive Braking Systems
4. AUTO 47 Suspension and Steering
5. CIS 64 Illustrator
6. PHILOS 6 Philosophy Of Science

(Consent Agenda: Program Maps)
7. Architecture Transfer Map
   Motion to approve the consent agenda of Architecture Transfer Map (VII. 7.)
   Motion made by: Jason Beardsley; **Seconded by:** Audra Wells
   The motion passed unanimously.

VII. Action Items

(Courses: New)
a. RC 1 Fundamentals of Respiratory Care (Prerequisite: Formal Admission to the Respiratory Care Program; ANATMY 1 and CHEM 19 or HEALTH 61 and MCRBIO 1 and PHYS 3 and CHEM 10)
b. RC 1L Applied Fundamentals of Respiratory Care (Prerequisite: Formal Admission to the Respiratory Care Program; Corequisite: RC 1)
c. RC 2 Integrated Respiratory Physiology and Pathophysiology I (Prerequisite: Formal Admission to the Respiratory Care Program, RC 1; Corequisite: RC 2L)
d. RC 2L Applied Integrated Respiratory Physiology and Pathophysiology I (Prerequisite: Formal Admission to Respiratory Care Program; Corequisite: RC 2)
e. RC 3 Respiratory Care Therapeutics (Prerequisite: Formal Admission to Respiratory Care Program, RC 2; Corequisite: RC 3L, RC 4)
f. RC 3L Applied Respiratory Care Therapeutics (Prerequisite: Formal Admission to Respiratory Care Program; Corequisite: RC 3)
g. RC 4 Physician Interaction I (Prerequisite: Formal Admission to Respiratory Care Program, RC 2; Corequisite: RC 3)

   Motion to approve RC 1 (VII. a.), RC 1L (VII. b.), RC 2 (VII. c.), RC 2L (VII. d.), RC 3 (VII. e.), RC 3L (VII. f.), and RC 4 (VII. g.) as a block.
   Motion made by: Fariba Bolandhemat; **Seconded by:** Briana Simmons
   The motion passed unanimously.

   Motion to approve prerequisites and corequisites for RC 1 (VII. a.), RC 1L (VII. b.), RC 2 (VII. c.), RC 2L (VII. d.), RC 3 (VII. e.), RC 3L (VII. f.), and RC 4 (VII. g.) as a block, with revision to RC 1 prerequisite to be listed as: "ANATMY 1 and HEALTH 61 and MCRBIO 1 and PHYS 3 and CHEM 10 or 19"
   Motion made by: Jennifer Merlic; **Seconded by:** Jason Beardsley
   The motion passed unanimously.

h. RC 5 Integrated Respiratory Physiology and Pathophysiology II (Prerequisite: Formal Admission to Respiratory Care Program, RC 4; Corequisite: RC 5L)
i. RC 5L Applied Integrated Respiratory Physiology and Pathophysiology II (Corequisite: RC 5)
j. RC 6 Airway Management (Prerequisite: Formal Admission to Respiratory Care Program, RC 5; Corequisite: RC 6L, RC 7, RC 8)
k. RC 6L Applied Airway Management (Prerequisite: Formal Admission to Respiratory Care Program; Corequisite: RC 6)
l. RC 7 Introduction to Mechanical Ventilation (Prerequisite: Formal Admission to Respiratory Care Program, RC 5; Corequisite: RC 6, RC 7L, RC 8)
m. RC 7L Applied Introduction to Mechanical Ventilation (Prerequisite: Formal Admission to Respiratory Care Program; Corequisite: RC 7)

Motion to approve RC 5 (VII. h.), RC 5L (VII. i.), RC 6 (VII. j.), RC 6L (VII. k.), RC 7 (VII. l.), and RC 7L (VII. m.) as a block with no revisions.
Motion made by: Jason Beardsley; **Seconded by:** Aurélie Chevant-Aksoy
The motion passed unanimously.

Motion to approve prerequisites and corequisites for RC 5 (VII. h.), RC 5L (VII. i.), RC 6 (VII. j.), RC 6L (VII. k.), RC 7 (VII. l.), and RC 7L (VII. m.) as a block with no revisions.
Motion made by: Jason Beardsley; **Seconded by:** Fariba Bolandhemat
The motion passed unanimously.

n. RC 8 Physician Interaction II (Prerequisite: Formal Admission to Respiratory Care Program, RC 5; Corequisite: RC 6, RC 7)
o. RC 9 Intermediate Mechanical Ventilation (Prerequisite: Formal Admission to Respiratory Care Program, RC 6, RC 7, RC 8; Corequisite: RC 9L)
p. RC 9L Applied Intermediate Mechanical Ventilation (Prerequisite: Formal Admission to Respiratory Care Program; Corequisite: RC 9)
q. RC 10 Advanced Life Support and ICU Monitoring (Prerequisite: Formal Admission to Respiratory Care Program, RC 9; Corequisite: RC 10L, RC 11, RC 12)
r. RC 10L Applied Advanced Life Support and ICU Monitoring (Prerequisite: Formal Admission to Respiratory Care Program; Corequisite: RC 10)
s. RC 11 Advanced Mechanical Ventilation (Prerequisite: Formal Admission to Respiratory Care Program, RC 9; Corequisite: RC 10, RC 11L, RC 12)

Motion to approve RC 8 (VII. n.), RC 9 (VII. o.), RC 9L (VII. p.), RC 10 (VII. q.), RC 10L (VII. r.), and RC 11 (VII. s.) as a block with no revisions.
Motion made by: Jason Beardsley; **Seconded by:** Quyen Phung
The motion passed unanimously.

Motion to approve prerequisites and corequisites for RC 8 (VII. n.), RC 9 (VII. o.), RC 9L (VII. p.), RC 10 (VII. q.), RC 10L (VII. r.), and RC 11 (VII. s.) as a block with no revisions.
Motion made by: Patricia Ramos; **Seconded by:** Aurélie Chevant-Aksoy
The motion passed unanimously.

t. RC 11L Applied Advanced Mechanical Ventilation (Prerequisite: Formal Admission to Respiratory Care Program; Corequisite: RC 11)
u. RC 12 Physician Interaction III (Prerequisite: Formal Admission to Respiratory Care Program, RC 9; Corequisite: RC 10, RC 11)
v. RC 13 Neonatal and Pediatric Respiratory Care (Prerequisite: Formal Admission to Respiratory Care Program, RC 10, RC 11; Corequisite: RC 13L)
w. RC 13L Applied Neonatal and Pediatric Respiratory Care (Prerequisite: Formal Admission to Respiratory Care Program; Corequisite: RC 13)
x. RC 14 Outpatient Respiratory Care (Prerequisite: Formal Admission to Respiratory Care Program, RC 12; Corequisite: RC 14L, RC 15, RC 17)
y. RC 14L Applied Outpatient Respiratory Care (Corequisite: RC 14)
z. RC 15 Respiratory Disease Management (Prerequisite: Formal Admission to Respiratory Care Program, RC 12; Corequisite: RC 14, RC 15L, RC 17)
aa. RC 15L Applied Respiratory Disease Management (Prerequisite: Formal Admission to Respiratory Care Program; Corequisite: RC 15)
bb. RC 16 Transition to Independent Practice (Prerequisite: Formal Admission to Respiratory Care Program, RC 15; Corequisite: RC 17)
cc. RC 17 Physician Interaction IV (Prerequisite: Formal Admission to Respiratory Care Program, RC 12; Corequisite: RC 14, RC 15, RC 16)
dd. RC 18 Computer Assisted Clinical Simulations (Prerequisite: RC 15)

Motion to approve RC 11L (VII. t.), RC 12 (VII. u.), RC 13 (VII. v.), RC 13L (VII. w.), RC 14 (VII. x.), RC 14L (VII. y.), RC 15 (VII. z.), RC 15L (VII. aa.), RC 16 (VII. bb.), RC 17 (VII. cc.), and RC 18 (VII.

dd.) as a block with no revisions.
Motion made by: Scott Silverman; **Seconded by:** Fariba Bolandhemat
The motion passed unanimously.

Motion to approve prerequisites and corequisites for RC 11L (VII. t.), RC 12 (VII. u.), RC 13 (VII. v.), RC 13L (VII. w.), RC 14 (VII. x.), RC 14L (VII. y.), RC 15 (VII. z.), RC 15L (VII. aa.), RC 16 (VII. bb.), RC 17 (VII. cc.), and RC 18 (VII. dd.) as a block with no revisions.
Motion made by: Scott Silverman; **Seconded by:** Sharlene Joachim
The motion passed unanimously.

(Courses: Substantial Changes)
ee. CIS 57 Website Planning and Production (remove 2 arranged hours, no change to units)
Motion to approve changes to CIS 57 with no additional revisions.
Motion made by: Jennifer Merlic; **Seconded by:** Sheila Cordova
The motion passed unanimously.

(Courses: Distance Education)
ff. AHIS 6 Latin American Art History 2
Motion to approve distance education for AHIS 6 with no revisions.
Motion made by: Sharlene Joachim; **Seconded by:** Scott Silverman
The motion passed unanimously.

gg. PHILOS 6 Philosophy Of Science
Motion to approve distance education for PHILOS 6 with no revisions.
Motion made by: Estela Narrie; **Seconded by:** Susan Caggiano
The motion passed unanimously.

(Programs: New)
hh. Digital Marketing Certificate of Achievement
Motion to approve Digital Marketing Certificate of Achievement with no revisions.
Motion made by: Fariba Bolandhemat; **Seconded by:** Audra Wells
The motion passed unanimously.

(Programs: Revisions)
ii. Respiratory Care AS Degree
Motion to approve Respiratory Care AS Degree with no revisions.
Motion made by: Sharlene Joachim; **Seconded by:** Patricia Ramos
The motion passed unanimously.

jj. Changes to degrees and certificates as a result of courses considered on this agenda
Motion to approve changes to degrees and certificates as a result of courses considered on this agenda.
Motion made by: Susan Caggiano; **Seconded by:** Fariba Bolandhemat
The motion passed unanimously.

VIII. New Business
None

IX. Old Business
None

X. Adjournment
Motion to adjourn the meeting at 4:28 pm.
Motion made by: Jason Beardsley; **Seconded by:** Sheila Cordova
The motion passed unanimously.

Substantial Change: ARABIC 1, Elementary Arabic 1

Units:	5.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	5.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	180.00
Transferability:	Transfers to CSU, UC
CSU GE Area:	C2 - Humanities
IGETC Area:	6A: Languages other than English (UC Requirement Only)

Rationale

Delete Arranged Hour Requirement Language programs at many community colleges included an additional 1-hour lab requirement so that students could reinforce the material presented in class with listening and speaking exercises in a lab facility. The publishers provided the audio and video resources, initially as audio and VHS tapes, and later as digital files, and these were stored in internal network servers because of copyright limitations. Most students lacked the tools to access the internet and so the lab facilities were the only places where many students had access to these exercises. This has changed tremendously in the last 10 years! Most students now have access to the internet on multiple devices, the publishers now provide rich resources through subscriptions, and most Learning Management Systems make audio and video viewing and recording possible. Most colleges in the L.A. area that offer 5-unit courses have done away with the 1 hour arranged hour (West LA College, Pasadena City College, East LA College, Pierce College, LA City College, Citrus College, Orange Coast College). Nowadays, instructors are integrating activities within their curriculum to practice with textbook online components, and other online resources such as authentic videos, LMS activities, and social media posts. Because of this, having a lab requirement has become obsolete. Additionally, remote access to the servers and the tracking of hours has proven quite complicated because of the different types of devices (Windows, Macs, Chromebooks, iPads, the various cell phones) and the constantly changing operating systems for these and for the browsers being used. Having access to the lab and to the programs housed internally will still be important for our students, for the languages with fewer internet and publisher resources, and for oral assessment. We have consulted with Jason Beardsley and with our Articulation Officer, Estela Narrie, and they have both reassured us that eliminating the requirement will have no impact on our lab, on the units, or on the transferability of the courses. We believe that removing the requirement will not change our objectives or affect the learning experience since the faculty are already doing it through other venues/ resources.

I. Catalog Description

This course introduces basic vocabulary and the fundamentals of Modern Standard Arabic grammar, structure, pronunciation as well as reading, writing, and speaking. This course prepares students to understand spoken Arabic, to hold simple conversations, read, and write short descriptive compositions in Arabic. Aspects of contemporary Arabic culture and Arabic history are covered as well.

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. Alif Baa w/ Multimedia: Introduction to Arabic Letters and Sounds, 2nd, Kristen Brustad, Mahmud al-Batal, Abbas al-Tonsi, Georgetown University Press © 2004
2. al-Kitaab fii Ta'allum al-"Arabiyyah w/DVDs: A Textbook for Beginning Arabic, 2nd, Kristen Brustad, Mahmud al-Batal, Abbas al-Tonsi, Georgetown University Press © 2004
3. Dictionary of Modern Written Arabic: Arabic-English, 4th, Hans Wehr, Spoken Languages Services, Inc. © 1994

III. Course Objectives

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

1. Read and write Arabic at the first year level
2. Use greetings, introductions, farewells, and common idiomatic expressions
3. Read and translate the monologues in the chapters covered without the use of a dictionary
4. Compose basic paragraphs on personal information using the monologues in the text as templates
5. Generate basic grammatical structures and word patterns
6. Use an Arabic dictionary based on the Semitic root system

7. Build a beginner's level working vocabulary of Modern Standard Arabic
8. Identify some variants of spoken Arabic and Modern Standard Arabic in their natural settings through the use of the internet, handouts and discussions
9. Demonstrate use of acceptable pronunciation of Arabic as well as sound to letter identification in their spoken variants
10. Identify Arabic speaking countries on a map
11. Demonstrate knowledge of the religions, cultures, ethnicities, peoples and history of the Arab world.

IV. **Methods of Presentation:**
Other Methods: Lecture on grammar and cultural topics; comprehension activities (listening to the instructor, audio and video resources); speaking activities in small groups and pairs; pronunciation and vocabulary acquisition activities; written self-expression on designated topics; short reading and cultural note activities

V. **Course Content**

% of Course	Topic
15.000%	CULTURE: Notes on the Arabic speaking world, the Arabic language, dialects, religions, cultures, ethnicities, peoples, and history of the Arab world. The course uses Youtube clips, internet sites, and brief lectures to expose students to Arabic in its natural environment with a focus on greetings, politeness, holidays, names, poetry, music videos, news outlets, liturgies, food, and practical use of Arabic for those traveling in the region like interacting with a taxi, buying items in the bazaar, etc.
20.000%	VOCABULARY: Greetings, polite phrases, describing self, major, origin, work, family and family members, pictures, simple actions (study, do, teach, etc.), emotions, conditions, likes, dislikes, questions, fruits, vegetables, basic prepositions and conjunctions and all other vocabulary in Alif Baa and those revolving around the monologues found in chapters one through five in al-Kitaab part 1.
30.000%	GRAMMAR: mu'annath wal-mudhakkar (Fem and Masc), alif laam (the Definite Article), sifat al-nisba (Gentilic Adjectives), al-su'aal (Interrogatives), al-Damaa'ir (Subject Pronouns), al-jam' (Plurals), al-jumlah al-ismiyyah (Nominal Sentences), al-mubtada' wal-khabar (Subject and Predicate), al-'iDaafa (Possessive Construct Phrase), al-Damaa'ir al-malakiyyah (Possessive Pronouns), al-fi'il al-muDaari' (Present Tense), al-jumlah al-fi'liyyah (Verbal Sentence), al-su'aal (Questions), tanwiin al-fatH (Adverbs), al-ism wal-sifaa (Noun-Adjective phrases), haadhaa/haadhihii (This: m, f).
20.000%	SPEAKING and COMPREHENSION activities: readings in textbook, dictation, oral questions, conversation in pairs, small groups and one on one with the instructor, group games, listening to the instructor, listening to selected media outlets from those mentioned in cultural section above.
15.000%	WRITTEN practice: compositions, dictations, written practice of grammatical structures and correction of exercises previously assigned.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
25%	Exams/Tests Chapter Tests
30%	Final exam
10%	Homework
10%	Other
10%	Oral Presentation Oral Participation
15%	Quizzes
100%	Total

VII. **Sample Assignments:**
:

Assignment #1 For homework, students are to compose a paragraph describing themselves in Modern Standard Arabic using the monologue found in chapter one of the textbook as a template. They are to substitute Maha's personal information such as name, area of residence, university, major, etc. with their own information. The following class session the students will be split into small groups with at least one native speaker assigned to each group. The group will begin by greeting each other in Arabic. Then one at a time, beginning with the native speaker, they are to read their paragraphs to the group without interruption. The native speaker is then to correct any mistakes or pronunciations of the other students only after the speakers are done. The instructor is to walk around, oversee the activity and collect the compositions when the activity is over.

Assignment #2The instructor is to give a brief lecture on the bazaar (al-suuq) and bazaar culture in the Arab world. Greetings are to be reviewed as well as market lingo and bargaining strategies in a colloquial dialect. Google images and/or Youtube are to be used to give the students a visual exposure of markets in Cairo, Damascus, Aleppo and Jerusalem. Apart from a general exposure to the market particular attention is to be given to fruit and vegetable stands. Then the instructor is to introduce names of fruits and vegetables in Arabic. This is done by the instructor drawing pictures on the board of various fruits and vegetables laid out as if in a market stand. The Arabic names are then written on the board under the item in question but only after the students have been given a chance to guess the fruit and its Arabic name. The instructor is to ask for volunteer vendors. The market is then reenacted in class by having all students come to the board and bargain with the vendor for various items.

VIII. **Student Learning Outcomes:**
1. Communicate accurately in written and spoken modern standard Arabic in sound Present tense verbs, noun-adjective phrases, possessive construct phrases, basic prepositions and conjunctions, as well as exhibit comprehension of practical vocabulary for simple nominal and verbal sentence structures. As assessed by: Class interaction with instructor, small group work in class, homework and dictation. Written vocabulary and spelling tests, grammar exercises, and exams.
2. Transcribe and translate short monologues about people getting to know each other for the first time. As assessed by: In class dictation and translation.
3. Identify Arabic-speaking countries on a map. As assessed by: Quizzes, tests and class presentations.
4. Demonstrate cultural knowledge by using culturally-appropriate gestures and phrases of courtesy. As assessed by: In class presentations.

Substantial Change: AMERICAN SIGN LANGUAGE 1, American Sign Language 1

Units:	5.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	5.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	180.00
Transferability:	Transfers to CSU, UC
CSU GE Area:	C2 - Humanities
IGETC Area:	6A: Languages other than English (UC Requirement Only)

I. Catalog Description

This is an introductory course of American Sign Language (ASL) with an emphasis on signing, receptive skills, signing parameters, the glossing system and numbers. This course provides a historical introduction, cultural awareness and cross-cultural adjustment skills. Non-verbal communication is emphasized. Homework assignments will include, but are not limited to, attendance and involvement at community events.

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. A Basic Course in American Sign Language, Humphries, Tom L and Padden, Carol L., O'Rourke, TJ et. al, TJ Publishers © 1994
2. VISTA: Signing Naturally, Level 1 DVD and Workbook, Smith, C., Mikos, K., and Lentz, E.M., Dawn Sign Press © 2003
3. Other materials provided at the discretion of the professor include, but are not limited to, audio/video tapes.

III. Course Objectives

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

1. Use and comprehend expressions in ASL, utilizing proper tense expression
2. Demonstrate comprehension of physical and personality traits, clothing and familial relationships using appropriate ASL vocabulary, grammar and structure
3. Apply basic principles of ASL grammar and syntax to communicate
4. Apply basic principles of ASL grammar and syntax to communicate questions and answers
5. Appropriately analyze and categorize grammar structure and tenses of ASL-expressively and receptively
6. Compare and contrast ASL grammatical features with other Sign systems
7. Demonstrate expressive and receptive skills utilizing the manual alphabet
8. Demonstrate expressive and receptive skills utilizing numbers in accurate patterns
9. Evaluate and critique basic ASL linguistic structure
10. Compare and contrast the Deaf culture with hearing cultures within the United States

IV. Methods of Presentation:

Discussion, Lab, Lecture and Discussion, Other Methods: Audio-visual

V. Course Content

% of Course	Topic
19.000%	Introduction to Deafness and the Deaf community; history – educational access, Americans with Disabilities Act; cultural definitions; introduction to interpreting and interpreter training programs; communication methods and skill building.
9.000%	Non-manual markers and behaviors; negating comments; confirming comments; asserting comments; doubting comments
9.000%	Utilize appropriate grammar and expression for "true" WH (who, what, where, why, how) and yes/no questions

9.000%	Develop openings and closing for conversations that are culturally and grammatically appropriate
9.000%	Manual alphabet
9.000%	Numbers
9.000%	Utilizes spatial perceptions and diagrams with shapes i.e. Classifiers (CL?
9.000%	Describe appearances
9.000%	Describe locations
9.000%	Describe activities
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
35%	Final exam
10%	Class Participation
5%	Homework
25%	Midterm exams
10%	Other Written/Oral Report
15%	Quizzes 4 Quizzes
100%	Total

VII. **Sample Assignments:**
1. Translate (Parse) English sentences into grammatically and structurally correct ASL for expressive practice.
2. Research a famous Deaf person who has made a critical difference in the Deaf and/or Hearing world. Write and present this report to the class.

VIII. **Student Learning Outcomes:**
1. Employ fundamental skills and knowledge of American Sign Language, such as basic sign vocabulary, principles, and linguistic information, in order to communicate at a basic level in ASL.
2. Demonstrate how general knowledge of Deaf culture, Deaf education, family relationships, and other relevant topics are significant aspects to communicating in ASL.
3. Properly use and differentiate sign vocabulary that have multiple standard meanings and grammatical usages.

Substantial Change: AMERICAN SIGN LANGUAGE 2, American Sign Language 2

Units:	5.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	5.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	180.00
Transferability:	Transfers to CSU, UC
CSU GE Area:	C2 – Humanities
Skills Advisory(s):	ASL 1 *The advisory for this course is comparable to two years of high school American Sign Language.

I. **Catalog Description**
This course is a continuation of ASL 1. Instruction will include further studies of the elementary skills for the fundamentals of ASL: grammar, receptive, and expressive. There will also be extensive instruction on the Deaf Culture and Community, which will be presented in readings, videos and discussion in ASL. Non-verbal communication is emphasized.

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. A Basic Course in American Sign Language, Humphries, Tom L and Padden, Carol L., O'Rourke, TJ et. al, TJ Publishers © 1994
2. Inside Deaf Culture, Humphries, Tom L and Padden, Carol L., O'Rourke, TJ et. al, Harvard University Press © 2005

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Exhibit mastery of receptive and expressive skills at the Intermediate level
2. Recognize and produce nuances of signs as conveyed by formation rate and rhythm in conjunction with body language and facial grammar
3. Express and read finger spelling at level 2
4. Learn and demonstrate correctly ASL idiomatic expressions such as "TOUCH FINISH" etc.
5. Apply basic principles of ASL grammar and syntax to formulate level 2 conversational structures (see Course content below).
6. Demonstrate knowledge of Deaf cultural behaviors and norms
7. Demonstrate knowledge of major Deaf historical events and historical figures
8. Recognize ASL accents dialects; local and regional differences; and what differentiates ASL as a language from signing systems (i.e. Pidgin Signed English and S.E.E.)

IV. **Methods of Presentation:**
Activity, Lecture and Discussion, Observation and Demonstration, Other Methods: Audio-visual, conversational interaction between students and instructor, cultural activities

V. **Course Content**

% of Course	Topic
15.000%	Grammatical Structures, Syntax, and Idiomatic Usage a. Quantifiers, plurals and classifiers
5.000%	b. Negative quantifiers and use of NOTHING
5.000%	c. Directional Verbs incorporating 2 objects/EACH/ALL
5.000%	d. Time measurements using number
5.000%	e. Tense indicators

5.000%	f. Time Reduplication
5.000%	g. Using clauses as Topic
5.000%	h. Comparative sentences
5.000%	i. Conjunctions
5.000%	j. Verb Inflection –repeatedly/continually
5.000%	k. Adjective modulation: very/repeatedly/continually
5.000%	l. Conditional sentences
5.000%	m. Rhetorical Questions
5.000%	n. Signing shape and detail using appropriate classifiers
10.000%	Finger spelling practice activities
10.000%	Cultural Activities and History
100.000%	Total

VI. Methods of Evaluation

% of Course	Topic
20%	Class Participation
55%	Exams/Tests: 4 Tests
15%	Homework: Cultural Assignments
10%	Other: Pronunciation, spelling, vocabulary acquisition, and listening comprehension activities.
100%	Total

VII. Sample Assignments:

Assignment 1: Students will attend a Deaf event of their choosing and write a report about their experiences, the people they meet and the different vocabulary and grammatical structures they encounter in the process. They will also discuss cultural differences they encounter in their report.

Assignment 2: Each week students will read a chapter from the text INSIDE DEAF CULTURE, and will discuss as a group the cultural and historical events and figures they read about. The discussion will be in ASL guided by the professor who will incorporate recently learned grammatical structures during the discussion.

VIII. Student Learning Outcomes:

1. Expressively and receptively have enough vocabulary to carry on a basic conversation with a Deaf person. As assessed by: Individual participation in class, designated assignments utilizing the target language, tests.
2. Understand and execute fingerspelling at a fast speed. As assessed by: Individual participation in class, designated assignments and tests.
3. Apply ASL grammatical rules to their signing skills. As assessed by: Tests and quizzes.
4. Comprehend basic Deaf etiquette As assessed by: Class participation and tests.
5. Comprehend Deaf Culture in the present. As assessed by: Class participation and tests.
6. Expressively and receptively recognize different Sign Systems. As assessed by: Class participation and tests.
7. Be able to understand ASL grammatical signing and vocalize/write it into a good English equivalency. As assessed by: Oral assignments.
8. Be able to use correct conceptual signs that may have multiple meanings. As assessed by: Oral assignments and tests.

Substantial Change: CHINESE 1, Elementary Chinese 1

Units:	5.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	5.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	180.00
Transferability:	Transfers to CSU, UC
CSU GE Area:	C2 - Humanities

I. Catalog Description

This course teaches pronunciation, vocabulary, and grammar fundamentals as essential elements in reading, writing, and understanding elementary Chinese. The course also covers necessary culture, customs, philosophy, and history which serve as keys to studying the Chinese language.

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. New Century Chinese, Book I. , Wu, Xiaozhou and Liao, Rongrong, Beijing Language and Culuture University Press © 2001, ISBN: .
2. Workbook for New Century Chinese, Book I, Huang, Emily, Peterson, Ying, Beijing Language and Culuture University Press © 2004, ISBN: .
3. The Oxford Beginner's Chinese Dictionary, Yuan, Boping and Chruch, Sally K., Oxford University Press © 2006

III. Course Objectives

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

1. Demonstrate a general understanding of the rules of phonetic spelling and accentuation of tones of the Pinyin system--the official Romanization system used in China.
2. Recall and use a basic vocabulary of 450 words and expressions (335 words in the formal list and 115 in the supplemental list) related to the following topics: introducing people, greetings, leave taking, cardinal and ordinal numbers, asking the time, calendar, countries, nationalities, languages, asking for information, colors, clothes, parts of the body, description of a person's appearance, people and things in the classroom, class schedule, and classroom activities.
3. Correctly apply the following interrogative forms: the ma question, the affirmative-negative question, questions with interrogative pronouns, the alternative question, and the elliptical question with ne.
4. Recognize and use a few special types of sentences with a verbal predicate: the shi sentence, the you sentence, and the pivotal sentence.
5. Construct grammatically correct sentences with an adjectival predicate (Ta hen mang) and produce sentences with a nominal predicate and sentences with a subject-predicate phrase.
6. Use the prepositional construction with zai, gei, gen, cong, and dao.
7. Demonstrate a clear understanding of some important uses of the attributives: the attributives showing possession, numeral-measure words as attributives, demonstrative pronouns as attributives, and the structural particle de.
8. Restate numbers under 1000 and use the most frequently used measure words: ge, wei, ben, jian, tiao, ding, fu, shuang, zhi, ba, zhang, shan, kuai, tai, and zhan.
9. Demonstrate a good understanding of the position of the adverbs like ye and dou.
10. Correctly use the calendar and the common ways of telling the time and apply time words used as adverbial adjuncts.
11. Carry on simple conversation in Chinese, read simple materials in Chinese characters, and write short character passages in a simply style within the range of the 450 words and expressions.
12. Show an elementary knowledge of some aspects of Chinese culture, history, and geography, including Chinese dialect areas, the evolution of Chinese characters, Chinese surnames and given names, Chinese superstitious belief in certain numbers, the decimal system and the centigrade system used in China, transliteration of foreign personal names and place names, etc.

IV. Methods of Presentation:

Other Methods: Lecture on grammar and cultural topics; comprehension activities (listening to instructor, viewing video series, audiotapes); speaking activities in small groups and pairs; pronunciation, character writing, and vocabulary acquisition activities; written self-expression on designated topics; and short reading and cultural note activities

V. **Course Content**

% of Course	Topic
6.500%	Topic: Introducing people. Grammar: Sentence with a verb as the main word of its predicate, questions with the interrogative "ma", and questions with an interrogative pronoun. Culture: Chinese personal names and transliteration of foreigner's names
6.500%	Topic: Pronunciation guide and spelling rules. Grammar: None. Culture: A brief introduction to the Pinyin system and to the Chinese language
6.500%	Topic: Greetings, leave-taking, and commands in class. Grammar: Elliptical questions with the modal particle "ne", sentences with an adjectival predicate. Culture: A brief introduction to Chinese characters
6.500%	Topic: Numbers under 1000 Grammar: Cardinal numbers and ordinal numbers Culture: Chinese superstitious belief in certain numbers
7.000%	Topic: Asking the time. Grammar: Ways of telling time and alternative questions Culture: Major Chinese cities
6.500%	Topic: Calendar Grammar: Dates Culture: Chinese lunar calendar and the centigrade system used in China
6.500%	Topic: Countries, nationalities, and language Grammar: Affirmative-negative questions Culture: Transliteration of foreign place names
6.500%	Topic: Asking for information Grammar: Sentences with nominal predicates Culture: Custom of respect for the old people
6.500%	Topic: Personal data Grammar: Sentences with "shi…de" for emphasis Culture: The decimal system used in China
7.000%	Topic: Colors and clothes Grammar: Measure words, attributives and the particle "de", and the "de" phrase used as a noun Culture: Chinese traditional costumes
7.000%	Topic: Parts of the body Grammar: Sentences with a subject-predicate phrase as the predicate Culture: Foot binding in ancient China
7.000%	Topic: Description of a person's appearance Grammar: None Culture: Radicals of Chinese characters
6.000%	Topic: People and things in the classroom Grammar: "You" sentence expressing existence Culture: Evolution of Chinese characters
7.000%	Topic: Class schedule Grammar: The prepositional phrase Culture: Chinese educational system
7.000%	Topic: Classroom activities Grammar: The complement and the particle "de", the degree complement, and the pivotal sentence Culture: None
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
10%	Class Participation
40%	Exams/Tests 3-4 Tests & Mid-Term Exam

20%	Final exam
15%	Homework
15%	Other Pronunciation, spelling, vocabulary acquisition, and listening comprehension activities.
100%	Total

VII. **Sample Assignments:**

1. Do the grammar exercises in both Pinyin and characters from the textbook, p.144-146. First, print them in Pinyin and then in Chinese characters on separate sheets of paper.

2. Following the instructions given in the Workbook, do the pronunciation exercises, listening comprehension exercises and listening comprehension test from the Workbook, p. 63-71 in the department's language lab..

VIII. **Student Learning Outcomes:**
1. 1. Use the Pinyin system¿the official Romanization system adopted in China. As assessed by: Taking dictation on quizzes, exercises, and/or exams Answering questions the instructor poses or after listening to a CD, on quizzes, exercises, and/or exams.
2. 2. Understand, speak, read and write Chinese at the Novice Mid Level as defined by ACTFL, i.e., the student will be able to carry on very simple conversation, read very simple materials and write short passages within the range of 450 basic vocabulary, when encountering the situations covered in the course As assessed by: Oral performance in class activities individually, paired, or in small groups Writing correctly structured sentences on quizzes, exercises, and/or exams Developing and performing a dialog for a class presentation Character quizzes
3. Construct sentences by correctly using all the grammatical items covered in the course. As assessed by: Filling in the blanks with right grammatical forms and vocabulary Answering oral and/or written questions on quizzes, exercises, and/or exams Using pictures to test proper use of vocabulary and/or verbs
4. Demonstrate an elementary knowledge of some aspects of Chinese culture that are introduced in the course. As assessed by: Student oral presentations in class

Substantial Change: CHINESE 2, Elementary Chinese 2

Units:	5.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	5.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	180.00
Transferability:	Transfers to CSU, UC
CSU GE Area:	C2 - Humanities
Skills Advisory(s):	CHNESE 1

I. Catalog Description

This course is a continuation of Chinese 1, which covers elementary grammar. It provides students with further basic oral and writing skills while acquainting them with the language. It also includes the reading of simplified texts with emphasis on oral expression and further study of Chinese history and culture. This course is taught in Chinese except in cases of linguistic difficulty as determined by the professor.

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. New Century Chinese, Book II, Wu, Xiaozhou and Liao, Rongrong, Beijing Language and Culuture University Press © 2002, ISBN: .
2. Workbook for New Century Chinese, Book II, Huang, Emily, Peterson, Ying, Beijing Language and Culuture University Press © 2004
3. The Oxford Beginner's Chinese Dictionary, Yuan, Boping and Chruch, Sally K., Oxford University Press © 2006

III. Course Objectives

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

1. Demonstrate a command of a basic vocabulary of 1000 words and expressions (450 in Book One plus 550 in Book Two, which includes 420 in the formal list and 130 in the supplementary list) related to the following new topics: holidays and festivals, daily routine, your favorite activities and sports, on campus, around campus, campus life, careers, plans, ability and permission, weather forecast, greetings and leave-taking (II), the completed actions, the past events, houses and rooms, furniture and electrical appliances, and rental housing.
2. Show the ability to carry on a simple conversation in Chinese within the 1000-word range.
3. Restate information found in Short Reading and Cultural Notes sections and compose short articles in a simple style in the form of Chinese characters within the 1000-character range.
4. Correctly use the reduplicated verbs and adjectives.
5. Demonstrate a good understanding of the verbs, verbal constructions, and subject-predicate constructions used as attributives.
6. Apply the position words and produce sentences with the verbs "shi", "you", "zai" which indicate existence and sentences with verbal constructions in a series.
7. Use the simple directional complement and the nominal measure complement.
8. Apply the major auxiliary verbs: "neng", "hui", "keyi", "ziang", "yao", "bixu", and "dei".
9. Correctly apply the usage of adverbials and differentiate the major differences between the attributive "de", the complementary "de", and the adverbial "de".
10. Demonstrate a clear understanding of the following aspects: the simple aspect, the anticipative aspect, the progressive aspect, the perfect aspect, and the continuous aspect.
11. Describe the past actions and events with the modal particle "le" and use the sentence with the modal particle "le" indicating a new situation.
12. Correctly use sentences with major constructions of comparison.
13. Show an elementary knowledge of some more aspects of Chinese culture, literature, and history, including Chinese tea culture, main traditional holidays, a brief introduction to literature (including classical novels and poetry), loan words, weather and climate, and the Chinese zodiac.

IV. Methods of Presentation:

Other Methods: Lecture on grammar and cultural topics; comprehension activities (listening to the instructor, viewing a video series, audiotapes); speaking activities in small groups and pairs; pronunciation, spelling, vocabulary acquisition, and listening comprehension activities; short reading and cultural note activities; and written self-expression on designated topics

V. **Course Content**

% of Course	Topic
6.000%	Topic: Holidays and festivals Grammar: Verbs, verbal constructions and subject-predicate constructions used as attributives Culture: Traditional holidays in Chinese (I)
6.500%	Topic: Daily routine Grammar: Sentences with verbal constructions in series, aspects of an action, and the progressive aspect Culture: Beijing opera
6.500%	Topic: Your favorite activities Grammar: Reduplication of verbs Culture: Sports in China
6.500%	Topic: On campus Grammar: The position words Culture: Chinese surnames and given names (I)
6.500%	Topic: Around campus Grammar: The verbs "you", "shi", and "zai" used to indicate existence Culture: Chinese surnames and given names (I)
6.500%	Topic: Campus life Grammar: Adverbials and the structural particle "de", and the reduplication of adjectives Culture: Chinese schools
6.500%	Topic: Careers Grammar: Auxiliary verb (I) Culture: Job market in China
6.500%	Topic: Plans Grammar: An action that is going to take place, the modal particle "le" used to show a new situation, and auxiliary verb (II) Culture: Climate in China
6.500%	Topic: Ability and permission, weather forecast Grammar: Auxiliary verb (III) Culture: Four seasons in Beijing
7.000%	Topic: Introduction, greeting, and leave-taking (II) Grammar: None Culture: Polite expressions for greetings
7.000%	Topic: The completed actions Grammar: The completion of an action and simple directional complement Culture: The four great inventions in ancient China
7.000%	Topic: The past events Grammar: The modal particle "le" indicating an event that has taken place Culture: Chinese music
7.000%	Topic: Houses and rooms Grammar: The major constructions of comparison and the nominal measure complement Culture: Chinese gardens
7.000%	Topic: Furniture and electrical appliances Grammar: The aspect particle "zhe" denoting continuity of an action Culture: Chinese fengshui or geomancy
7.000%	Topic: Rental housing Grammar: None Culture: Housing in three major Chinese cities
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
10%	Class Participation
40%	Exams/Tests 3-4 Tests & Mid-Term Exam
20%	Final exam
15%	Homework Home Work Assignments

15%	Other Pronunciation, spelling, vocabulary acquisition, and listening comprehension activities
100%	Total

VII. **Sample Assignments:**

1. Following the instruction, do the grammar exercises in Chinese characters from the textbook, p.15-17. Please print them neatly on separate sheets of paper so that they can be collected and corrected.

2. Writing project: Briefly describe a close friend of yours in Chinese characters (about 150-200 words), p. 32. The essay must contain at least three short paragraphs and must be handwritten.

VIII. **Student Learning Outcomes:**
1. 1. Understand, speak, read and write Chinese at the level between the Novice High and the Intermediate Low as defined by ACTFL, i.e., the student will be able to carry on simple conversation, read materials largely simplified from the original texts and write long passages within the range of 1000 basic vocabulary, when encountering the situations covered in the course. As assessed by: Compositions and short answer responses, exercises, quizzes, and/or exams Writing responses to oral questions on exercises, quizzes, and/or exams Chinese character quizzes
2. Construct sentences by correctly using all the grammatical items covered in the course. As assessed by: Writing or giving oral descriptions of pictures Answering written questions on exercises, quizzes, and/or exams
3. Demonstrate a basic knowledge of some more important aspects of Chinese culture that are introduced in the course. As assessed by: Oral presentations in class Short answers or identifications on exercises, quizzes, and/or exams

Substantial Change: COUNSELING - DISABLED ST SERV. 41H, Roadmap to College Readiness

Units:	1.00
Total Instructional Hours (usually 18 per unit):	27.00
Hours per week (full semester equivalent) in Lecture:	1.00
In-Class Lab:	0.50
Arranged:	0.00
Outside-of-Class Hours:	36.00

Rationale
Update description and title to include broader inclusivity of students with disabilities and more current evidenced based practices. Reduction in units from 2 to 1 to bring in line with all other courses offered under DSPS which are currently 1 unit.

I. **Catalog Description**
This course is designed for students with a disability who wish to identify and implement tools for activities of daily living (ADL). Emphasis will be placed on skill acquisition for organization, goal setting, time management and lifestyle redesign as they relate to both home and community activities. Assessments of functional performance will be administered to provide behavioral feedback and encourage self-awareness. Skills necessary for successful community and college adaptation including self-advocacy training will be covered in this course. Students will gain greater insight to principles of consumer advocacy as well as a historical framework of the independent living movement in the U.S. and California.

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. Federal Registry, Americans with Disabilities Act, Amendments Act, . © 2008, ISBN: -

III. **Course Objectives**
Upon completion of this course, the student will be able to:
   1. Encourage, set expectations for participation in class discussions.
   2. Learn strategies for improving organization, memory, and time management skills.
   3. Become aware of individual rights, responsibilities, and implications of ADA.
   4. Become familiar with and utilize a variety of college and community resources.
   5. Increase of self-awareness by identifying interests and strengths through a variety of assessments, written exercises.
   6. Assess and acquire skills in daily living activities.
   7. Assess and begin to develop advocacy assertiveness skills.
   8. Identify and practice setting short and long term goals.

IV. **Methods of Presentation:**
Field Trips, Group Work, Lecture and Discussion, Observation and Demonstration, Visiting Lecturers, Other Methods: •Lecture – 20% •Group discussion and problem solving – 35% •Guest speakers – 15% •Field trip – 10% •Guided practice and behavioral rehearsal – 20%

V. **Course Content**

% of Course	Topic
5.000%	Principles of consumer advocacy and the independent living movement in the United States and California
10.000%	Individual assessment of functional abilities
15.000%	Independent living skills, money management, health and wellness
5.000%	College/community mobility and resources skills

5.000%	Social/recreational skills
50.000%	Cognitive skills including time management, stress management, organizational strategies, memory strategies
10.000%	Goal setting
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
20%	Class Work In-class exercises, binder checks
30%	Homework Completion of written assignments
20%	Projects Completion of final project
30%	Quizzes
100%	Total

VII. **Sample Assignments:**

Sample Assignment #1:
1. Students are required to write their thoughts and feelings in a journal or diary about stressful events and ways to cope with them. The objective of this assignment is to learn stress management strategies.

Sample Assignment #2:
2. Students are required to keep track of their weekly schedule. The obejctive of this assignment is to learn time management strategies including how to set priorities.

VIII. **Student Learning Outcomes:**
1. Students will demonstrate knowledge of how to effectively research and compile findings concerning one independent living topic of choice as assessed during the final class presentations.
2. Students will increase self-awareness and acquire skills in daily living activities through a variety of self-discovery assessments and written exercises.
3. Students will identify and practice setting short term and long term S.M.A.R.T. goals for success in academic and life pursuits.
4. Students will employ strategies for improving organizational skills.

Substantial Change: COMPUTER SCIENCE 77A, Salesforce Administration Essentials

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to CSU
Skills Advisory(s):	CIS 1 or CS 3

Rationale
Salesforce is the new wave in office management software run on the cloud as a software service. It has a computer science related component to it as it includes capabilities for customization in the form of small application development. This is a first course in the series.

I. Catalog Description
This course introduces students to Salesforce, the industry-leading customer relationship management system. Topics include: data model and navigation; setting up company profiles, user interface and security. Students will create customized records, manage data, run reports, navigate system apps and other applications including personalizing the program to suit various business needs.

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. Salesforce CRM: The Definitive Admin Handbook, 4, Goodey, Paul, Pakt © 2016, ISBN: 978-1786468963
2. Gupta, Rakesh. Mastering Salesforce CRM Administration, Pakt, 01 01 2017

III. Course Objectives
Upon completion of this course, the student will be able to:
1. Design and produce a Salesforce application for various business needs
2. Create custom page layouts, fields, tabs and business processes
3. Maintain and import clean data into salesforce
4. Create high-value reports and dashboards
5. Create workflow automation
6. Demonstrate an understanding of basic database concepts.

IV. Methods of Presentation:
Lecture and Discussion, Online instructor-provided resources, Projects

V. Course Content

% of Course	Topic
11.000%	Navigating the Salesforce application
11.000%	Setting up an organization within the Salesforce application
11.000%	Managing Salesforce Users
11.000%	Security and Data Access
11.000%	Field Customization
11.000%	Managing Data
11.000%	Reports and Dashboards
11.000%	Email Automation

12.000%	Workflow Automation
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
10%	Class Participation
25%	Exams/Tests
25%	Final exam
25%	Homework
15%	Quizzes
100%	Total

VII. Sample Assignments:

Assignment 1:

This assignment requires you to import contact data using a CSV (comma separated values) file. Use all columns in the CSV file, each of which corresponds to a contact field.Download this CSV file provided (right click and select 'Save Link As').Import all the contact data into your Developer Edition using the Data Import Wizard. You can use the default 'ISO-8859-1' encoding when importing the CSV file.Use 'Name' for matching contact records.Map all the fields in the CSV file to the appropriate Contact fields. Map 'Cell' to 'Mobile'.Do not modify or delete the imported data till you have successfully verified the import is complete.

Assignment 2:

Maria Jimenez is looking for reports and dashboards on AppExchange to track her team's transition to Lightning Experience. Install the AppExchange Dashboard Pack for Sales, Marketing and Service package into your Trailhead Playground and make some modifications. You'll need your hands-on org username and password to complete this challenge. If you're using a Trailhead Playground, this article shows you how to find your username and reset your password. If you have trouble installing the package, follow the steps in this article.In your Trailhead Playground, install the AppExchange Dashboard Pack for Sales, Marketing and Service.Clone the 1-Account, Contact & Opportunity Data Quality dashboard and name it My Account and Contact Dashboard.Add a dashboard filter on the Billing City field so that the dashboard only shows info about Accounts in London.Save and refresh the dashboard.

VIII. Student Learning Outcomes:
1. Design, customize and personalize the Salesforce application for an organization
2. Manage users, data and automation with the Salesforce application

Advisory Checklist and Worksheet: CS 77A Salesforce Admin Essentials
Proposed Advisory: CIS 1

SECTION 1 - CONTENT REVIEW:

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

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: **CS 77A**
(It is recommended that the student to be able to do or understand the following BEFORE entering the course)

A)	Surf the Web
B)	Create Accounts online
C)	Download and install apps
D)	Understand the basics of computer software and hardware

EXIT SKILLS (objectives) FROM: **CIS 1**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Describe networking, the internet, web browsers, search engines, and how to effectively search on the internet and evaluate websites.
2.	Describe networking, the internet, web browsers, search engines, and how to effectively search on the internet and evaluate websites.
3.	Identify the components of a computer; explain how a computer works; describe computer input and output; and identify input and output devices as well as mobile devices.
4.	Identify the components of a computer; explain how a computer works; describe computer input and output; and identify input and output devices as well as mobile devices.

		ENTRANCE SKILLS FOR: **CS 77A**							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: **CIS 1**	1	X	X						
	2								
	3			X	X				
	4								
	5								
	6								
	7								
	8								

modified 12/02/2016

Substantial Change: FRENCH 1, Elementary French I

Units:	5.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	5.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	180.00
Transferability:	Transfers to CSU, UC
CSU GE Area:	C2 - Humanities
IGETC Area:	6A: Languages other than English (UC Requirement Only)

I. Catalog Description

This course introduces the students to basic vocabulary and fundamental sentence structures in the present and past. Pronunciation, grammar and everyday vocabulary are stressed as indispensable tools for comprehension and expression. French customs, culture and everyday life are also highlighted. The course is taught in French except in cases of linguistic difficulty as determined by the professor.

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. Motifs (Book + access card), Jansma, Kimberly and Kassen, Margaret Ann, Cengage © 2015, ISBN: 978-1285720289
2. Student Activity Manual for Motifs, Jansma, Kimberly and Kassen, Margaret Ann, Cengage © 2015, ISBN: 978-1133611806

III. Course Objectives

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

1. Use oral activities to interact in French.
2. Paraphrase information found in short reading and cultural notes section.
3. Recall and use vocabulary associated with daily student life.
4. Construct grammatically correct statements with regular and some irregular verbs as well as adjectives.
5. Restate information in listening activity sections.
6. Demonstrate use of acceptable pronunciation
7. Correctly use verbs in the Present, Near Future, Present Perfect with To Have and To Be.
8. Demonstrate knowledge of French culture and traditions as well as the Francophone world.

IV. Methods of Presentation:

Other Methods: Lecture on grammar and cultural topics; spoken activities in small groups and pairs; comprehension activities (listening to the instructor, viewing a video series); vocabulary acquisition activities, pronunciation; written self-expression on designated topics; short reading and cultural note activities.

V. Course Content

% of Course	**Topic**
50.000%	Grammar practice at an elementary level. The course focuses on the following grammar structures and notions in relation with the cultural elements mentioned below: subject pronouns, indefinite and definite articles, adjectives, auxiliaries (être/ avoir) , present tense, verbs of preference, basic negation ne…pas possessive adjectives, prepositions of location, verb "venir de", expressions "il /elle est vs. C'est", verb "aller", pronominal verbs, faire vs jouer, near future with "aller", verbs "vouloir, pouvoir, devoir", verbs like "sortir", verbs "boire, prendre", interrogative pronouns and passé composé.
25.000%	Speaking and Comprehension activities: readings in textbook, oral questions, conversation in pairs, small groups and teacher-student exchanges, listening to the instructor, listening to selected media outlets from those mentioned in cultural section below.

25.000%	Written practice: compositions, written practice of grammatical structures and correction of exercises previously assigned, and quizzes. For all content: Cultural topics pertaining to the Francophone world are integrated into the grammatical and vocabulary activities that are identified in the course. In particular, cultural distinctions existing between the cultures of the French-speaking diaspora are made. In addition, comparisons between diverse French-speaking cultures and the US and other countries' cultures are made with respect to the topics covered in this course. These topics are covered via readings, listening comprehension activities, lectures, and grammatical and vocabulary exercises. These topics include, but are not limited to: • greetings, goodbyes, and gestures • clothing and fashion • education • housing • family members and family as a social construct • professions and the workplace • holidays and traditions • invitations and conversations on the phone • historical figures
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
10%	Class Participation
25%	Exams/Tests: Midterm
30%	Final exam
15%	Other: Pronunciation, spelling, vocabulary acquisition, and listening comprehension activities
20%	Quizzes: 10 Quizzes
100%	Total

VII. **Sample Assignments:**
Sample Assignment #1: Lesson 8:Using at least 8 Adjectives, students describe themselves positively and negatively in written sentences. They are to share this information orally with a partner. Students also write a letter introducing a friend by demonstrating proper use of C'EST and IL EST/ELLE EST with Nouns and Adjectives giving at least 8 examples. Students also describe their (imaginary?) car in writing and orally by nationality, color, cost, and performance.

Sample Assignment #2: Lesson 11:Students study the Culture part: FRENCH FASHION and prepare to answer questions relating to the text in French. They write a short essay in French practicing the new vocabulary and the verbs ACHETER, PAYER, PREFERER, and POSSEDER while explaining where they like to buy their clothing (Boutique, Department Store, etc.). They will also include preferences of clothing to wear in seasons, at the university or at an evening event. They will conclude with mentioning three items they possess using a preceding adjective (NOUVEAU), and whether they pay a lot for their wardrobe.

VIII. **Student Learning Outcomes:**
1. Students will demonstrate basic knowledge of the French-speaking world, its cultures, and traditions and compare them with the US and other cultures.
2. Students will demonstrate correct use of grammatical tenses (present, near future) to discuss daily life topics.
3. Students will demonstrate correct use of basic vocabulary and memorized expressions associated with daily life.

Substantial Change: FRENCH 2, Elementary French II

Units:	5.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	5.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	180.00
Transferability:	Transfers to CSU, UC
CSU GE Area:	C2 - Humanities
Skills Advisory(s):	FRENCH 1

I. **Catalog Description**
    This course completes the basics of the language further stressing pronunciation, grammar and everyday vocabulary as indispensable tools for comprehension. It also includes simplified readings highlighting French customs, culture, and everyday life. This course is taught in French except in cases of linguistic difficulty as determined by the professor.

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. Motifs (Book + access card), Jansma, Kimberly and Kassen, Margaret Ann, Cengage © 2015, ISBN: 978-1285720289
    2. Student Activity Manual for Motifs, Jansma, Kimberly and Kassen, Margaret Ann, Cengage © 2015, ISBN: 978-1133611806

III. **Course Objectives**
     Upon completion of this course, the student will be able to:
     1. Use oral activities to interact in French
     2. Paraphrase information found in short reading and cultural note section
     3. Recall and use vocabulary associated with various French cultural topics
     4. Construct grammatically correct statements using the indicative mode and the present subjunctive mode
     5. Restate information from Listening Activities
     6. Demonstrate use of acceptable pronunciation
     7. Correctly use the present, future, imperfect, perfect, past perfect, and conditional tenses of most regular and irregular verbs
     8. Describe French culture and traditions including the Francophone world

IV. **Methods of Presentation:**
    Other Methods: Lecture on grammar and cultural topics; comprehension activities (listening to the instructor, viewing video series); spoken activities in small groups and pairs; vocabulary acquisition activities, pronunciation; written self-expression on designated topics; short reading and cultural note activities

V. **Course Content**

% of Course	Topic
50.000%	Grammar practice at an elementary level. The course focuses on the following grammar structures and notions in relation with the cultural elements mentioned below: partitive articles, past tenses (imparfait, passé compose, plus que parfait), relative pronouns, prepositions of location, comparative, pronominal verbs, future tense, demonstrative adjectives, subjunctive, verbs like 'écrire, dire and lire", savoir vs. connaître.
25.000%	Speaking and Comprehension activities: readings in textbook, oral questions, conversation in pairs, small groups and teacher-student exchanges, listening to the instructor, listening to selected media outlets from those mentioned in cultural section below.

25.000%	Written practice: compositions, written practice of grammatical structures and correction of exercises previously assigned, and quizzes. For all content: Cultural topics pertaining to the Francophone world are integrated into the grammatical and vocabulary activities that are identified in the course. In particular, cultural distinctions existing between the cultures of the French-speaking diaspora are made. In addition, comparisons between diverse French-speaking cultures and the US and other countries' cultures are made with respect to the topics covered in this course. These topics are covered via readings, listening comprehension activities, lectures, and grammatical and vocabulary exercises. These topics include, but are not limited to: • food and culinary practices • education and the youth • art and literature (famous characters) • geography and cultures of the Francophone world • means of transportation • environment • tourism in France • health system
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
10%	Class Participation
25%	Exams/Tests
30%	Final exam
15%	Other: Pronunciation, spelling, vocabulary acquisition, and listening comprehension activities
20%	Quizzes: 10 Quizzes
100%	Total

VII. **Sample Assignments:**
Sample Assignment #1:
Sample Assignment #1: Lesson 26:Students study the Culture part: LE LOGEMENT DES FRANCAIS. They prepare toanswer questions in French relating to the text. They also write a short essay in Frenchexplaining their ideal home situation and are preparing to share it orally in class. Students practice Reflexive Verbs by writing down their personal daily routine from morning to evening using at least 8 Reflexive Verbs and exchanging them with a partner. They will also write and practice orally at least 3 positive reflexive commands and one negative command.

Sample Assignment # 2:
Sample Assignment #2: Lesson 32Following the introduction IL FAUT QUE students write out at least 8 personal obligations they have to do weekly by using the Subjunctive. They will share this information orally with a partner. They will also write down 8 wishful positive or negative suggestions for a better world environment or better health. Two sentences should be shared orally. They will also practice the Subjunctive after the introduction JE VOUDRAIS QUE VOUS by adding service-related instructions for others in 3 written sentences.

VIII. **Student Learning Outcomes:**
1. Students will continue to amplify their knowledge of the French-speaking world, its cultures, and traditions and compare them with the US and other cultures.
2. Students will demonstrate correct use of grammatical tenses (past tenses, future, conditional and subjunctive) to discuss daily life topics.
3. Students will demonstrate correct use of vocabulary associated with daily life and basic current events.

Substantial Change: GERMAN 1, Elementary German I

Units:	5.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	5.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	180.00
Transferability:	Transfers to CSU, UC
CSU GE Area:	C2 - Humanities
IGETC Area:	6A: Languages other than English (UC Requirement Only)

I. Catalog Description

The course is designed to give students the ability to understand, speak, read and write simple German. Primary goals are to introduce beginning students to basic structures of the German language by developing vocabulary and a command of idiomatic expressions; to familiarize students with sentence structure through written exercises and short compositions; to give students a basic foundation in German history and culture; and to interest students in traveling to German-speaking countries.

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. Kontakte (custom book), Tschirner, Erwin, et al, McGraw Hill © 2013, ISBN: 978-0073386348
2. Workbook/Laboratory Manual for Kontakte (custom workbook), Tschirner, Erwin, et al, McGraw-Hill Education © 2013, ISBN: 978-0077410520

III. Course Objectives

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

1. Use oral skills to interact in German
2. Paraphrase information found in Short Reading and Cultural Notes sections
3. Recall and use vocabulary associated with daily student life
4. Construct grammatically correct statements (present, present perfect, imperative, weak and strong verbs)
5. Restate information in Listening Activities Sections
6. Demonstrate use of acceptable pronunciation
7. Use numbers – in speaking and in writing
8. Talk about clothing with the usage of colors
9. Describe other people (their personality and appearance)
10. Describe family members (origin, personality)
11. Talk about the seasons and the weather, months, and days of the week
12. Know how to use the accusative case
13. Know how to express wishes and duties by using the modal verbs
14. Know how to negate sentences (by using nicht and kein)
15. Know how to form compound sentences (by using coordinating and subordinating conjunctions such as wenn and weil)
16. Use prepositions of time am, um, im
17. Describe daily routine and activities
18. Know how to express dates and adverbs of time
19. Talk about professions and places of work
20. Describe objects in the kitchen (by using the prepositions in, an, auf)
21. Describe locations with two-way prepositions in, an, auf
22. Know how to use the dative case
23. Form sentences containing direct and indirect objects
24. Use the verb werden
25. Demonstrate some familiarity with cultures of German speaking countries (German film, educational system, holidays, addressing people formal/informal, free-time activities etc.)
26. Start comparing and contrasting the target culture within a global framework and to his/her own culture.

IV. Methods of Presentation:

Other Methods: Lecture on grammar and cultural topics; spoken activities in small groups and pairs; comprehension activities (listening to the instructor, viewing a video series); vocabulary acquisition activities, pronunciation; written self-expression on designated topics; short reading and cultural note activities.

V. **Course Content**

% of Course	Topic
50.000%	Grammar practice at an elementary level. The course focuses on the following grammar structures and notions in relation with the cultural elements mentioned below: adjectives, numbers, polite commands, the verbs sein and haben, plural forms, definite and indefinite articles, subject pronouns, present tense, verbs, word order, time, separable-prefix verbs, accusative case, kein vs. nicht, the conditional form möchte, possessive adjectives, present tense of irregular verbs, modal verbs, word order with dependent clauses, accusative case pronouns, das Perfekt (the present perfect), the dative case, location with the prepositions in, an, auf, the verb werden.
25.000%	Speaking and Comprehension activities: readings in textbook, oral questions, conversation in pairs, small groups and teacher-student exchanges, listening to the instructor, listening to selected media outlets from those mentioned in cultural section below.
25.000%	Written practice: compositions, written practice of grammatical structures and correction of exercises previously assigned, and quizzes. For all content: Cultural topics pertaining to German-speaking countries are integrated into the grammatical and vocabulary activities that are identified in the course. In particular, cultural distinctions existing between the cultures of the German-speaking diaspora are made. In addition, comparisons between diverse German-speaking cultures and the US and other countries' cultures are made with respect to the topics covered in this course. These topics are covered via readings, listening comprehension activities, lectures, and grammatical and vocabulary exercises. These topics include, but are not limited to: • greetings, goodbyes, and names • geography of German-speaking countries • education • shopping and markets • holidays and traditions • professions and the workplace
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
20%	Class Participation
30%	Exams/Tests
20%	Final exam
20%	Homework
10%	Other Pronunciation, spelling, vocabulary acquisition, and listening comprehension activities
100%	Total

VII. **Sample Assignments:**
Sample Assignment # 1:
In Einführung A of your textbook, read carefully p. 19-23 and take notes. Then write out Ex. 1-5 with complete sentences. After you have completed the exercises, turn to the answer key at the back of your textbook,

on p. A-34 and self-correct your work very carefully with a different color pen or pencil.   Do not erase your wrong answers.

Sample Assignment #2:
Lab work. In Einführung A of your workbook, listen to all of the parts marked with headphones and complete each given "task". Listen as many times as you need to in order to complete the related exercises, then turn to the answer key at the back of the workbook on p. 299 and self-correct with a different color pen/pencil, just as you did for your textbook homework.

VIII. **Student Learning Outcomes:**
    1. Students will be able to write complete sentences using the present tense and recognize and comprehend basic statements in everyday speech and dialogue.
    2. Students will speak and write using the accusative case, applying the learned vocabulary and grammar.
    3. Students will demonstrate the ability to use modal verbs in speech and writing.
    4. Students will demonstrate a basic facility with the perfect tense by describing events and activities in the past.
    5. Students will implement the Dative case by forming sentences with a subject, direct object, and an indirect object.
    6. Students will have a basic understanding of the cultures of the German-speaking countries (Germany, Austria, and Switzerland) and compare them to other cultures.

Substantial Change: GERMAN 2, Elementary German II

Units:	5.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	5.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	180.00
Transferability:	Transfers to CSU, UC
CSU GE Area:	C2 - Humanities
Skills Advisory(s):	GERMAN 1

I. **Catalog Description**

This course is a continuation of German 1 with additional stress on conversation, reading, and essential grammatical elements. Aspects of German culture and history are covered as well.

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. Kontakte (custom book), Tschirner, Erwin, et al, McGraw Hill © 2013, ISBN: 978-0073386348
2. Workbook/Laboratory Manual for Kontakte (custom workbook), Tschirner, Erwin, et al, McGraw Hill © 2013, ISBN: 978-0077410520

III. **Course Objectives**

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

1. Use oral skills to interact in German
2. Paraphrase information found in short readings and in Cultural Notes sections
3. Recall and use vocabulary associated with daily student life
4. Construct grammatically correct statements (present, present perfect, imperative, simple past subjunctive mode)
5. Demonstrate use of acceptable pronunciation
6. Make comparisons with adjectives and adverbs
7. Use two-way prepositions with the dative case and accusative case
8. Demonstrate an understanding of the difference between: stellen/stehen, legen/liegen, setzen/sitzen, hängen/hängen
9. Construct sentences with separable-prefix verbs in the present and perfect tenses
10. Use da- and wo-compounds in referring to things and ideas
11. Use the conjunctions als, wenn, nachdem, weil, damit
12. Know the difference between wann and wenn
13. Use the accusative and dative reflexive pronouns
14. Use adjectives that precede a noun
15. Use the proper prepositions for locations
16. Use the würde-construction to express possibility
17. Use the subjunctive hätte and wäre for polite requests, wishes and hypothetical statements
18. Use the genitive case
19. Use verbs with special prepositions
20. Understand and write sentences with relative clauses
21. Use German word order in a variety of circumstances: normal word order, inverted word order, subordinate word order, question word order
22. Converse about their homes, household chores, modes of transportation, cars, travel, childhood, health, sickness, accidents, food, restaurants, shopping, give advice, and encourage conversation
23. Demonstrate familiarity with cultures of German-speaking countries
24. Compare and contrast German-speaking cultures with the culture of his/her own country.

IV. **Methods of Presentation:**

Other Methods: The course is conducted in German except in the event of some real linguistic difficulty in which case appropriate explanations in English may be supplied. Lecture on grammar and cultural topics Comprehension activities (listening to the instructor, viewing of videos, audiotapes) Speaking activities in small

groups and pairs Pronunciation and vocabulary acquisition activities Written self-expression on designated topics Short reading and cultural note activities

V. Course Content

% of Course	Topic
50.000%	Grammar practice at an elementary level. The course focuses on the following grammar structures and notions in relation with the cultural elements mentioned below: comparison of adjectives, two-way prepositions, the dative prepositions mit and bei, word order (time before place), relative clauses, superlative of adjectives and adverbs, more two-way prepositions, da- and wo- compounds, review of the present perfect tense, simple past of strong and weak verbs, the difference between als, wenn, and wann, past perfect and the conjunction nachdem, dative prepositions, indirect questions, the conditional form würde + infinite, reflexive pronouns, imperative, word order in dependent and independent clauses, he genitive case, using um.zu, weil and damit, the future tense.
25.000%	Speaking and Comprehension activities: readings in textbook, oral questions, conversation in pairs, small groups and teacher-student exchanges, listening to the instructor, listening to selected media outlets from those mentioned in cultural section below.
25.000%	Written practice: compositions, written practice of grammatical structures and correction of exercises previously assigned, and quizzes. For all content: Cultural topics pertaining to German-speaking countries are integrated into the grammatical and vocabulary activities that are identified in the course. In particular, cultural distinctions existing between the cultures of the German-speaking diaspora are made. In addition, comparisons between diverse German-speaking cultures and the US and other countries' cultures are made with respect to the topics covered in this course. These topics are covered via readings, listening comprehension activities, lectures, and grammatical and vocabulary exercises. These topics include, but are not limited to: • housing • means of transportation • German cities and specificities • artistic figures • German fairytales and literature • tourism • university system
100.000%	Total

VI. Methods of Evaluation

% of Course	Topic
10%	Class Participation
45%	Exams/Tests
30%	Final exam
10%	Homework
5%	Other Pronunciation, spelling, vocabulary acquisition, and listening comprehension activities
100%	Total

VII. Sample Assignments:

Sample assignment #1: In chapter 6 of your textbook, write the composition describing your dream house or apartment. Read carefully the instructions on p. 164. Write 10 sentences. Be sure to read the description of Jutta's apartment to get ideas and use many new vocabulary items from the chapter.

Sample assignment #2: Lab work. On p. 178 of your workbook, look at the picture story "Bildgeschichte" of Stefan's trip to Austria. Listen to the story, then fill in the blanks with the correct helping verbs for the conversational past tense, then number the sentences, bringing them into chronological order. Listen as many times as you need to, in order to complete the exercise, then turn to the answer key at the back of the workbook on p. 319 and self-correct with a different color pen/pencil. Mark the number wrong in the margin next to the exercise.

VIII. **Student Learning Outcomes:**
1. Students will demonstrate oral and written comprehension and application of structures in the simple (narrative) past tense.
2. Students will demonstrate an understanding of the difference between dative and accusative two-way prepositions and their application to verbs.
3. Students will gain facility with the integration of conjunctions (als, wenn, wann, weil, nachdem) into dependent clauses.
4. Students will demonstrate a content-level appropriate understanding German culture and the differences between their own culture and that of the target language.

Substantial Change: HEBREW 1, Elementary Hebrew I

Units:	5.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	5.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	180.00
Transferability:	Transfers to CSU, UC

I. **Catalog Description**

This course teaches the primary fundamentals of classical and modern Hebrew. Grammar and pronunciation, as well as reading and writing skills are developed. The approach is modified audio-lingual utilizing both spoken and written Hebrew. Examples are taken from traditional sources and modern Israeli culture and customs.

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. Brandeis Modern Hebrew, Ringvald and Porath et. al., Brandeis University Press © 2005
2. Hebrew Reading and Writitng Self Taught, Fern Margolis, First Books © 2008
3. Oxford Pocket Dictionary, Levy, Yaakov, Oxford University Press © 2002

III. **Course Objectives**

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

To acquaint the students with the Hebrew language and important elements of the culture using four skills: understanding, speaking, reading, and writing. Students will master the alef-bet in print and script, with and without vowels, and they will write in script. They will have a good working knowledge of the present and past tense.

1. Name all the letters in the Hebrew alphabet. Read both script and printed forms. Write in script.
2. Greet and leave take. Introduce. Describe their environment. Talk about classroom environment and use classroom vocabulary. Describe food, go to the restaurant, shop for food. Describe family. Talk about the lifecycle. Grammar
3. Use subject pronouns, nominative sentences, the particles: "for", "and", "with", and "from".
4. Use question words "Who?, "What?, and "Where?"
5. Use demonstrative sentences, questioning, negation,"yesh/ein" correctly.
6. Use the present tense of kal and piel regular verbs, as well as lamed-heh verbs.
7. Use the definite direct object indicator, "et".
8. Use adjectives correctly.
9. Use irregular, piel verbs, as well as the present tense of ayin yud and vav verbs.
10. Use numbers. The question word "which". Use auxiliary verbs::need, able to, want. Use commands. Use kal infinitives. Use possessives – long form and with suffixes. Past tense of kal and piel verbs.

IV. **Methods of Presentation:**

Other Methods: Oral, Visual Aid, Reading

V. **Course Content**

% of Course	Topic
30.000%	Lecture and drill on grammar topics
20.000%	Reading comprehension
10.000%	Small group speaking activities
10.000%	Vocabulary acquisition activities
10.000%	Writing activities
10.000%	Pronunciation and spelling activities

10.000%	Culture
100.000%	Total

VI. Methods of Evaluation

% of Course	Topic
10%	Class Participation
30%	Final exam
10%	Other Pronunciation, spelling, vocabulary acquisition, and listening comprehension activities
25%	Midterm exams
25%	Quizzes 10-12 Quizzes/Tests
100%	Total

VII. Sample Assignments:

1. Teacher will list a total of ten m.s., f.s., m.pl., and f.pl. nouns, followed by ten kal shlaymim verb roots. Student will write the correct form of the verb root for each subject indicated in the present tense.

2. Students will be given fifteen food-related words and, in pair, go shopping for a party.

VIII. Student Learning Outcomes:

1. Students will be presented with five question words taught during the semester and will correctly write a question using the given question words. As assessed by: final examination
2. Students will write a short paragraph utilizing correct grammatical forms and spelling. As assessed by: The composition assigned for mid-term and final exam
3. Transform an affirmative statement into a question. Assessed by: Oral and written tests.

Substantial Change: HEBREW 2, Elementary Hebrew II

Units:	5.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	5.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	180.00
Transferability:	Transfers to CSU, UC
CSU GE Area:	C2 - Humanities
Skills Advisory(s):	HEBREW 1

I. **Catalog Description**

This course completes instruction in the essential fundamentals of the Hebrew language. Reading, writing, pronunciation, and advanced grammar are taught. Examples are taken from both traditional sources and modern Israeli culture and customs.

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. Oxford Pocket Dictionary, Levy, Yaakov, Oxford University Press © 2002
   2. Brandeis Modern Hebrew, Ringvald and Porath et. al., Brandeis University Press © 2005

III. **Course Objectives**

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

Use daily schedule vocabulary including telling time, days of the week and months of the year, weather, seasons, clothing, mailing and activities.

Use Israel geography and trip vocabulary.

Use body and health terminology. Students will also be able to plan, and make, visits to a doctor and a dentist.

Describe the appearance, professions, and emotions/feelings of others.

Demonstrate an understanding of the following grammar:
   1. Ask and answer questions.
   2. Past tense lamed-heh verbs.
   3. Future tense – kal and piel regular verbs.
   4. Use of "if" to introduce subjunctive.
   5. Piel verbs past, present, and future.
   6. Prepositions
   7. "et" with pronominal suffix.
   8. Ordinal expressions.
   9. Impersonal speech.
   10. S'meechut (construct).
   11. Hif'il – past, present, and future.
   12. Hitpael - past, present, and future.
   13. Comparative and superlative.
   14. Desire vocabulary.
   15. Imperative of irregular verbs.
   16. Review possession.

Show an improvement in both reading and writing skills in the present and past tenses.

Show a good working knowledge of the future tense, possessive, and construct forms.

Write a short paragraph on given topics.

Recognize and point out the important elements of Israeli culture.

IV. **Methods of Presentation:**

Other Methods: Lecture; comprehension activities; speaking activities; vocabulary acquisition activities; reading and discussion activities; pronunciation activities

V. **Course Content**

% of Course	Topic
30.000%	Lecture and drill on grammar topics.
20.000%	Reading comprehension
10.000%	Small group speaking activities
10.000%	Vocabulary acquisition activities
10.000%	Writing activities
10.000%	Pronunciation and spelling activities
10.000%	Culture
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
10%	Class Participation
30%	Final exam
10%	Other Pronunciation, spelling, vocabulary acquisition, and listening comprehension activities
25%	Midterm exams
25%	Quizzes 10-12 Quizzes/Tests
100%	Total

VII. **Sample Assignments:**
1. When asked to write a short paragraph about a given topic, students will write a paragraph providing valid information using correct spelling and grammar.

2. When asked to discuss a topic, student will communicate orally using grammatically and syntactically correct modern Hebrew.

VIII. **Student Learning Outcomes:**
1. Students will recognize the KAL past tense forms when they appear in written texts. As assessed by: written tests.
2. Students will correctly form the KAL past tense (ten forms) in writing. As assessed by: Completion of homework, quizzes and exams, as well as oral question-answer drills.
3. Students will use the ten past tense forms correctly when speaking. As assessed by: Participation in class discussions, and through oral questions referring to the text (which students will answer orally).
4. Students will write a short paragraph utilizing correct grammatical forms and spelling. As assessed by: The composition assigned for mid-term and final exam

Substantial Change: ITALIAN 1, Elementary Italian I

Units:	5.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	5.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	180.00
Transferability:	Transfers to CSU, UC
CSU GE Area:	C2 - Humanities
IGETC Area:	6A: Languages other than English (UC Requirement Only)

I. Catalog Description

Using the communicative approach, this course stresses the fundamentals of pronunciation, grammar, practical vocabulary, useful phrases, and the ability to understand, speak, read, and write simple Italian. Using fundamental sentence structures in the present and past tenses, students practice speaking and holding simple conversations in class and writing compositions. Lectures and discussions are included covering geography, customs and culture in Italy. The course is conducted in Italian except in cases of linguistic difficulty as determined by the professor.

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. Prego!, Lazzarino, Graziana, Peccianti, maria C., McGraw-Hill © 2012, ISBN: 978-0073386256
2. Il Quaderno: Italian 1 Workbook (supplementary exercises prepared by Professor Trombetta), Trombetta, Giovanni, . © 0

III. Course Objectives

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

1. Use oral activities to interact in Italian.
2. Paraphrase information found in Short Reading and Cultural Notes sections.
3. Recall and use vocabulary associated with daily student life.
4. Construct grammatically correct statements (present, present perfect, imperative, regular, and irregular verbs.
5. Understand, speak, read and write about greetings, introductions, farewells, and common idiomatic expressions.
6. Choose correctly between the auxiliary avere and essere when using the present perfect.
7. Use reflexive, direct and indirect object pronouns with verbs.
8. Combine and modify articles, demonstrative, possessives and descriptive adjectives with nouns to agree in gender and number.
9. Demonstrate the use of acceptable pronunciation.
10. Recognize the important elements of the culture and civilization of Italy.

IV. Methods of Presentation:

Other Methods: Vocabulary and grammatical structures are presented, and students are given oral and written practice in class. There are also dictations, reading of texts for comprehension, review, and correction of exercises previously assigned. Audio-visual aids such as wall maps, slides, films, photographs and/or postcards are used.

V. Course Content

% of Course	Topic
50.000%	Grammar practice at an elementary level. The course focuses on the following grammar structures and notions in relation with the cultural elements mentioned below: gender and number, indefinite articles, present of "to have", idiomatic expressions, adjectives, present of "to be", definite article, verbs in -ARE, irregular -ARE verbs, possessive adjectives, verbs in -ERE and -IRE, irregular verbs in -ERE and -IRE, direct object pronouns, prepositions, past tense with AVERE, past tense with ESSERE, the verbs "Conoscere" and "Sapere", indirect object pronouns, the verb "Piacere",

	interrogative forms, reflexive verbs, reciprocal verbs, the Imperfect tense, distinction between Past tense and Imperfect.
25.000%	Speaking and Comprehension activities: readings in textbook, oral questions, conversation in pairs, small groups and teacher-student exchanges, listening to the instructor, listening to selected media outlets from those mentioned in cultural section below.
25.000%	Written practice: compositions, written practice of grammatical structures and correction of exercises previously assigned, and quizzes. For all content: Cultural topics pertaining to Italy are integrated into the grammatical and vocabulary activities that are identified in the course. In addition, comparisons between Italian culture and the US and other countries' cultures are made with respect to the topics covered in this course. These topics are covered via readings, listening comprehension activities, lectures, and grammatical and vocabulary exercises. These topics include, but are not limited to: • greetings, goodbyes, and names • family and traditions • clothing and fashion • education • food and culinary practices • TV and media • regional differences • sports
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
15%	Exams/Tests
25%	Final exam
10%	In Class Writing
10%	Other: Pronunciation, spelling, vocabulary acquisition, and listening comprehension activities.
10%	Oral Presentation
15%	Homework: Online workbook assignments
15%	Quizzes: 4 Quizzes
100%	Total

VII. **Sample Assignments:**
Sample Assignment #1: My city: write 5 sentences describing the city you where you were born, where you grew up or where you live now.; Include what you can find in the city and what it lacks. You must include at least two locations and two means of transportation. Exercise A p. 30 Textbook, Quaderno p. 12

Sample Assignment #2: Write 8 sentences describing your day using the past tense. Use reflexive verbs, irregular past participles, time of the day and activities performed. Exercise in Quaderno p. 52-53

VIII. **Student Learning Outcomes:**
1. Students will demonstrate a working knowledge of Italian in real-life situations and interact with other students of Italian as is appropriate for a first semester student.
2. Students will speak and understand simple Italian, spoken at a moderate speed, in simple conversations on topics of everyday life, at a level appropriate for first semester students. (What he/she does every day using the Present tense of the Indicative)
3. Students will demonstrate cultural knowledge of Italy including food, traditions, history, ethnic diversity and social issues and establish comparisons with their cultures.

Substantial Change: ITALIAN 2, Elementary Italian II

Units:	5.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	5.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	180.00
Transferability:	Transfers to CSU, UC
CSU GE Area:	C2 - Humanities
Skills Advisory(s):	ITAL 1 *The advisory for this course is comparable to two years of high school Italian.

I. Catalog Description

This course is a continuation of Italian 1 and completes the elementary grammar. The course stresses the fundamentals of pronunciation, grammar, practical vocabulary, useful phrases, and the ability to understand, speak, read, and write simple Italian. Using fundamental sentence structures in the present and past tenses, students practice speaking and holding simple conversations in class and writing compositions. The course includes the reading of simplified texts with emphasis on oral expression and further study of Italian history and culture. The course is conducted in Italian, except in the case of linguistic difficulty as determined by the professor.

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. Prego!, Lazzarino, Graziana, Peccianti, maria C., McGraw-Hill © 2012, ISBN: 978-0073386256
2. Il Quaderno: Italian 1 Workbook (supplementary exercises prepared by Professor Trombetta), Trombetta, Giovanni, . © 0

III. Course Objectives

Upon completion of this course, the student will be able to:
1. Use oral activities to interact in Italian.
2. Paraphrase information found in Short Reading and Cultural Notes sections.
3. Recall and use vocabulary associated with daily life.
4. Construct grammatically correct statements using the indicative mode tenses and present, present perfect, imperfect and past perfect in the subjunctive mode.
5. Demonstrate use of acceptable pronunciation.
6. Conjugate and use verbs in the future tense.
7. Understand and correctly use practical vocabulary as presented in Prego! or any similar beginning level college or university Italian language textbook.
8. Use prepositional pronouns.
9. Use the pronouns ci and ne.
10. Combine the direct, indirect, and reflexive pronouns.
11. Conjugate and use the present and past conditional.
12. Use verbs with the prepositions a and di before an infinitive.
13. Make comparisons.
14. Form and use the superlative relative and superlative absolute.
15. Use relative pronouns.
16. Use negative expressions.
17. Form sentences using the Impersonal.
18. Conjugate and use the Gerund and the Progressive form.
19. Conjugate and use the present, the past, the imperfect, and the past perfect subjunctive.
20. Form the "if" clause.

IV. Methods of Presentation:

Other Methods: The course is conducted in Italian except in the event of linguistic difficulty in which case appropriate explanations in English are supplied. Lectures on grammar and cultural topics are given along with comprehension activities which include listening to the instructor, reading of texts, audio tapes & viewing of videos. Students are assigned speaking activities in small groups, pairs, and one on one with the instructor. Written practice of grammatical structures & correction of previously assigned exercises are required as well as pronunciation and vocabulary acquisition activities.

V. Course Content

% of Course	Topic
50.000%	Grammar practice at an elementary level. The course focuses on the following grammar structures and notions in relation with the cultural elements mentioned below: Comparison, emphatic pronouns, superlatives, future tense, impersonal construction, pronouns "ci" and "ne", double pronouns, imperative mood, indefinite adjectives and pronouns, negations, present and past conditional, relative pronouns, using infinitives in special constructions, ordinal numbers, present, past, imperfect and past perfect subjunctive, "if" clause.
25.000%	Speaking and Comprehension activities: readings in textbook, oral questions, conversation in pairs, small groups and teacher-student exchanges, listening to the instructor, listening to selected media outlets from those mentioned in cultural section below.
25.000%	Written practice: compositions, written practice of grammatical structures and correction of exercises previously assigned, and quizzes. For all content: Cultural topics pertaining to Italy are integrated into the grammatical and vocabulary activities that are identified in the course. In addition, comparisons between Italian culture and the US and other countries' cultures are made with respect to the topics covered in this course. These topics are covered via readings, listening comprehension activities, lectures, and grammatical and vocabulary exercises. These topics include, but are not limited to: • health system and practices • music and musical instruments • politics • historic dwellings • food and culinary practices • environment • holidays and traditions
100.000%	Total

VI. Methods of Evaluation

% of Course	Topic
10%	Class Participation Assignments, Class Participation
25%	Exams/Tests
25%	Final exam
10%	Other Pronunciation, spelling, vocabulary acquisition, and listening comprehension activities.
10%	Oral Presentation Audio/Oral Proficiency
20%	Quizzes 4 Quizzes
100%	Total

VII. Sample Assignments:
Sample Assignment #!:
Assignment # 1: Planning for a vacation. Write 10 to 12 sentences using the Future Tenseindicating where you will go, with whom you will go, where you will stay, how to make reservations using the chapter vocabulary,

and what activities you will be doing while you are on vacation. Exercise A in the Textbook, in the Quaderno p. 25 and p. 26.

Sample Assignment #2:

Assignment # 2: Prepare an oral presentation on what you would like to do when you finish college, using the present conditional tense. Answer questions on page 270 on the reading on Abruzzo and Molise regions. Complete exercise in the Quaderno p. 51.

VIII. **Student Learning Outcomes:**
1. Students will communicate in verbal and written form in Italian using the Future, the Imperfect, the Present Conditional, the Past Conditional, the Present, Past, Imperfect and Past Perfect Subjunctive with reasonable accuracy.
2. Students will exhibit comprehension of practical vocabulary associated with food, vacation, job searching, sport activities, health, ecology, and theater.
3. Students will demonstrate cultural knowledge of some history and geography of Italy and establish comparisons with their cultures.

Substantial Change: JAPANESE 1, Elementary Japanese I

Units:	5.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	5.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	180.00
Transferability:	Transfers to CSU, UC
CSU GE Area:	C2 - Humanities
IGETC Area:	6A: Languages other than English (UC Requirement Only)

I. **Catalog Description**

This course, using a communicative approach, introduces the student to Japanese sentence structure, basic vocabulary, and the two Japanese phonetic scripts of Hiragana, Katakana, plus a selected number of Kanji. Students learn to ask and answer basic questions and write about simple actions in the present/future and past tenses. They also are introduced to important elements of Japanese culture and customs of the Japanese people. This course is taught in Japanese unless in cases of linguistic difficulty as determined by the professor.

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. Genki, An Integrated Course in Elementary Japanese, Volume 1, Banno, et. al, The Japan Times © 1999
   2. Genki, An Integrated Course in Elementary Japanese, Volume 1, Workbook, Banno, et. al, The Japan Times © 2000

III. **Course Objectives**

Upon completion of this course, the student will be able to:
   1. Comprehend and use fundamental sentence patterns to carry out simple conversations in the present/future and past tenses.
   2. Read and write Hiragana, Katakana plus a selected number of Kanji, and understand the content of texts written in them.
   3. Demonstrate a basic understanding of Japanese grammar.
   4. Describe people/things/daily activities using adjectives.
   5. Use and recognize culturally-embedded daily expressions and culture-specific mannerisms.

IV. **Methods of Presentation:**

Other Methods: In class, work consists of oral activities in pairs and small groups. Outside of class, students read texts for comprehension and complete writing exercises. Homework assignments and grammar exercises are checked by the professor.

V. **Course Content**

% of Course	Topic
20.000%	Introduction and practice of Hiragana, Katakana and Kanji
10.000%	Development of vocabulary and idiomatic expressions
10.000%	Reading comprehension exercises in Hiragana, Katakana and Kanji
10.000%	Follow-up writing practice assignments (after reading comprehension exercises)
10.000%	Individual and pair oral activities in the target language
5.000%	Study of Japanese culture and lifestyle of the Japanese people
35.000%	Presentation, practice and review of the following grammar: a) "X is Y" to give questions and answers regarding oneself and other people b) Demonstrative pronouns c) Numbers used in giving

	time, dates, and prices d.) Expressions/dialog formats for purchasing items and offering invitations e) Verb types and their conjugations in order for the student to carry out simple conversations in the present/future and past tenses. f) Existence verbs (i.e., "imasu" and "arimasu") to indicate the location of people and objects. g) The two types of adjectives in Japanese for giving simple descriptions.??
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
15%	Class Participation
15%	Final exam
5%	Group Projects Group Presentation
20%	Homework
10%	Other Pronunciation, spelling, vocabulary acquisition, and listening comprehension activities.
5%	Oral Presentation 5% Mini Oral Presentation
30%	Quizzes 5 Quizzes Vocabulary Quizzes Hiranga, Katakana, Kanji, and other pop Quizzes
100%	Total

VII. **Sample Assignments:**

1. Writing Assignment: Composition: Students write a simple composition of approximately 400 characters length using Hiragana, Katakana, and the Kanji they have learned. Assigned composition topics include those appropariate for Japanese 1 level students such as self-introduction, introduction of family members, what they did over winter/summer vacation, etc.

2. Oral Assignment: Role-play: The professor first presents the format and grammar for offering invitations. In pairs, students invite each other to do something together, such as going out with friends to a Japanese restaurant or watching a movie, etc. They discuss and negotiate with each other such details as the meeting time, day, and place.

VIII. **Student Learning Outcomes:**
1. Students are able to comprehend and use fundamental sentence patterns to carry out simple conversations in the present/future and past tenses. As assessed by: In-class, students hold conversations in pairs or small groups using the formal style of speech.
2. Students are able to read and write the three Japanese scripts of hiragana, katakana, and a selected number of kanji, and understand the content of texts written in them. As assessed by: Students read texts and answer questions regarding their contents; write short essays on selected themes.
3. Students are expected to be aware of cultural aspects. As assessed by: Class presentations

Substantial Change: JAPANESE 2, Elementary Japanese II

Units:	5.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	5.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	180.00
Transferability:	Transfers to CSU, UC
CSU GE Area:	C2 - Humanities
Skills Advisory(s):	JAPAN 1

I. Catalog Description

This course is the continuation of Japanese 1. This course stresses more advanced vocabulary and more advanced sentence structures emphasizing short forms and te-forms. Students further develop oral and aural skills and reading comprehension skills by reading texts on various topics. They also hold conversations in both formal and informal styles of speech, and write compositions using short forms. This course also advances students' knowledge of Japanese culture and traditions. This course is taught in Japanese except in cases of linguistic difficulty as determined by the professor.

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. <u>Genki, An Integrated Course in Elementary Japanese, Volume 1</u>, Banno, et. al, The Japan Times © 2011, ISBN: 978-4789014410
2. <u>Genki, An Integrated Course in Elementary Japanese, Volume 1, Workbook</u>, Banno, et. al, The Japan Times © 2011, ISBN: 978-4789014403

III. Course Objectives

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

1. Demonstrate more advanced communication skills in four areas: listening, speaking, reading and writing with limited proficiency.
2. Acquire further foundational grammar, vocabulary, and kanji.
3. Recognize differences between spoken and written Japanese and have adequate proficiency.
4. Demonstrate proficiency in using te forms and plain forms.
5. Understand the structures of simple noun clauses and construct them.
6. Use request forms and express their wishes.
7. Describe their actions and state of mind and the state that resulted from their actions and experience in the past.
8. Use comparatives and superlatives
9. Express intentions.

IV. Methods of Presentation:

Other Methods: In class, work consists of oral activities in pairs and small groups. Outside of class, students read texts for comprehension and complete writing exercises. Homework assignments and grammar exercises are checked by the professor.

V. Course Content

% of Course	Topic
50.000%	Grammar practice at an elementary level. The course focuses on the following grammar structures and notions in relation with the cultural elements mentioned below: describing a sequence of actions; making positive and negative requests; asking, granting and declining permissions; stating obligations and prohibitions; expressing reasons; offering assistance and politely accepting and declining offers; describing on-going actions or events; counting people; reporting thoughts and what other people said; describing one's physical appearance and characteristics; talking about personal experiences and daily activities in informal speech style expressing one's experience; comparing two or more things or people; expressing desires.

25.000%	Speaking and Comprehension activities: readings in textbook, oral questions, conversation in pairs, small groups and teacher-student exchanges, listening to the instructor, listening to selected media outlets from those mentioned in cultural section below.
25.000%	Written practice: compositions, written practice of grammatical structures and correction of exercises previously assigned, and quizzes. For all content: Cultural topics pertaining to Japan are integrated into the grammatical and vocabulary activities that are identified in the course. In addition, comparisons between Japanese culture and the US and other countries' cultures are made with respect to the topics covered in this course. These topics are covered via readings, listening comprehension activities, lectures, and grammatical and vocabulary exercises. These topics include, but are not limited to: • educational system • kinship terms • food and restaurants • letter writing etiquette • traditional performance arts • public transportations • new year's traditions • folk tales
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
10%	Class Participation
20%	Exams/Tests
25%	Final exam
15%	Homework: Homework/Pronunciation, spelling, vocabulary acquisition, and listening comprehension activities.
15%	In Class Writing
15%	Quizzes
100%	Total

VII. **Sample Assignments:**
Sample Assignment #1: (1) Self-reading: Before covering a reading material in class, students are assigned to read the material and answer comprehension questions in advance. For answering the questions, the students are instructed to: (1) locate the answer, (2) get all the information necessary to make a complete answer.

Sample Assignment # 2: (2) Colloquial usage: Students work in groups of three to create a skit, "Plan a Christmas party and talk about what presents they want". The students are instructed to make an informal conversation that includes the opening and a logical ending and is as natural as possible by using fillers, exclamatory phrases, and tone modifications.

VIII. **Student Learning Outcomes:**
1. Demonstrate understanding of simple conversations and narratives on familiar topics in informal and polite speech.
2. Exchange information and ask questions in everyday situations with familiar phrases and sentence structures.
3. Interpret letters and short stories on everyday topics written in polite (-desu/masu) style and direct (-da) style in Japanese.
4. Write letters and short narratives on familiar topics in polite (-desu/masu) style and direct (-da) style using familiar vocabulary and structures.
5. Demonstrate recognition of a range of products, practices, and perspectives of Japanese culture related to everyday life.

Substantial Change: KOREAN 1, Elementary Korean I

Units:	5.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	5.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	180.00
Transferability:	Transfers to CSU, UC
CSU GE Area:	C2 - Humanities
IGETC Area:	6A: Languages other than English (UC Requirement Only)

I. Catalog Description

This course teaches the Korean Hangul. The materials are designed to encourage the students to feel free to interact in Korean as naturally and as spontaneously as possible. It introduces vocabulary skills, decoding skills, and fundamental sentence structures in the present and past. Pronunciation, grammar, and everyday vocabulary are stressed as indispensable tools for comprehension and expression. Aspects of Korean culture and history are covered as well.

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. Integrated Korean, Beginning 1, 10th, Cho, Young-Mee et al, University of Hawaii Press © 2010
2. Integrated Korean Workbook, Beginning 1, 2nd, Sohn, Sung-Ock, University of Hawaii Press © 2010

III. Course Objectives

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

1. Read and write Hangul, the Korean alphabet, and pronounce words and sentences correctly using the rules of pronunciation.
2. Conjugate verbs and adjectives in the present, past, and future tenses using the polite ending form.
3. Distinguish the polite ending form from the honorific ending form.
4. Demonstrate a clear understanding on the Korean particles including subject, object, and locative particles and use them correctly in the sentence.
5. Demonstrate understanding on the Korean number system and the concept of counting units and combine a proper counting unit with numbers.
6. Distinguish the positive sentence from the negative sentence and construct negative sentences using the negative adverbs.
7. read short paragraphs and comprehend for follow-up comprehension check questions..
8. Write short paragraphs about the topics given using the vocabulary and grammar points learned in each chapter and demonstrate proper spacing and punctuation.
9. Recognize Korean cultural aspects presented in class and compare and contrast them with their own.

IV. Methods of Presentation:

Other Methods: This course is conducted in Korean except when English explanations are deemed necessary for grammar points. Lecture on grammar points, vocabulary, and cultural topics; speaking activities including whole class, small group and paired activities; formal presentations by students; reading and follow up activities for comprehension check; writing activities including dictations and compositions; formal evaluation

V. Course Content

% of Course	Topic
10.000%	Study of Hangul, the Korean alphabets
20.000%	Development of new vocabulary and idomatic expressions
10.000%	Reading conversation and narration texts

10.000%	Writing short paragraphs and dictating texts
10.000%	Cultural tips presentation
40.000%	Presentation, practice and review of the following grammatical concepts: a. Positive and negative equational expressions b. The polite and honorific ending conjugation of verbs and adjectives in present, past, future tenses c. The subject, object, locative particles d. The Korean number system and counting units e. Reading calendar and telling time f. The possesive relations g. The demonstrative expressions h. Irregular verbs i. Negation j. The noun-modifying form k. The defferential style
100.000%	Total

VI. **Methods of Evaluation**

% of Course	**Topic**
15%	Class Participation
20%	Final exam: Written final exam
10%	Homework
10%	Other: Pronunciation, spelling, vocabulary acquisition, and listening comprehension activities.
20%	Midterm exams: Written mid-term exam
15%	Oral Presentation: Oral Tests
10%	Quizzes: Vocabulary Quizzes
100%	Total

VII. **Sample Assignments:**

Assignment 1: Composition: At the end of each chapter, students compose a short paragraph on the topic given using vocabulary and grammar points learned in each chapter.Sample) Students write about their rooms giving the location of things. Students use location words (on, in, under, next to, front, back) and the locative particle to describe their rooms.

Assignment 2: Oral Project: Students work in groups. Each group is assigned one chapter in the textbook. Each student in the group takes a part in the conversations presented in the chapter, memorize his/her lines and act it out as a group in front of the whole class.Sample) Conversation 1 in Chapter 2Situation: Linda and Sandy are eating breakfast in the school cafeteria. Steve enters the cafeteria and sees them. Linda introduces her friend Sandy to Steve.

VIII. **Student Learning Outcomes:**
1. Students will be able to produce sentences in both oral and written forms needed for conversations demonstrating the elementary Korean 1 grammatical structure. As assessed by: textbook exercises, short paragraph writing, language lab assignments, oral presentations, quizzes and tests.
2. Students will be able to read and interpret short texts in the elementary Korean 1 textbook. As assessed by: textbook readings and solving comprehension questions, reading peer students' paragraphs, quizzes and tests.
3. Students will be able to recognize Korean culture presented in the course and participate, both inside and outside of class, in activities relevant to the cultural knowledge they acquired. As assessed by: In-class video-watching and follow up discussions, short paragraph writings, oral presentations.

Substantial Change: KOREAN 2, Elementary Korean II

Units:	5.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	5.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	180.00
Transferability:	Transfers to CSU, UC
CSU GE Area:	C2 - Humanities
Skills Advisory(s):	KOREAN 1

I. **Catalog Description**
This course is a continuation of Korean 1. This course stresses vocabulary and fundamental sentence structure in the past and future indicative tenses and in the subjunctive mode. Basic aural and reading comprehension is also developed. Students will hold simple conversations, learning common sayings, and write short compositions about past and future actions. Readings of simplified texts and study of Korean culture are included.

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. Integrated Korean, Elemenatary 2, 2nd, Cho, Young-Mee et al, University of Hawaii Press © 2010
   2. Integrated Korean Workbook, Elementary 2, 2nd, Schulz, Carol, University of Hawaii Press © 2010

III. **Course Objectives**
Upon completion of this course, the student will be able to:
   1. Communicate in the Korean language in four main areas by using the following skills: listening comprehension, speaking, reading, and writing
   2. Understand Korean culture and history as incorporated through Korean language acquisition, as all study of language is also a study of the culture, history, and geography of the country
   3. Recall and use vocabulary associated with daily student life
   4. Construct grammatically correct statements (present, present perfect, imperative, regular, and irregular verbs
   5. Use greetings, introductions, farewells, and other common idiomatic expressions
   6. Demonstrate use of acceptable pronunciation

IV. **Methods of Presentation:**
Other Methods: The course is conducted primarily in Korean except in the case of linguistic difficulty when appropriate explanations in English are needed. Lecture on grammar points, vocabulary, and cultural topics; speaking activities including whole class, small group and paired activities; formal presentations by students; reading and follow up activities for comprehension check; writing activities including dictations and compositions; formal evaluation

V. **Course Content**

% of Course	Topic
10.000%	Introduction: explanation of course and procedures, and syllabus. Review of the verb conjugations: present, past, honorific, future, deferential forms.
20.000%	Development of new vocabulary and idiomatic expressions
10.000%	Reading conversation and narration texts
10.000%	Writing short paragraphs and dictating texts
10.000%	Culture

40.000%	Presentation, practice and review of the following grammatical concepts: a. Clausal connectives and expressing desire b. Asking someone's opinion, making suggestions c. The noun modifying forms and progressive forms d. Expressing Intention e. Time / irregular verbs f. Honorific Expressions and benefactive expressions g. Sentence endings h. Expressing Obligations i. Negative commands j. Conditional
100.000%	Total

VI. Methods of Evaluation

% of Course	Topic
15%	Class Participation
25%	Final exam
15%	Homework
10%	Other Pronunciation, spelling, vocabulary acquisition, and listening comprehension activities.
25%	Midterm exams
10%	Quizzes Vocabulary Quizzes
100%	Total

VII. Sample Assignments:

1. Clausal Connective: Written activity: Connect two sentences using the proper clausal connective. Pair Work: Ask your partner the following questions and have your partners give reasons why or why not? Example: A: Are you busy? Do you want to go to a movie?B: I am going to study at the library so I cannot go to the movie.

 2. Consider the different uses of intentional expressions while filling in the blanks in the following provided paragraph. Then ask your partner if she or he is willing to do a variety of activities such as going to eat at a restaurant, watch a movie, go to a concert, help with homework, etc.   Example: A: Are you busy this weekend? B: Well…I'm not sure. Why? A: If you're not busy, would you like to go to the movies with me? B: OK. I'll be in touch with you tonight!

VIII. Student Learning Outcomes:

1. Students will be able to construct both oral and written discourse in elementary Korean 2. As assessed by: in-class exercises, short paragraph writings, language lab assignments, oral presentations, quizzes and tests.
2. Students will be able to employ a variety of grammar and vocabulary demonstrating proper knowledge of cultural norms. As assessed by: in-class exercises, take-home assignments, language lab assignments, oral presentations, quizzes and tests.
3. Relate insights into Korean culture and express such distinctions in elementary Korean 2. As assessed by: in-class readings, in-class exercises, short paragraph writings, oral presentations.

Substantial Change: PERSIAN 1, Elementary Persian I

Units:	5.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	5.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	180.00
Transferability:	Transfers to CSU, UC
CSU GE Area:	C2 - Humanities
IGETC Area:	6A: Languages other than English (UC Requirement Only)

I. Catalog Description

This course introduces basic vocabulary and the fundamentals of modern Persian grammar, structure, and pronunciation as well as reading, writing, and speaking. This course prepares students to hold simple conversations in Persian and write short descriptive compositions. Aspects of Persian culture, history, and geography are covered as well. Students will review multi-media materials (audio and video).

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. Modern Persian: A Coure-book, 3rd, Abrahams, Mimin, Routledge Curzon © 2005
2. Persian-English and English-Persian Dictionary, 2nd, Haim, S., Hippocrene Books © 1993
3. Other course material provided by the instructor.

III. Course Objectives

Upon completion of this course, the student will be able to:
1. Use greetings, introductions, farewells, and common idiomatic expressions.
2. Describe a person: hair, physical characteristics, clothing and personality traits.
3. Describe a person, place or object
4. Use ordinal and cardinal numbers
5. Communicate personal information
6. Talk about weather, months of the year, and seasons.
7. Talk about food, kitchen, cooking and restaurants
8. Express likes and dislikes
9. Describe daily routines and activities

IV. Methods of Presentation:

Other Methods: The course is conducted primarily in Persian except in the case of teaching the alphabet and basic grammatical constructions when appropriate explanations in English may be supplied. Presentation of the course material is aimed at reinforcing student comprehension and application of the target language with a focus on remembering the learned material. Vocabulary and grammatical structures are presented and students are given oral and written practice in class, including interactive group work. Outside of class, students read texts for comprehension and write exercises to be reviewed in class. Grammar exercises and a final oral presentation will be checked by the professor.

V. Course Content

% of Course	Topic
6.100%	Lesson 1: Introduction, explanation of course content and procedures, syllabus Persian phonology and script;
6.260%	Lesson 2: the Persian script (cont.), Personal pronouns
6.260%	Lesson 3: the ezafe possessive structure
6.260%	Lesson 4: The various plurals and possessive pronoun suffixes
6.260%	Lesson 5: Present tense; short form, long form and negation of the verb "to be"

6.260%	Lesson 6: Demonstrative adjectives and pronouns
6.260%	Lesson 7: Interrogative sentences
6.260%	Lesson 8: Nationalities
6.260%	Lesson 9: The definite and indefinite
6.260%	Lesson 10: The verb "to have"
6.260%	Lesson 11: The Family
6.260%	Lesson 12: The Iranian Calendar
6.260%	Lesson 13: Simple, regular, compound and irregular verbs
6.260%	Lesson 14: The past stem and the past tense
6.260%	Lesson 15: Student presentations
6.260%	Lesson 16: Review and final exam
100.000%	Total

VI. Methods of Evaluation

% of Course	Topic
25%	Exams/Tests: Chapter Tests
30%	Final exam
10%	Written assignments
10%	Other: Pronunciation, spelling, vocabulary acquisition, and listening comprehension activities.
10%	Oral Presentation
15%	Quizzes
100%	Total

VII. Sample Assignments:

Sample Assignment #1: Go through the PowerPoint presentations in the language lab entitled "Occupations" and the one entitled "Family members." Then write sentences in Persian describing the occupations of 10 family members and acquaintances by pairing the vocabulary found in the two presentations using the verb to be. For example: My brother is a doctor.

Sample Assignment #2: Watch and listen to the YouTube video on the city of Tehran in the language lab. Write down and translate 5 sentences that you hear in the video. Then write five sentences of your own about another city of your choice.

VIII. Student Learning Outcomes:

1. The students will practice how to communicate accurately in written and spoken Persian with present, past and present perfect tense verbs, possessive pronouns, the use of adjectives and adverbs as well as comprehension of practical vocabulary for simple sentences. Furthermore, students will exercise dictation and written skills in Persian regularly. Students' level will be assessed by exercises, oral and written tests, and final exams. As assessed by: Oral and written questions on exercises, quizzes, and/or exams Students will write dictations in Persian.
2. Transcribe and translate short monologues about people getting to know each other for the first time, how to ask the time, the day of the week, direction and any daily short conversation and role play them. As assessed by: In-class oral activities, written exercises, quizzes, and/or exams.

3. Discuss modern events and politics of Iran, as well as some basic history of the region. Having studied Iran's geography, students will be able to identify major provinces and cities and their location on a map. Identify Persian-speaking countries on a map. As assessed by: Oral presentation, quizzes and exams.
4. Students will recognize the difference between spoken and written Persian and become familiar with various aspects of Persian culture and history. As assessed by: Oral presentations and exams.
5. Students will describe something or someone of interest in Persian. They will compose short dialogues and role-play them; paying attention to proper use of semantics and clarity of speech (accent, intonation, articulation) so that following the presentation, students can answer questions based on the presentation put to them by the instructor. As assessed by: Oral presentations

Substantial Change: PERSIAN 2, Elementary Persian II

Units:	5.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	5.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	180.00
Transferability:	Transfers to CSU, UC
CSU GE Area:	C2 - Humanities
Skills Advisory(s):	PERSIN 1

I. **Catalog Description**
In this course, students are expected to utilize the knowledge of Persian in Persian 1 to expand their vocabulary and familiarize themselves with various forms of the language. In addition to preparing students for further language acquisition, this course also acquaints students with important elements of the literature and cultures of the Persian-speaking world.

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. Persian-English and English-Persian Dictionary, 2nd, Haim, S., Hippocrene Books © 1993
2. Proficiency in Persian, Book 1, Marashi, Mehdi (in cooperation with Latifeh Hagigi), . © 2006
3. An Introduction to Persian, 4th, Thackston, Jr., W.M., IBEX Publishers © 2009
4. Selected readings from classical and modernist Persian poetry and prose will be handed out in class.

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Describe and ask about persons, places or objects in detail.
2. Make formal and informal requests.
3. Discuss about plans for the future, likes, dislikes and desires.
4. Describe the six main poets of the classical tradition as well as some modern poets.
5. Be able to recognize and read the scripts commonly used to write Persian in books, architecture and the fine arts.
6. Describe the famous neighborhoods, cities and regions in Persian speaking countries.
7. Recognize figures and aspects of classical and modern Persian literature.

IV. **Methods of Presentation:**
Other Methods: Lecture; comprehension activities; speaking activities; reading/writing activities; grammar activities

V. **Course Content**

% of Course	Topic
6.100%	Introduction, explanation of course content and procedures, syllabus. Review. The present stem.
6.260%	Present stem. Pronominal enclitics. Reflective pronouns.
6.260%	Cardinal and ordinal numbers. Relative clauses. Remote Past and Absolute Past.
6.260%	Review. Vocabulary: language of home and family relations. Selected readings.
6.260%	The Future tense; numerical expressions. Iranian New Year. Selected readings.
6.260%	Imperative. Practice in real-life situations in a Persian-speaking environment.
6.260%	Compounds and Present Subjunctive.
6.260%	Exam I. Impersonal constructions. Field trip: Cultural Event.

6.260%	Uses of the Past Participle. The Past Subjunctive, Infinitives, and Denominative Infinitives. Selected readings.
6.260%	Uses of subjunctive, adjectival clauses; uses of the infinitive.
6.260%	Persian literary history; classical literature.
6.260%	Selected readings. Conditionals. Selections from classical Persian literary history.
6.260%	Exam II. Selections from classical prose including mystical prose.
6.260%	Conditionals. Adverbial clauses.
6.260%	Review
6.260%	Final Examination
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
25%	Exams/Tests
30%	Final exam
10%	Homework
10%	Other Pronunciation, spelling, vocabulary acquisition, and listening comprehension activities.
10%	Oral Presentation
15%	Quizzes
100%	Total

VII. **Sample Assignments:**
Sample Assignment #1Choose one of the topics related to the 2009 Iranian elections found in the PowerPoint in the language lab. You and your partner will then be responsible to:1- Write one page in Persian on the topic2- Translate that page into English3- Put together a PowerPoint presentation containing at least 5 slides in Persian on the topic to be presented in class.

Sample Assignments #2: Please read the following texts. The first is by Ahmed-e Mahmud and demonstrates the use of the perfect tense (zaman-e mazi naqli) and the second by Abbas-e Ma`rufi utilizes the past perfect tense (zaman-e mazi ba`id).   After reading the texts:1 - Identify 6 examples of present perfect (mazi naqli) verbs in Mahmud's text and 12 examples of the past perfect (mazi ba`id) in the Ma`rufi text. 2 – Translate both of the texts in their entirety into English.3 – Compose five sentences of your own in the past perfect tense and five sentences in the present perfect tense.Should you have difficulty typing in Persian you may use the following website, (http://www.behnevis.com) which will transform whatever you write in transliteration (Pinglish to be exact) into Persian script. As always let me know if you have any questions.

VIII. **Student Learning Outcomes:**
   1. Students will expand their vocabulary and cultural understanding to be able to communicate in a wide variety of situations and settings. They will be expected to read handwritten texts written in more complex calligraphic scripts and improve their own handwriting. As assessed by: Students will write at least two one-page compositions in Persian using past, present and future verb tenses. They will also have paired in class assignments and small group discussions.

Substantial Change: PORTUGUESE 1, Elementary Portuguese 1

Units:	5.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	5.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	180.00
Transferability:	Transfers to CSU, UC

I. Catalog Description

This course introduces the students to basic vocabulary and fundamental sentence structure in the present, preterit and imperfect tenses, and a general introduction to fundamental cultural differences between the United States and Lusophone countries. Basic aural and reading comprehension is developed and students hold simple conversations and write short compositions about present and past actions. This course provides a thorough basic introduction to the diverse cultures, customs and traditions and to historical and current events of the Portuguese-speaking world. The course is taught in Portuguese except in cases of linguistic difficulty as determined by the professor.

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. Ponto de Encontro: Portuguese as a World Language, 2nd, Kiobucka, Anna, Clémence Jouët-Pastré, Patrícia Isabel Sobral, Maria Luci de Biaji Moreira, and Amélia Hutchinson, Prentice Hall © 2013, ISBN: 13: 9780205981120
2. Ponto de Encontro: Portuguese as a World Language Workbook, 2nd, Kiobucka, Anna, Clémence Jouët-Pastré, Patrícia Isabel Sobral, Maria Luci de Biaji Moreira, and Amélia Hutchinson, Prentice Hall © 2013, ISBN: 13: 978-0205783
3. Recommended: Larousse Concise Dictionary: Portuguese-English/English-Portuguese, Larousse, 2010.

III. Course Objectives

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

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

IV. **Methods of Presentation:**
Group Work, Lecture and Discussion

V. **Course Content**

% of Course	Topic
50.000%	Grammar practice at an elementary level. The course focuses on the following grammar structures and notions in relation with the cultural elements mentioned below: expressions of courtesy; counting, expressing dates, telling time; choose correctly between o senhor/a senhora, você and tu; expressing needs, likes and dislikes; talk about daily activities, and asking about and expressing location; "estar"; "gostar"; forming contractions of a, de and em; nationalities; possession; the present (regular and irregular); possessives and descriptive adjectives; making future plans; describing possessions and conditions; expressing obligations; using IR + INF; using other basic patterns with the infinitive (poder, precisar, antes de, etc.); using the regular and irregular preterit; combining and modifying articles; using direct, indirect and reflexive pronouns with verbs; distinguishing between ser, estar, ter, fazer, and haver to express "to be."; using the imperfect; preterit vs imperfect; using por vs para.
25.000%	Speaking and Comprehension activities: readings in textbook, oral questions, conversation in pairs, small groups and teacher-student exchanges, listening to the instructor, listening to selected media outlets from those mentioned in cultural section below.
25.000%	Written practice: compositions, written practice of grammatical structures and correction of exercises previously assigned, and quizzes. For all content: Cultural topics pertaining to the Portuguese-speaking world are integrated into the grammatical and vocabulary activities that are identified in the course. In particular, cultural distinctions existing between Portugal, Brazil, and several African countries are made. In addition, comparisons between diverse Lusophone cultures and US and other countries' cultures are made with respect to the topics covered in this course. These topics are covered via readings, listening comprehension activities, lectures, and grammatical and vocabulary exercises. These topics include, but are not limited to: reporting addresses and phone numbers, clothing and colors worn, educational systems and environments, activities and pastimes, holidays, family and society, racial, ethnic and religious diversity, social class, housing, neighborhoods, cities and rural areas, concepts of time and punctuality, gender roles, cuisine, professional life, cartoons and comic strips, newspapers and magazines, web sites, high art and popular culture, gestures and body language, acceptable pronunciation according to region
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
20%	Exams/Tests: 1 Midterm Exam
25%	Final exam: The final exam is cumulative and assesses all of the areas of each SLO. In addition, the final will include questions about the information presented in the students' oral presentations.
15%	In Class Writing: 4-6 compositions: Total includes 1st draft and revision
15%	Oral Presentation: 2 oral presentations: 1 group and 1 individual 7.5% ea. Individual presentations are about culture, history, politics, educational system, art, music or other pertinent aspect of a Portuguese-speaking country.
15%	Quizzes: 4-7 written quizzes
10%	Class Participation: Daily oral participation and class preparation
100%	Total

VII. **Sample Assignments:**

#1: Using a search engine, locate some additional information about the following artists, works and movements in Portuguese language film and theater: Cinema Novo, Central do Brasil e Cidade de Deus; Glauber Rocha, Nelson Pereira dos Santos, e Carlos Diegues; Flora Gomes; Gil Vicente; Ariano Suassuna) and share your information orally in Portuguese with the class. (Ponto de encontro textbook, pp. 119-120)

#2: O Nordeste do Brasil. Indicate if the following statements are true (verdadeiro) or false (falso) by writing V or F in the spaces provided, according to the information given in the Horizontes section on pp. 140-41 of your textbook. If the answer is false, explain in class why and what the correct answer is. 1. A região Nordeste é composta por nove estados. 2. O Nordeste ocupa quase todo o território brasileiro. 3. A Bahia mantém muitas tradições afro-brasileiras. 4. O estado de Pernambuco ainda hoje é o maior produtor de açucar do mundo. 5. O forró é um ritmo típico de Pernambuco. 6. A maior festa de Pernambuco é o carnaval. 7. O Tambor de Crioula é uma festa típica do Maranhão. 8. O Tambor de Crioula é uma festa dedicada a São Benedito, um santo negro e filho de escravos. 9. No sertão (isto é, no interior) do Nordeste brasileiro, os períodos de seca afetam especialmente os estados do Piauí, Ceará e Pernambuco. 10. O artesanato o Nordeste é inexpresssivo. (Ponto de encontro Student Activities Manual, p. 72)

#3: Para navegar--Procure informações sobre as festas folclóricas nordestinas. Quais são as dadas e os lugares? Se possível, traga fotos para ilustrar uma ou mais festas e/ou uma gravação de uma música tradicional da região. (Ponto de encontro textbook, p. 141)

#4: Para qual Jornal escrevem? You and some of your friends are doing research on social conditions in the state of Ceará and sending the results of your research to local newspapers. Answer each question by saying to which city's newspaper the person(s) write(s). (Ponto de encontro Student Activities Manual, p. 76)

VIII. **Student Learning Outcomes:**
   1. Discuss and demonstrate reasonable comprehension of the following topics in Portuguese and the related cultural distinctions between the US and Lusophone countries: Greetings, describing oneself, other people, friends, family, classroom and household items, weather conditions, one's likes and dislikes, sports and their cultural relevance, occupations, educational systems, ethnic, racial and religious diversity, social class, regional and national differences, gender roles, popular culture, the arts, and the environment.
   2. Write in Portuguese with a variety of regular, irregular, stem-changing and reflexive verbs. They will use appropriate basic vocabulary, which includes clothing, colors, food, physical and emotional states or conditions, expressions of time (days, months, seasons) and daily grooming routines. They will write about the diverse topics covered in the class.
   3. Exhibit cultural awareness by demonstrating : a) proper use of formal and informal address when given a specific social situation; b) their knowledge of the geography of the Lusophone world; c)their knowledge of culture and traditions in Portuguese-speaking countries and their similarities and differences from those of the US and other countries.

Substantial Change: PORTUGUESE 2, Elementary Portuguese 2

Units:	5.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	5.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	180.00
Transferability:	Transfers to CSU, UC
Skills Advisory(s):	PORTGS 1 The advisory is equivalent to two years of high school Portuguese.

I. **Catalog Description**

This course is a continuation of Portuguese 1. Using the communicative approach, this course stresses basic vocabulary and fundamental sentence structure in the past and future indicative tenses and the subjunctive mood. The course develops basic aural and reading comprehension. This course provides a thorough introduction to the diverse cultures, customs and traditions and to historical and current events of the Portuguese-speaking world. The course is taught in Portuguese except in cases of linguistic difficulty as determined by the professor.

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

III. **Course Objectives**

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

IV. **Methods of Presentation:**

Group Work, Lecture and Discussion

V. Course Content

% of Course	Topic
50.000%	Grammar at the elementary level. The course focuses on the following grammar structures and notions in relation with the cultural elements mentioned below: preterit and imperfect; present tense subjunctive; present tense subjunctive; por and para; relative pronouns; interrogative pronouns and commands; past subjunctive; future tense; future subjunctive tense; reciprocal verbs and pronouns; past participle; passive voice; present perfect; past perfect; impersonal and personal infinitive; if-clause sentences; diminutives and augmentatives.
25.000%	Speaking and Comprehension activities: readings in textbook, oral questions, conversation in pairs, small groups and teacher-student exchanges, listening to the instructor, listening to selected media outlets from those mentioned in cultural content description below.
25.000%	Written practice: compositions, written practice of grammatical structures and correction of exercises previously assigned, and quizzes. For all content: Cultural topics pertaining to the Portuguese-speaking world are integrated into the grammatical and vocabulary activities that are identified in the course. In particular, cultural distinctions existing between Portugal, Brazil, and several African countries are made. In addition, comparisons between diverse Lusophone cultures and US and other countries' cultures are made with respect to the topics covered in this course. These topics are covered via readings, listening comprehension activities, lectures, and grammatical and vocabulary exercises. These topics include, but are not limited to: · Traditional clothing and colors worn · educational systems and environments · activities and pastimes · holidays · family and society · racial, ethnic and religious diversity · social class · housing · neighborhoods · cities and rural areas · concepts of time and punctuality · gender roles · cuisine · professional life · cartoons and comic strips · newspapers and magazines · web sites and blogs, and social media · high art and popular culture · gestures and body language · acceptable pronunciation according to country and region
100.000%	Total

VI. Methods of Evaluation

% of Course	Topic
10%	Class Participation: Daily oral participation and class preparation
20%	Exams/Tests: 1 Midterm Exam
25%	Final exam: The final exam is cumulative and assesses all of the areas of each SLO. In addition, the final will include questions about information presented in the students' oral presentations
15%	In Class Writing: 4-6 compositions: Total includes 1st draft and revision

15%	Oral Presentation: 2 oral presentations: 1 group and 1 individual 7.5% each. Individual presentations are about culture, history, politics, educational system, art, music or other pertinent aspect of a Portuguese-speaking country.
15%	Quizzes: 4-7 written quizzes
100%	Total

VII. **Sample Assignments:**

#1 Para navegar--Em pequenos grupos, façam planos para uma viagem a Moçambique. Decidam a) orçamento; b) meios de transporte e o itinerário para chegar a Maputo; c) alojamento em Maputo; d) três lugares para visitar além da capital. (Ponto de encontro textbook, p.119-120) #1 In small groups, make plans for a trip to Mozambique. Decide a) on budget; b) method of transportation and an itinerary for arriving in Maputo; c) where you will stay in Maputo; d) 2 places that you will visit outside of the capital. #2 A seca no Nordeste do Brasil. Você vai ouvir um breve relato sobre as secas que periodicamente afetam o Nordeste do Brasil. Leia as afirmações abaixo antes de ouvir o relato e tome notas. Finalmente, determine se cada uma das afirmações é verdadeira ou falsa.   V   F 1.A seca no Nordeste brasileiro épelo aquecimento global. 2.A primeira seca registrada na história foi de 1559 3.Cerca de quinhentas mil pessoasmorreram na seca de 1877 4.A mídia brasileira ignora os flagelos da seca. 5.A problemática da seca é constantemente retrato na arte brasileira. 6.Os açudes são lagos artificiais. (Ponto de encontro textbook, p 483) #2 Northeastern Brazilian droughts- You will hear a brief report about the droughts that periodically affect Northeastern Brazil. Read the sentences below before you listen to the report and take notes. Finally, decide whether the sentences are true or false. T F 1. The Northeastern drought is caused by global warming 2. The first recorded drought was in 1559. 3. Close to 500,000 people died in the drought of 1877 4. The Brazilian media ignores the impact of the droughts. 5. Droughts are a commonly depicted theme in Brazilian art. . 6. Dams ("Açudes") are artificial lakes (Ponto de enctro textbook, p 483) #3 Assinale as respostas corretas, de acordo com o texto em Horizontes (parte livro Ponto de Encontro). 1.A mais antiga comunidade de língua portuguesa nos Estados Unidos é a comunidade a. brasileira b. portuguesa c. angolana d. moçambicana 2.Cabrilho chegou a a. Massachusetts b. Califórnia c. Nova Iorque d. Miami 3. Grande número de portugueses chegaram aos Estados Unidos no século a. XXI b. XIX c. XVIII d. XVII 4.Hoje, muitos luso-americanos estão concentrados no estado a. da Flórida b. de Illinois c. do Texas d. de Massachusetts 5.Os caboverdianos se estabeleceram principalmente a. na Flórida e em Nova Jersey b. em Massachusetts e Rhode Island c. em Massachusetts e Nova Iorque d. em Rhode Island e Nova Jersey 6.De acordo com o censo demográfico americano do ano 2000, há nos Estados Unidos a. noventa mil caboverdianos b. mais de oitenta mil caboverdianos c. cerca de cem mil brasileiros d. mais de cento e oitenta mil brasleiros 7.Estima-se que nos Estados Unidos há a. mais de um milhão de brasileiros b. dois milhões de brasileiros c. menos de um milhão de brasileiros d. mais de dois milhões brasileiros 8.Os brasileiros estão concentrados principalmente a. na Flórida e em Rhode Island b. na Flórida e na Carolina do Sul c. na Flórida, em Massachusetts e em Nova Jérsei d. na Flórida e na Califórnia (Ponto de Encontro MyPortugueselab Student Activity Manual, 15-20) #3 Circle the correct response, according to the text in Horizontes (located in the back of each chapter of your Ponto de Encontro textbook). 1. The oldest Portuguese-speaking community in the United States is a. Brazilian b. Portuguese c. Angolan d. Mozambican 2. Cabrilho arrived in a. Massachusetts b. California c. New York d. Miami 3.A large number of Portuese immigrants arrived to the United States in the _____ century. a. XXI b. XIX c. XVIII d. XVII 4. Today, many Lusophone Americans are concentrated in a. Florida b. Illinois c. Texas d. Massachusetts 5.Cape Verdeans are established mainly in a. Florida and New Jersey b. Massachusetts and Rhode Island c. Massachusetts and New York d. Rhode Island and New Jersey 6.According to American census demographics, in the year 2000, there are _____ in the United States a. 90,000 Cape Verdeans b. more than 80,000 Cape Verdeans c. close to 100,000 Brazilians d. more than 180,000 Brazilians 7. It is estimated in the United States that there are a. more than a million Brazilians b. two million Brazilians c.less than a million Brazilians d.more than two million Brazilians 8. Brazilians are concentrated mainly in a. Florida and Rhode Island b. Florida and South Carolina c. Florida, Massachusetts, and e New Jersey d. in Florida and Califórnia (Ponto de Encontro myPortugueselab, Student Activity Manual, 15-20) #4 Para navegar—Explore os sites dos jornais macaenses publicados em português. Tome nota de três áreas diferentes (por exemplo, economia, política e cultura) e apresente os resultados na aula. #4 Explore the websites of newspaper publications from Macau in Portuguese. Focus on three different sections (for example, Economy, Politics, and Culture) and present your findings to the class.

#1: Para navegar--Em pequenos grupos, façam planos para uma viagem a Moçambique. Decidam a) orçamento; b) meios de transporte e o itinerário para chegar a Maputo; c) alojamento em Maputo; d) três lugares para visitar além da capital. (Ponto de encontro textbook, p.119-120) In small groups, make plans for a trip to Mozambique. Decide a) on budget; b) method of transportation and an itinerary for arriving in Maputo; c) where you will stay in Maputo; d) 2 places that you will visit outside of the capital.

#2: A seca no Nordeste do Brasil. Você vai ouvir um breve relato sobre as secas que periodicamente afetam o Nordeste do Brasil. Leia as afirmações abaixo antes de ouvir o relato e tome notas. Finalmente, determine se cada uma das afirmações é verdadeira ou falsa. V F 1. A seca no Nordeste brasileiro épelo aquecimento global. 2. A primeira seca registrada na história foi de 1559 3. Cerca de quinhentas mil pessoasmorreram na seca de 1877 4. A mídia brasileira ignora os flagelos da seca. 5. A problemática da seca é constantemente retrato na arte brasileira. 6. Os açudes são lagos artificiais. (Ponto de encontro textbook, p 483) Northeastern Brazilian droughts-You will hear a brief report about the droughts that periodically affect Northeastern Brazil. Read the sentences below before you listen to the report and take notes. Finally, decide whether the sentences are true or false. T F 1. The Northeastern drought is caused by global warming 2. The first recorded drought was in 1559. 3. Close to 500,000 people died in the drought of 1877 4. The Brazilian media ignores the impact of the droughts. 5. Droughts are a commonly depicted theme in Brazilian art. 6. Dams ("Açudes") are artificial lakes (Ponto de enctro textbook, p 483)

#3: Assinale as respostas corretas, de acordo com o texto em Horizontes (parte livro Ponto de Encontro). 1. A mais antiga comunidade de língua portuguesa nos Estados Unidos é a comunidade a. brasileira b. portuguesa c. angolana d. moçambicana 2. Cabrilho chegou a a. Massachusetts b. Califórnia c. Nova Iorque d. Miami 3. Grande número de portugueses chegaram aos Estados Unidos no século a. XXI b. XIX c. XVIII d. XVII 4. Hoje, muitos luso-americanos estão concentrados no estado a. da Flórida b. de Illinois c. do Texas d. de Massachusetts 5. Os caboverdianos se estabeleceram principalmente a. na Flórida e em Nova Jersey b. em Massachusetts e Rhode Island c. em Massachusetts e Nova Iorque d. em Rhode Island e Nova Jersey 6. De acordo com o censo demográfico americano do ano 2000, há nos Estados Unidos a. noventa mil caboverdianos b. mais de oitenta mil caboverdianos c. cerca de cem mil brasileiros d. mais de cento e oitenta mil brasleiros 7. Estima-se que nos Estados Unidos há a. mais de um milhão de brasileiros b. dois milhões de brasileiros c. menos de um milhão de brasileiros d. mais de dois milhões brasileiros 8. Os brasileiros estão concentrados principalmente a. na Flórida e em Rhode Island b. na Flórida e na Carolina do Sul c. na Flórida, em Massachusetts e em Nova Jérsei d. na Flórida e na Califórnia (Ponto de Encontro MyPortugueselab Student Activity Manual, 15-20) Circle the correct response, according to the text in Horizontes (located in the back of each chapter of your Ponto de Encontro textbook). 1. The oldest Portuguese-speaking community in the United States is a. Brazilian b. Portuguese c. Angolan d. Mozambican 2. Cabrilho arrived in a. Massachusetts b. California c. New York d. Miami 3. A large number of Portguese immigrants arrived to the United States in the _____ century. a. XXI b. XIX c. XVIII d. XVII 4. Today, many Lusophone Americans are concentrated in a. Florida b. Illinois c. Texas d. Massachusetts 5. Cape Verdeans are established mainly in a. Florida and New Jersey b. Massachusetts and Rhode Island c. Massachusetts and New York d. Rhode Island and New Jersey 6. According to American census demographics, in the year 2000, there are _____ in the United States a. 90,000 Cape Verdeans b. more than 80,000 Cape Verdeans c. close to 100,000 Brazilians d. more than 180,000 Brazilians 7. It is estimated in the United States that there are a. more than a million Brazilians b. two million Brazilians c. less than a million Brazilians d. more than two million Brazilians 8. Brazilians are concentrated mainly in a. Florida and Rhode Island b. Florida and South Carolina c. Florida, Massachusetts, and e New Jersey d. in Florida and Califórnia (Ponto de Encontro myPortugueselab, Student Activity Manual, 15-20)

#4: Para navegar—Explore os sites dos jornais macaenses publicados em português. Tome nota de três áreas diferentes (por exemplo, economia, política e cultura) e apresente os resultados na aula. Explore the websites of newspaper publications from Macau in Portuguese. Focus on three different sections (for example, Economy, Politics, and Culture) and present your findings to the class.

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

Substantial Change: RUSSIAN 1, Elementary Russian I

Units:	5.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	5.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	180.00
Transferability:	Transfers to CSU, UC
CSU GE Area:	C2 - Humanities
IGETC Area:	6A: Languages other than English (UC Requirement Only)

I. **Catalog Description**

This course provides students with basic vocabulary and fundamental sentence structures in the present and past tenses, using the nominative, locative and accusative and genitive case of nouns and pronouns. Basic listening and reading comprehension is developed, and students engage in conversation, make oral presentations, and write brief compositions. Significant geographic, historical, literary and contemporary political, social and cultural issues are also 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. <u>Golosa: A Basic Course in Russian Book 1</u>, 4th, Robin, Richard M et al, Pearson/Prentce Hall © 2007
2. <u>Student Activities Manual to Accompany Golosa: A Basic Course in Russian, Book 1</u>, ., Pearson/Prentce Hall © 2007
3. Any Russian-English, English-Russian paperback dictionary

III. **Course Objectives**

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

1. Identify the names of all letters in the printed Russian (Cyrillic) alphabet, orally produce the sounds represented by these letters in the context of various words, and write a brief dictation in the cursive style of the Russian alphabet.
2. Address a Russian man or woman using the first name, patronymic, family name, short first name, as appropriate to the social context (age, respect, informal, etc.).
3. Greet a stranger, introduce oneself, and exchange appropriate greetings of the day, as is habitual for Russians.
4. Introduce and give information about oneself, and ask for information about someone else.
5. Name common objects, state whether they have such items or not, and describe them with attributive adjectives, possessive modifiers, and colors.
6. Discuss ethnic and national backgrounds – one's own and others'.
7. Talk about languages, and about where and what people study.
8. Make a presentation about oneself and one's studies.
9. Respond to compliments in socially appropriate ways.
10. Talk about one's daily activities and schedules.
11. Ask and tell time on the hour.
12. Make and respond to simple invitations.
13. Talk on the telephone, read and write notes and letters, and speak and write in paragraphs.
14. Write a paragraph of about 100 words, using common verbs to describe a picture showing people engaged in a variety of common life activities.
15. With a partner, create and present aloud a conversation expressing opinions about various sports, music, books etc. that one likes or doesn't like.
16. Recognize important 10 Russian historical and cultural figures, describe them with 2 or 3 adjectives, and name a key fact about their importance to Russian (and world) culture.
17. Look at a map of Russia, and identify at least 10 important cities, regions, and geographical features.
18. Listen to a conversation between two people in Russian, and identify 3 facts touched upon in that conversation.

IV. **Methods of Presentation:**

Other Methods: The above objectives are met by using a variety of teaching and learning activities. Lecture, visual demonstration of new concepts using charts, pictures, objects brought into the classroom (regalia) such as Russian newspapers, toys, musical instruments, etc.; dictations, exercises written on the board by students and corrected by the class, and group exercises such as repetition, Q & A, and the like. Paired or small group activities in the classroom. Students follow specific directions for communicating with each other, and then they report back or demonstrate to the class what they have learned. Oral student reports on an assigned topic of cultural interest For arranged hours, the activities and instructional materials are as follows: The lab computer server will have pre-recorded oral materials related to Chapters 1-5 of the Student Activities Manual that accompanies the textbook Golosa. Students will listen to and repeat statements, and answer questions that they hear in the lab. They will also watch video clips created by the text publisher.

V. **Course Content**

% of Course	**Topic**
52.000%	Cultural topics pertaining to the Russian-speaking world are integrated into the grammatical and vocabulary activities that are identified in the course. In particular, cultural distinctions existing between Russian-speaking countries are made. In addition, comparisons between diverse Russian-speaking cultures and US and other countries' cultures are made with respect to the topics covered in this course. These topics are covered via readings, listening comprehension activities, lectures, and grammatical and vocabulary exercises. These topics include, but are not limited to: • Russian sound system and alphabet system, using words from culture to illustrate • important literary figures, some poetry • history of Russian and historical and political figures • Russian history (the first man-made satellite, Sputnik; the first manned space flight; the thaw under Khrushchev; the prison camp system during the Soviet period used to punish people considered opponents of the regime; World War II; the "restoration of names" (names of people killed by the Soviet government read at an annual event); the "last address" (plaques placed on the façade of buildings known to be the last address of people who were arrested and imprisoned and/or died during the Soviet Union) • Russian holidays (the secular New Year as opposed to religious Christmas; Cosmonautics Day, International Women's Day, Victory Day) • Places of interest in Russia (art galleries, museums, etc.) • Russian, mostly Soviet-era cartoons • European and Eurasian geography; changing names of former Soviet Republics in English and Russian (the Ukraine versus Ukraine corresponding to na Ukraine/Ukrainu versus v Ukraine/Ukrainu and the political implications of these choices; the spelling of Kirgizija, which is now Kyrgystan, etc. • The dollar/ruble exchange rate, the role of sanctions in lower value of the ruble • current news as relevant and accessible to 1st-year students
20.000%	Grammar practice at an elementary level. The course focuses on the following grammar structures and notions in relation with the cultural elements mentioned above: formal and informal speech situations; three genders of nouns and pronouns; the nominative case; introduction of prepositional case; the verb to be in Russian present-tense sentences; nominative plural of nouns; 5 - and 7- letter spelling rules; possessive pronouns; nominative case of adjectives; present and past tense; position of adverbial modifiers; prepositional case of singular and plural modifiers and nouns; conjunctions; the 8-letter spelling rule; prepositional case for location; accusative case of modifiers and nouns; prepositional case of question words and personal pronouns; times of the day; stable and shifting stress in verb conjugations; expressing necessity; informal versus formal forms of address and under which circumstances each is used.
15.000%	Speaking and Comprehension activities: readings in textbook, oral questions, conversation in pairs, small groups and teacher-student exchanges, listening to the instructor, listening to selected media outlets from those mentioned in cultural section above.
13.000%	Written practice: compositions, written practice of grammatical structures and correction of exercises previously assigned, and quizzes.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	**Topic**
25%	Final exam

10%	Other Pronunciation, spelling, vocabulary acquisition, and listening comprehension activities
20%	Midterm exams
45%	Quizzes 9 – 12 Quizzes (may be oral presentation - e.g., of dialogs in pairs, written, announced and unannounced, and take home;
100%	Total

VII. **Sample Assignments:**

1. At home, students will make a sketch of either their home bedroom, living room or office, with various items (minimum 6) for which the class has learned the Russian words, and in class, with a partner, in class, they will each ask about the other's room, and describe their own room, using sentences such as ??? ???? ??? ??? ??????????   ??? ???? ?????? ??? ??? ???????.   Students will be evaluated on a variety of Q&A's produced, and grammatical correctness.

2. Students will plan, write at home, review with the instructor or tutor, and reproduce in the classroom without reference to their prepared composition, a summary of their prepared composition. The students will be instructed to write on the topics already covered extensively in class, to include identification of family members, present living work or study place, some items they own, preferred sports and music activities, and the like.

3. Students will work with a partner in class to create a dialog to present to the class, in which they meet, introduce themselves, ask and answer questions about themselves, with sufficiently interesting (varied) content, clarity of speech, (accent, intonation, articulation), that after the presentation to the rest of the class can accurately comprehend the information heard in the dialog, and correctly answer questions from the instructor concerning the information presented in the students' dialogs.

VIII. **Student Learning Outcomes:**

1. Prepare outside class and write in class (without reference to notes) a grammatically correct composition of at least 150 words describing student's own basis life situation, such as who is in his family, where s/he lives and works, his studies, some preferred sports and entertainment activities, and the like. As assessed by: Given a hypothetical set of facts about himself and a friend, a student will plan, write at home, review with the instructor or tutor, and then reproduce in the classroom without reference to notes, a written, grammatically correct composition of at least 150 words in which he will describe his and his friend's family, his present living place and work place, his studies, some items he owns, some preferred sports and entertainment activities, and the like.
2. Create and present to the class a dialog in which two students meet, introduce themselves, ask and answer questions about themselves, with understandable pronunciation, intonation, and overall clarity of speech. As assessed by: Together with a partner, the student will create and present to the class a dialog in which they meet, introduce themselves, ask and answer questions about themselves, with sufficiently interesting content, clarity of speech (accent, intonation, articulation), that after the presentation, the student audience can accurately comprehend, retain information, and correctly answer questions from the instructor concerning the information contained in the presentation.

Substantial Change: RUSSIAN 2, Elementary Russian II

Units:	5.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	5.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	180.00
Transferability:	Transfers to CSU, UC
CSU GE Area:	C2 - Humanities
Skills Advisory(s):	RUSS 1

I. Catalog Description

This continuation of Russian 1 increases basic vocabulary and introduces students to sentence structures, including the past and future tenses in both imperfective and perfective verb aspects, and completes the cases (adding genitive, instrumental, and dative cases, including plural forms. Basic listening and reading comprehension are developed, and students engage in conversations and write brief compositions using all tenses and cases. It includes reading excerpts from modern Russian sources (online newspapers and magazines) and discussing significant geographic, historical, literary, and contemporary political, social and cultural issues is continued and developed. This course is taught in Russian except in cases of linguistic difficulty as determined by the professor.

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. A Basic Course in Russian Book 1, 4th, Golosa, Pearson/Prentce Hall © 2007
2. Student Activity Manual to Accompany Golosa: A Basic Course in Russion, Book 1, ., Pearson/Prentce Hall © 2007
3. Any Russian-English, English-Russian paperback dictionary.

III. Course Objectives

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

1. Observe a picture of people coming and going, on foot and by various means of transportation, and describe where they are going, or went, correctly using the appropriate verb of motion, and the case form for the destination.
2. Name the cardinal numbers 1-100, and use them with the correct forms of nominative and genitive case to identify quantities of things.
3. Talk about homes, rooms, furnishings.
4. Describe their family members by name, age, profession, place of birth, and write an email about them.
5. Simulate a shopping trip, in which student asks for advice about purchases, and makes simple purchases.
6. Conduct a conversation with birthday greetings and the giving of gifts.
7. Plan a trip to a hypothetical restaurant by reading restaurant advertisements, go there and order a meal; also, plan to cook a dinner.
8. Express necessity and possibility, likes and dislikes, with respect to such shopping and restaurant excursions.
9. Describe in detail about students immediate and more extended family, mentioning who looks like whom, professions and places of work. where their cities are located in Russia, with reference to a map of the country.
10. Give an oral presentation on a Russian cultural figure.

IV. Methods of Presentation:

Other Methods: The above objectives are met by using a variety of teaching and learning activities. Type of Activity Lecture, visual demonstration of new concepts using charts, pictures, objects brought into the classroom (regalia) such as Russian newspapers, toys, musical instruments, etc.; dictations, exercises written on the board by students and corrected by the class, and group exercises such as repetition, Q & A, and the like. Paired or small group activities in the classroom. Students follow specific direction for communicating with each other, and then they report back or demonstrate to the class what they have learned. Oral Student reports on an assigned topic of cultural interest For Arranged Hours, The activities and instructional materials are as follows: The lab computer server will have pre-recorded oral materials directly related to Chapters 6-10 of the textbook, as well as

other learning materials, and students will bring their workbooks to coordinate with the recorded materials. Students will listen to, and orally repeat statements, engage in grammar exercises, and answer questions that they hear in the lab and that pertain to video clips supplied by the textbook publisher.

V. **Course Content**

% of Course	Topic
52.000%	Cultural topics pertaining to the Russian-speaking world are integrated into the grammatical and vocabulary activities that are identified in the course. In particular, cultural distinctions existing between Russian-speaking countries are made. In addition, comparisons between diverse Russian-speaking cultures and US and other countries' cultures are made with respect to the topics covered in this course. These topics are covered via readings, listening comprehension activities, lectures, and grammatical and vocabulary exercises. These topics include, but are not limited to: • Family members and structure • Housing • Education • Food • Inviting people to one's home for a meal • music, including classical, Soviet-era popular, current popular; examining lyrics; the phenomenon of bards (singer-songwriters); • current news as accessible and relevant to first-year students • finding information on line to present a short biography of a well-known Russian person
20.000%	Grammar practice at an elementary level. The course focuses on the following grammar structures and notions in relation with the cultural elements mentioned above: using the verb to want and verbs of position to describe location of items in a room; genitive case of pronouns; question words; singular modifiers and nouns; possession and attribution (of), and with quantities; using dative case to express age; using Genitive case to mention how many brothers, sisters, etc; comparing ages; using accusative case of pronouns and masculine singular animate nouns and modifiers; using the past tense; verbs of motion; dative case of modifiers and nouns, to express age, indirect objects; conjugating the verbs to eat and drink; the future tense, and introduction to verbal aspect; question words and pronouns; expressing resemblance; expressing locations using the 4 points of the compass; time expressions; verbal aspect in the past tense; review of motion verbs; present tense used in have been doing constructions.
15.000%	Speaking and Comprehension activities: readings in textbook, oral questions, conversation in pairs, small groups and teacher-student exchanges, listening to the instructor, listening to selected media outlets from those mentioned in cultural section above.
13.000%	Written practice: compositions, written practice of grammatical structures and correction of exercises previously assigned, and quizzes.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
25%	Final exam
10%	Other: Pronunciation, spelling, vocabulary acquisition, and listening comprehension activities
20%	Midterm exams
45%	Quizzes: 9 – 12 quizzes (may be oral presentation - e.g., of dialogs in pairs, written, announced and unannounced, and take home
100%	Total

VII. **Sample Assignments:**
1. Student will plan at home and review with the instructor a grammatically correct composition of at least 150 words in which he will describe his family, his home, workplace, studies, items he owns, preferred sports activities and entertainments. He will then write in the classroom a summary of that composition, without referring directly to the original.

2. Student will interview another student about his studies, what courses he likes and doesn't like, and prepare notes, and report back to the class about that student in a short oral presentation in Russian.

3. Student, with small group of partners, will prepare a dialog inviting a friend to their home, and then greeting them when they arrive, offering them food and beverages. This dialog will be presented to the class.

VIII. **Student Learning Outcomes:**
1. Examine a written schedule for a fictional person's week of activities (Sunday through Saturday); then, assuming that the composition is written on a the Wednesday in the middle of that week, plan, write, and revise a composition that uses past and future tenses to accurately and completely describe those activities, which will include participation in school and after school activities, weekend entertainments, job activities, home leisure activities, going to public places such as restaurants, beaches, cinema, etc. As assessed by: Written composition
2. Working in groups of three, create a dialog based on a menu listing dishes that are typically served in a Russian restaurant; examine the menu, discuss their preferences for certain items on the menu, and tell each other and the "waiter" what they will have to eat and drink. The waiter will repeat the order, to verify it. As assessed by: Class presentations

Substantial Change: SPANISH 1, Elementary Spanish I

Units:	5.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	5.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	180.00
C-ID:	SPAN 100
Transferability:	Transfers to CSU, UC
CSU GE Area:	C2 - Humanities

I. **Catalog Description**

This course introduces the students to basic vocabulary and fundamental sentence structure in the present and preterit tenses. Basic aural and reading comprehension is developed and students hold simple conversations and write short compositions about present and past actions. This course is taught in Spanish, except in the case of linguistic difficulty as determined by the professor.

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. Unidos - Classroom Manual(package), Guzman, Elizabeth E., et al, Pearson © 2015, ISBN: 978-0133958775
2. Recommended: Emily Spinelli. English Grammar for Students of Spanish, 7th Ed., Ann Arbor: Olivia and Hill Press, 2012.

III. **Course Objectives**

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

Demonstrate use of acceptable pronunciation

Combine and modify articles, demonstratives, possessives and descriptive adjectives with nouns to agree in gender and number

Choose correctly between usted and tú to address listeners formally or informally

Construct grammatically correct sentences using the present (regular and irregular), the present progressive and preterit (regular and 15 common irregular verbs)

Describe daily activities with the present tense

Describe what is happening using the present progressive

Describe past actions using the preterit and hace in time expressions

Describe future plans using ir + a + infinitive

Use other basic patterns with the infinitive (poder, tener + que, antes de, etc.)

Choose correctly between ser, estar, tener, hacer, and haber to express "to be"

Use reflexive, direct and indirect object pronouns with verbs

Use oral activities to interact in Spanish

Restate information in listening activities

Paraphrase information found in short readings and cultural notes

Identify on a map all Spanish speaking countries and their capital cities

Recall and use appropriate vocabulary to describe:

1. A person (physical characteristics, clothing and colors worn, personal traits)
2. The classroom, (its contents and their location), and classroom activities
3. The family and personal information (age, date of birth, address, origin, etc.)
4. Favorite activities, pastimes and future plans
5. Their daily routine and activities
6. Their student schedule (classes, days of the week and times)
7. The weather, months of the year, seasons, holidays and celebrations
8. Physical and emotional states
9. Their abilities, careers and work activities
10. The house (rooms, furniture and their location), and house chores
11. The neighborhood and city locations

IV. **Methods of Presentation:**

Other Methods: Lecture on grammar and cultural topics; comprehension activities (listening to the instructor, audio and video resources); speaking activities in small groups and pairs; pronunciation and vocabulary acquisition activities; written self-expression on designated topics; short reading and cultural note activities

V. **Course Content**

% of Course	Topic
50.000%	Grammar practice at an elementary level. The course focuses on the following grammar structures and notions in relation with the cultural elements mentioned below: llamarse; llevar; the alphabet; subject pronouns; ser; definite and indefinite articles; gender; Tu vs. Ud.; hay; negation; plurals; adjective-noun agreement and placement; tener; ser de; possessive adjectives; age; adjectives of nationality; -AR verbs; -ER and ?IR verbs; question formation; time of day; gustar with infinitives; Ir a / querer / preferir + infinitive; ordinal adjectives and demonstrative adjectives; review of present tense of regular verbs; irregular verbs (hacer, salir, jugar); direct object pronouns referring to objects already mentioned; asking and answering questions; location with estar + prepositions; estar en, ir a and ser de (origin); present tense stem-changing verbs (ie, ue); irregular verbs (venir, poner, traer, oÌr, decir); reflexive verbs; antes / despues de + infinitive; estar + adjective; tener + noun; indirect object pronouns; abilities: saber and poder + infinitive; present progressive; duties: tener que / deber / necesitar / hay que / es necesario + infinitive; plans and desires: pensar / quisiera / me gustarÌa / tener ganas de + infinitive; comparisons of equality and inequality; singular preterit forms of regular verbs; conocer vs. saber; direct object pronouns referring to people already mentioned; past actions and events; preterite of regular; stem-changing and common irregular verbs; hace for measuring time (ago); reporting the past (indirect object pronouns with decir).
25.000%	Speaking and Comprehension activities: readings in textbook, oral questions, conversation in pairs, small groups and teacher-student exchanges, listening to the instructor, listening to selected media outlets from those mentioned in cultural section below.
25.000%	Written practice: compositions, written practice of grammatical structures and correction of exercises previously assigned, and quizzes. For all content: Cultural topics pertaining to the Spanish-speaking world are integrated into the grammatical and vocabulary activities that are identified in the course. In particular, cultural distinctions existing between Spanish-speaking countries are made. In addition, comparisons between diverse Spanish-speaking cultures and US and other countries' cultures are made with respect to the topics covered in this course. These topics are covered via readings, listening comprehension activities, lectures, and grammatical and vocabulary exercises. These topics include, but are not limited to: • Regional pronunciations • Geography of Spain, South America, Mexico, Central America and the Caribbean • Family members and structure • Education • Food and culinary practices • Art (literature, architecture, poetry, painting, Indigenous craftwork) • Holidays • Sports • Career and job market • Housing • Hispanic cities and neighborhoods. • Historical events (South American Independence)
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
10%	Class Participation

15%	Exams/Tests
25%	Final exam
10%	Homework Textbook and Workbook Assignments
10%	In Class Writing
10%	Other Pronunciation, spelling, vocabulary acquisition, and listening comprehension activities.
10%	Oral Presentation
10%	Quizzes
100%	Total

VII. **Sample Assignments:**
Overnight assignment: :
Answer in writing exercises 1, 2, 3 and 4 on pages 171-176. Write a paragraph of 5 sentences on your daily routine in the morning and use at least three reflexive verbs.

One week assignment: :
Listen to Chapter 4 in the Language Lab and write down the answers in your workbook. First, review your class notes and the grammatical explanations and charts in your textbook about present tense regular and irregular verbs and about reflexive verbs (textbook pages 140-141)

Composition:
First, review your class notes and the grammatical explanations and charts in your textbook about present tense regular and irregular verbs and about reflexive verbs. Then, write a paragraph of 12 to 15 sentences about a typical Monday in your life. Include at least 5 reflexive verbs and 5 irregular verbs.

Pronunciation and Listening Comprehension Activities:
Access the WebSAM Lab Manual and work with the assigned exercises for Lección 4. Complete the listening comprehension exercises online and do the pronunciation drills out loud several times before recording them on the Wimba Voice Board.

VIII. **Student Learning Outcomes:**
1. The student will discuss and demonstrate reasonable comprehension of the following topics and establish comparisons with his/her cultures in Spanish: Greetings, describing himself/herself, friends, family, classroom and house items, weather conditions, his/her likes and dislikes, his/her favorite sports, occupations and classes.
2. The student will illustrate his/her ability to write in Spanish with a variety of regular, irregular, stem-changing and reflexive verbs. He/she will use appropriate basic vocabulary, which includes clothing, colors, food, physical and emotional states or conditions, expressions of time (days, months, seasons) and daily grooming routines from the time he/she gets up to bedtime regarding: a) What he/she does every day b) What he/she is going to do c) What he/she is doing right now d) What he/she did yesterday/last week/last month/last year
3. The student will exhibit cultural awareness by the following: a) The student will demonstrate proper use of formal and informal address (tú, Ud.,vosotros, Uds.) when given a specific social situation. b) The student will demonstrate his/her knowledge of the geography of the Hispanic world (countries, capitals and location of each Spanish speaking country).

Substantial Change: SPANISH 2, Elementary Spanish II

Units:	5.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	5.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	180.00
Transferability:	Transfers to CSU, UC
CSU GE Area:	C2 - Humanities
Skills Advisory(s):	SPAN 1

I. Catalog Description

This course is a continuation of Spanish 1. This course stresses basic vocabulary and fundamental sentence structure in the past and future indicative tenses and the subjunctive mood. The course develops basic aural and reading comprehension. Students hold simple conversations and write short compositions in the past and future. They read simple texts and further study Spanish and Latin American culture.

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. Vistas: Introducción a la lengua española, 6th , Blanco & Donley, Vista Higher Learning © 2020, ISBN: 9781543301298

III. Course Objectives

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

1. Use comprehensible pronunciation
2. Distinguish between the use of "Vos" and "Vosotros" in certain dialects of Spanish
3. Conjugate verbs correctly in the present indicative and subjunctive, present and past progressive, preterite and the imperfect, present and past perfect, future and conditional tenses
4. Construct grammatically correct sentences using these tenses
5. Choose correctly between the preterite and imperfect tenses and use the past progressive to narrate events in the past
6. Use formal and informal commands to make requests and give orders
7. Use the present subjunctive to make recommendations and refer to anticipated events
8. Describe future plans using the future tense
9. Describe hypothetical possibilities using the conditional tense
10. Choose correctly between "ser" and "estar" to express "to be"
11. Construct sentences with verbs such as "gustar"

IV. Methods of Presentation:

Other Methods: Lecture on grammar and cultural topics Comprehension activities (listening to the instructor, viewing a video series) Speaking activities in small groups and pairs Pronunciation, spelling and vocabulary acquisitions activities Written self-expression on designated topics Short reading and cultural note activities

V. Course Content

% of Course	Topic
4.000%	**Introduction:** Explanation of course content, procedures, syllabus. Discussion and exploration of language learning strategies.
12.000%	**Topics and Grammar:** Review of regular and irregular verbs in the present indicative Review of: **Preterit tense of regular verbs and –car, -gar, -zar verbs** **Preterit of *ir* and *ser*** **Indirect object nouns and pronouns** ***Gustar* and similar verbs** **More about ser and estar**

	Review of accentuation rules **Culture:** The Geography of the Spanish-Speaking World
12.000%	**Topics and Grammar:** Sports, past activities, seasons, weather Review of seasons and weather Talking about the past: **Preterit of reflexive verbs** Talking about the past: **Preterit of -er and –ir verbs whose stem ends in a vowel** Talking about the past: **Preterit of stem-changing -ir verbs: e → i, o → u** Emphasizing or clarifying information: **Pronouns after prepositions** Review of common irregular verbs in the preterit tense: **hacer, poner, venir, decir, traer, ver, dar, dormir, and leer** Talking about the past: **More irregular preterits** **Culture:** Argentina, Uruguay and Chile
12.000%	**Topics and Grammar:** Holidays, celebrations, traditions, invitations Expressing ongoing actions and describing in the past: **The imperfect** Narrating in the past: **The preterit and the imperfect** Expressing reciprocity: **Reciprocal constructions** Comparing people and things: **Comparisons of inequality and equality** Comparing people and things: **The superlative** **Culture:** Mexico
12.000%	**Topics and Grammar:** Careers and professions, work, looking for a job Avoiding repetition: **Review of direct and indirect object pronouns** Avoiding repetition: **Use of direct and indirect object pronouns together** Talking about the past: **Additional uses of the imperfect and the preterit:** **the imperfect progressive, iba a + infinitive, "state verbs" and changes in meaning** Giving instruction or suggestions: **Formal commands** **Culture:** Guatemala
12.000%	**Topics and Grammar:** Foods, recipes and meals, the supermarket, setting the table Stating impersonal information: *Se + verb constructions* Expressing the unexpected: **Use of se for Unplanned Occurrences** Taking about the recent past: **Present perfect and participles used as adjectives** Giving instructions in informal settings: **Informal commands** Talking about the future: **The future tense** Hypothesizing about the present and the future: **If-clauses with present indicative and future** **Culture:** Ecuador
12.000%	**Topics and Grammar:** Health, medical care, and the human body Expressing actions: **Uses of the infinitive** Expressing expectations and hopes: **Introductions to the present subjunctive** Expressing emotions, opinions, and attitudes: **The subjunctive with expressions of emotion** Review: Expressing intention, means, movement, and duration: **Some uses of por and para** Expressing goals, purposes and means: **More uses of por and para** **Culture:** Cuba, Dominican Republic and Puerto Rico
12.000%	**Topics and Grammar:** Travel and transportation Expressing possession: **Possessive pronouns** Expressing affirmation and negation: **Affirmative and negative expressions** Talking about things that may not exist: **Use of subjunctive in adjective clauses** Expressing doubt and uncertainty: **Subjunctive with expressions of doubt** Talking about the past: **Review of the preterit and imperfect** **Culture:** Panama and Costa Rica
12.000%	**Topics and Grammar:** Social change and the future Expressing conjecture and certainty: **The indicative and subjunctive with adverbial conjunctions** Hypothesizing: **The conditional** Expressing wishes and recommendations in the past: **The imperfect subjunctive** Hypothesizing about the present and the future: **If-clauses with imperfect subjunctive and conditional** Talking about the past from a past perspective: **The pluperfect (or past perfect)** **Culture:** The Diversity of the Spanish-Speaking World
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
10%	Class Participation
20%	Exams/Tests 8 Tests
30%	Final exam
15%	Homework

	Textbook online workbook exercises and in class assignments
10%	Other Pronunciation, spelling, vocabulary acquisition, and listening comprehension activities.
15%	Quizzes Unit Quizzes
100%	Total

VII. **Sample Assignments:**
#1 After learning different concepts that cause the subjunctive form of the verb to be used in the subordinate clause of a statement, student will with 90% accuracy fill in the appropriate verb form on an exercise comprised of 20 sentences.

#2 After learning the difference between the imperfect and the preterite tense uses, student will with 90% accuracy fill in the appropriate verb form of the preterite or imperfect in a story line comprised of 20 sentences.

VIII. **Student Learning Outcomes:**
1. The student will demonstrate the ability to use vocabulary associated with the following topics in Spanish: daily activities, food, childhood/family, geography/weather, travel plans, the automobile, the human body and health, shopping, household items, wedding and marriage and personal goals. As assessed by: Written responses to oral and/or written questions on exercises, quizzes, and/or exams
2. The student will demonstrate the ability to write in Spanish using the tenses studied in Spanish 1 as well as by using the preterit/imperfect, present perfect, present subjunctive, future, conditional and imperfect subjunctive tenses. As assessed by: Responses to oral and and/or written questions on exercises, quizzes, and/or exams.
3. The student will demonstrate cultural awareness regarding the following topics: Hispanic food, music, literature, art and outstanding Hispanic persons. As assessed by: participation in class discussions and making presentations on a selected cultural topic

Substantial Change: SPANISH 11, Spanish for Heritage Speakers I

Units:	5.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	5.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	180.00
Transferability:	Transfers to CSU, UC

I. **Catalog Description**

This course is designed for students who speak Spanish at home and who need to improve their vocabulary and knowledge of the grammar as well as their spelling, writing skills, and reading comprehension. Formal aspects of the language will be stressed including: spelling, punctuation, and accentuation. In addition, there is a focus on formal writing and the writing process. Reading, reading strategies and comprehension as well as basic literary analysis are stressed. This course is taught in Spanish except in cases of linguistic difficulty as determined by the professor.

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. Manual de Gramática Y Ortografía para Hispanos, 2nd, Franés, María Elena, Benítez, Rubén, Pearson: Prentice Hall © 2012, ISBN: 9780205696529
2. Supplementary material provided by the instructor

III. **Course Objectives**

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

1. Compose an effective essay including an introductory paragraph, the body, and a concluding paragraph using correct grammar and spelling, including correct use of the accent mark.
2. Use the rules of syllabification, written accents, spelling, punctuation, and capitalization with relative correctness.
3. Demonstrate the use of an enriched vocabulary in written and spoken Spanish.
4. Read, understand, paraphrase, and discuss a variety of prose and poetry including fiction, newspaper articles, music and lyrics.
5. Converse with relative correctness in a semi-formal setting.
6. Outline the development of the Spanish language in the Iberian Peninsula by identifying the contributions of various groups inhabiting the area at different times in history.
7. Recognize and point out the historic and cultural contributions of the indigenous people in Mexico.

IV. **Methods of Presentation:**

Other Methods: Students write compositions based on cultural topics and do grammatical exercises from a specialized workbook. Reading assignments are discussed and serve as a focal point for improving vocabulary. Some compositions based on Internet research will be assigned. Spelling, accents, and other writing problems typical of native speakers with no formal training in writing Spanish will be addressed. Materials include a textbook designed for native speakers and selected readings in Hispanic Civilization and contemporary themes. In-class sessions consist of time dedicated to lectures, assessments, oral presentations given by the students, and to the writing process. In addition, students engage in group and paired work in which they discuss previously assigned material such as readings, films, etc.

V. **Course Content**

% of Course	Topic
5.000%	The Iberian Peninsula pre-1492 and the development of the Spanish language and culture through the various tribes, races and ethnic groups that occupied the Peninsula at different times in history.
10.000%	The cultural and historical contributions of the indigenous people of Latin America

15.000%	Reading strategies and basic literary analysis
20.000%	Classroom and small group discussions/ presentations
15.000%	Formal writing process
10.000%	Development of vocabulary and idiomatic expressions
25.000%	Presentation, practice and review of the following grammatical concepts: a. Parts of speech in grammatical terms b. Division of syllables and accent rules c. Use of diacritical accents d. Orthography e. The present tense and uses f. The preterit and imperfect tenses and uses g. The use of direct, indirect and reflexive pronouns h. The verb <u>haber</u> in the impersonal form and as a helping verb
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
5%	Class Participation
20%	Exams/Tests: Midterm Exams
20%	Final exam
10%	Homework
10%	Other: Pronunciation, spelling, vocabulary acquisition, and listening comprehension activities.
10%	Oral Presentation
15%	Written assignments: Compositions
10%	Quizzes
100%	Total

VII. **Sample Assignments:**
Sample Assignment #1: Sample assignment # 1:Textbook: Chapter 1After reading the short narrative “El cagüeiro”, p. 17, students will apply their knowledge of the content learned in the chapter to do exercises 1.12.a, 1.12.b, 1.12.c on page 18 as well as demonstrate their understanding of the story by answering the questions under “Comprensión de la lectura” on page 19.
Sample Assignment #2: 2: CompositionDuring the semester there is an emphasis on the writing process, including how to outline, write an introduction and to develop a 3 or 4 paragraph paper. Students use the following links for reference as well as the information presented in class:MLA Format: https://owl.english.purdue.edu/owl/resource/747/13/   http://grammar.ccc.commnet.edu/grammar/ Assignment: Students will choose one topic discussed in class and approved by the instructor.1.   Students will choose a topic that has a pro and con side.2.   Develop an outline including the thesis statement and the points that they will develop either on the pro or the con side of the issue. In the outline they must include the supporting details to defend their point of view.3.   outlines.4.   Students will then write an introduction that includes the thesis statement.5.   Again in small groups, they will share and comment on the introductions to be sure they include a thesis statement and a point of view.6.   After students have shared and revised both the outline and the introduction, they will then write the rough draft of their compositions. At this point they turn in the outline, the introduction and the rough draft to the professor for comments and feedback.7.   Once the rough drafts have been returned, students are to then write the final copy of their composition.In small groups, in class, students will share and comment on each other's

VIII **Student Learning Outcomes:**

. 1. Students demonstrate an understanding of formal and informal register and will therefore converse with relative correctness in a semi-formal setting. As assessed by: In-class presentations
2. Students will use the rules of syllabification, written accents, spelling, punctuation, and capitalization with relative correctness. As assessed by: Completion of homework, quizzes and exams
3. Students will read, paraphrase and interpret a variety of Hispanic literary, artistic and creative works. As assessed by: Participation in class discussions and through formal and informal writing assignments
4. Students will compose an effective essay including an introductory paragraph, the body, and a concluding paragraph using correct grammar and spelling, including correct use of the accent mark. As assessed by: The composition assigned for the final exam

Substantial Change: TURKISH 1, Elementary Turkish 1

Units:	5.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	5.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	180.00
Transferability:	Transfers to CSU, UC
CSU GE Area:	C2 - Humanities
IGETC Area:	6A: Languages other than English (UC Requirement Only)

I. **Catalog Description**

This course introduces basic vocabulary and the fundamentals of modern Turkish grammar, sentence structure, and pronunciation. The course prepares students to hold simple conversations and write short dialogs and compositions in modern Turkish. Aspects of Turkish culture, history and geography are covered as well. Students will be introduced to traditional Turkish arts such as the art of water marbling, Karagöz shadow play and Orta Oyunu Theater. This course is conducted primarily in Turkish except in cases of linguistic difficulty.

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. Elementary Turkish: A complete Course for Beginners, Öztopçu, Kurtulu, Sanat Kitabevi © 2015, ISBN: 978-975-7981-40-4
2. Langenscheidt New Standard Dictionary: Turkish-English/ English-Turkish, Akdikmen, Resuhi, - © 2006

III. **Course Objectives**

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

1. Say, read, write and respond to greetings, introductions, farewells, and common idiomatic expressions.
2. Form plurals and add possessive suffixes in written and spoken forms
3. Harmonize vowels at the end of the words
4. Comprehend conversational Turkish and communicate with ease in daily conversations at the elementary level
5. Say, read and write Turkish words at the beginning elementary level
6. Comprehend the gist of any Turkish text that incorporates the elementary level of Turkish grammar
7. Use the definite past and present progressive tenses, Expressions of necessity: gerek, laz?m, gerek-, ihtiyaç, ihtiyac? ol-, Var / yok sentences (there is, there is not) and the verb to have.
8. Use negative and affirmative forms
9. Comprehend performances from and perform in traditional Orta Oyunu Turkish theater
10. Describe cultural aspects of the language
11. Demonstrate a general knowledge of contemporary Turkish speaking countries

IV. **Methods of Presentation:**

Lecture and Discussion, Other Methods: The course is conducted primarily in Turkish. English will be used when necessary while teaching the alphabet and basic grammatical constructions. Oral, written, reading and listening comprehension activities will be used to build vocabulary and improve conversational skills. In the class, the students will be asked to read passages aloud from the book, and they will listen to recordings of native speakers of Turkish. The instructor, while speaking in Turkish, will model the patterns and the grammatical structures and vocabulary taught in the units covered in class. In addition to introducing the basic history of Turkish speaking lands and the traditional Turkish arts to the students in his/her lectures, the instructor will also lead discussions on assigned reading and listening comprehension exercises. The students will also participate in interactive activities that will reinforce the material covered in the lectures, reading assignments and listening comprehension activities. To improve their writing skills in Turkish, students will be required to bring to class a page of written journal every week.

V. **Course Content**

% of Course	Topic
50.000%	Grammar practice at an elementary level. The course focuses on the following grammar structures and notions in relation with the cultural elements mentioned below: Alphabet, Personal pronouns Plurals (ço?ul ekleri) Vocal harmony at the end of the words Possessive suffixes (iyelik ekleri) Semi-verb structure (ek-fiil) at noun phrases Demonstratives Question words, The derivative suffix Infinitive, Conjunctions, The interrogative pronoun Possessive suffixes, The dative, accusative and ablative cases The genitive-possessive compound, Definite and indefinite direct objects Compound nouns, The buffer consonant n, Adverbs of time Adjectives, Postpositions (gibi,kadar, do?ru,göre) The present progressive tense (affirmative, negative, interrogative) The definite past tense (affirmative and negative) Expressions of necessity: gerek, laz?m, gerek-, ihtiyaç, ihtiyac? ol- Var / yok sentences (there is, there is not) The verb to have Vowel lengthening in word stems Pronunciation of initial consonant clusters European loanwords in Turkish.
25.000%	Speaking and Comprehension activities: readings in textbook, oral questions, conversation in pairs, small groups and teacher-student exchanges, listening to the instructor, listening to selected media outlets from those mentioned in cultural section below.
25.000%	Written practice: compositions, written practice of grammatical structures and correction of exercises previously assigned, and quizzes. For all content: Cultural topics pertaining to the Turkish-speaking world are integrated into the grammatical and vocabulary activities that are identified in the course. In particular, cultural distinctions existing between Turkish-speaking countries are made. In addition, comparisons between diverse Turkish-speaking cultures and US and other countries' cultures are made with respect to the topics covered in this course. These topics are covered via readings, listening comprehension activities, lectures, and grammatical and vocabulary exercises. These topics include, but are not limited to: • greetings • family and family members • professions • everyday Activities (study, do, teach, etc.) • food • education • traditional Turkish art • Turkish speaking world (central Asia and Modern Turkey) • language and dialects • celebrated sights of Turkey
100.000%	Total

VI. Methods of Evaluation

% of Course	Topic
10%	Class Participation
20%	Exams/Tests
25%	Final exam
10%	Other: Pronunciation, spelling, vocabulary acquisition, and listening comprehension activities.
10%	Oral Presentation: 1-2 Oral presentation(s)
10%	Written assignments: Journal and other written homework assignments
15%	Quizzes
100%	Total

VII. Sample Assignments:

Journal Entry: Journal Example: Write ten sentences about the arts presented in class this week. Be certain to use at least five different verbs; Include at least one personal pronoun, one conjunction and one possessive suffix in your journal entry this week.

Cultural Traditions: The instructor is to give a brief lecture on the Turkish baths (Hamam); The students are to research Turkish baths and other bathing traditions in their own or other cultures on the internet and share their findings with the class. The instructor gives brief lectures on the Turkish traditions related to coffee and tea; The students are given a follow-up assignment to research these traditions on YouTube and other internet sites; Each student is to compare and contrast the Turkish traditions with those of another country; For example, the students can compare the American coffee house culture with that of the Turkish one; The professor will assign students other countries to research and compare with Turkey; Students will present their findings orally to the class or engage in small group discussions in Turkish.

VIII. **Student Learning Outcomes:**
1. Communicate accurately in written and spoken modern standard Turkish, by using basic five tenses and suffixes accurately with vowel harmony.
2. Exhibit comprehension of practical vocabulary for simple nominal and verbal sentence structures.
3. Demonstrate cultural knowledge of some history and geography of the Turkic world and establish comparisons with their cultures.

Global Citizenship: ART HISTORY 3, Western Art History III

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

Rationale
We believe this was an oversight in not applying for it earlier especially with the update of our SLOs.

I. Catalog Description
A focused survey of the chronological development of art and architecture from Impressionism to the present day. This course will cover the major movements of modern and contemporary art while examining their historical, cultural and philosophical context. Specific attention will be given to art theory and its part in shaping conversations about art history and the contemporary.

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. History of Modern Art, 7, Arnason, H.H., Prentice Hall © 2013, ISBN: 0205259472
2. Modern Art: Painting, Sculpture, Architecture, Photography, Hunter, Sam, Prentice Hall © 2004
3. Art Since 1900, 2, Foster et al, Thames and Hudson © 2012, ISBN: 0500289514

III. Course Objectives
Upon completion of this course, the student will be able to:
1. Describe the socio/political/technological atmosphere in the 2nd half of the 19th century and its effect on the emergence of the impressionists.
2. Differentiate the Post-Impressionist artists and their varied interests from each other.
3. Delineate the various expressionists movements explaining the difference between expressing form versus expressing emotion.
4. Trace the development of Modern Architecture with its roots in new materials of iron, steel and glass with particular attention to Frank Lloyd Wright, the American Skyscrapers and the exploration of architectural form as utilitarian sculpture.
5. Relate the origins of modern sculpture and the breaking of sculptural form with naturalism.
6. Illustrate the development and interests of fauvism and effectively differentiate Matisse from other fauve artists.
7. Outline the development of cubism with Braque and Picasso and its evolution and influences.
8. Discuss the rise of futurism in Italy and de Stijl in the Netherlands and the Russian Avant-Garde along with the introduction of artistic manifestos.
9. Chronicle the introduction of new subject matters in art with Chagall and the Metaphysical school, the development of Dada and Postwar German art.
10. Examine the various aspects of surrealism differentiating the art of Breton, Miro, Tanguy, Dali, and Magritte.
11. Document the importance of Walter Gropius and the Bauhaus on design, and architecture culminating in the International Style of Mies Van De Rohe and Le Corbusier.
12. Describe the socio/political/technological atmosphere after WW II and its effect on the emergence of the New York School.
13. Delineate the abstract expressionist artists and their varied interests from each other.
14. Differentiate the various European post WW II movements from their counterparts in the U.S.
15. Trace the development of Minimalism from the color field painters and the importance of the critics especially Clement Greenberg and the formalist school.
16. Relate the origins of earthworks and their development throughout the 1970's.
17. Illustrate the interest in semiotics in the works of Rauschenberg, Oldenburg, and Johns and the importance of these artists for the art world.

18. Outline the different aesthetics of pop art while comparing and contrasting the difference in development on the East and West coast of the U.S.
19. Discuss the origins of Fluxus in Europe with artists like Beuys and the introduction of conceptualism and the removal of "aesthetics" from art objects.
20. Examine the various aspects that identity politics appeared within art such as feminism, race and identity and post-colonial discourse.
21. Describe the introduction of new media in art such as performance art, protest art, video and installations.
22. Examine post-modernism as an idea and how it has been used by artists as a tool to disrupt traditional "meanings" in art.
23. Relate the role appropriation and neo-expressionism have had on art since 1980.
24. Identify, examine, and assess representative works of art and architecture from the art historical periods covered in this course employing appropriate art historical terminology.
25. Analyze, discuss, and differentiate works of art and architecture in terms of historical context and cultural values.
26. Analyze, Discuss, and distinguish the roles of art, architecture and the artist from the art historical periods covered in this course.

IV. **Methods of Presentation:**
Projects, Visiting Lecturers, Other (Specify), Group Work, Lecture and Discussion
Other Methods: lecture material and facilitate online interaction through discussion boards, multi-media presentations, web based quizzes and online projects, supplemented with appropriate digital streaming videos and Power Points.

V. **Course Content**

% of Course	Topic
5.000%	Introduction: Overview of course and art definitions and principles
5.000%	Neo-Classicism, Romanticism and Realism
5.000%	Impressionists, Post-Impressionism, Art Nouveau & Symbolism
5.000%	Fauvism/ Expressionism
5.000%	Architecture
5.000%	Cubism & non-objectivity
5.000%	Futurism, Russian Avant-Garde, De Stijl
5.000%	Paris School
10.000%	Dada/ Surrealism
5.000%	Bauhaus
5.000%	European & American Roots of the New York School including the WPA and Abstract expressionism.
5.000%	Semiotics and the origins of Pop/ Pop Art
5.000%	Formalism and Minimalism
5.000%	Site specific, Earth Art and Installation Art
5.000%	Conceptualism, Fluxus & Performance Art including Happenings
5.000%	Art and Identity Politics
5.000%	New Media and Art
5.000%	Post-Modernism, Appropriation, Neo-Expressionism
5.000%	Globalization and art in a post colonial and multi-polar art world

100.000%	Total

VI. Methods of Evaluation

% of Course	Topic
6%	Class Participation Participation including: Chat-room, discussion threads and viewing course content
33%	Exams/Tests 2 exams
22%	Final exam
13%	Projects Online Project(s), Journal, Virtual museum visits
11%	Quizzes Online Quizzes
15%	Written assignments
100%	Total

VII. Sample Assignments:

Final Exam Essay Question:
Sample Assignment Pick 3 different and distinct examples of art from the course to demonstrate that art is a product of its context and show how each culture/time period utilized specific conventions of representation and a method of delivering them.

Writing Assignment:
Modern art can be seen as a reaction to what came before it. What was Modern art reacting to and how did this affect its production and assimilation? Additionally, describe the socio-historical context of the nineteenth-century and its interaction with modern art.

VIII. Student Learning Outcomes:

1. Demonstrate visual literacy and effectively communicate visual phenomenon with appropriate art historical terms; emphasizing cultural connections with the art objects' larger social, political, and economic context while noting how that function may have changed over time.
2. Acquire research skills including the ability to evaluate sources and evidence and distinguish common methodologies used in art historical analysis.
3. Engage in interdisciplinary, cross-cultural, and relational thinking through a critical examination of interdisciplinary connections with art globally and throughout history; Contextualizing works of art within their larger social, political, and economic function.
4. Demonstrate that contemporary visual culture is not random but on the contrary a mediated chain of material signifiers that is both historically and culturally embedded.

Global Citizenship

Global Citizenship Category: Global Studies

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

Outcomes that pertain to this Global Citizenship Category
- Demonstrate visual literacy and effectively communicate visual phenomenon with appropriate art historical terms; emphasizing cultural connections with the art objects' larger social, political, and economic context while noting how that function may have changed over time.
- Engage in interdisciplinary, cross-cultural, and relational thinking through a critical examination of interdisciplinary connections with art globally and throughout history; Contextualizing works of art within their larger social, political, and economic function.
- Demonstrate that contemporary visual culture is not random but on the contrary a mediated chain of material signifiers that is both historically and culturally embedded.

Narrative
Art history is an interdisciplinary subject that emphasizes cultural connections with the art object's larger social, political and economic context, while noting how that function may have changed over time. This includes the current display of art in museums and cultural institutions and tourism, as well as its appropriation by pop culture. The discipline emphasizes cross cultural and relational thinking by examining global connections of art through a comparative approach. For example, the AHIS 3 content covers art made in the 19th and 20th centuries, in which regions around the world were tied together through media, political relationships, knowledge, and financial endeavors. We also examine the legacy of the visuals created in the 19th and 20th centuries in our contemporary culture as well as how those previous cultures are represented today. Art history emphasizes that contemporary visual culture is not random, but a mediated chain of material signifiers that is both culturally and historically embedded.

Department Vote: 8 Yes; 0 No; 0 Abstain; 0 Not Voting

Program of Study
Cloud Computing Associate in Science (AS) / Certificate of Achievement

This certificate provides students with the industry skills to understand, build and maintain applications for the cloud. These skills include the technical principles of the hardware and software requirements to run systems in the cloud including storage, database management, and software systems, while maintaining secure access.

Program Learning Outcomes:
Upon completion of the program, students will demonstrate a high level of competency in the different operational levels of cloud computing, such as storage and software as a service, while applying security standards to their operation.

<div align="center"><u>Area of Emphasis</u></div>

Required Courses – 15 units		**Units:** 15.0
CS 41 DE	Linux Workstation Administration	3.0
OR		
CS 43	Windows Network Administration	3.0

CS 70 DE	Network Fundamentals and Architecture	3.0
CS 79A DE	Introduction to Cloud Computing	3.0
CS 81 DE	Javascript Programming	3.0
CS 87A DE	Python Programming	3.0
Choose 1 Track - 9 Units		**Units:** 9.0
<u>AWS Track</u>		
CS 79B DE	Database Essentials in Amazon Web Services	3.0
AND		
CS 79C DE	Compute Engines in Amazon Web Services	3.0
AND		
CS 79D DE	Security in Amazon Web Services	3.0
OR		
<u>Azure Track</u>		
CS 33 DE	C # Programming	3.0
AND		
CS 79Y DE	Microsoft Azure Database Essentials	3.0
AND		
CS 79Z DE	Microsoft Azure Essentials	3.0
Elective - Choose 1		**Units:** 3.0
CS 55 DE	Java Programming	3.0
OR		
CS 79E DE	Best Practices in Amazon Web Services	3.0
OR		
CS 79F DE	Machine Learning on AWS	3.0
OR		
CS 82	ASP.NET Programming in C#	3.0
OR		
CS 83R DE	Server-Side Ruby Web Programming	3.0
		Total: 27.0

Santa Monica College

Cloud Computing AS

1. Program Goals and Objectives

This certificate provides students with the industry skills to understand, build and maintain applications for the cloud. These skills include the technical principles of the hardware and software requirements to run systems in the cloud including storage, database management, and software systems, while maintaining secure access.

Program Learning Outcomes:
Upon completion of the program, students will demonstrate a high level of competency in the different operational levels of cloud computing, such as storage and software as a service, while applying security standards to their operation.

2. Catalog Description

This certificate provides students with the industry skills to understand, build and maintain applications for the cloud. These skills include the technical principles of the hardware and software requirements to run systems in the cloud including storage, database management, and software systems, while maintaining secure access.

Program Learning Outcomes:
Upon completion of the program, students will demonstrate a high level of competency in the different operational levels of cloud computing, such as storage and software as a service, while applying security standards to their operation.

3. Program Requirements

Required classes (15 units)

CS 43 Windows Network Administration or CS 41 Linux Workstation Administration		3 Units
CS 81	Javascript Programming	3 units
CS 70	Network Fundamentals and Architecture	3 units
CS 79A	Introduction to Cloud Computing	3 units
CS 87A	Python Programming	3 units

Select one track (9 units)
AWS Track-

CS 79B	Database Essentials in Amazon Web Services	3 units
CS 79C	Compute Engines in Amazon Web Services	3 units
CS 79D	Security in Amazon Web Services	3 units

Azure Track-

CS 79Y	Microsoft Azure Database Essentials	3 units
CS 79Z	Microsoft Azure Essentials	3 units
CS 33	C# Programming	3 units

Select 1 of the following (3 units)

CS 55, Java Programming	3 units
CS 82, AspNet Programming in C	3 units
CS 83R, Server-Side Ruby Web Programming	3 units
CS 79F, Machine Learning in AWS	3 units

Last Updated: 7/30/18

Santa Monica College

The Santa Monica College General Education Requirement includes a minimum of 18 semester units to be completed in the following areas. The remaining minimum 15 semester units (Cloud Computing AS is 27 units) to be completed with additional degree-applicable electives selected by the student."
1.	Natural Science (at least 3 semester units)
2.	Social Science (6 semester units, with at least 3 units selected from 2 groups)
3.	Humanities (at least 3 semester units)
4.	Language and Rationality (6 semester units, with at least 3 units selected from 2 groups)
5.	Global Citizenship (3 semester units or successful completion of an SMC Study Abroad experience if completed Spring 2008 or later (credit awarded through petition). NOTE: Many of these courses are also in GE areas I, IIA, IIB, and III and can be used to satisfy BOTH areas.)

4.	**Master Planning**
This degree fulfulls the need to provide students with an occupation with a living wage and builds upon our existing certificates in cloud computing. In Los Angeles County, labor market data shows 5,000 job openings that include AWS as a desired skill for employment. In the region, major cloud computing employers include Deloitte, Amazon, Costar Realty Information, Raytheon, Northrop Grumman, Aerospace Corp, KPMG, SMCI, and Accenture. The program draws students from our Computer Science program that may or may not be intested in transfer to a four-year university.

5.	**Enrollment and Completer Projections**
150 students annually

6.	**Place of Program in Curriculum/Similar Program**
This is a Associate's Degree

7.	**Similar Programs at Other Colleges in Service Area**
We are the lead college in a regional consortium teaching cloud computing skills in computer science programs at the community college level.

Santa Monica College

Cloud Computing Certificate of Achievement

1. Program Goals and Objectives

This certificate provides students with the industry skills to understand, build and maintain applications for the cloud. These skills include the technical principles of the hardware and software requirements to run systems in the cloud including storage, database management, and software systems, while maintaining secure access.

Program Learning Outcomes:
Upon completion of the program, students will demonstrate a high level of competency in the different operational levels of cloud computing, such as storage and software as a service, while applying security standards to their operation.

2. Catalog Description

This certificate provides students with the industry skills to understand, build and maintain applications for the cloud. These skills include the technical principles of the hardware and software requirements to run systems in the cloud including storage, database management, and software systems, while maintaining secure access.

Program Learning Outcomes:
Upon completion of the program, students will demonstrate a high level of competency in the different operational levels of cloud computing, such as storage and software as a service, while applying security standards to their operation.

3. Program Requirements

Required classes (15 units)

CS 43 Windows Network Administration or CS 41 Linux Workstation Administration		3 Units
CS 81	Javascript Programming	3 units
CS 70	Network Fundamentals and Architecture	3 units
CS 79A	Introduction to Cloud Computing	3 units
CS 87A	Python Programming	3 units

Select one track (9 units)
AWS Track-

CS 79B	Database Essentials in Amazon Web Services	3 units
CS 79C	Compute Engines in Amazon Web Services	3 units
CS 79D	Security in Amazon Web Services	3 units

Azure Track-

CS 79Y	Microsoft Azure Database Essentials	3 units
CS 79Z	Microsoft Azure Essentials	3 units
CS 33	C# Programming	3 units

Select 1 of the following (3 units)

CS 55, Java Programming	3 units
CS 82, AspNet Programming in C	3 units
CS 83R, Server-Side Ruby Web Programming	3 units
CS 79F, Machine Learning in AWS	3 units

Last Updated: 7/30/18

Santa Monica College

4. **Master Planning**
   This degree fulfulls the need to provide students with an occupation with a living wage and builds upon our existing certificates in cloud computing. In Los Angeles County, labor market data shows 5,000 job openings that include AWS as a desired skill for employment. In the region, major cloud computing employers include Deloitte, Amazon, Costar Realty Information, Raytheon, Northrop Grumman, Aerospace Corp, KPMG, SMCI, and Accenture. The program draws students from our Computer Science program that may or may not be intested in transfer to a four-year university.

5. **Enrollment and Completer Projections**
   150 students annually

6. **Place of Program in Curriculum/Similar Program**
   This is a Associate's Degree

7. **Similar Programs at Other Colleges in Service Area**
   We are the lead college in a regional consortium teaching cloud computing skills in computer science programs at the community college level.

Los Angeles Orange County Regional Consortium College Resource Leadership Council Business Meeting

Approved Minutes: September 17, 2020

8:30 a.m.-9:45 a.m.

Zoom Video-Call Details

LAOCRC is inviting you to a scheduled Zoom meeting.

Topic: September 2020 Program Recommendation (CRLC Business Meeting)

Time: Sep 17, 2020 08:30 AM Pacific Time (US and Canada)

Join from PC, Mac, Linux, iOS or Android: **https://cccconfer.zoom.us/j/99960431985**

Or iPhone one-tap (US Toll): +16699006833,99960431985# or +13462487799,99960431985#

Or Telephone:

Dial:

+1 669 900 6833 (US Toll)

+1 346 248 7799 (US Toll)

+1 253 215 8782 (US Toll)

+1 301 715 8592 (US Toll)

+1 312 626 6799 (US Toll)

+1 646 876 9923 (US Toll)

Meeting ID: 999 6043 1985

International numbers available: https://cccconfer.zoom.us/u/aHLmrdflS

Or Skype for Business (Lync):

SIP:99960431985@lync.zoom.us

Voting Members present:
- Nick Real, Cerritos Community College
- Michael Wangler, Citrus College
- Merry Kim, Coastline Community College
- Lynell Wiggins (Alternate), Compton College
- Kathleen Reiland, Cypress College

- Mercy Yanez, Los Angeles Harbor College
- Marla Uliana, Los Angeles Mission College
- Mon Khat, Los Angeles Pierce College
- Rick Hodge (Alternate), Los Angeles Southwest College

- Kendra Madrid, East Los Angeles College
- Virginia Rapp, El Camino College
- Ken Starkman, Fullerton College
- Jan Swinton, Glendale Community College
- Christopher Whiteside, Golden West College
- Debbie Vanschoelandt, Irvine Valley College
- Gene Carbonaro, Long Beach City College
- Armando Rivera-Figueroa, Los Angeles City College

- Madelyn Arballo (Alternate), Mt. San Antonio College
- Lisa Knuppel, Orange Coast College
- Salvatrice Cummo, Pasadena City College
- Mike Slavich, Rio Hondo College
- Anthony Teng, Saddleback College
- Kimberly Mathews (Alternate), Santa Ana College
- Patricia Ramos, Santa Monica College
- Elizabeth Arteaga, Santiago Canyon College
- Carmen Dones, West Los Angeles College

Voting Members absent:
- Marcia Wilson, Los Angeles Trade-Tech College
- Laurie Nalepa, Los Angeles Valley College

I. **Call to order – Meeting called to order at 8:34 a.m. by Dr. Marcia Wilson, CRLC Chair and Dean Resource Associate Chair, LAOCRC**

II. **CRLC Member Roll Call – Marbella Ruiz, LAOCRC Administrative Secretary, called roll – a Quorum of Voting Members was verified.**

III. **Minutes from the July 16, 2020 CRLC Business Meeting were Approved**

    a. **Motion:** Kathleen Reiland, Cypress College; **Second**: Anthony Teng, Saddleback College; **Approved**

IV. **Informational Items**

    a. **Program Data Requests**

	Program Title	Top Code	College	Contact
1.	International Business Certificate	0508.00	Citrus College	Timothy Durfield tdurfield@citruscollege.edu
2.	Real Estate Appraisal Certificate	0511.00	Citrus College	Timothy Durfield tdurfield@citruscollege.edu
3.	Data Analytics Certificate	0702.00	Cypress College	Peter Molnar pmolnar@cypresscollege.edu
4.	Cybersecurity Associate of Science	0702.00	Fullerton College	Gary Graves ggraves@fullcoll.edu

www.laocrc.org
714.564.5574
laocrc@rsccd.edu

3

Program Title	Top Code	College	Contact
5. Electronic Game Design Foundation	0614.20	Los Angeles City College	Michael Kline klineme@lacitycollege.edu
6. Electronic Game Design - 2nd Year	0614.20	Los Angeles City College	Michael Kline klineme@lacitycollege.edu
7. CIS Professional in Python Programming	0707.10	Mt. San Antonio College	Sohair Zaki szaki5@mtsac.edu
8. Fashion Retailing Fundamentals	1303.20	Mt. San Antonio College	Sheila Espy sespy@mtsac.edu
9. Neuro-diagnostic Technician – Inter-operative Neurophysiologic Monitoring (CNIM) Specialization	1212.00	Orange Coast College	Tabitha Liang tliang@occ.cccd.edu
10. Building Construction Sustainability Certificate	0957.00	Pasadena City College	Stephanie Marshall smarshall3@pasadena.edu
11. Welding Fabrication	0956.50	Pasadena City College	Stephanie Marshall smarshall3@pasadena.edu
12. Electrical Technology	0952.20	Rio Hondo College	Margaret Fernandez mfernandez@riohondo.edu
13. Biotechnology Lab Assistant	0430.00	Santa Ana College	Kathy Takahashi takahashi_kathleen@sac.edu
14. Certificate of Achievement in Data Analytics	0702.00	Santa Ana College	Jason Sim sim_jason@sac.edu
16. Drone Technology	0799.00	Santa Ana College	Dori Dumon dumon_dori@sac.edu
17. Information Technology Operations	0708.00	Santa Ana College	Hugh Nguyen nguyen_hugh@sac.edu
18. Marketing Certificate	0509.00	Santa Ana College	Ali Kowsari kowsari_ali@sac.edu
19. Spanish/English Interpretation & Translation AA Degree	2140.00	Santa Ana College	Dori Dumon dumon_dori@sac.edu
20. Vietnamese/English Interpretation and Translation AA Degree	2140.00	Santa Ana College	Dori Dumon dumon_dori@sac.edu
21. Vietnamese/English Interpretation and Translation Certificate of Achievement	2140.00	Santa Ana College	Dori Dumon dumon_dori@sac.edu
22. Data Science	0707.30	Santa Monica College	Ruth Casillas casillas_ruth@smc.edu
==Existing low-unit, local certificate for state chaptering==			
1. Apparel Industry Sustainability Specialist	0506.00	Orange Coast College	Lisa Knuppel lknuppel@occ.cccd.edu
2. Adobe Applications for Business	0614.50	Santa Ana College	Dori Dumon dumon_dori@sac.edu

CALIFORNIA COMMUNITY COLLEGES
LAOCRC
los angeles | orange county | regional consortium

www.laocrc.org
714.564.5574
laocrc@rsccd.edu

4

	Program Title	Top Code	College	Contact
3.	Adobe Web Projects for Business	0614.50	Santa Ana College	Dori Dumon dumon_dori@sac.edu
4.	Computer Fundamentals for Business	0514.00	Santa Ana College	Dori Dumon dumon_dori@sac.edu
5.	Digital Graphic Design for Business	0614.50	Santa Ana College	Dori Dumon dumon_dori@sac.edu
6.	Office Management	0514.00	Santa Ana College	Dori Dumon dumon_dori@sac.edu
7.	Spanish/English Interpretation and Translation Certificate	2140.00	Santa Ana College	Dori Dumon dumon_dori@sac.edu

- Dr. Patricia Ramos asked about e-sports programs submitted by Los Angeles City College, Santa Monica College has that program in development; however, a program data request has not been requested as of yet. She would like to get in contact with Los Angeles City College faculty regarding that program. Ms. Marla Uliana would also like to learn about it considering Los Angeles Mission College also has this program in development. Dr. Armando Rivera-Figueroa will get in contact with both Dr. Ramos and Ms. Uliana. Dr. Ramos suggested Ms. Charlotte Augenstein to call a meeting to the interested parties, which Ms. Augenstein confirmed to provide support for. The following colleges are interested in attending the meeting: Santa Monica College, Los Angeles Mission College, Glendale Community College, Long Beach City College, Coastline Community College, Cypress College, El Camino College, and Compton College. It was confirmed that there will be a collaborative LA and OC Zoom information session for both sub-regions.

b. **Re-institution of Golden West College programs;** Kendra Madrid, East Los Angeles College; **Second**: Marla Uliana, Los Angeles Mission College; **APPROVED**

  Abstained: Christopher Whiteside, Golden West College

  1. *Golden West College is requesting re-recommendation for existing degree and certificates due to a documentation loss from the Chancellor's Office when they upgraded their COCI system.*

	Program	TOP Code	Certificate/Degree
1.	Accounting	050200	Accounting - Associate in Arts
2.	Accounting	050200	Staff Accountant - Cert of Achievement
3.	American Sign Language	085010	American Sign Language Interpreting- Associate in Arts
4.	American Sign Language	085010	American Sign Language Interpreting- Cert of Achievement
5.	Automotive	094800	Chassis & Drivetrain Specialist - Associate in Arts
6.	Automotive	094800	Chassis & Drivetrain Specialist - Cert of Achievement
7.	Automotive	094800	Engine Performance and Emissions Specialist - Associate in Arts
8.	Automotive	094800	Engine Performance and Emissions Specialist - Cert of Achievement
9.	Business	050100	Business Administration - ADT
10.	Business	050100	Business Administration - Associate in Arts

CALIFORNIA COMMUNITY COLLEGES
LAOC RC
los angeles | orange county | regional consortium

www.laocrc.org
714.564.5574
laocrc@rsccd.edu

5

Program	TOP Code	Certificate/Degree
11. Business	050100	Business Administration - Cert of Achievement
12. Business	051400	Business Information Worker I, Part 1 - Certificate of Completion NC
13. Business	051400	Business Information Worker I, Part 2 - Certificate of Completion NC
14. Business	050600	Human Resources Management - Cert of Achievement
15. Business	050650	Retail Management - Cert of Achievement
16. CADD	095300	Computer Aided Design and Drafting (CADD) - Associate in Arts
17. CADD	095300	Computer Aided Design and Drafting (two-year) - Cert of Achievement
18. Criminal Justice	210500	Administration of Justice - ADT
19. Criminal Justice	210500	Criminal Justice: Administration of Justice - Associate in Arts
20. Criminal Justice	210510	Criminal Justice: Corrections - Associate in Arts
21. Criminal Justice	210500	Law Enforcement Option - Cert of Achievement
22. Criminal Justice	210550	Police Academy - Associate in Arts
23. Cosmetology	300700	Barbering - Cert of Achievement
24. Cosmetology	300700	Cosmetology - Associate in Arts
25. Cosmetology	300700	Cosmetology - Cert of Achievement
26. Cosmetology	300700	Esthetician - Associate in Arts
27. Cosmetology	300700	Esthetician - Cert of Achievement
28. Computer Science	070700	Computer Science - Associate in Science
29. Computer Science	070700	Software Development - Associate in Arts
30. Computer Science	070700	Software Development - Cert of Achievement
31. Computer Science	061420	Video Game Development - Associate in Arts
32. Computer Science	061420	Video Game Development - Cert of Achievement
33. Digital Media	103000	Digital Arts - Associate in Arts
34. Digital Media	103000	Graphic Design and Production Option - Cert of Achievement
35. Floral Design	010920	Floral Design and Shop Management - Associate in Arts
36. Floral Design	010920	Floral Design and Shop Management - Cert of Achievement
37. Management	050600	Management - Associate in Arts
38. Management	050600	Management - Cert of Achievement
39. Marketing	050900	Marketing - Associate in Arts
40. Marketing	050900	Marketing - Cert of Achievement
41. Nursing	123010	Nursing - Registered Nurse - Associate in Science
42. Nursing	123010	Nursing LVN to RN - Associate in Science

www.laocrc.org
714.564.5574
laocrc@rsccd.edu

6

- <u>Discussion</u> – Mr. Christopher Whiteside indicated that the above listed existing programs to the region for compliance requirements, as the region transitioned into a new database, there was a loss of historical approvals for many programs in the region. This request is to allow for these programs to be re-instated. Mr. Mike Slavich asked if the programs were already approved, but there were no records for them, which Mr. Whiteside confirmed that the programs were approve and some are over 20 years old. He added that this situation is similar to that of Saddleback College which occurred few years ago. Ms. Marla Uliana asked if there are any new programs in the list, and it was confirmed that there are not. Ms. Kendra Madrid asked if this situation has happened to any other college. Mr. Lynell Wiggins confirmed it happened to Compton College as well. Dr. Gustavo Chamorro stated that there have been other regions affected as well; he mentioned the Inland Empire and added that they have also done a blanket approval or pre-approval.

II. **Action Items**

- **Recommendation to group programs for approval; Motion:** Kendra Madrid, East Los Angeles College; **Second:** Lynell Wiggins, Compton College; **APPROVED**

  a. **Program Recommendation (1-9); Motion:** Kathleen Reiland, Cypress College; **Second:** Carmen Dones, West Los Angeles College; **APPROVED**

Program Title	TOP Code	College	Contact	Type of LMI Endorsement	LMI Criteria			Emer-ging*
					Supply Gap	Wages	Educ. Attain.	
1. Biomanufacturing Technician	043000	Compton College	Paul Flor pflor@compton.edu	ES	✓		✓	
2. Technical Support and Networking Specialist 3. Original program data request submitted as *Small Business Computer Networking* on April 2019	070810	El Camino College	Virginia Rapp vrapp@elcamino.edu	ES	✓		✓	
4. Transitional Kindergarten (TK) Certificate	130500	Glendale Community College	Jan Swinton jswinton@glendale.edu	ES		✓	✓	
5. Social Media	069900	Los Angeles Pierce College	Mon Khat khatm@piercecollege.edu	ES	✓	✓	✓	
6. Fashion Media Certificate	130320	Los Angeles Trade Tech College	Marcia Wilson wilsonMR@lattc.edu	ES	✓		✓	
7. Fashion Merchandising	130320	Los Angeles Trade Tech College	Marcia Wilson wilsonMR@lattc.edu	ES	✓		✓	
8. Retail Merchandising Certificate Program	130320	Los Angeles Trade Tech College	Marcia Wilson wilsonMR@lattc.edu	ES	✓		✓	
9. Wholesale Merchandising Certificate	130320	Los Angeles Trade Tech College	Marcia Wilson wilsonMR@lattc.edu	ES	✓		✓	

- Programs 1-9 discussion – Ms. Kendra Madrid asked if program number 6, Fashion Media Certificate of Completion has a typo. To her knowledge, certificates of completion are part of non-credit. Mr. Mike Slavich confirmed that if the program is to go for the Chancellor's Office approval, it should be a certificate of achievement. Ms. Lupe Aramburo mentioned a second program under certificate of completion, number 9 on the list.
  - o **Recommendation to revise programs 6 and 9 from "certificate of completion" to "certificate"; Motion:** Kathleen Reiland, Cypress College; **Second:** Carmen Dones, West Los Angeles College; **APPROVED**

b. **Program Recommendation (10-26); Motion:** Mon Khat, Los Angeles Pierce College**; Second:** Virginia Rapp, El Camino College**; APPROVED**

10. Electronics Engineering Technology Associate in Science Degree	093400	Mt. San Antonio College	Jennifer Galbraith jgalbraith@mtsac.edu	ES	✓	✓	✓	
11. Electronics Technology Level 2	093400	Mt. San Antonio College	Jennifer Galbraith jgalbraith@mtsac.edu	ES	✓	✓	✓	
12. Baking and Pastry -Basic	130630	Orange Coast College	Lisa Knuppel lknuppel@occ.cccd.edu	ES	✓		✓	
13. Basic Drone Imaging Skills	101200	Orange Coast College	Lisa Knuppel lknuppel@occ.cccd.edu	ES	✓		✓	
14. Basic Landscape Design	010910	Orange Coast College	Lisa Knuppel lknuppel@occ.cccd.edu	ES	✓	✓	✓	
15. Business Taxation Competency	050200	Orange Coast College	Lisa Knuppel lknuppel@occ.cccd.edu	ES	✓		✓	
16. Carpentry	095210	Orange Coast College	Lisa Knuppel lknuppel@occ.cccd.edu	ES	✓	✓	✓	
17. Concrete and Masonry	095260	Orange Coast College	Lisa Knuppel lknuppel@occ.cccd.edu	ES	✓	✓	✓	
18. Cost Accounting Competency	050200	Orange Coast College	Lisa Knuppel lknuppel@occ.cccd.edu	ES	✓		✓	
19. CNC Operator	095630	Orange Coast College	Lisa Knuppel lknuppel@occ.cccd.edu	ES	✓		✓	
20. CNC Programmer	095630	Orange Coast College	Lisa Knuppel lknuppel@occ.cccd.edu	ES	✓		✓	
21. Drone Photography	101100	Orange Coast College	Lisa Knuppel lknuppel@occ.cccd.edu	ES	✓		✓	
22. Drone Videography	101200	Orange Coast College	Lisa Knuppel lknuppel@occ.cccd.edu	ES	✓		✓	
23. Emergency Medical Services	125000	Orange Coast College	Lisa Knuppel lknuppel@occ.cccd.edu	ES	✓		✓	

#	Program	Code	College	Contact				
24.	Entry-Level Accounting	050200	Orange Coast College	Lisa Knuppel lknuppel@occ.cccd.edu	ES	✓		✓
25.	Individual Taxation Competency	050200	Orange Coast College	Lisa Knuppel lknuppel@occ.cccd.edu	ES	✓		✓
26.	Intermediate Landscape Design and Construction Specialist	010910	Orange Coast College	Lisa Knuppel lknuppel@occ.cccd.edu	ES	✓	✓	✓

- Programs 10-26 discussion – Mr. Mike Slavich asked about Electronics Technology Level 2, considering Rio Hondo has that program. Ms. Lisa Knuppel added that most of Orange Coast College programs are existing programs that were previously low unit local awards, with the exception of the Drone Photography and Drone Videography programs, which are new. Ms. Marla Uliana asked if existing low unit certificates need to go through the region when converting to Chancellor's Office approved certificates. Mr. Mike Slavich confirmed, and Dr. Chamorro added that for SWP metrics, Chancellor's Office approved certificates are those that count. Ms. Lisa Knuppel advised that there are more program conversions forthcoming from Orange Coast College. Mr. Mon Khat asked if meeting minutes including local approval from their industry advisor council are required to bring these programs to the region. Ms. Lisa Knuppel confirmed, and mentioned that advisory meeting minutes also have to affirm the certificate. Ms. Marla Uliana asked if LMI data needs to be requested to convert existing low unit certificates. Mr. Mike Slavich confirmed. Ms. Kendra Madrid asked why these programs are not going as substantial changes. Mr. Mike Slavich stated that the reason they cannot be processed as substantial changes is because they do not have a control number. Dr. Patricia Ramos shared that Santa Monica College previously made the mistake of submitting locally approved programs as substantial changes, when intending to have them Chancellor's Office approved, and that created issues. Dr. Jesse Crete confirmed that full reports need to be made for all the existing low unit certificate. Dr. Kathleen Reiland asked, when there is a series of stackable certificates, if it is possible to request one LMI. Dr. Jesse Crete responded that each program needs to have its own submission in order to go on the agenda as an individual lined item. The COE will make the decision, if the top codes and occupations are the same, whether they will combine multiple requests into a single report or provide separate reports. As far as submitting them into the system, each program will need to be submitted separately.

c. **Program Recommendation (26-33); Motion:** Kendra Madrid, East Los Angeles College; **Second:** Marla Uliana, Los Angeles Mission College; **APPROVED**

#	Program	Code	College	Contact				
27.	Non-profit Accounting Competency	050200	Orange Coast College	Lisa Knuppel lknuppel@occ.cccd.edu	ES	✓		✓
28.	Payroll Accounting Competency	050200	Orange Coast College	Lisa Knuppel lknuppel@occ.cccd.edu	ES	✓		✓
29.	Plumbing	095230	Orange Coast College	Lisa Knuppel lknuppel@occ.cccd.edu	ES	✓	✓	✓
30.	Residential Electrical	095220	Orange Coast College	Lisa Knuppel lknuppel@occ.cccd.edu	ES	✓	✓	✓
31.	Retrofitting California Urban Gardens	010910	Orange Coast College	Lisa Knuppel lknuppel@occ.cccd.edu	ES	✓	✓	✓
32.	Biological Technology - Laboratory Skills Certificate of Achievement	043000	Pasadena City College	Salvatrice Cummo scummo@pasadena.edu	ES	✓		✓
33.	Banking Skills for the 21st Century		Santa Ana College		ES	✓		✓

www.laocrc.org
714.564.5574
laocrc@rsccd.edu

9

| 1. Original program data request submitted as Certificate in *Financial Services* on April 2020 | 050400 | | Larisa Sergeyeva Sergeyeva_Larisa@sac.edu | | | | | |

- **Recommendation to move A.S. Degree Cloud Computing to number 34 on action items for approval**; **Motion:** Kendra Madrid, East Los Angeles College**; Second:** Marla Uliana, Los Angeles Mission College; **APPROVED**

d. **Program Recommendation (34)**; **Motion:** Marla Uliana, Los Angeles Mission College**; Second:** Kendra Madrid, East Los Angeles College**; APPROVED**

| 34. **A.S. Degree Cloud Computing** | 070200 | Santa Monica College | Patricia Ramos ramos_patricia@smc.edu | EA | ✓ | ✓ | ✓ | |

- Program 34 discussion – Dr. Patricia Ramos stated that this program is to be a degree for recommendation and it is mislabeled under a pre-approved program. Dr. Gene Carbonaro asked why this program is an A.A. and not an A.S. degree. Dr. Ramos confirmed it should be an A.S. degree and will be corrected. Mr. Freddy Saucedo asked if with this particular program any other college that has or wants to take advantage of the program, can do so. Dr. Ramos confirmed it was only pre-approved as a certificate program; she will have a conversation with Dr. Karen Childers with regards to moving forward with this program as pre-approved. Ms. Dorsie Brooks asked if this program requires approval, considering that it is not a certificate pre-approved program. Mr. Mike Slavich proceeded with a vote for recommendation. The region would like to re-visit the conversation of making this A.S. Degree Cloud Computing a pre-approved program for other colleges to take advantage of. Dr. Chamorro suggested to establish a process to move it from a pre-approved certificate into an A.S. Degree. Dr. Karen Childers and Dr. Chamorro will look into the process for the region.

| Key: EA = Endorsed: All Criteria Met ES = Endorsed: Some Criteria Met NE = Not Endorsed PA = Pre-Approved | NOTE: A check mark (✓) denotes that specific LMI Criteria was met. For example, the SAMPLE ONLY program in Row 1 is "ES"- Endorsed because it meets some of the criteria: there is a supply gap and the educational attainment aligns with community colleges so those two cells are checked. However, Entry-level wages are below the living wage so that criteria has not been met. *Emerging denotes there are gaps in the traditional labor market information. |

- Action Items discussion – Ms. Lisa Knuppel asked why some of the programs show an "ES" when all criteria is check marked, she assumes it should read, "EA" for all criteria met. Dr. Jesse Crete confirmed that some should not have educational attainment check marked and COE will work with the LAOCRC administrative team to correct that. Mr. Lynell Wiggins asked if it would be helpful to indicate whether the programs are a certificate or a degree in the title. Dr. Jesse Crete stated that the program titles come directly from the LMI requests, and it would be helpful for requests to include it in the title. Ms. Kendra Madrid shared that the way program titles are submitted, need to carry over throughout the exact same way, otherwise, the Chancellor's Office will not approve and send it back.

III. **Updates**
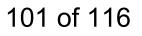
a. Districts

   i.   Cerritos – It was voted that they will be mostly online for the spring, with the exception of a few CTE labs that will be on campus.

   ii.   Citrus – Successfully re-opened labs for nursing, dental, automotive, and diesel technology and will be the only ones open in the spring, all others will be online.

   iii.   Coastline – Campus is still closed and all courses are online. A few weeks ago they started a laptop and textbook lending program for CTE programs only.

   iv.   Compton – Continuing online for the spring and labs are 1 day per week.

   v.   Cypress – Mostly online, with automotive and health science labs being on campus.

   vi.   East Los Angeles – Currently 100% online for the rest of the year, although there are some hard to convert classes that are being offered in the essential workforce areas, mostly in healthcare. ELAC had a slight reduction in the number of certificates that students applied for and were submitted to the state; they would like to know what everyone is doing to ensure that students are applying for the certificates in this environment.

   vii.   El Camino – Nursing and respiratory care are back into campus. They began a survey, asking students why they dropped, and many responded they did not have a computer or resources. ECC has purchased Wi-Fi hotspots and computers to loan to students so they can stay in classes.

   viii.   Fullerton – Mostly online, brought back some of the science classes face-to-face, as well as welding, machining, motor, fashion, and construction courses combined with online.

   ix.   Glendale – The president just announced that they will remain remote for winter and spring. Courses that are meeting hybrid are EMT, nursing, and welding.

   x.   Golden West – 3 programs that returned to campus, all others are online and not sure if they will be back for the spring as of yet.

   xi.   Irvine Valley

   xii.   Long Beach – Essential labs have been brought back to campus, about 2500 students on campus currently.

   xiii.   Los Angeles City

   xiv.   Los Angeles Harbor – The chancellor announced they will remain remote spring of 2021.

   xv.   Los Angeles Mission – Lab based programs have been brought back on campus. For the culinary program, they are making kits for pick up.

   xvi.   Los Angeles Pierce – Nursing students met this week. Welding and automotive will start next week. There is a laptop loaner program also.

   xvii.   Los Angeles Southwest – Hard to convert courses, nursing, CNA, construction, are still not on campus.

   xviii.   Los Angeles Trade-Technical

   xix.   Los Angeles Valley

   xx.   Mt. SAC – Essential workers, credit and non-credit on campus, and will go online for winter and spring. Also they have a process for faculty to go in and work on labs.

   xxi.   Orange Coast

   xxii.   Pasadena City

   xxiii.   Rio Hondo – Nursing, fire academy, police academy, CTE courses and labs are on campus and lectures online. They are looking to get all the science labs back on campus for spring.

   xxiv.   Saddleback – CTE labs will be back on campus, spring will be remote. Their president announced that labs may have to go outside.

   xxv.   Santa Ana – Currently remote with a handful of on campus labs.

   xxvi.   Santa Monica – They brought back the opportunity for students to go in following social distancing protocol. Frank Dawson who was the Alternate Voting Member for about 5 years, will be retiring.

   xxvii.   Santiago Canyon – Following the state essential critical workers list, for CTE they are offering 8 different courses with labs provided outside of campus. They provided a laptop to those who needed it during the spring.

   xxviii.   West Los Angeles – Brought back CAN, aviation, and dental programs on a limited lab, 2 days a week and limiting the student numbers. They are still

www.laocrc.org
714.564.5574
laocrc@rsccd.edu

1

unsure how spring will look like at the moment.

IV.   **Adjourn**

The next CRLC Meeting will be a Conference Call on October 15, 2020 from 8:30 A.M. – 9:45 A.M.

www.laocrc.org
714.241.5835
laocrc@rsccd.edu

CALIFORNIA COMMUNITY COLLEGES

LAOCRC
los angeles | orange county | regional consortia

Los Angeles Orange County Regional Consortia
Voting Member Business Meeting

APPROVED Minutes: March 16th, 2017
8:30 a.m. – 10:00 a.m.
Sheraton Cerritos- 12725 Towne Center Dr., Cerritos, CA 90703

Voting Members present:

- Nick Real, Cerritos CCD
- Marti DeYoung, Citrus CCD
- Jim Lancaster, Citrus CCD
- Nancy Jones, Coast CCD
- Lisa Knuppel, Coast CCD
- Rodney Murray, Compton CCD
- Abiodun Osanyinpeju, Compton CCD
- Randal Davis, El Camino CCD
- Virginia Rapp, El Camino CCD
- Jan Swinton, Glendale CCD
- Melissa Infusino, Long Beach City CCD
- Mollie Smith, Long Beach CCD

- Alex A. Davis, Los Angeles CCD
- Madelyn Arballo, Mt. San Antonio CCD
- Jemma Blake-Judd, Mt. San Antonio CCD
- Douglas Benoit, North Orange County CCD
- Steve Donley, North Orange County CCD
- Rocky Cifone, Pasadena Area CCD
- Barbara Freund, Pasadena Area CCD
- Von Lawson, Rancho Santiago CCD
- Bruce Noble, Rio Hondo CCD
- Mike Slavich, Rio Hondo CCD
- Patricia Ramos, Santa Monica CCD
- Corine Doughty, South Orange County CCD

Voting Members absent:

- Rick Miranda, Cerritos CCD
- Michael Ritterbrown, Glendale CCD
- Monte Perez, Los Angeles CCD

- Bart Hoffman, Rancho Santiago CCD
- Frank Dawson, Santa Monica CCD
- Anthony Teng, South Orange County CCD

I. **Meeting called to order at 8:32 a.m. by Jim Lancaster,** *Program Approval Lead; Interim Chair Voting Members*

II. **Voting Member Roll Call- Maria Madrigal,** *LAOCRC Administrative Secretary*

III. **Minutes from February 16th, 2017 Program Recommendation APPROVED as submitted**

IV. **Information/ Presentations & Discussion (~40 min)**
   a. Program recommendation process (cont.)
      i. **Flow Chart**: COE is being asked to be more involved in the Program Recommendation process
         a. Statewide initiative to make sure our program recommendation process is no longer than 30 days
      ii. **COE intake form**:
         1. COE engagement should be early in the program development process
         2. Lori Sanchez along other COE directors throughout the state created an intake form to request LMI data and we (LAOCRC) would use as a Notice of Intent
            a. Lori Sanchez explained the components of the COE intake form:

Doing What MATTERS
FOR JOBS AND THE ECONOMY

www.laocrc.org
714.241.5835
laocrc@rsccd.edu

      b. Select region>select district>college> voting member and contact information from person submitting the request

      c. Requestors will provide TOP codes and the occupations

      d. It will be a shorter timeline on request for occupations with established SOC (2 weeks) and a longer timeline for emerging occupations (6 weeks)

      e. Feedback is welcomed regarding the COE intake form

3. Using the COE for your LMI data is not required; you may use other entities that provide the LMI needed to support your program coming through the region. Nevertheless, it is recommended, by the Chancellor's Office, to use the COE service.

      a. There are two services COE offers:

            i. Review supporting data from other resources you are submitting for the program

            ii. Provide data for a program

      b. Will COE provide a gap analysis?

            i. They will provide supply and demand data

                1. To view an example, please **Click Here**

   iii. Calendar/timeline

      1. **Calendar**

         a. COE data (LMI) request

            i. If there are no matching SOC codes, it will be around a 6 week window

            ii. If there are matching SOC codes, it will be about 2 weeks window

         b. Every Monday

            i. Monday emails: You will be able to see who filed with the COE, we will use the COE intake form as the notice of intent.

            ii. Colleges, deans, and faculty encouraged to raise concerns at this point regarding destructive competition, discuss curriculum alignment, and other program issues.

         c. Program Recommendation-Example: October Agenda (assume October 19th VM meeting)

            i. As soon as you have an idea you submit a COE LMI data request.

            ii. Emerging occupations: COE would need to receive request by August.

            iii. Established matching SOC codes: two weeks prior to agenda deadline would suffice. For the imaginary October 20th meeting this would be September 21st.

                1. This keeps us within the 30 days max for regional recommendation

            iv. VM Business Meeting Agenda

                1. Will be created 2 weeks in advance of the meeting

                2. Online voting could be eliminated.

            v. Program recommendation applications would be submitted by the voting member to be placed on the agenda. An agenda will be created with all the attachments as links

                1. Agenda would go out to VMs approximately 10 days in advance of meeting.

                2. For example, you would have from October 10th- 19th to review the agenda and have college to college discussions regarding the proposed programs

                3. This process eliminates having a Program Approval/Recommendation lead.

www.laocrc.org
714.241.5835
laocrc@rsccd.edu

      vi. Submitting college would then receive notification of regional recommendation.

      vii. Concerns:

         1. The program is voted/recommended on as soon as the packet is done

         2. Very important to share this process with faculty

   d. College profiles:

      i. Recommended to change the College Profile to District Profile

      ii. Create a District Profile containing the following information:

         1. CEO

         2. Vice chancellor of academic affairs or educational programs

         3. College information:

            a. CTE dean

            b. Voting Member

            c. Economic Workforce Dean

            d. Vice President of Academic Affairs

            e. Curriculum Chair

            f. CTE Academic Liaison

            g. Curriculum Assistant

            h. Academic Senate President

         4. Email to all college stakeholders regarding program recommendation

         5. Concerns

            a. Letter of intent and expiration

            b. July 1, 2017 is the anticipated implementation date from the Chancellor's Office

b. LAOCRC Awards-- **Nomination Forms**

   i. There are four forms

      1. LAOCRC Career Technical Education Program Innovation of the Year Award

      2. LAOCRC Workforce Development Innovation of the Year Award

      3. LAOCRC Regional Collaboration Leader of the Year Award

      4. LAOCRC Regional Partner of the Year Award

   ii. Complete form

      1. Name of nominee

      2. Explain why this individual deserves the award

      3. Qualitative or quantitative data: please include

      4. Nominees have to be from the LAOCRC region

      5. No longer than 2 pages

      6. Requirements are included in the nomination form

      7. Working on a drop box the LAOCRC website to submit the nomination form

      8. All nominations turned in by May 15, 2017

         a. LAOCRC will send out reminders on these

         b. The nomination forms are a work in progress-- might have changes

            i. If there are major flaws please let Jim Lancaster know

            ii. Non-credit is included on the Career Technical Educational Program Award

            iii. LA and OC Directors will choose date for the awards

            iv. It does not have to go through the Voting Member only; it may from anyone as long as it stays within the LA and OC region

            v. We will send out a reminder via eBlast/eUpdates

LAOCRC is supported by the CA Community College Chancellor's Office and Carl D. Perkins IV grant #13-150-003.
Gustavo Chamorro, OC Director
Richard Verches, LA Director
Revised: 4/25/2017

105 of 116

CALIFORNIA COMMUNITY COLLEGES

LAOC|RC
los angeles | orange county | regional consortia

www.laocrc.org
714.241.5835
laocrc@rsccd.edu

V. **Reports (Those with * are expected to report) (~30 min)**
   a. Los Angeles Director*
      i. Last month
         1. Great level of engagement and collaboration between LA and Orange County
            a. DSNs
            b. Industry
            c. Partners
   b. Orange County Director*
      i. OC has been working in finishing year one of the Strong Workforce Program initiative and now have begun the planning for year 2
   c. Dean Resource Associate Chair
      i. None
   d. Strong Workforce Director/Fiscal Agent
      i. Sarah
         1. At the last meeting there was a timeline to finish Participation Agreements and Master Agreements this month of March
            a. Master Agreements have been approved in February
            b. The participation Agreements have been received and the fiscal agent will be reviewing the agreements for technical review
               i. Technical review will take place in order to ensure everything is in place, workplan consist of allowable items, and the funds line up
            c. Concern: If there is a disconnection between the lead and participating colleges, how are we dealing with situations like these?
               i. Technical review will take care in identifying those discrepancies and communicate with the appropriate people to fill in those gaps
            d. A summary sheet will be provided to the leads of all participation colleges
   e. Districts
      i. Cerritos
         1. None
      ii. Citrus
         1. **Human Resource Manager Survey: A Brief Survey of High School Diploma Relevancy Among San Gabriel Valley Employers**
            a. Shared research: Is a High School diploma still valid if applicant has an AA degree, a credential or certificate from community college?
            b. Results: ~40% of employers require a High School Diploma
            c. Jim will be working with San Gabriel Economic Partnership to expand the study: increase industry sectors and compare industry sector results.
      iii. Coast
         1. None
      iv. Compton
         1. Their college was evaluated last week and hoping to hear great news in June
            a. Looking forward to becoming independent again
      v. El Camino
         1. None
      vi. Glendale
         1. None
      vii. Long Beach
         1. None

LAOCRC is supported by the CA Community College Chancellor's Office and Carl D. Perkins IV grant #13-150-003.
Gustavo Chamorro, OC Director
Richard Verches, LA Director
Revised: 4/25/2017

106 of 116

![LAOCRC logo] CALIFORNIA COMMUNITY COLLEGES — LAOC RC — los angeles | orange county | regional consortia

www.laocrc.org
714.241.5835
laocrc@rsccd.edu

    viii. Los Angeles
1. 3rd Annual Regional CTE Symposium: April 27-28, 2017
   a. Student focused":
      i. Students develop portfolios and websites to show their developed content
      ii. There will be a creative space breakout session and entrepreneur session
   b. To register, **Click Here**.
2. 9th Annual Los Angeles Construction and Associated Careers Awareness Day: March 23, 2017
   a. Located at Los Angeles Trade Tech College
   b. About 3,000 LAUSD students attending to learn more about construction careers

    ix. Mt. SAC
1. Completed their accreditation

    x. North Orange
1. Cypress College will be celebrating their 50th Anniversary on April 1, 2017
   a. Dr. Simpson, President of Cypress College, will be retiring by the end of the fiscal year; they will be in search of a new President

    xi. Pasadena
1. Acknowledged Dr. Wendie Johnston for her support on the L.A. Bioscience Strong Workforce Program project that was submitted
2. New Voting Member for Pasadena City College: Barbara Freund, Dean of Health Sciences

    xii. Rancho Santiago
1. None

    xiii. Rio Hondo
1. Bruce mentioned he met with executives from the Energy, Construction, and Utilities; they discussed the importance of students creating a portfolio to be prepared for the workforce

    xiv. Santa Monica
1. None

    xv. South Orange
1. Irvine Valley College just finished their accreditation visit

f. Center of Excellence Director
    i. None

g. Program Recommendation Lead*
    i. Pre-Recommended programs
       1. IT Technician Pathway I- *Citrus College*
       2. IT Technician Pathway II- *Citrus College*

h. Ad-hoc Committees
    i. None

VI. **Action Items**
    a. **Consent**
       i. **Program Notices of Intent/Announcement**
1. Architecture, Civil, Engineering Design Drafting, *Rio Hondo College*
   a. *Cypress College, Irvine Valley College (drafting), Santa Monica College, Los Angeles Southwest College, Pasadena City College (tech)*
2. Graphic Design: Advertising Design, *Rio Hondo College*
   a. Los Angeles Southwest College
3. Graphic Design: Branding and Identity Design, *Rio Hondo College*
   a. *All*
4. Graphic Design: Publication Design, *Rio Hondo College*

Doing What MATTERS FOR JOBS AND THE ECONOMY

www.laocrc.org
714.241.5835
laocrc@rsccd.edu

a. *All*

5. Graphic Design: Web Design, *Rio Hondo College*

   a. *All*

ii. **Program Recommendation (Motion: Rocky Cifone, Pasadena Area CCD; Second: Virginia Rapp, El Camino CCD; APPROVED: Yes**)

   1. CISCO Networking Administration-CoA, *El Camino College*
   2. Computer User Support Specialist-CoA, *El Camino College*
   3. Computer Technician Analyst-CoA, *Fullerton College*
   4. Computer Technician Apprentice-CoA, *Fullerton College*
   5. Office Applications Apprentice-CoA, *Fullerton College*
   6. Office Applications Technician-CoA, *Fullerton College*
   7. CNC Machine Tool Technology-AS_CoA, *Long Beach City College*
   8. Digital Characters-CoA, *Rio Hondo College*
   9. Digital Environments-CoA, *Rio Hondo College*
   10. Medical Coding Specialist-CoA, *Saddleback College*
   11. Transitional Kindergarten-CoA, *Saddleback College*
   12. Cloud Computing-CoA, *Santa Monica College*

b. Other

   i. Change cut off to online voting time to 12 a.m.

VII. **Adjourn**

The LAOCRC Collaborative Meeting will meet at 10:30 A.M. – 12:00 P.M. in Room Artesia/La Palma

The Los Angeles Collaborative Luncheon Meeting will meet @ 12:00 A.M. - 1:30 P.M. in Room Artesia/La Palma

Next Voting Member Business Meeting will be on April 20th, 2017 at Sheraton Hotel- Cerritos.

WiFi Password: **Sheraton2016**

Cloud Computing

Los Angeles and Orange Counties
June 2020

Research Summary

The Los Angeles/Orange County Center of Excellence (COE) compiled this report to provide regional labor market supply and demand data related to **cloud computing.** The following summarizes key findings from this data brief:

- Over the next five years, there is projected to be **11,088 jobs available annually** in the region for computer occupations related to Cloud Computing due to new job growth and replacement needs.
- There were **155,840 job postings** over the last 12 months for occupations associated with Cloud Computing.
- On average, regional community colleges conferred **1,299 awards** (associate degrees + certificates) annually in information technology programs, between 2016 and 2019.

Cloud computing

The introduction of cloud computing to the ever-growing world of information technology is introducing significant changes not only to technology processes but to the workforce. Cloud computing allows for the storage, management, and processing of data using internet technologies ("the cloud"). Some of the leading cloud computing providers include Amazon Web Services (AWS), Google Cloud, Microsoft Azure, and IBM. Advantages of this ever-changing technology include[1]:

1. Payment for data center and server-type resources on an as needed basis or pay-as-you-go
2. Cost savings due to economies of scale
3. No more physical infrastructure and associated costs
4. Global reach and access
5. Deployment of technology services quickly

Uses of cloud computing

Cloud computing is utilized by a wide variety of organizations, including small businesses, large global corporations, government agencies and not-for-profits. Services available through cloud computing include[2]:

---

[1] https://aws.amazon.com/what-is-cloud-computing/
[2] https://azure.microsoft.com/en-us/overview/what-is-cloud-computing/

1

- Creation of new apps and services
- Storage, back up, and recovery of data
- Website and blog hosting
- Audio and video streaming
- Delivery of software on demand
- Analyzation of data for patterns and predictions

One emerging technology intertwined with cloud computing is Artificial Intelligence (AI). The convergence of cloud computing and AI allows users and machines to analyze and gather larger quantities of data at a faster rate. While this ability reduces time and cost, it requires additional resources to protect and maintain information security and safeguard against cyber threats. It is projected that the number of information security analyst jobs will grow by 12% in the region through 2022.[3] In response to this uptick in demand for security-related IT jobs, community colleges are developing and expanding programs that prepare students to meet industry needs.

Impact on workforce and training

With the introduction and implementation of cloud computing and AI into the information technology workforce, community colleges and other training providers will need to integrate these skills and technologies into the current curricula and training. Local community colleges currently offer several programs that train students in databases, programming, Linux, DevOps, quality assurance, and information security. Individual colleges are attempting to stack or leverage certificates for cloud computing career paths with related disciplines, including small business, computer science, web development, business analytics, IT and mobile developers.

The emergence of cloud computing has preempted incumbent IT workers to upskill based on workforce and employer needs. With the right training, workers with traditional IT skills—such as data engineers, enterprise architects, web developers, and networking engineers—can expand their knowledge, skills, and abilities within the ever-changing field of information technology.

Occupational outlook for cloud computing (Los Angeles and Orange counties combined)

Businesses that employ cloud computing workers use various job titles, which are explored below. In the region, major cloud computing employers include Northrop Grumman, Raytheon, Anthem Blue Cross, The Boeing Company, IBM, Deloitte, Disney, and Amazon. Traditional occupations with cloud computing elements in their expanding job descriptions, as well as the labor market demand are provided in the table below.

---

[3] Data Source: Emsi

Los Angeles/Orange County demand for cloud computing workers

SOC/O*NET	Occupation	Annual openings (2019-2024)	Sample job titles	Job Postings (April 2019-April 2020)
15-1132	Software Developers, Applications	2,965	Application developer; software architect; software engineer	59,596
15-1151	Computer User Support Specialists	2,367	Network technician; computer specialist	17,137
15-1199.02	Computer Systems Engineers/Architects*	1,676*	Applications analyst; computer analyst; system analyst	15,047
15-1199.09	Information Technology Project Managers*	1,676*	Network engineer; system architect	11,893
15-1121	Computer Systems Analysts	1,477	IT manager; project manager	11,978
15-1142	Network and Computer Systems Administrators	909	Information analyst; network administrator; network manager; systems administrator	7,758
15-1134	Web Developers	819	Web architect; webmaster; web design specialist	13,420
15-1143	Computer Network Architects	364	Network consultant; design engineer network analyst	4,080
15-1141	Database Administrators	270	Data architect; database coordinator; database programmer; database developer	8,388
15-1122	Information Security Analysts	242	Data security administrator; network security analyst; systems analyst	6,543
	Total Annual Openings	**11,088**	**Total Job Postings**	**155,840**

*The data presented for this occupation are based on the 6-digit SOC code for Computer Occupations, all other (15-1199). Number is counted once in the total.

Existing community college training programs

The following table shows the three-year average number of awards conferred by community colleges in the related TOP codes: Information Technology, General (0701.00), Computer Information Systems (0702.00), Software Applications (0702.10), Computer Science (Transfer) (0706.00), Computer Software Development (0707.00), Computer Programming (0707.10), Database Design and Administration (0707.20), Computer Systems Analysis (0707.30), Computer Infrastructure and Support (0708.00), Computer Networking (0708.10), Computer Support (0708.20), World Wide Web Administration (0709.00), E-Commerce (0709.10), and Other Information Technology (0799.00). The college with the most completions in the region is Mt. San Antonio College. Over the past 12 months, there was one other related program recommendation request from a regional community college.

TOP Code	Program name	College	2016-2017 Awards	2017-2018 Awards	2018-2019 Awards	3-Yr Average
0701.00	Information Technology, General	East LA	8	15	23	15
		LA Harbor	7	6	-	4
		LA Mission	4	1	1	2
		Long Beach	27	25	34	29
		Mt San Antonio	61	79	74	71
		Santa Monica	-	-	39	13
		West LA	3	4	4	4
		LA Subtotal	110	130	175	138
		Cypress	1	-	-	0
		OC Subtotal	1			0
		Supply Subtotal	111	130	175	139
0702.00	Computer Information Systems	Citrus	5	7	5	6
		Compton	1	-	1	1
		East LA	14	16	19	16
		El Camino	15	18	14	16
		Glendale	2	-	-	1
		LA City	3	4	1	3
		LA Mission	3	9	5	6
		LA Trade-Tech	23	14	8	15
		Pasadena	2	1	-	1
		Rio Hondo	10	19	21	17
		West LA	13	6	8	9
		LA Subtotal	91	94	82	89
		Cypress	5	8	5	6
		Fullerton	7	20	15	14
		Orange Coast	-	3	4	2
		Santa Ana	18	6	4	9
		Santiago Canyon	2	2	3	2
		OC Subtotal	32	39	31	34
		Supply Subtotal	123	133	113	123

4

TOP Code	Program name	College	2016-2017 Awards	2017-2018 Awards	2018-2019 Awards	3-Yr Average
0702.10	Software Applications	Cerritos	4	3	9	5
		LA City	2	-	-	1
		LA Mission	2	7	2	4
		LA Southwest	2	2	1	2
		Mt San Antonio	2	3	1	2
		Pasadena	2	-	-	1
		Santa Monica	17	10	18	15
		LA Subtotal	31	25	31	29
		Coastline	9	4	9	7
		Fullerton	1	-	-	0
		Irvine	28	22	39	30
		Saddleback	9	3	2	5
		OC Subtotal	47	29	50	42
		Supply Subtotal	**78**	**54**	**81**	**71**
0706.00	Computer Science (Transfer)	Cerritos	6	15	12	11
		Compton	-	1	1	1
		El Camino	28	26	37	30
		Glendale	2	2	7	4
		LA City	7	14	6	9
		LA Mission	-	-	3	1
		Long Beach	-	7	27	11
		Santa Monica	22	17	19	19
		LA Subtotal	65	82	112	86
		Fullerton	9	18	-	9
		Golden West	-	-	5	2
		Irvine	4	26	40	23
		Orange Coast	10	28	95	44
		Saddleback	13	19	23	18
		Santa Ana	10	7	12	10
		Santiago Canyon	15	17	7	13
		OC Subtotal	61	115	182	119
		Supply Subtotal	**126**	**197**	**294**	**206**
0707.00	Computer Software Development	LA City	-	-	1	0
		Pasadena	4	-	-	1
		LA Subtotal	4	-	1	2
		Cypress	1	1	1	1
		Golden West	7	3	4	5
		Orange Coast	5	7	7	6
		Saddleback	3	3	13	6
		OC Subtotal	16	14	25	18
		Supply Subtotal	**20**	**14**	**26**	**20**

5

TOP Code	Program name	College	2016-2017 Awards	2017-2018 Awards	2018-2019 Awards	3-Yr Average
0707.10	Computer Programming	Cerritos	1	4	-	2
		East LA	5	6	8	6
		Glendale	1	2	2	2
		LA City	43	-	-	14
		LA Mission	2	5	6	4
		LA Pierce	6	9	18	11
		LA Southwest	2	1	-	1
		LA Valley	26	10	7	14
		Long Beach	-	2	4	2
		Mt San Antonio	68	62	119	83
		Pasadena	1	8	11	7
		Santa Monica	25	42	44	37
		West LA	-	-	1	0
		LA Subtotal	180	151	220	184
		Cypress	27	18	22	22
		Fullerton	-	-	16	5
		Irvine	16	10	8	11
		Orange Coast	29	29	31	30
		Santa Ana	-	1	13	5
		Santiago Canyon	-	30	9	13
		OC Subtotal	72	88	99	86
		Supply Subtotal	**252**	**239**	**319**	**270**
0707.20	Database Design and Administration	Citrus	-	-	1	0
		Long Beach	-	1	3	1
		Mt San Antonio	11	4	11	9
		Santa Monica	2	2	1	2
		LA Subtotal	13	7	16	12
		Santa Ana	-	4	1	2
		OC Subtotal	-	4	1	2
		Supply Subtotal	**13**	**11**	**17**	**14**
0707.30	Computer Systems Analysis	Cerritos	6	4	2	4
		LA Subtotal	6	4	2	4
		Cypress	-	5	2	2
		OC Subtotal	-	5	2	2
		Supply Subtotal	**6**	**9**	**4**	**6**

TOP Code	Program name	College	2016-2017 Awards	2017-2018 Awards	2018-2019 Awards	3-Yr Average
0708.00	Computer Infrastructure and Support	LA Harbor	-	1	1	1
		LA Mission	-	-	2	1
		LA Valley	6	8	5	6
		Long Beach	1	1	3	2
		Mt San Antonio	16	20	24	20
		Pasadena	-	-	1	0
		West LA	-	-	4	1
		LA Subtotal	23	30	40	31
		Coastline	67	65	49	60
		Cypress	1	1	2	1
		OC Subtotal	68	66	51	62
		Supply Subtotal	**91**	**96**	**91**	**93**
0708.10	Computer Networking	Cerritos	10	8	11	10
		Glendale	-	6	3	3
		LA City	11	37	23	24
		LA Pierce	37	23	39	33
		Long Beach	25	27	55	36
		Mt San Antonio	9	2	8	6
		Rio Hondo	-	-	5	2
		West LA	52	43	77	57
		LA Subtotal	144	146	221	170
		Coastline	20	12	38	23
		Cypress	28	37	70	45
		Irvine	19	12	11	14
		Saddleback	21	17	10	16
		Santa Ana	-	7	14	7
		OC Subtotal	88	85	143	105
		Supply Subtotal	**232**	**231**	**364**	**276**
0708.20	Computer Support	Glendale	2	3	10	5
		LA Pierce	14	7	9	10
		Long Beach	-	1	8	3
		Pasadena	1	3	7	4
		LA Subtotal	17	14	34	22
		Cypress	3	1	3	2
		Santa Ana	-	10	9	6
		OC Subtotal	3	11	12	9
		Supply Subtotal	**20**	**25**	**46**	**30**
0709.00	World Wide Web Administration	Glendale	3	9	6	6
		LA Pierce	5	5	9	6
		Long Beach	5	4	22	10
		West LA	8	24	13	15
		LA Subtotal	21	42	50	38
		Saddleback	5	-	-	2

TOP Code	Program name	College	2016-2017 Awards	2017-2018 Awards	2018-2019 Awards	3-Yr Average
		OC Subtotal	5	-	-	2
		Supply Subtotal	**26**	**42**	**50**	**39**
0709.10	E-Commerce (Technology emphasis)	East LA	-	-	1	0
		LA Subtotal	-	-	1	0
		Saddleback	-	-	6	2
		OC Subtotal	-	-	6	2
		Supply Subtotal	**0**	**0**	**7**	**2**
0799.00	Other Information Technology	LA Harbor	1	1	-	1
		Mt San Antonio	9	5	13	9
		LA Subtotal	10	6	13	10
		Supply Subtotal	**11**	**13**	**10**	**11**
		Grand Total/Average	**1,108**	**1,187**	**1,600**	**1,299**

Sources

- O*NET Online
- Labor Insight/Jobs (Burning Glass)
- Economic Modeling Specialists, International (Emsi)
- Bureau of Labor Statistics (BLS)
- California Community Colleges Chancellor's Office Management Information Systems (MIS)
- Chancellor's Office Curriculum Inventory (COCI 2.0)

Luke Meyer, Director
Los Angeles/Orange County Center of Excellence
lmeyer7@mtsac.edu
June 2020