SANTA MONICA COLLEGE
ACADEMIC
SENATE
1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Agenda

Wednesday, May 17, 2023, 3:00 p.m.

Zoom Meeting:

Join from PC, Mac, Linux, iOS or Android: https://cccconfer.zoom.us/j/96386192571

Or iPhone one-tap (US Toll): +16699006833,96386192571# or +16694449171,96386192571#

Or Telephone:
+1 669 900 6833 (US Toll)
+1 669 444 9171 (US Toll)
+1 346 248 7799 (US Toll)
+1 253 215 8782 (US Toll)
+1 564 217 2000 (US Toll)
+1 646 876 9923 (US Toll)
+1 646 931 3860 (US Toll)
+1 301 715 8592 (US Toll)
+1 312 626 6799 (US Toll)
+1 386 347 5053 (US Toll)
Meeting ID: 963 8619 2571
International numbers available: https://cccconfer.zoom.us/u/abqJVu9Gkv

Or Skype for Business (Lync): SIP:96386192571@lync.zoom.us

Members:

Sal Veas, *Chair*	Fariba Bolandhemat	Aileen Huang	Redelia Shaw
Patricia Ramos, *Vice Chair*	Susan Caggiano	Alex Ibaraki	Scott Silverman
Bren Antrim	Javier Cambron	Sharlene Joachim	Briana Simmons
Alyssa Arreola (A.S.)	Dione Carter	Jing Liu	Lydia Strong
Jason Beardsley	Rachel Demski	Jacqueline Monge	Audra Wells
Mary Bober	Christina Gabler	Matthew Musselman	Associated Students Rep
Walter Butler	Walker Griffy	Estela Narrie	

Interested Parties:

Joelle Adams	Department Chairs	Kamiko Greenwood (A.S.)	Stacy Neal
Stephanie Amerian	Nathaniel Donahue	Tracie Hunter	Guadalupe Salgado
Maria Bonin	Kiersten Elliott	Maral Hyeler	Tammara Whitaker

Ex-Officio Members:
Jamar London

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

I. Call to Order and Approval of Agenda
II. Public Comments *(Two minutes is allotted to any member of the public who wishes to address the Committee.)*
III. Announcements
IV. Approval of Minutes 4
V. Chair's Report

VI. Information Items

(Non-Substantial Changes)
1. COUNS 20 Student Success Seminar
2. FILM 20 Beginning Scriptwriting

VII. Action Items

(Consent Agenda: Emergency DE to Fully Online and/or Hybrid)
a. ENGR 1 Introduction to Engineering
b. ENGR 21 Circuit Analysis

(Courses: New)
c. BUS 36 Salesforce for your Business 9
d. GAME 3 Fundamentals of Unreal Engine 13

(Courses: Substantial Changes)
e. AQUA 3 Microbiology and Genetics for Aquaculture (Added: prerequisites: AQUA 1 and AQUA 2) 17
f. AQUA 4 Husbandry and Life Support in Aquaculture and Aquarium Science (Added: prerequisites: AQUA 1 and AQUA 2) 21
g. AQUA 5 Advanced Topics in Aquaculture (Added: prerequisites: AQUA 1 and AQUA 2) 25
h. AQUA 10A SCUBA (Added: prerequisite: students are required to complete a physical examination and attain a medical release from a qualified M.D.; and pre/corequisite: swim 400 yards in under 12minutes Tread water for 10 minutes Free dive to 15 ft. Swim underwater for 25 yards) 29
i. CS 42 Digital Logic (Changed: advisory from MATH 20 to MATH 4) 31
j. DANCE 22A Beginning Mexican Dance (Changed: course # (was 22), name (added “Beginning”), course description/note, SLOs, course objectives/content, methods of presentation/evaluation, texts). 34
k. DANCE 22B Intermediate Mexican Dance (Changed: course # (was 23), course description, catalog note, SLOs, course objectives/content, methods of presentation/evaluation, texts) 36
l. DANCE 31A Ballet 1A (Changed: course # (was 31), name (was “Ballet 1”), course description/note, SLOs, course objectives/content, lab content, methods of presentation/evaluation, texts) 38
m. DANCE 32A Ballet 2A (Changed: course # (was 32), name (was “Ballet 2”), course description/note, SLOs, course objectives/content, lab content, methods of presentation/ evaluation, texts) 40
n. ENGL 53 Latino Literature in the United States (Changed: course description, SLOs, course objectives/ content, methods of presentation/evaluation, texts, and assignments) 42
o. OFTECH 23 Medical Billing (Medisoft) (Changed: hours/units (5 hours/3 units to 3 lecture hours/3 units), texts) 47

(Courses: Distance Education)
p. BUS 36 Salesforce for your Business 10
q. ENGL 53 Latino Literature in the United States 44
r. GAME 3 Fundamentals of Unreal Engine 14

(Programs: Revisions)
s. Communication Studies 2.0 AA-T 49
- Updated degree with the “2.0” version transfer model curriculum

t. Computer Programming AS/Certificate of Achievement 57
- Change MATH 20 for MATH 4 and added MATH 3 and PHILOS 9 to “or one of the following” electives in “Required Core” – no change in units

u. Insurance Specialist Certificate of Achievement 59
- Replace BUS 15 with BUS 15B for required courses, increasing major units by 1 (from 11 to 12)

v. Changes to degrees, certificates, and program maps as a result of courses considered on this agenda

VIII. New Business

IX. Old Business
- DEI in Curriculum

X. Adjournment

Please notify Sal Veas, Patricia Ramos, and Rachel Demski by email if you are unable to attend this meeting.

The next Curriculum Committee meeting is May 31, 2023.
May 31 will be the last Curriculum Committee meeting for Spring 2023.

SANTA MONICA COLLEGE ACADEMIC SENATE
1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Minutes

Wednesday, May 3, 2023, 3:00 p.m.
Zoom Meeting

Members Present:

Sal Veas, *Chair*	Fariba Bolandhemat	Aileen Huang	Redelia Shaw
Patricia Ramos, *Vice Chair*	Susan Caggiano	Alex Ibaraki	Scott Silverman
Bren Antrim	Javier Cambron	Sharlene Joachim	Briana Simmons
Alyssa Arreola (A.S.)	Dione Carter	Jing Liu	Lydia Strong
Jason Beardsley	Rachel Demski	Jacqueline Monge	Audra Wells
Mary Bober	Christina Gabler	Matthew Musselman	
Walter Butler	Walker Griffy	Estela Narrie	

Others Present:

Natalie Bumbera	Yiching Grace	Ferris Kawar	Mark Tomasic
Ruth Casillas	Jazmin Guzman	Walter Meyer	Alex Tower

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

I. Call to Order and Approval of Agenda
The meeting was called to order at 3:03 pm. Motion to approve the agenda with no revisions.
Motion made by: Patricia Ramos; **Seconded by:** Estela Narrie
The motion passed unanimously.

II. Public Comments
None

III. Announcements
None

IV. Approval of Minutes
Motion to approve the minutes of April 19 with no revisions.
Motion made by: Estela Narrie; **Seconded by:** Dione Carter
The motion passed unanimously.

V. Chair's Report

VI. Information Items

1. Senate Plenary Report – Sal Veas
   There were many valuable sessions at the ASCCC Spring 2023 Plenary, including practices and strategies on student-centered curriculum ("Authentic Voices in Curriculum Design"), actions being taken for DEIA ("Promising Practices for Faculty Evaluations on DEIA"), and academic freedom ("Academic Freedom: Making Space for Belonging and Connection in Our Classes and Campuses"). These topics will be important discussion and action items for our committee going forward.

2. Curriculum Institute 2023 – Sal Veas
   The Academic Senate will fund curriculum members who are interested in attending the 2023

Curriculum Institute. It is being held in a hybrid format (online and in-person) – if you're interested in attending, please reach out to Sal.

(Non-Substantial Changes)

3. ENGL 7 American Literature 1
4. ENGL 8 American Literature 2
5. ESL 922 Conversation and Culture in the U.S.

(SLO Alignment/Reconciliation for META/WebISIS)

6. POL SC 22 Environmental Politics and Policies *(same as ENVRN 22)*

VII. Action Items

(Consent Agenda: Program Maps)

a. Ethnic Studies AA/Certificate of Achievement Program Map
Motion to approve Ethnic Studies AA/Certificate of Achievement Program Map
Motion made by: Alex Ibaraki; **Seconded by:** Susan Caggiano
The motion passed unanimously.

(Courses: New)

b. AHIS 80 History of Exhibition & Display
Motion to approve AHIS 80 with no revisions.
Motion made by: Patricia Ramos; **Seconded by:** Susan Caggiano
The motion passed unanimously.

c. AQUA 1 Introduction to Aquaculture: History, Ecology and Sustainability
d. AQUA 2 Applications in Aquaculture - System Design, Monitoring and Maintenance
Motion to approve of AQUA 1 (VII. c.) and AQUA 2 (VII. d.) as a block with revisions to change SAM codes for AQUA 2 to C and removal of IGETC/CSUGE consideration for AQUA 1
Motion made by: Patricia Ramos; **Seconded by:** Walker Griffy
The motion passed unanimously.

e. AQUA 3 Microbiology and Genetics for Aquaculture
Motion to approve AQUA 3 (VII. e.) with revisions to change SAM code to C, remove CSUGE Area E, change start date to Fall 2024 to allow time for IGETC/CSUGE review/approval, and addition of lab manual to textbooks.
Motion made by: Patricia Ramos; **Seconded by:** Susan Caggiano
The motion passed unanimously.

f. AQUA 4 Husbandry and Life Support in Aquaculture and Aquarium Science
g. AQUA 5 Advanced Topics in Aquaculture
Motion to approve AQUA 4 (VII. f.) and AQUA 5 (VII. g.) as a block with revisions to change SAM code for both courses to C.
Motion made by: Jacqueline Monge; **Seconded by:** Fariba Bolandhemat
The motion passed unanimously.

h. AQUA 10A SCUBA *(same as KIN PE 49D) (*Prerequisite: Students are required to complete a physical examination and attain a medical release from a qualified M.D.; Pre/Corequisite: Swim 400 yards in under 12minutes Tread water for 10 minutes Free dive to 15 ft. Swim underwater for 25 yards)
Motion to approve AQUA 10A with revisions to correct cross-listing to KIN PE 49D and change AQUA 10A start date to Fall 2024 to allow time for CSUGE Area E and change SAM code to C.
Motion made by: Estela Narrie; **Seconded by:** Walker Griffy
The motion passed unanimously.

The AQUA 10A (VII. h.) prerequisite will be reviewed for approval at the May 17, 2023 curriculum meeting along with new prerequisites for AQUA 1, AQUA 2, AQUA 3, AQUA 4, and AQUA 5.

i. ART 82 Exhibition and Display Production
j. ART 84 Exhibition & Display Implementation, Activation, and Management
Motion to approve ART 82 (VII. i.) and ART 84 (VII. j.) as a block with no revisions.
Motion made by: Scott Silverman; **Seconded by:** Susan Caggiano
The motion passed unanimously.

k. ECE 919 Reflective Parenting with Infants
l. ECE 920 Reflective Parenting with Toddlers
Motion to approve ECE 919 (VII. k.) and ECE 920 (VII. l.) as a block with no revisions.
Motion made by: Susan Caggiano; **Seconded by:** Dione Carter
The motion passed unanimously.

m. ENGL 71 Introduction to Creative Writing (Advisory: ENGL 1)
n. ENGL 72 Writing in Fiction (Prerequisite: ENGL 71)
o. ENGL 73 Writing in Poetry (Prerequisite: ENGL 71)
p. ENGL 74 Writing in Creative Nonfiction (Prerequisite: ENGL 71)
Motion to approve ENGL 71 (VII. m.), ENGL 72 (VII. n.), ENGL 73 (VII. o.), and ENGL 74 (VII. p.) as a block with no revisions.
Motion made by: Dione Carter; **Seconded by:** Jacqueline Monge
The motion passed unanimously.

Motion to approve ENGL 71 advisory of ENGL 1 with no revisions.
Motion made by: Audra Wells; **Seconded by:** Walker Griffy
The motion passed unanimously.

Motion to approve ENGL 72 (VII. n.), ENGL 73 (VII. o.), and ENGL 74 (VII. p.) prerequisites of ENGL 71 as a block with no revisions.
Motion made by: Estela Narrie; **Seconded by:** Alex Ibaraki
The motion passed unanimously.

(Courses: Substantial Changes)
q. DANCE 19A Beginning Ballroom Dance (changed: course name (removed “American Style”), course description, SLOs, course/lab content, objectives, methods of presentation/evaluation)
Motion to approve changes to DANCE 19A with no additional revisions.
Motion made by: Susan Caggiano; **Seconded by:** Dione Carter
The motion passed unanimously.

r. ENGL 10 Race and Ethnicity in Literature of the U.S. (changed: course description, SLOs, course objectives/content, methods of presentation/evaluation)
s. ENGL 54 Indigenous Literatures of North America (changed: course description, SLOs, course objectives, course content, methods of presentation/evaluation)
t. ENGL 59 Lesbian and Gay Literature (changed: course description, SLOs, course objectives/content, methods of evaluation
Motion to approve changes to ENGL 10 (VII. r.), ENGL 54 (VII. s.), and ENGL 59 (VII. t.) as a block with no additional revisions.
Motion made by: Scott Silverman; **Seconded by:** Audra Wells
The motion passed unanimously.

(Courses: Distance Education)
u. AHIS 80 History of Exhibition & Display
Motion to approve distance education for AHIS 80 with no revisions.
Motion made by: Dione Carter; **Seconded by:** Audra Wells
The motion passed unanimously.

v. AQUA 1 Introduction to Aquaculture: History, Ecology and Sustainability
w. AQUA 2 Applications in Aquaculture - System Design, Monitoring and Maintenance (Hybrid only)

x. AQUA 3 Microbiology and Genetics for Aquaculture (Hybrid only)
y. AQUA 4 Husbandry and Life Support in Aquaculture and Aquarium Science (Hybrid only)
z. AQUA 5 Advanced Topics in Aquaculture
Motion to approve distance education for AQUA 1 (VII. v.), AQUA 2 (VII. w.), AQUA 3 (VII. x.), AQUA 4 (VII. y.), and AQUA 5 (VII. z.) as a block with no revisions.
Motion made by: Patricia Ramos; **Seconded by:** Jason Beardsley
The motion passed unanimously.

aa. ECE 919 Reflective Parenting with Infants
bb. ECE 920 Reflective Parenting with Toddlers
Motion to approve distance education for ECE 919 (VII. aa.) and ECE 920 (VII. bb.) as a block with no revisions.
Motion made by: Walker Griffy; **Seconded by:** Scott Silverman
The motion passed unanimously.

cc. ENGL 71 Introduction to Creative Writing
dd. ENGL 72 Writing in Fiction
ee. ENGL 73 Writing in Poetry
ff. ENGL 74 Writing in Creative Nonfiction
Motion to approve distance education for ENGL 71 (VII. cc.), ENGL 72 (VII. dd.), ENGL 73 (VII. ee.), and ENGL 74 (VII. ff.) as a block with no revisions.
Motion made by: Estela Narrie; **Seconded by:** Mary Bober
The motion passed unanimously.

gg. ESL 922 - Conversation and Culture in the U.S.
Motion to approve distance education for ESL 922 with no revisions.
Motion made by: Audra Wells; **Seconded by:** Sharlene Joachim
The motion passed unanimously.

(Courses: Global Citizenship)
hh. AHIS 80 History of Exhibition & Display
Motion to approve Global Citizenship for AHIS 80 with no revisions.
Motion made by: Dione Carter; **Seconded by:** Jason Beardsley
The motion passed unanimously.

ii. AQUA 1 Introduction to Aquaculture: history, ecology and sustainability
Motion to approve Global Citizenship for AQUA 1 with no revisions.
Motion made by: Estela Narrie; **Seconded by:** Susan Caggiano
The motion passed unanimously.

(Programs: New)
jj. Aquaculture Level I Certificate of Achievement
kk. Aquaculture Level II Certificate of Achievement
Motion to approve Aquaculture Level I Certificate of Achievement (VII. jj.) and Aquaculture Level II Certificate of Achievement (VII. kk.) as a block with no revisions.
Motion made by: Scott Silverman; **Seconded by:** Dione Carter
The motion passed unanimously.

ll. English AA-T
Motion to approve English AA-T with no revisions.
Motion made by: Estela Narrie; **Seconded by:** Dione Carter
The motion passed unanimously.

(Programs: Revisions)
mm. Changes to degrees, certificates, and program maps as a result of courses considered on this agenda
Motion to approve changes to degrees, certificates, and program maps as a result of courses

considered on this agenda.
Motion made by: Estela Narrie; **Seconded by:** Scott Silverman
The motion passed unanimously.

VIII. New Business
None

IX. Old Business
None

X. Adjournment
Motion to adjourn the meeting at 4:59 pm.
Motion made by: Scott Silverman; **Seconded by:** Susan Caggiano
The motion passed unanimously.

New Course: BUSINESS 36, Salesforce for your Business

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

Transferability:	Transfers to CSU
Degree Applicability:	Credit – Degree Applicable
Proposed Start:	Spring 2024
TOP/SAM Code:	051800 - Customer Service / C - Clearly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Business; Business Education; Management; Marketing
Program Impact:	Management/Leadership AS/Certificate of Achievement

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

I. **Catalog Description**
This is an introductory Salesforce course in the context of business. Salesforce is a cloud-based software company that provides businesses with tools that help them find more prospects, close more deals, and provide a higher level of service to their customers. This course will describe how companies use Salesforce. Students will differentiate between various job roles and career paths in the Salesforce ecosystem. This course is a starting point towards Salesforce certification. At the end of this course, students could pursue the next step towards the Salesforce Associate certification.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
1. "Introduction to Business", 1st , Lawrence J. Gitman, San Diego State University – Emeritus. Carl McDaniel, University of Texas, Arlington. Amit Shah, Frostburg State University., OpenStax © 2022, ISBN: 1-947172-55-7
2. "Salesforce for Beginners: A step-by-step guide to optimize sales and marketing and automate business processes with the Salesforce platform.", 2nd edition, Sharif Shaalan (Author), Timothy Royer (Author), Packt Publishing © 2022, ISBN: 978-1803239101

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Gain a foundational knowledge of Salesforce's core capabilities.
2. . Comprehend how the CRM platform solves the challenge of connecting departments and customer data.
3. Understand key Salesforce platform terms.
4. Learn how to navigate Salesforce efficiently.
5. Demonstrate and understand the types of business challenges that can be solved by using Salesforce.
6. Analyze fundamental functionality in the current version of Salesforce at a foundational level, such as requirements gathering, reporting, security, sharing and data management.

IV. **Methods of Presentation:**
Distance Education, Lecture and Discussion, Projects, Discussion, Group Work, Online instructor-provided resources

V. **Course Content**

% of Course	Topic
5.000%	Reports and Dashboards.

5.000%	Data Integrity and Security.
5.000%	Service Cloud, Experience Cloud.
10.000%	Nonprofit Cloud and Health Cloud.
10.000%	Sales Cloud and Marketing Cloud.
15.000%	Salesforce Navigation, Interface and Core Objects.
15.000%	Salesforce Roles and Careers.
25.000%	Introduction to Salesforce Ecosystem
10.000%	Business concepts
100.000%	Total

VI. **Methods of Evaluation**

% of Course	**Topic**
15%	Class Participation
25%	Group Projects
20%	Exams/Tests
25%	Written assignments
15%	Final Project
100%	Total

VII. **Sample Assignments:**
Individual Project: Choose a company that is currently using Salesforce as their main Customer Relationship Management platform and analyze various job roles and career paths in the Salesforce ecosystem.
Group Project: Given a case study, identify which Salesforce Customer 360 product offerings could be used to help deliver excellent customer service.

VIII. **Student Learning Outcomes:**
1. Gain knowledge of Salesforce's introductory concepts.
2. Learn about the different career opportunities that are available in the Salesforce job market.
3. Obtain knowledge of how Salesforce offers several features to help companies automate their business processes.
4. Demonstrate a level of engagement in the subject matter that reveals an understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and your personal life.

BUS 36 Distance Education Application

- ☑ Fully Online
- ☑ Online/Classroom Hybrid (not a delivery option when campus is closed)

1a. Instructor - Student Interaction:
The course will begin with a detailed welcome letter which includes pertinent details regarding the course and how the instructor will be in communication with the students. Each week, the instructor will post regular announcements and reminders regarding the assignments that need to be completed. Additionally, content pages will begin each module and will include key information and suggestions for how to approach content. Weekly discussion boards will be posted, and the instructor will provide comments, input and feedback just as is done in a traditional classroom environment. Additionally, constructive feedback will be provided on the homework essays and exams, in addition to numerical scores. A variety of materials are offered for students to learn about Salesforce concepts. Examples include the following: Videos, podcasts, case studies, guest speakers. The instructor will promptly respond to communication from students via email and through the "General Questions" discussion board.

1b. Student - Student Interaction:
Students will engage in weekly discussion board groups where they will be required to reply to at least two students in the class. In the first module, for example, students are asked to introduce themselves and reply to at least two other students in the class. From the beginning, a sense of community is established in the virtual classroom. Throughout the class, they will discuss different business concepts as well as any challenges using a Customer Relationship Management platform and servicing customers. They will also be able to participate in the "General Questions" discussion board where they can help each other with questions about the course content just as in an on-ground classroom.

1c. Student - Content Interaction:
The class is organized through weekly course modules. A wealth of material is offered for students to learn business and Salesforce concepts. The content includes the following: specific learning objectives for each module, comprehensive video lectures regarding the various types of customer service technology modalities, weekly discussion boards that help students to evaluate their understanding of the concepts, relevant supplemental course materials and articles to help the students relate the course concepts to everyday circumstances. The above content is provided on a weekly basis.

1d. Distance Ed Interactions:

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

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

3. Assessments:

% of grade	Activity	Assessment Method
30.00%	Exams	Exams will consist of multiple choice and/or short essay questions. Prior to exams, students are asked to post questions regarding the material on the "General Questions" discussion board. The instructor gives feedback and suggestions for how to succeed on the exam. Feedback is provided on the exams via the comments section in the Gradebook.

35.00%	Discussion Boards	After watching a video or reading the textbook, students answer questions regarding the material. They are graded upon their responsiveness to the questions and support provided for their answers. A grading rubric is provided. Feedback is provided via the comments section in the grade book.
35.00%	Hands on Projects	Prior to the assignment due dates, the instructor will provide rubrics with grading details. Students will have the opportunity to pose questions on the "General Questions" discussion board where all students can participate.

4. Instructor's Technical Qualifications:
Instructors should have received training on the learning management system in place. They should also be aware of the technical support that is available for faculty. Knowledge of how to ensure that material is accessible is also vital.

5. Student Support Services:
Links to the following services should be provided: online tutoring and tutorials for online classes. Students should be informed of the technical support phone number and other related student support services. Santa Monica College library, online tutoring, the bookstore, and tutorials for online classes. .

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

7. Representative Online Lesson or Activity:
Learning objective: Comprehend how the CRM platform solves the challenge of connecting departments and customer data.

After reviewing the above learning objective, students will view the lecture video that describes the importance of CRM (Customer Relationship Management) and its importance in a company for connecting departments and providing customer satisfaction. Following the video viewing, students will participate in a discussion where they provide examples of the process for effectively analyzing customer data for their customer service strategy.

New Course: GAME DESIGN 3, Fundamentals of Unreal Engine

Units:	3.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	2.00
Arranged:	1.00
Outside-of-Class Hours:	72.00
Date Submitted:	April 2023
Transferability:	Transfers to CSU
Degree Applicability:	Credit – Degree Applicable
Proposed Start:	Spring 2024
TOP/SAM Code:	061420 - Electronic Game Design / D - Possibly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Multimedia

Rationale
This course would be geared toward students from multiple disciplines who need a solid foundation in working with 3D engines such as Unreal Engine. With possible career paths in architectural visualization, game development, and virtual production, the course would have broad appeal.

I. **Catalog Description**
This introductory course provides an overview of the 3D real-time creation tool, Unreal Engine, as it may be applied to a variety of disciplines, such as game development, architectural visualization, and filmmaking. Topics covered include 3D objects, materials, lighting, physics, cameras and effects. In addition to the technical skills needed to effectively use the software, students will also be introduced to professional workflows for a range of careers.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
1. Unreal Engine 5 for Beginners, Sargey Rose, Packt Publishing © 2023

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Demonstrate an understanding of real-time 3D concepts and professional workflows.
2. Work with a variety of mesh types in a real-time 3D environment.
3. Apply materials, textures and lighting within a real-time 3D environment.
4. Use physics and visual scripting to add complexity to a real-time 3D environment.
5. Effectively manage real-time 3D projects for a variety of disciplines.

IIIb. **Arranged Hours Objectives:**
Upon completion of this course, the student will be able to:
1. Use the Unreal Engine interface in a proficient manner.

IV. **Methods of Presentation:**
Lecture and Discussion, Observation and Demonstration, Lab, Critique, Projects, Visiting Lecturers, Online instructor-provided resources

IVb. **Arranged Hours Instructional Activities:**
Online instructor-provided resources

V. **Course Content**

% of Course	Topic

10.000%	Interface and navigation basics
10.000%	Quixel and 3D world building
10.000%	Lighting
10.000%	Materials
10.000%	Physics and simulations
10.000%	Blueprints and visual scripting
10.000%	Rigs and animation
10.000%	Audio
10.000%	Sequencer and cinematography
10.000%	Optimization and publishing
100.000%	Total

Vb. **Lab Content**

% of Course	Topic
100.00%	In-class exercises and projects.
100.00%	Total

VI. **Methods of Evaluation**

% of Course	Topic
20%	Class Participation
50%	Projects: Ten class projects.
30%	Final Project
100%	Total

VII. **Sample Assignments:**
Mixamo Project: Download a Mixamo animation and skeleton. Retarget the animation onto the Unreal mannequin and make a screen recording of the animation loop in Unreal. Submit the Mixamo file and the screen recording.
Virtual Reality Project: Download the provided environment file of an empty studio in a near-future apartment complex. Light, texture and set dress the environment using original or Marketplace assets to tell the story of the apartment's occupant. The project must be optimized for VR.

VIII. **Student Learning Outcomes:**
1. Students will exhibit strong academic behaviors, including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.
2. Students will demonstrate mastery of the course content by creating effective and original 3D projects in a real-time engine.

GAME 3 Distance Education Application

☑ Fully Online
☑ Online/Classroom Hybrid (not a delivery option when campus is closed)

1a. Instructor - Student Interaction:
The course will begin with a detailed welcome letter which includes pertinent details regarding the course and how the instructor will be in contact with the students. Each week the instructor will post announcements, reminders, or notes regarding assignments. Additionally, content pages will begin each module and will include key information and

suggestions for how to approach content. Regular discussion boards will be posted and the instructor will provide comments, input, and feedback just as in a traditional classroom setting. Additionally, constructive feedback will be provided on the homework in a time-frame adequate for students to adjust for the next assignment. The instructor will promptly respond to communication from students via email, the "General Questions" discussion board, and any other communication media used.

1b. Student - Student Interaction:
Students will engage in weekly discussion board groups where they will be required to reply to at least two students in the class. In the first module, for example, students are asked to introduce themselves and reply to at least two other students in class. From the beginning, a sense of belonging and community is established in the online classroom. Throughout the course of the semester, students can help each other out by posting replies and engaging in the discussion boards and Q&A sessions. Students will also give constructive feedback on the Midterm and Final presentations through additional discussion boards dedicated to those presentations.

1c. Student - Content Interaction: Describe the nature and expected frequency of student-content interactions:
The classroom is organized into weekly course modules. Each weekly module consists of: learning objectives for each module, lectures (written and transcribed recordings), weekly discussion boards which reinforce the weekly concepts, and a reminder on what is due or what progress should be made during the week on the student work or projects.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	This is a critical component and will comprise discussions on topics and student projects. Discussion boards will be for instructor and peer feedback on course material as well as general class communication.	10.00%
Online Lecture	Lecture content will be delivered both in a text format that is compliant for accessibility and in captioned video recordings.	30.00%
Project Presentation	Students are required to complete several projects for grading that are based on the lecture content.	40.00%
Study and/or Review Sessions	A weekly Q&A session will be conducted to provide instructor feedback on the current project. These sessions will be recorded and captioned for students who are unable to attend. Students will also be asked to provide qualitative feedback or questions during these sessions as part of their participation grade.	20.00%

2. Organization of Content:
The instructor will lecture, demonstrate and give inspirational images or videos for students to use for project development. Rubrics are used to clarify instructor requirements for assignments. The online course system is sufficient in providing for these. Content is organized according to major content headings on the syllabus. Each module clearly states what the objectives are, and the assignments are consistent with the topic for that week. Due dates are given at the beginning of class to allow time for scheduling to complete the project. Assignments are given spaced through the semester. Materials needed for all projects are given at the beginning of the semester, so students have ample time to purchase what is needed and to be transparent about the cost. Low-cost alternative solutions are given or considered.

3. Assessments:

% of grade	Activity	Assessment Method
20.00%	Participation	Students will be required to post an introduction at the start of the semester, and be asked to provide qualitative feedback on the discussion boards or during live Q&A sessions as part of their participation grade.
50.00%	Course Projects	Students shall submit a digital file or a hyperlink for each course project, depending on the content. Instructor and student feedback will be provided directly through the online learning platform.
30.00%	Final Project	Students will submit an original final project applying the principles learned over the course of the semester. The instructor shall grade the submissions and provide feedback in a timely fashion.

4. Instructor's Technical Qualifications:

The instructor should receive training or be familiar with the college's learning management system. This includes all the required technology for online delivery, such as building the course and communication tools such as discussion boards. They should also be aware of the technical support available for faculty and the knowledge to ensure the material and course content is accessible.

5. Student Support Services:
Links to the following should be provided: online tutoring, online learning platform tutorials, and technical support.

6. Accessibility Requirements:
All content will be reviewed to ensure compliance is met. Videos shall be close captioned, files and slideshows shall be reviewed for accessibility through the software and through a compliance review.

7. Representative Online Lesson or Activity:
Course Objective:
Apply materials, textures and lighting within a real-time 3D environment.

Sample Assignment:
Download the provided environment file of an empty studio in a near-future apartment complex. Light, texture and set dress the environment using original or Marketplace assets to tell the story of the apartment's occupant. The project must be optimized for VR.

Online Process:
Students will read and watch the lecture notes and video demonstrations that are posted on the online learning platform. They will complete the assignment by downloading the provided file and using the techniques outlined in the lecture content. Discussions with the instructor and other students through discussion boards and video conferencing tools will assure the understanding and mastery of the required skills. Students will submit the final file or hyperlink to the online learning platform, and the instructor and classmates will provide feedback.

Substantial Change: AQUACULTURE 3, Microbiology and Genetics for Aquaculture

Units:	4.00
Total Instructional Hours (usually 18 per unit):	108.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	3.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to CSU, UC (pending review)
Degree Applicability:	Credit – Degree Applicable
Prerequisite(s):	AQUA 1 and AQUA 2

Rationale
This is one of the courses for the partial fulfillment of the requirements for Certificate - level 2 in Aquaculture.

I. **Catalog Description**
This course addresses topics in clinical microbiology and genetics relevant to aquaculture and aquarium sciences. With consideration for environmental change, additionally, this course addresses conservation and restoration practices for endangered species.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
1. Aquaculture and Fisheries Biotechnology: Genetic Approaches, 3, Dunham, Rex A., CABI © 2023, ISBN: 9781789243444
2. Recent Advances in Aquaculture Microbial Technology, 1, Editors: Jyothis, Matthew; Jose Midhun, EK Radhakrishnan, and Ajay Kumar, Elsevier/AP © 2022, ISBN: 9780323902618

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Appraise and differentiate between disease-causing microbes and those that are necessary for healthy, sustainable aquaculture systems.
2. Evaluate the effectiveness of disease remedies in aquaculture with consideration for best practices in sustainability and public health.
3. appraise and differentiate among genetic manipulation techniques for increased production with consideration for environmental and public health factors.

IV. **Methods of Presentation:**
Distance Education, Lecture and Discussion, Lab, Observation and Demonstration, Discussion, Critique, Projects, Field Trips, Visiting Lecturers, Group Work, Online instructor-provided resources, Experiments

V. **Course Content**

% of Course	Topic
12.500%	Ploidy Manipulation
12.500%	Selective Breeding
12.500%	Heredity
12.500%	Introduction to Genetics
10.000%	Histology
10.000%	Diseases and Mitigation
10.000%	Disease Identification
10.000%	Microbes in the Hatchery
10.000%	Introduction to microbes

100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
10%	Class Participation: Points will be awarded for active discussion and participation in class and lab activities.
15%	Quizzes: Multiple, regularly spaced quizzes will be used to assess student progress.
25%	Exams/Tests: 2-4 regularly spaced exams will assess mastery of subject material.
25%	Lab Reports: Reports and assignments will be used to assess skill building in laboratory techniques and concepts.
25%	Final exam: A final, capstone examination will be used to assess the overall understanding and skillsets presented in this course.
100%	Total

VII. **Sample Assignments:**

Microbe Characterization: Design and execute an experiment to sample and characterize the microbes in the sea water tank. Report your findings in graph form. Be sure to include figure legends for each of your graphs.
Disease assessment and treatment: Given a set of symptoms, assess for potential microbial causes and suggest potential treatments.
Selective Breeding for Climate Change: Suggest a selective breeding regime to improve culture viability in open water in response to climate change (ie: increased temperature and lower pH).

VIII. **Student Learning Outcomes:**

1. Appraise and differentiate between disease-causing microbes and those that are necessary for healthy, sustainable aquaculture systems.
2. Evaluate the effectiveness of disease remedies in aquaculture with consideration for best practices in sustainability and public health.
3. Appraise and differentiate among genetic manipulation techniques for increased production with consideration for environmental and public health factors.

Prerequisite Checklist and Worksheet: AQUA 3

Prerequisite: AQUA 1; Introduction to Aquaculture; history, ecology, and sustainability

SECTION 1 - CONTENT REVIEW: If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or 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 prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	**X**	
4. Selection of this prerequisite, corequisite or 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 necessary for success before and/or concurrent with enrollment have been specified in writing.	**X**	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	**X**	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	**X**	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	**X**	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	**X**	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

X Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, …)
Complete the Prerequisite Worksheet

ENTRANCE SKILLS FOR **(AQUA 3)**
(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Examine the ecological principles of finfish, shellfish and algae, as they relate to sustainable aquaculture.
B)	Defend sustainability needs in aquaculture, and critique various modern aquaculture approaches in this context.

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

1.	Examine the ecological principles of finfish, shellfish and algae, as they relate to sustainable aquaculture.
2.	Defend sustainability needs in aquaculture, and critique various modern aquaculture approaches in this context.

		ENTRANCE SKILLS FOR (AQUA 3)							
EXIT SKILLS FOR (AQUA 1)		A	B	C	D	E	F	G	H
	1	X							
	2		X						
	3								
	4								
	5								
	6								
	7								
	8								

Prerequisite Checklist and Worksheet: AQUA 3

Prerequisite: AQUA 2; Applications in Aquaculture – System Design, Monitoring and Maintenance

SECTION 1 - CONTENT REVIEW: If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or 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 prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	**X**	
4. Selection of this prerequisite, corequisite or 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 necessary for success before and/or concurrent with enrollment have been specified in writing.	**X**	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	**X**	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	**X**	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	**X**	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	**X**	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

x Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, …)
Complete the Prerequisite Worksheet

ENTRANCE SKILLS FOR **(AQUA 3)**
(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Effectively monitor aquaculture systems, analyze the system for efficiency and productivity, and make adjustments based on those evaluations
B)	Appraise and apply techniques to maximize success in hatching and rearing of aquatic taxa.

EXIT SKILLS (objectives) FOR **(AQUA 2)**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Effectively monitor aquaculture systems, analyze the system for efficiency and productivity, and make adjustments based on those evaluations
2.	Appraise and apply techniques to maximize success in hatching and rearing of aquatic taxa.

	ENTRANCE SKILLS FOR (AQUA 3)								
EXIT SKILLS FOR (AQUA 2)		A	B	C	D	E	F	G	H
	1	x							
	2		x						
	3								
	4								
	5								
	6								
	7								
	8								

Substantial Change: AQUACULTURE 4, Husbandry and Life Support in Aquaculture and Aquarium Science

Units:	2.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	1.50
In-Class Lab:	1.50
Arranged:	0.00
Outside-of-Class Hours:	54.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit – Degree Applicable
Prerequisite(s):	AQUA 1 and AQUA 2

Rationale
This course addresses topics in spawning, rearing and other aspects of hubandry relevant to aquaculture and aquarium sciences.

I. **Catalog Description**
This course explores production, nutrition, growing and preservation of aquaculture organisms for the food industry as well as for non-food uses of aquaculture products. Additionally, with consideration for environmental change, this course addresses conservation and restoration practices for endangered species.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
1. Aquaculture: Farming Aquatic Animals and Plants, 3, John S Lucas, Paul C Southgate, Craig S Tucker, Wiley-Blackwell © 2019, ISBN: 1119230861

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Appraise and differentiate between different techniques in conditioning/fertilization of shellfish/finfish/algae.
2. Evaluate effectiveness of different cryopreservation techniques in aquaculture.
3. Establish best practices for nutrition and feeding of fish, shellfish and algae with consideration for both sustainability and economic viability.
4. Appraise and differentiate between food versus non-food uses of aquaculture-produced material.

IV. **Methods of Presentation:**
Distance Education, Lecture and Discussion, Lab, Observation and Demonstration, Discussion, Critique, Projects, Experiments, Visiting Lecturers, Field Trips, Group Work, Online instructor-provided resources

V. **Course Content**

% of Course	Topic
25.000%	Non-food uses of produced material
25.000%	Nutrition and feeding of fish, shellfish, and algae
25.000%	Cryopreservation techniques in aquaculture
25.000%	Gametes, gametogenesis and conditioning/fertilization of Fish/Finfish/Algae
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
10%	Class Participation: Points will be awarded for active discussion and participation in class and lab activities.

15%	Quizzes: Quizzes will be offered in regular intervals to assess whether students are staying current.
25%	Exams/Tests: 2-4 regularly spaced exams will assess mastery of subject material.
25%	Lab Reports: Reports and assignments will be used to assess skill building in laboratory techniques and concepts.
25%	Final exam: A final, capstone examination will be used to assess the overall understanding and skillsets presented in this course.
100%	Total

VII. **Sample Assignments:**
Cost-Benefit Analysis: Select a nutrition and feeding regimen for an aquaculture species covered in this course. Consider cost of feed, health and growth rate of the aquaculture species, human health, and environmental concerns. Determine the optimal density for maximizing profit, and the length of time to maturity and shipment.
Balancing Risk with Production: Identify an aquaculture species within each of the three taxa. Perform a risk assessment and potential of disease outbreak as a function of species density. Describe an idealized balance between maximizing production, while minimizing risk of system collapse or disease outbreak.

VIII. **Student Learning Outcomes:**
1. Appraise and differentiate between different techniques in conditioning/fertilization of shellfish/finfish/algae.
2. Evaluate effectiveness of different cryopreservation techniques in aquaculture.
3. Establish best practices for nutrition and feeding of fish, shellfish and algae with consideration for both sustainability and economic viability.
4. Appraise and differentiate between food versus non-food uses of aquaculture-produced material.

Prerequisite Checklist and Worksheet: AQUA 4

Prerequisite: AQUA 1; Introduction to Aquaculture; history, ecology, and sustainability

SECTION 1 - CONTENT REVIEW: If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or 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 prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	**X**	
4. Selection of this prerequisite, corequisite or 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 necessary for success before and/or concurrent with enrollment have been specified in writing.	**X**	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	**X**	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	**X**	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	**X**	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	**X**	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

X Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, …)
Complete the Prerequisite Worksheet

ENTRANCE SKILLS FOR **(AQUA 4)**

(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Examine the ecological principles of finfish, shellfish and algae, as they relate to sustainable aquaculture.
B)	Defend sustainability needs in aquaculture, and critique various modern aquaculture approaches in this context.

EXIT SKILLS (objectives) FOR **(AQUA 1)**

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

1.	Examine the ecological principles of finfish, shellfish and algae, as they relate to sustainable aquaculture.
2.	Defend sustainability needs in aquaculture, and critique various modern aquaculture approaches in this context.

		ENTRANCE SKILLS FOR (AQUA 4)							
EXIT SKILLS FOR (AQUA 1)		A	B	C	D	E	F	G	H
	1	X							
	2		X						
	3								
	4								
	5								
	6								
	7								
	8								

Prerequisite Checklist and Worksheet: AQUA 4

Prerequisite: AQUA 2; Applications in Aquaculture – System Design, Monitoring and Maintenance

SECTION 1 - CONTENT REVIEW: If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or 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 prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	**X**	
4. Selection of this prerequisite, corequisite or 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 necessary for success before and/or concurrent with enrollment have been specified in writing.	**X**	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	**X**	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	**X**	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	**X**	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	**X**	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

X Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, …)
Complete the Prerequisite Worksheet

ENTRANCE SKILLS FOR **(AQUA 4)**
(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Effectively monitor aquaculture systems, analyze the system for efficiency and productivity, and make adjustments based on those evaluations
B)	Appraise and apply techniques to maximize success in hatching and rearing of aquatic taxa.

EXIT SKILLS (objectives) FOR **(AQUA 2)**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Effectively monitor aquaculture systems, analyze the system for efficiency and productivity, and make adjustments based on those evaluations
2.	Appraise and apply techniques to maximize success in hatching and rearing of aquatic taxa.

		ENTRANCE SKILLS FOR (AQUA 4)							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR (AQUA 2)	1	x							
	2		x						
	3								
	4								
	5								
	6								
	7								
	8								

Substantial Change: AQUACULTURE 5, Advanced Topics in Aquaculture

Units:	2.00
Total Instructional Hours (usually 18 per unit):	36.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	72.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit – Degree Applicable
Prerequisite(s):	AQUA 1 and AQUA 2

Rationale
This is one of the courses required for the partial fulfillment of the Certificate - level 2 in Aquaculture

I. **Catalog Description**
This course examines the physical and logistical aspects of starting an aquaculture project, including permitting, site selection, licensing, security, and landing best practices. Additionally, the course will cover concepts of biological security, as well as food production, handling and delivery.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
1. No textbook is appropriate for this course. However, a variety of local and government agency documents and websites will be used as needed.

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Evaluate and analyze site conditions to optimize an aquaculture system setting.
2. Create and defend the justification for Permitting and licensing applications.
3. Facilitate a mock stakeholders meeting to negotiate acceptable social license for establishing an aquaculture business at a given location.
4. Assess and criticize the impact of alien genetic introductions, and evaluate how aquaculture systems can be constructed with effective preventative mechanisms.

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

V. **Course Content**

% of Course	Topic
25.000%	Landings, including boat safety and knots
15.000%	Creating Food/Delivery and Handling
15.000%	Social License
15.000%	Biological Security and safeguarding against alien genetic introductions.
15.000%	Permitting & Certification
15.000%	Site selection
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
25%	Class Participation: Points will be awarded for active participation in discussion boards.

20%	Quizzes: regular and evenly spaced quizzes will be administered to assess progress toward mastery of skills and concepts.
20%	Projects: A variety of projects, specific to different course modules will be assigned to assess real-world ability to address the needs of starting and operating an aquaculture system.
35%	Final Project: A cumulative capstone project or exam will be assigned to assess course mastery.
100%	Total

VII. **Sample Assignments:**
Knot Tying Assignment: Record a short video of yourself tying at least 10 knots covered in class, and explain the usage and possible function for each knot you present.
Permit Justification: Write a justification of your ideal aquaculture project for the purpose of applying for a local permit to produce food.

VIII. **Student Learning Outcomes:**
1. Evaluate and analyze site conditions to optimize an aquaculture system setting.
2. Create and defend the justification for Permitting and licensing applications.
3. Facilitate a mock stakeholders meeting to negotiate acceptable social license for establishing an aquaculture business at a given location.
4. Assess and criticize the impact of alien genetic introductions, and evaluate how aquaculture systems can be constructed with effective preventative mechanisms.

Prerequisite Checklist and Worksheet: AQUA 5

Prerequisite: AQUA 1; Introduction to Aquaculture; history, ecology, and sustainability

SECTION 1 - CONTENT REVIEW: If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or 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 prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	**X**	
4. Selection of this prerequisite, corequisite or 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 necessary for success before and/or concurrent with enrollment have been specified in writing.	**X**	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	**X**	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	**X**	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	**X**	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	**X**	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

X Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, …)
Complete the Prerequisite Worksheet

ENTRANCE SKILLS FOR **(AQUA 5)**
(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Examine the ecological principles of finfish, shellfish and algae, as they relate to sustainable aquaculture.
B)	Defend sustainability needs in aquaculture, and critique various modern aquaculture approaches in this context.

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

1.	Examine the ecological principles of finfish, shellfish and algae, as they relate to sustainable aquaculture.
2.	Defend sustainability needs in aquaculture, and critique various modern aquaculture approaches in this context.

		ENTRANCE SKILLS FOR (AQUA 5)							
EXIT SKILLS FOR (AQUA 1)		A	B	C	D	E	F	G	H
	1	X							
	2		X						
	3								
	4								
	5								
	6								
	7								
	8								

Prerequisite Checklist and Worksheet: AQUA 5

Prerequisite: AQUA 2; Applications in Aquaculture – System Design, Monitoring and Maintenance

SECTION 1 - CONTENT REVIEW: If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or 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 prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	**X**	
4. Selection of this prerequisite, corequisite or 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 necessary for success before and/or concurrent with enrollment have been specified in writing.	**X**	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	**X**	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	**X**	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	**X**	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	**X**	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

X Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, …)
Complete the Prerequisite Worksheet

ENTRANCE SKILLS FOR **(AQUA 5)**
(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Effectively monitor aquaculture systems, analyze the system for efficiency and productivity, and make adjustments based on those evaluations
B)	Appraise and apply techniques to maximize success in hatching and rearing of aquatic taxa.

EXIT SKILLS (objectives) FOR **(AQUA 2)**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Effectively monitor aquaculture systems, analyze the system for efficiency and productivity, and make adjustments based on those evaluations
2.	Appraise and apply techniques to maximize success in hatching and rearing of aquatic taxa.

	ENTRANCE SKILLS FOR (AQUA 5)								
EXIT SKILLS FOR (AQUA 2)		A	B	C	D	E	F	G	H
	1	x							
	2		x						
	3								
	4								
	5								
	6								
	7								
	8								

Substantial Change: AQUACULTURE 10A, SCUBA

Units:	2.00
Total Instructional Hours (usually 18 per unit):	72.00
Hours per week (full semester equivalent) in Lecture:	1.00
In-Class Lab:	3.00
Arranged:	0.00
Outside-of-Class Hours:	36.00

Transferability:	Transfers to CSU, UC (pending review)
Degree Applicability:	Credit – Degree Applicable
Prerequisite:	Students are required to complete a physical examination and attain a medical release from a qualified M.D.
Pre/corequisite:	Swim 400 yards in under 12minutes Tread water for 10 minutes Free dive to 15 ft. Swim underwater for 25 yards

Rationale
This course addresses both the SCUBA diving as well as first aid / CPR requirements for the SMC Aquaculture program and for work in the aquaculture industry. Additionally, this course provides a potential pathway for professional and/or commercial diving careers. This course should be cross listed as KIN PE 49D.

I. **Catalog Description**
This lecture & lab (pool and field) course explores the conceptual aspects of SCUBA (Self Contained Underwater Breathing Apparatus) diving, as well as application and knowledge of techniques required for safe open water dives. After completion of this course, students will receive a NAUI (National Association of Underwater Instructors) open-water diving certificate in preparation for the scientific diving course per AAUS (American Academy of Underwater Sciences) standards. This course partially fulfills the requirements of the aquaculture program and is the first of a series of courses that prepare students for advanced recreational, scientific, and/or professional diving. This course also includes NAUI/DAN (Divers Alert Network) Diving First Aid for Professional Divers (DFA Pro) designed for commercial, professional, aquarium and scientific divers, providing first-aid knowledge and skills specific to these work environments. DFA Pro is comprised of information from the Emergency Oxygen for Scuba Diving Injuries, Neurological Assessment, First Aid for Hazardous Marine Life Injuries and CPR HCP courses. It meets U.S. Occupational Safety and Health Administration (OSHA) guidelines for workplace CPR and first aid.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
1. NAUI e-learning open water manual

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Demonstrate mastery of SCUBA diving skills.
2. Solve emergent underwater crises and facilitate rescue diving solutions.
3. Assess and respond to potential diving related injuries.
4. Execute work related tasks including scientific experimentation and arduous physical activities while on SCUBA.

IV. **Methods of Presentation:**
Field Experience, Lecture and Discussion, Observation and Demonstration, Discussion, Critique, Projects, Field Trips, Visiting Lecturers, Individualized Instruction, Group Work, Online instructor-provided resources

V. **Course Content**

% of Course	Topic
10.000%	Opportunities in diving
10.000%	First Aid/CPR/Oxygen/Defibrillator
20.000%	Advanced techniques for underwater work
20.000%	Basic techniques for safe diving

10.000%	Environment
20.000%	Equipment
5.000%	Physiology
5.000%	Physics
100.000%	Total

VI. **Methods of Evaluation**

% of Course	**Topic**
50%	Exams/Tests: Multiple written and oral exams will assess students' knowledge of course content, techniques, equipment, and safety.
10%	Group Projects: Multiple underwater group projects will assess students' comfort and ability to perform work on SCUBA.
40%	Performance: Students will demonstrate their basic skills in boating safety, diving safety, diving equipment, and addressing emergency scenarios.
100%	Total

VII. **Sample Assignments:**
Underwater project: Working with three partners, use navigational techniques and underwater signals to create an underwater transect and sample quadrats along that line.
Basic SCUBA skills: Demonstrate ability to purge flooded mask and retrieve lost regulator.

VIII. **Student Learning Outcomes:**
1. Demonstrate mastery of SCUBA diving skills.
2. Solve emergent underwater crises and facilitate rescue diving solutions.
3. Assess and respond to potential diving related injuries.
4. Execute work related tasks including scientific experimentation and arduous physical activities while on SCUBA.

Substantial Change: COMPUTER SCIENCE 42, Digital Logic

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
Advisory(s):	MATH 4

Rationale
With the advent of AB 705, the Mathematics department is not allowed to offer pre-collegiate level courses. Math 20 (Intermediate Algebra) was originally an advisory for this class. We are making this change to replace Math 20.

I. **Catalog Description**
This course provides an introduction to fundamental operations and components that make computers possible. Topics include: number systems; Boolean algebra and logic gates (AND, OR, NOT, XOR, and NAND); simplification of Boolean functions; combination logic; sequential logic; design of the adder, subtractor, ROM, decoder, and multiplexer; register transfer logic; and processor logic, control logic, and microcomputer system design.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
1. Logic and Computer Design Fundamentals, 5th, M. Morris Mano, Charles R. Kime, Tom Martin, Prentice Hall © 2015, ISBN: 9780133760637
2. Digital Design, 4th, Morris Mano and Michael Ciletti, Pearson Education © 2018, ISBN: 978-0132774208

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Explain the essentials of Boolean expression
2. Simplify and design a combinational circuit.
3. Design a full and half adder
4. Demonstrate an understanding of how register transfer logic, how Arithmetic Logic Unit works
5. Demonstrate an understanding of processor logic and control unit and microcomputer system.

IV. **Methods of Presentation:**
Lecture and Discussion, Online instructor-provided resources, Projects, Other (Specify)
Other Methods: Discussions and problem solving, Design circuit for a given problem, Logical analysis of problems. Code analysis. PowerPoint demonstrations may be used to supplement lectures. Examples of problems and programming solutions will be provided with feedback when appropriate. Class discussions may be used to assess, clarify, and enhance student understanding. Lectures and discussions will focus on solving related problems from original statement to solution. Threaded Discussions.

V. **Course Content**

% of Course	Topic
5.000%	Overview of a computer system
15.000%	Number system, coding concepts; ASCII, BCD, and UNICODE
15.000%	Combinational logic circuits, Boolean algebra, map simplification and logic gates, AND, OR, and NAND
15.000%	Design topics, analysis procedure, decoder, multiplexer, binary adder, binary subtractor
10.000%	Sequential circuits, flip-flop, sequential circuit analysis, design procedure.
10.000%	Registers and counters, shift register and controls

10.000%	Memory and programmable logic device, read & write Operation, VLSI and LSI
10.000%	The control unit, microprogramming control, simple computer architecture.
10.000%	Instruction sets, operand addressing, instructions set architecture
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
40%	Exams/Tests: Test 1 20% Test 2 20%
5%	Class Participation
25%	Final exam
30%	Homework: Assignments (10)
100%	Total

VII. **Sample Assignments:**

Assignment 1: Assignment 1: A. Optimize the following Boolean expression using a map. X'Z' + YZ' + XYZ. B. Find the minterms of the following expression by first plotting each expression on a map B'D' + ABD + A'BC. C. Simplify the following function with a map, then draw the resulting logic diagram F(A,B,C,D) = AC'D' +A'C + ABC +AB'C + A'C'D'. D. Simplify the following function with a map, then implement it with a two-level NAND circuit F(A,B,C,D) = A'B'C'D + CD + AC'D.

Assignment 2: Assignment 2: A Universal Serial Bus (USB) communication link requires a circuit that Produces the sequence 00000001. You are to design a synchronous sequential circuit that starts producing this sequence for input E=1. Once the sequence starts, it completes. If E=1, during the last output in the sequence, the sequence repeats. Otherwise, if E=0, the output remains constant at 1. A. Draw the Moore state diagram for the circuit. B. Find the state table and make a state assignment. C. Design the circuit using D flip-flop and logic gates.

VIII. **Student Learning Outcomes:**

1. Design combinational circuits and sequential circuits which are foundational to the design of Computer Architecture.
2. Build an Arithmetic Logic Unit, a full adder, shift register and utilize register transfer in their projects.

Advisory Checklist and Worksheet: CS 42
Proposed Advisory: MATH 4

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 42**
(It is recommended that the student to be able to do or understand the following BEFORE entering the course)

A)	Given an English-language description of a mathematical, social, practical or physical situation, determine a function, equation, or inequality that models the situation, and use numerical information to solve the problem
B)	Solve equations and inequalities involving rational, exponential and logarithmic functions.
C)	Given a rational, exponential or logarithmic function, analyze the function and create a graph including key information such as shape, intercepts, removable discontinuities, asymptotes, and crossing asymptotes.

EXIT SKILLS (objectives) FROM: **MATH 4**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Given an English-language description of a mathematical, social, practical or physical situation, determine a function, equation, or inequality that models the situation, and use numerical information to solve the problem
2.	Solve equations and inequalities involving rational, exponential and logarithmic functions.
3.	Given a rational, exponential or logarithmic function, analyze the function and create a graph including key information such as shape, intercepts, removable discontinuities, asymptotes, and crossing asymptotes.

	ENTRANCE SKILLS FOR: **CS 42**								
EXIT SKILLS From: **MATH 4**		A	B	C	D	E	F	G	H
	1	X							
	2		X						
	3			X					
	4								
	5								
	6								
	7								
	8								

Substantial Change: DANCE 22A, Beginning Mexican Dance

Units:	2.00
Total Instructional Hours (usually 18 per unit):	72.00
Hours per week (full semester equivalent) in Lecture:	1.00
In-Class Lab:	3.00
Arranged:	0.00
Outside-of-Class Hours:	36.00
Transferability:	Transfers to CSU, UC
Degree Applicability:	Credit - Degree Applicable

Rationale
Mexican Dance is the only world dance class offered with two distinct numbers (22 and 23) instead of an A/B section of the same number (e.g., Dance 22A, Dance 22B). The title is being changed to address this as well as to add the word "Beginning" for consistency across the world dance disciplines. SLOs have been updated to reflect the dance department SLO sequence for all technique classes: SLO #1: dance technique, SLO #2: musicality/artistry, SLO #3: history/theory.

I. **Catalog Description**
This course is a beginning Mexican dance class which introduces techniques and styles of traditional Mexican dances. Students learn authentic regional dances and study indigenous and outside influences, historical impact, costumes, and music. Dance techniques learned may serve as preparation for the World Dance Performance Courses (Dance 57A and 57B).

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
1. Dancing across Borders: Danzas y Bailes Mexicanos, 1st, Olga Najera-Ramirez, Norma E. Cantu, Brenda M. Romero, University of Illinois Press © 2009
2. Folk Dances of the United States and Mexico Vol. 5,, Duggan, Scholtmann, Rutledge, - © 1981
3. Dancing the New World: Aztecs, Spaniards, and the Choreography of Conquest , Scolieri, Paul, University of Texas Press © 2013
4. Dancing Throughout Mexican History , Sanjuanita Martínez-Hunter (Author), Gabriela Mendoza-García (Editor), Mexico Lindo Press © 2018
5. Choreographing Mexico: Festive Performances and Dancing Histories of a Nation, Manuel Cuellar , University of Texas Press © 2022, ISBN: 1477325166

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Demonstrate and perform traditional Mexican dances.
2. Define different Mexican dance styles based on region and state.
3. Identify and differentiate specific Mexican dance music and costumes based on region and state.
4. Recognize dance terminology and distinguish origin of terminology within the country

IV. **Methods of Presentation:**
Other, Other (Specify), Lecture and Discussion, Observation and Demonstration, Discussion, Critique, Group Work
Other Methods: Outside concerts, video

V. **Course Content**

% of Course	Topic
10.000%	Development of placement, muscle strength, flexibility, and endurance.
10.000%	Basic zapateado and taconeado steps
20.000%	Dance technique including body placement, footwork, rhythm patterns, movement vocabulary, movement principles, and style.
15.000%	Music and musicality.

15.000%	1st state: regional history, culture, costumes and movement vocabulary of two dances from the state
15.000%	2nd state: regional history, culture, costumes and movement vocabulary of two dances from the state
15.000%	3rd state: regional history, culture, costumes and movement vocabulary of two dances from the state
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
30%	Class Participation
20%	Exams/Tests: Includes practical (dance), and written testing.
20%	Final exam: Includes practical (dance), and written testing.
25%	Papers: Written concert review of Synapse Contemporary Dance Theater and Global Motion World Dance Company.
5%	Written assignments: Includes self-evaluation journals.
100%	Total

VII. **Sample Assignments:**
Sample Assignment #1: Sample assignment #1: Write an essay about diverse dance styles found in different states in Mexico. Compare and contrast the differences and similarities of each dance.
Sample Assignment #2: Sample assignment #2: Keep a dance journal/notebook. The dance journal will be used to document folklorico terminology and definitions, occasional writing assignments, and notes from observation days (if applicable). The dance journal will also include three self-assessment assignments due at various times throughout the semester.

VIII. **Student Learning Outcomes:**
1. Demonstrate beginning Mexican dance technique from various regions and states within Mexico.
2. Demonstrate musicality, rhythmic patterning, and style characteristics of various Mexican dance forms at a beginning level.
3. Identify and differentiate the Mexican dances studied through historic influences, use of costumes, music, terminology, and origin within the country.

Substantial Change: DANCE 22B, Intermediate Mexican Dance

Units:	2.00
Total Instructional Hours (usually 18 per unit):	72.00
Hours per week (full semester equivalent) in Lecture:	1.00
In-Class Lab:	3.00
Arranged:	0.00
Outside-of-Class Hours:	36.00
Transferability:	Transfers to CSU Transfers to UC
Degree Applicability:	Credit - Degree Applicable
Advisory(s):	DANCE 22A

Rationale
Mexican Dance is the only world dance class offered with two distinct numbers (22 and 23) instead of an A/B section of the same number (e.g., Dance 22A, Dance 22B). The title is being changed to address this issue. SLOs have been updated to reflect the dance department SLO sequence for all technique classes: SLO #1: dance technique, SLO #2: musicality/artistry, SLO #3: history/theory.

I. **Catalog Description**
This course is an intermediate level of Mexican dance with an emphasis on traditional dance styles not covered in Dance 22 (Beginning Mexican Dance). Students will learn intermediate level body placement, footwork, rhythm patterns, and choreography. The course also provides historical context, including European and African cultural influences on Mexican dance, as well as the influence of religion, music, art, and popular styles on traditional Mexican dance forms. Dance techniques learned may serve as preparation for the World Dance Performance Courses (Dance 57A and 57B).

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
1. Dancing across Borders: Danzas y Bailes Mexicanos, 1st, Olga Najera-Ramirez, Norma E. Cantu, Brenda M. Romero, University of Illinois Press © 2009
2. Folk Dances of the United States and Mexico Vol. 5,, Duggan, Scholtmann, Rutledge, - © 1981
3. Dancing the New World: Aztecs, Spaniards, and the Choreography of Conquest , Scolieri, P., A., University of Texas Press © 2013
4. Dancing Throughout Mexican History, Sanjuanita Martínez-Hunter (Author), Gabriela Mendoza-García (Editor), Mexico Lindo Press © 2018
5. Choreographing Mexico: Festive Performances and Dancing Histories of a Nation, Manuel Cuellar , University of Texas Press © 2022, ISBN: 1477325166

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Perform traditional dances from various Mexican states requiring intermediate level technique.
2. Demonstrate knowledge of the use of choreography in traditional Mexican dance.
3. Demonstrate intermediate level Mexican footwork and/or skirt work
4. Recognize particular music and costumes of given regions of Mexico
5. Recognize dance forms and styles from various states of Mexico.
6. Understand traditional Mexican dance as it relates to Mexican culture at an intermediate level.
7. Distinguish between particular Mexican state cultures.
8.

IV. **Methods of Presentation:**
Other, Other (Specify), Lecture and Discussion, Observation and Demonstration, Discussion, Critique, Group Work
Other Methods: Maps, video, and audio recordings will be used to supplement lecture material

V. **Course Content**

% of Course	Topic
10.000%	Intermediate-level placement and alignment.

20.000%	History, geography, culture, and costumes of various Mexican regions and states.
20.000%	Intermediate level footwork, style, and dance technique.
25.000%	Intermediate level rhythm patterns of various Mexican regions and states.
25.000%	Choreography from various Mexican regions and states.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	**Topic**
30%	Class Participation
20%	Exams/Tests: Midterm exam. Includes practical (dance) and written testing.
20%	Final exam: Includes practical (dance) and written testing.
20%	Papers: Written concert review of Synapse Contemporary Dance Theater and Global Motion World Dance Company.
10%	Written assignments: Includes journal and written self-evaluation.
100%	Total

VII. **Sample Assignments:**

Sample Assignment #1: Create a solo choreography based on one of the dances taught in class. Working with a partner, combine your two solos into a cohesive piece of choreography.

Sample Assignment #2: Students will attend a live performance of SMC's Global Motion World Dance Company and write a paper discussing the meaning, theme, and/or traditional origin of the dances. The movement style, quality, and compositional design should be described. The effectiveness of production elements (lighting, costuming, etc.) in supporting the intention of the work will be analyzed. Comparison of dance works analyzed with in-class lectures and applied assignments should be included. A reflection of one's personal response to the dance will complete the assignment.

VIII. **Student Learning Outcomes:**

1. Demonstrate intermediate level Mexican dance technique from various regions and states.
2. Demonstrate musicality, rhythmic patterning, and style characteristics of various Mexican dance forms at an intermediate level.
3. Identify and differentiate the Mexican dances studied through historic influences, use of costumes, music, terminology, and origin within the country at an intermediate level.

Substantial Change: DANCE 31A, Ballet 1A

Units:	2.00
Total Instructional Hours (usually 18 per unit):	72.00
Hours per week (full semester equivalent) in Lecture:	1.00
In-Class Lab:	3.00
Arranged:	0.00
Outside-of-Class Hours:	36.00
Transferability:	Transfers to CSU, UC
Degree Applicability:	Credit - Degree Applicable

Rationale
Our department is the process of proposing the addition of a B section for our beginning level ballet 31 and 32 courses. As such, this proposal includes a title change to 31a, an updated course description, updated course content, and updated student learning objectives. These updates reflect the course specific changes needed to ensure students receive foundational training during a first experience. Ballet 31a is designed for the absolute beginner dancer. We have long recognized the need for additional semesters of training for this student demographic to sequentially build strength, flexibility, and coordination. Implementing an A/B structure also algins with the curriculum changes to our 33 and 34 family, which now include both an A and B section.

I. **Catalog Description**
This course introduces the fundamental concepts and principles of classical ballet technique with an emphasis on body alignment/placement. The class focuses on foundational level ballet technique and musicality, progressing from barre to center work. Basic movement vocabulary is introduced to implement strength, coordination, and flexibility.This course is intended to prepare students for 31B.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
1. Technical Manual and Dictionary of Classical Ballet, Grant, G., BN Publishing © 2013, ISBN: 978-1607963332
2. Foundations of Classical Ballet: New, complete and unabridged translation of the 3rd edition Paperback, Agrippina Vaganova (Author), Prof Bruce Michelson (Editor), Aleksandr Wilansky (Translator), Gremese International; 2nd edition © 2021
3. Ballet: The Essential Guide to Technique and Creative Practice, Jennifer Jackson , The Crowood Press © 2021
4. Richards, C.. Ballet Flashcards, 4Plat Swan, 01 01 2009

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Describe dance as a performing art at a foundational level
2. Identify basic historical values and aesthetic of classical ballet technique
3. Demonstrate the fundamental relationship of dance and music
4. Embody foundational concepts of alignment and structural placement
5. Identify and explain basic classical ballet terminology
6. Recognize and demonstrate basic positions of body at the barre
7. Demonstrate foundational barre work with basic port de bras
8. Demonstrate centre work with port de bras, classical body positions, and directions at an introductory level
9. Demonstrate foundational level of adagio,petite allegro,and grand allegro sequences in center
10. Memorize and perform combinations with appropriate musicality at a foundational level
11. Develop professionalism and self discipline as applies to classical ballet training and etiquette

IV. **Methods of Presentation:**
Lecture and Discussion, Observation and Demonstration, Discussion, Critique, Other Methods: Presentation of audio and visual examples; Use of video recording and feedback; dance concert observations.

V. **Course Content**

% of Course	Topic

20.000%	Fundamental concept of body alignments and structural placement
15.000%	Basic positions of arm, feet, head and body direction
10.000%	Foundational concept of implementing flexibility, strength and conditioning
15.000%	Introductory level of ballet vocabulary and terminology
20.000%	Introductory level of movement combinations at barre
5.000%	Introduction to Injury prevention and anatomical knowledge
10.000%	Basic combinations and traveling sequences at centre
5.000%	Discussion on historical values and aesthetics in classical ballet
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
30%	Class Participation: Class Participation - and overall improvement
20%	Exams/Tests: Midterm exam: Practical/dance and Written/vocabulary
20%	Final exam: Final exam: Practical/dance and Written/analysis paper
20%	Papers: Papers - Written assignments; Dance journal and reflection papers
10%	Written assignments: Written assignments - Dance concert attendance and written critiques/reports
100%	Total

VII. **Sample Assignments:**
Response Paper: Describe the principles of classical ballet technique and explain the meaning of terminology taught in class.
Dance Critique: Students will attend SMC live dance concerts Synapse Contemporary Dance Theater and Global Motion World Dance Company, and write a dance concert response. Students will describe the relationship between the choreography and music, the use of costumes, lighting effects, critically analyze different dance styles and include subjective interpretation of the concert.

VIII. **Student Learning Outcomes:**
1. Embody fundamental techniques of classical ballet at barre and centre, as well concepts of placement and anatomical structure at an introductory level.
2. Recognize basic musical meter and phrasing with the relationship of movement steps at an introductory level.
3. Identify classical ballet values, aesthetic, and fundamental terminology.

Substantial Change: DANCE 32A, Ballet 2A

Units:	2.00
Total Instructional Hours (usually 18 per unit):	72.00
Hours per week (full semester equivalent) in Lecture:	1.00
In-Class Lab:	3.00
Arranged:	0.00
Outside-of-Class Hours:	36.00
Transferability:	Transfers to CSU, UC
Degree Applicability:	Credit - Degree Applicable
Advisory(s):	DANCE 31B or equivalent experience

Rationale
Our department is the process of proposing the addition of a B section for our beginning level ballet 31 and 32 courses. As such, this proposal includes a title change to 32a, an updated course description, updated course content, and updated student learning objectives. These updates reflect the course specific changes needed to ensure students receive a beginning/low-intermediate training experience. Ballet 32a is designed as bridge between the foundational level of 31, and to prepare students for intermediate level work. We have long recognized the need for additional semesters of training for this student demographic to sequentially build strength, flexibility, and coordination. Implementing an A/B structure also algins with the curriculum changes to our 33 and 34 family, which now include both an A and B section.

I. **Catalog Description**
This course offers a beginning/low-intermediate level of classical ballet technique with an emphasis on developing aesthetic concepts and principles of classical ballet form. Class focuses on improving alignment/placement through barre and center combinations, enhancing coordination and musicality. Movement vocabulary and phrases are designed to improve strength, coordination, flexibility and endurance at a beginning/low-intermediate level. This course prepares students for 32B.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
1. Creative Ballet Teaching: Technique and Artistry for the 21st Century Ballet Dancer 1st Edition, Cadence Whittier , Routledge © 2017
2. Technical Manual and Dictionary of Classical Ballet, Grant, G., BN Publishing © 2013, ISBN: 978-1607963332
3. Dance Anatomy, Haas, J., Human Kinetics © 2010
4. Foundations of Classical Ballet: New, complete and unabridged translation of the 3rd edition , Agrippina Vaganova (Author), Prof Bruce Michelson (Editor), Aleksandr Wilansky (Translator), Gremese International; 2nd edition © 2021
5. Richards, C.. Ballet Flashcards, 4Plat Swan, 01 01 2009

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Describe and critique dance as a performing art at a beginning/low-intermediate level
2. Identify and demonstrate beginning/low-intermediate level positions and steps
3. Demonstrate the relationship of dance and music in movements at a beginning/low-intermediate level
4. Embody and apply concepts of body alignment and structural placement at a beginning/low-intermediate level
5. Identify and explain ballet terminology at a beginning/low-intermediate level
6. Describe concepts of injury prevention and anatomical awareness at a beginning/low-intermediate level
7. Perform a sense of movement flow and expression at a beginning/low-intermediate level
8. Demonstrate classical ballet technique both at barre and centre at a beginning/low-intermediate level
9. Identify historical values and different styles of classical ballet technique
10. Develop professionalism and self discipline as applies to classical ballet training and etiquette

IV. **Methods of Presentation:**
Other, Other (Specify), Lecture and Discussion, Observation and Demonstration
Other Methods: Guided individual and group experiences; Presentation of audio and visual examples, Use of video recording and feedback; Dance concert observations.

V. **Course Content**

% of Course	Topic
10.000%	The use of various relationships of musicality to movement in classical ballet technique.
10.000%	Developing flexibility, coordination and body conditioning
20.000%	Terminology and movement sequences
10.000%	Application of body alignment and placement
20.000%	Ballet vocabulary and terminology in relation to barre and centre work
20.000%	Beginning/low-intermediate level of movement combinations with linking steps at barre and centre
5.000%	Discussion of injury prevention and anatomical knowledge
5.000%	Discussion of historical values and aesthetic in classical ballet
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
30%	Class Participation: Improvement of skills
20%	Exams/Tests: Midterm exam: Practical/dance = 25% Vocabulary/written = 15%
20%	Final exam: Final exam: Practical/dance = 25% Vocabulary/written = 15%
20%	Papers: Papers -Dance journals and reflection papers
10%	Written assignments: Written assignments - Dance concert attendance and written critiques/reports
100%	Total

VII. **Sample Assignments:**
Response Paper: Students will respond to a reading on anatomical concepts in ballet technique, conducting a technical self-analysis as relates to the concepts in the text.
Dance Critique : Students will attend SMC live dance concerts Synapse Contemporary Dance Theater and Global Motion World Dance Company, and write a dance concert response. Students will describe the relationship between the choreography and music, the use of costumes, lighting effects, critically analyze different dance styles and include subjective interpretation of the concert. Application to ballet coursework will complete the assignment.

VIII. **Student Learning Outcomes:**
1. Embody beginning/low-intermediate level technique of classical ballet at barre and centre, as well maintaining placement and anatomical structure during locomotor phrases.
2. Perform musicality and rhythmic phrasing with the relationship to beginning/low-intermediate level movement steps.
3. Articulate knowledge regarding classical ballet genres, values, aesthetic, and beginning/low-intermediate level terminology.

Substantial Change/DE: ENGLISH 53, Latino Literature in the United States

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
CSU GE Area:	C2 - Humanities
IGETC Area:	3B: Humanities
SMC GE Area:	Area III: Humanities
Degree Applicability:	Credit – Degree Applicable
Prerequisite(s):	ENGL 1

Rationale
(1) Update course to reflect CID 120 for inclusion in upcoming AA-T, (2) add DE for online offering, (3) update catalog description for brevity and student facing language, (4) update examples of appropriate texts and provide the most recently published, scholarly recognized anthologies, (5) update course content to reflect current research in the field that promotes understanding of literary themes within historical context, (6) update to provide more clear examples of sample assignments, (7) update student learning outcomes

I. **Catalog Description**
This course explores works by Latino-American writers living in the United States. Through critical engagement with works of fiction, non-fiction, poetry, drama, and film, students will develop close reading and analytical writing skills that promote appreciation and critical understanding of the cultural, historical, and aesthetic qualities of this portion of the American literary tradition.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
1. The Norton Anthology of Latino Literature, Stavans, Ilan, ed., Norton © 2011, ISBN: 0393080072
2. Mowing Leaves of Grass, Sedillo, Matt , Flower Song Books © 2019, ISBN: 1733809295
3. Children of the Land: A Memoir, Castillo, Marcelo Hernandez , Harper © 2020, ISBN: 0062825631
4. Afterlife, Alvarez, Julia., Algonquin Books © 2020, ISBN: 1643751360
5. Herencia: The Anthology of Hispanic Literature of the United States, Kanellos, Nicolas, ed., Oxford University Press © 2003, ISBN: 0393080072

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Identify and explicate the characteristic forms and poetics of Latino-American literature as the tradition has developed from the early 1500s to the present.
2. Identify and define the most prominent themes and key elements in Latino-American literature and assess their influence on literary works across major genres.
3. Develop and define a critical vocabulary of common literary terms for discussing Latino-American literature and apply theories of critical analysis to specific texts.
4. Research and evaluate the relationship between the form, content, and cultural context of works from a variety of Latino-American communities over time.
5. Research and reference primary and secondary sources using appropriate documentation to evaluate how aesthetic, social and political concerns, values, and ideas have shaped Latino-American literature and culture over time.
6. Engage in appropriate academic discourse while composing formal written literary analyses of texts written by Latino-American authors.

IV. **Methods of Presentation:**
Discussion, Lecture and Discussion, Projects, Other (Specify), Group Work, Distance Education
Other Methods: Multimedia presentations

V. **Course Content**

% of Course	Topic
20.000%	Themes, movements, literary terminology, devices, and critical approaches; Active and critical reading strategies; Writing critically about literature.
20.000%	Non-Fiction: Letters, diaries, memoirs, auto/biographies, newspaper articles, critical essays, speeches, creative nonfiction and other non-fiction from writers such as Fray Bartolome de Las Casas, Alvar Nunez Cabeza de Vaca, "El Inca" Garcilaso de la Vega, Sebastian Vizcaíno, Juan de Onate, Juan Bautista de Anza, Felix Varela, Antonio Maria Osio y Higuera, Juan Nepomuceno Seguin, Jose Marti, Luis Munoz Rivera, Arthur A. Schomburg, Leonor Villegas de Magnon, Bernardo Vega, Fabiola Cabeza de Baca Gilbert, Jesus Colon, Luis Leal, Cesar Chavez, Abelardo “Lalo” Delgado, Rosario Ferre, Iris Morales, Pablo Guzman, Gloria Anzaldua, Richard Rodriguez, Luis J. Rodriguez, and Luis Alberto Urrea.
20.000%	Drama: Plays, monologues, and other performance-based texts from writers such as Rene Marques, Maria Irene Fornes, Luis Valdez, Miguel Pinero, Rene Aloma, Cherrie Moraga, Eduardo Machado, Carlos Morton, Jose Rivera, Nilo Cruz, John Leguizamo, Culture Clash, and Lin-Manuel Miranda.
20.000%	Poetry: Poetry, verse, song, and oral storytelling by Latino-American writers such Juan de Castellanos, Gaspar Perez de Villagra, Jose Maria Heredia, Jose Romulo Ribera, Luis A. Torres, Luis Tafoya, Lola Rodriguez de Tio, Jose Marti, William Carlos Williams, Vicente J. Bernal, Jose Davila Semprit, Julia de Burgos, Rodolfo "Corky" Gonzales, Rosario Morales & Aurora Levins Morales, Jaime Carrero, Heberto Padilla, Ricardo Sanchez, Miguel Algarin, Pedro Pietri, Jose Angel Figueroa, Santa Maria Esteves, Angela de Hoyos, Evangelina Vigil-Pinon, Carmen Tafolla, Tino Villanueva, Alma Luz Villanueva, Alurista, Luz Maria, Jimmy Santiago Baca, Pat Mora, Judith Ortiz Cofer, Alberto Alvaro Rios, Gary Soto, Lorna Dee Cervantes, Richard Blanco, and Willie Perdomo.
20.000%	Fiction: Novels, short stories, comics/graphic novels, and other prose from writers such as Maria Amparo Ruiz de Burton, Daniel Venegas, Ernesto Galarza, Americo Paredes, Jose Antonio Villarreal, Piri Thomas, Richard Vasquez, John Rechy, Oscar “Zeta” Acosta, Thomas Rivera, Rudolfo A. Anaya, Arturo Islas, Mary Helen Ponce, Jose Antonio Burciaga, Victor Villasenor, Denise Chavez, Julia Alvarez, Dagoberto Gilb, Ana Castillo, Helena Maria Viramontes, Achy Obejas, Cristina Garcia, Alicia Gaspar de Alba, Junto Diaz, Hector Tobar, Ana Mendez, Manuel Munoz, and Daniel Alarcon.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
20%	Final exam
50%	Papers: Essays (3, including a research essay)
30%	Written assignments: Reading responses, discussions, quizzes, presentations, miscellaneous assignments
100%	Total

VII. **Sample Assignments:**

Critical Essay: Choose a Latino-American poet and write a critical essay that examines the poet's life and work, including a discussion about the literary movement, if any, with which the artist is associated, for example, the Chicano Movement. Essays should critically analyze and interpret representative poems, and must reference previous critical writing on the poet.

Think, Pair, Share Discussion: Using Hector Tobar’s The Tattooed Soldier and Lois Tyson’s chapter on “Marxist Criticism,” respond to the prompts given below. (1) Working alone, identify and explain one concept from the chapter of critical theory on Marxist Criticism. (think 3-5 sentences) (2) With a partner, consider the society and context in which the events of chapter one take place, or how the values of the characters and their peers impact

their actions in response to events. Then explain how you see the concept you chose at work in the characters and/or events in chapter one of The Tattooed Soldier. (think 5-7 sentences, including examples from the text(s) with page numbers). (3) Take turns sharing your responses with the class.

VIII. **Student Learning Outcomes:**

1. Upon completion of the course, students will identify and analyze the defining historical, cultural, and aesthetic themes found in Latino-American literature.
2. Upon completion of the course, students will delineate the development of Latino-American literature as it reflects and responds to the changing political, economic, and social contexts over the course of American history.
3. Upon completion of the course, students will demonstrate skill in both literary and rhetorical analysis through critical writing and discussion.

ENGL 53 Distance Education Application

- ☑ Fully Online
- ☑ Online/Classroom Hybrid (not a delivery option when campus is closed)

1a. Instructor - Student Interaction:

The instructor will be in regular contact with students: There will be a discussion for each individual topic as well as one for general questions concerning the course which the instructor will check daily and our goal is to respond to all questions within 24 hours. The instructor will send regular announcements to the class using the Announcement feature in the learning management system (LMS) at the beginning of every week, and during the week as needed, and will also send all announcements via email. The instructor will respond to students' comments and questions via discussion boards, email, and the mail option on the LMS. The instructor's contact information will be located both on the syllabus and in the introduction discussion. The instructor will provide support as needed for course navigation - the instructor will send out a welcome letter before the class starts with information about course content, expectations, how to navigate online courses, and references for the students to review about online courses. During the class, the instructor will regularly communicate with students about assignments, quizzes, and exams. There will be clear and detailed instructions embedded in each module and activity, and the instructor will also contact students with important reminders and key points. The instructor will provide feedback to students individually as well as to the entire class. For example, the instructor may post a general feedback message to the class about a topic, or a common issue occurring in assignment submissions, or skills assessments via announcements or discussions. Additionally, individual feedback will occur via assignments comments, writing assessments, LMS messaging, conferencing, and office hour visits. The instructor will also host weekly, online office hours where students can meet them to address any questions or concerns they may have. Instructors will also provide recorded info sessions for projects or pre-recorded lessons. Students will receive feedback on individual and group assignments as well as through group critiques that happen asynchronously.

1b. Student - Student Interaction:

Students will communicate regularly with each other via the LMS. For each module, students will interact in a threaded discussion for each assignment and/or topic. Students will respond to a discussion topic and then will respond to each other. Student-student interaction is designed to reinforce the course material and learning outcomes as well as to build a sense of community among learners. Students will be asked to collaborate and corroborate on assignments as well as participate in peer discussions, peer review and group critiques of each other's work, and the assigned readings.

1c. Student - Content Interaction:

Students interact with course materials several times a week. Each module will have an overview, with all the expectations, goals, and dates listed for that module explained. Within each module, students will read assigned material, including pages in the LMS; watch instructor's lectures and multimedia video lectures; and view web content. The instructor will provide a range of assignments and activities to address different learning styles. Other assignments may ask students to research a topic and report back to the class via discussion board or other method. Students will submit assignments and activities for feedback, revision and peer review of essays and other writing assignments.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Discussion Boards	Responses to critical and exploratory questions related to the literature and scholarly text material. This will be the primary mode by which students engage the class content with each other and with the instructor	35.00%

Other (describe)	Quizzes will be given to promote and assess regular student engagement with the material and participation in the class.	20.00%
Written assignments	Short writing assignments that require students critically engage the assigned literature being assigned for reading. A longer final essay that will ask students to engage multiple themes elaborated on and discussed throughout the semester.	35.00%
Exams	A cumulative exam that will assess students' engagement and understanding of the literature, topics, and themes covered throughout the semeste	10.00%

2. Organization of Content:

Content is organized into modules based on semester weeks. Objectives are included within each module and content is aligned with those objectives. Content is delivered through a variety of accessible modalities including, but not limited to, assigned textbooks, texts within LMS pages; external websites and texts; audio (with transcripts); captioned videos; and images with alternative text. Remedial and advanced learning activities are provided, including reflective writing, supplemental materials, and self-check quizzes. A typical instructional module includes (1) written assignment directions / multimedia references; (2) support materials; (3) instructional activities and practices; (4) discussion forum(s); (5) graded assignment(s); (6) other course-specific components as necessary. The material is presented through the available technologies. Assignment activities allow students to assess their performance and progress in each module at their own pace within the general deadlines provided. Class activities provide immediate feedback to ensure progressive involvement and successful completion of each module in the course. There will be opportunities to participate in synchronous office hours and live demos as well as recorded demonstrations. Content pages will include links to recorded lessons or other content (via Zoom or other recording tools) and YouTube videos placed along with text and images. Students will use Discussion boards to show work in progress and give/get feedback from other students and the instructor. Modules will have a consistently structured and sequenced pattern to allow students to better anticipate and manage their workload. A variety of modalities, such as text, audio, video, images and/or graphics, will be used to create student-centered learning. There will also be links provided on a regular basis that will bring students' attention to current events that have relevance to the course.

3. Assessments:

% of grade	Activity	Assessment Method
10.00%	Reading Quizzes	Canvas quiz tool
25.00%	Discussion Posts	Public posts evaluated for content, engagement with peers, language, and composition.
25.00%	Short Essays	3 essays (4 -5 pages) responding to literary texts
25.00%	Final Essay	Research-based literary analysis
15.00%	Final Exam	Short answer and essay questions on key texts and themes

4. Instructor's Technical Qualifications:

Instructors will need proficiency in the learning management system, video conferencing software and various other tools to produce video recorded lessons/content. Professional development in online teaching and the current LMS is highly encouraged and available through the college LMS and other trainings. Instructors will need to know how to use web-based technologies to create slideshows, screencasts, and captioned videos. An instructor may need support from the IT department, distance education department, teaching excellence center, instructors who have experience teaching online, and the LMS support hotline.

5. Student Support Services:

The instructor will provide information about and links to online and on-ground tutoring services, financial aid, counseling, special programs, emotional support center, the library, and the learning management system help features. These resources will not only be presented, but also incorporated into introductory assignments (e.g. introductions and/or quizzes or other introductory activities).

6. Accessibility Requirements:

The course will be designed in a manner that allows for easy readability for all students, including those using accessibility readers. Each module will have the same format/structure. The content pages will consistently use heading styles. Lists will be created using bullets or the numbered list tool. Underlining will only be used to denote active hyperlinks. Pages will have sufficient color contrast between the foreground and background. Hyperlinks will be embedded. Links will lead to internal material whenever possible. Only acronyms will be written in all-caps letters. All video content will be captioned, and instructors will use the LMS tools that aid and ensure accessibility.

7. Representative Online Lesson or Activity:

Using Hector Tobar's The Tattooed Soldier and Lois Tyson's chapter on "Marxist Criticism," respond to the prompts given below.

1. Identify and explain one concept from the chapter of critical theory on Marxist Criticism. (3-5 sentences)

2. Consider the society and context in which the events of chapter one take place, or how the values of the characters and their peers impact their actions in response to events. Then explain how you see the concept you chose at work in the characters and/or events in chapter one of The Tattooed Soldier. (5-7 sentences, including examples from the text(s) using MLA citations)

Post your response by hitting the "Reply" button below. Use the "like" button to select your favorite replies and post a reply to one of your peers. Explain why you agree or disagree with your peer's post.

Substantial Change: OFFICE TECHNOLOGY 23, Medical Billing (Medisoft)

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit – Degree Applicable
Proposed Start:	Fall 2006

Rationale
Since Fall 2011, this course has been offered eighteen different times as a 3 LHE course with 4.5 weekly student contact hours due to 3 lecture hours and 2 arranged hours as originally shown in Meta. None of our other courses make use of arranged hours in this way. More than a decade ago, our classes were encouraged to have arranged hours but we have now removed them all. We believe the 2 arranged hours here never got updated and removed from this course when our department removed arranged hours from its courses.

I. **Catalog Description**
The course introduces the basics of medical insurance billing and current payment methodologies in hospital and physician office settings. Students use MediSoft, a popular medical billing accounting software program, to enter patient and case information, schedule appointments, process transactions, and produce reports and patient statements.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
1. Let's Code It!, 2, Shelley Safian and Mary Johnson, McGraw Hill © 2020, ISBN: 9781260366570
2. Medisoft, Student at Home Version CD - Version 14

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Enter, edit, save, print, and retrieve patient information.
2. Backup patient records.
3. Process charge and payment transactions.
4. Create claims, reports and patient statements.
5. Schedule appointments.
6. Define terms related to insurance and computerized medical billing systems.

IV. **Methods of Presentation:**
Other Methods: PowerPoint Presentations Self-Check Exercises Internet Activities

V. **Course Content**

% of Course	Topic
5.000%	Introduction: Overview of Medical Office Accounting; Patient Billing
15.000%	Using the Computer for Patient Billing: Medical Office Databases; Options in a Computerized Patient Billing System; Getting Started with Medisoft
20.000%	Managing Data with a Computerized System: Entering Information in Medisoft; Navigating the MediSoft Data Entry Windows; Adding a New Procedure Code to a MediSoft Database; Creating a New Chart Number for a Patient; Backing Up Data
15.000%	Processing Transactions: Recording Charges and Payments; Printing Receipts; Entering Adjustments
15.000%	Producing Reports and Patient Statements: Printing Reports and Statements; Designing Custom Reports and Bills

10.000%	Processing Claims: Creating, Editing, Proofing, Reviewing, and Printing Claims
5.000%	Scheduling Appointments; Previewing and Printing Schedules
15.000%	Patient Billing Simulation
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
33%	Exams/Tests: 3 Chapter Exams
15%	Final exam
16%	Other: Simulation
36%	Written assignments: 9 Assignments
100%	Total

VII. **Sample Assignments:**

Assignment 1: CHAPTER 1 Introduction to Patient Billing Pages 1-21 Select the correct answer by keying the appropriate letter in the answer column. (15 points) a. accounts receivable g. consumer-driven health plan m. general ledger s. Medicare b. case h. CPT-4 n. guarantor t. patient ledger c. cash payments i. database o. HIPAA Security Rule u. procedure d. cash receipts j. day sheet (general journal) (daily journal) p. HMO v. provider e. CHAMPVA k. diagnosis q. ICD-9-CM w. transactions f. CMS-1500 l. encounter form r. Medicaid (MediCal) x. TRICARE Answer 1. __ is a listing of codes for medical services or procedures. 2. After three years of being unemployed, 35-year old Jack Jones, who has no military service, received __ to assist with his medical expenses. 3. After examining the patient and receiving the laboratory reports, the physician's __ was liver disease. 4. A physical therapist can be described as a __. 5. Payment made by check for a new computer for the practice would be recorded in the __ journal. 6. All the activities for the patient Mary Smith would be listed in the __. 7. The __ is the paper form that is used to prepare a claim. 8. To see the names of all patients who were treated on a particular date, patients' charges, and patients' receipts, you would look at the ___. 9. A flu injection is considered to be a __ 10. A check received from a patient would be recorded in the __ journal. 11. In a manual system a(n) ___ may be called a fee slip, routing slip, or superbill. 12. Eligible dependents of military personnel may use a ___ insurance carrier. 13. A __ is a grouping of procedures or transactions generally organized by type of treatment or insurance carrier 14. ___ is a list of codes for medical diagnoses. 15. The ___ is intended to prevent unauthorized access to protected health care information. Save as Chapter 1. Place the file in the Dropbox.

Assignment 2: -Chapter 2Using the Computer for Patient Billing Pages 27-33 1. Complete Flashcards to review the terms in Chapter 2. To access Flashcards, clickhttp://highered.mcgraw-hill.com/sites/0073520845/student_view0/chapter2/flashcards.html 2. Complete the practice quiz. To access the practice quiz, click http://highered.mcgraw-hill.com/sites/0073520845/student_view0/chapter2/mixed_quiz.html Repeat the practice quiz until your score is 100%.

VIII. **Student Learning Outcomes:**

1. Using Medisoft software, students will enter patient and case information, process transactions, and produce reports and patient statements.
2. Using the Office Hours feature of Medisoft, student will enter, change, and delete appointments.

Santa Monica College
Program Of Study
Communication Studies 2.0 Associate in Arts for Transfer (AA-T)

Upon completion of the Associate in Arts in Communication Studies for Transfer, students will have a strong academic foundation in the field and be prepared for upper division baccalaureate study. Completion of the degree indicates that the student will have satisfied the lower division requirements for transfer into communication studies or similar major for many campuses in the California State University system. This degree complies with The Student Transfer Achievement Reform Act (Senate Bill 1440).

Students pursuing the Associate in Arts in Communication Studies for Transfer will demonstrate, through written and oral academic work, knowledge of communication principles, concepts, and theories and be prepared to pursue further study in communication studies or a similar major at the baccalaureate level at the California State University.

Students must complete the following Associate Degree for Transfer requirements:

- Completion of 60 semester units or 90 quarter units of degree-applicable courses,
- Minimum overall grade point average of 2.0,
- Minimum grade of “C” (or “P”) for each course in the major, and
- Completion of IGETC and/or CSU GE-Breadth.

Program Learning Outcomes:
Upon completion of the Communication Studies program, students will be able to analyze and demonstrate the relationship between speaker, audience, message, and medium in a variety of communication contexts. Students will also be able to identify, analyze and demonstrate appropriate conflict management styles in both interpersonal and intercultural forums.

Required Core: (6 units)	**Units: 6.0**
COM ST 11[DE] Elements of Public Speaking	3.0
COM ST 35[DE] Interpersonal Communication	3.0

List A: Select three of the following (9 units):	**Units: 9.0**
COM ST 12[DE] Persuasion	3.0
COM ST 14[DE] Oral Interpretation: Performing Literature Across Cultures	3.0
COM ST 16[DE] Fundamentals of Small Group Discussion	3.0
COM ST 21[DE] Argumentation	3.0
COM ST 30[DE] Introduction to Communication Theory	3.0
COM ST 37[DE] Intercultural Communication	3.0
MEDIA 1[DE] Survey of Mass Media Communications	3.0

List B: Select one of the following (3 units): Any course not already used above and/or:	**Units: 3.0**
ANTHRO 2[DE] Cultural Anthropology	3.0
COM ST 9[DE] Introduction to Communication Studies	3.0
COM ST 13 Voice and Diction	3.0
COM ST 20[DE] Agitational and Protest Communication	3.0
COM ST 31[DE] Research Methods for Communication Studies	3.0
COM ST 36[DE] Gender and Communication	3.0
COM ST 38[DE] Introduction to Latina/o/x Communication Studies	3.0
ENGL 2[DE] Critical Analysis and Intermediate Composition	3.0
JOURN 1[DE] The News	3.0
PSYCH 1[DE] General Psychology	3.0
SOCIOL 1[DE] Introduction to Sociology	3.0
SOCIOL 1 S Introduction to Sociology - Service Learning	3.0
	Total: 18.0

Transfer Model Curriculum (TMC) Template for Communication Studies 2.0
CCC Major or Area of Emphasis: Communication Studies
TOP Code: 1506.00
CSU Major(s): Communication, Communication Studies
Total Units: 18 *(all units are minimum semester units)*

Template # 1001
Rev. 6: 09/01/22

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

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

or the ASSIST website:

https://www.assist.org/.

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

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

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

Attach the appropriate ASSIST documentation as follows:

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

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

Associate in Arts in Communication Studies for Transfer Degree 2.0

College Name: Santa Monica College

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS				
Course Title (units)	**C-ID Descriptor**	**Course ID**	**Course Title**	**Units**	**GE Area CSU**	**GE Area IGETC**
REQUIRED CORE: (6 units)						
Public Speaking (3)	COMM 110	COM ST 11	Elements of Public Speaking	3.0	A1	1C

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS				
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	GE Area CSU	GE Area IGETC
Interpersonal Communication (3)	COMM 130	COM ST 35	Interpersonal Communication	3.0	D	4
LIST A: Select three (9 units)						
Argumentation or Argumentation and Debate (3)	COMM 120	COM ST 21	Argumentation	3.0	A1 A3	1C
Small Group Communication (3)	COMM 140	COM ST 16	Fundamentals of Small Group Discussion	3.0	A1	1C
Forensics (Speech and Debate) (1) (3 units maximum)	COMM 160B					

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS				
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	GE Area CSU	GE Area IGETC
Intercultural Communication (3)	COMM 150	COM ST 37	Intercultural Communication	3.0	D	4
Introduction to Communication Theory (3)	COMM 180	COM ST 30	Introduction to Communication Theory	3.0	D	4
Introduction to Mass Communication (3) **OR** Communication and New Media (3)	JOUR 100 **OR** ***AAM***	MEDIA 1	Survey of Mass Media Communications	3.0	D	4
Oral Interpretation of Literature (3)	COMM 170	COM ST 14	Oral Interpretation: Performing Literature Across Cultures	3.0	C2	

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS				
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	GE Area CSU	GE Area IGETC
Introduction to Persuasion (3)	COMM 190	COM ST 12	Persuasion	3.0	A1, C2	1C, 3B
Any course articulated as lower division preparation in the Communication, Communication Studies major at a CSU. (3)	***AAM***					
LIST B: Select one (3 units) Any **LIST A** course not already used.						
Survey of Human Communication (3)	COMM 115					
Introduction to Cultural Anthropology (3)	ANTH 120	ANTHRO 2	Cultural Anthropology	3.0	D	4

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS				
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	GE Area CSU	GE Area IGETC
Introductory Psychology (3)	PSY 110	PSYCH 1	General Psychology	3.0	D, E	4
Introduction to Sociology (3)	SOCI 110	SOCIOL 1 OR SOCIOL 1S	Introduction to Sociology Introduction to Sociology - Service Learning	3.0 3.0	D D	4 4
Introduction to Literature (3) **OR** Argumentative Writing and Critical Thinking (3)	ENGL 120 **OR** ENGL 105	ENGL 2	Critical Analysis and Intermediate Composition	3.0	A3, C2	1B, 3B
Introduction to Reporting and Newswriting (3) **OR** Introduction to Journalism (3) See example courses on TMC.	JOUR 110 **OR** ***AAM***	JOURN 1	The News	3.0		

TRANSFER MODEL CURRICULUM (TMC)	
Course Title (units)	**C-ID Descriptor**
Any CSU transferrable Communication Studies course.	***BCT***
Total Units for the Major:	**18**

COLLEGE PROGRAM REQUIREMENTS				
Course ID	**Course Title**	**Units**	**GE Area**	
			CSU	**IGETC**
COM ST 9	Introduction to Communication Studies	3.0	D	4
COMST 13	Voice and Diction	3.0		
COM ST 20	Agitational and Protest Communication	3.0	D	4
COM ST 31	Research Methods for Communication Studies	3.0	D	4
COM ST 36	Gender and Communication	3.0	D	4
COM ST 38	Introduction to Latina/o/x Communication Studies	3.0		
Total Units for the Major:				
Total Units that may be double-counted (***The transfer GE Area limits must not be exceeded)***			18	18
General Education (CSU-GE or IGETC) Units			**39**	**37**
Elective (CSU Transferable) Units			21	23
Total Degree Units (maximum)			**60**	

ASSIST is best used in combination with seeing a counselor on your campus. It is intended to help students and counselors work together to establish an appropriate path toward transferring from a public California community college to a public California university.

CSU Baccalaureate Level Course List (Communication Studies)

Santa Monica College

Academic Year 2022-2023

Communication Studies

Course	Title	Semester Units
COM ST 9	Introduction to Communication Studies IGETC: 4G; CSU GE: D7	3.00
COM ST 11	Elements of Public Speaking IGETC: 1C; CSU GE: A1	3.00
COM ST 12	Persuasion IGETC: 1C, 3B; CSU GE: A1, C2	3.00
COM ST 13	Voice and Diction	3.00
COM ST 14	Oral Interpretation: Performing Literature Across Cultures CSU GE: C2	3.00
COM ST 16	Fundamentals of Small Group Discussion IGETC: 1C; CSU GE: A1	3.00
COM ST 20	Agitational and Protest Communication IGETC: 4; CSU GE: D	3.00
COM ST 21	Argumentation IGETC: 1C; CSU GE: A1, A3	3.00
COM ST 22	Introduction to Competitive Speech and Debate	2.00
COM ST 30	Introduction to Communication Theory IGETC: 4G; CSU GE: D7	3.00
COM ST 31	Research Methods for Communication Studies IGETC: 4G; CSU GE: D7	3.00
COM ST 35	Interpersonal Communication IGETC: 4; CSU GE: D	3.00
COM ST 36	Gender and Communication IGETC: 4D; CSU GE: D4	3.00
COM ST 37	Intercultural Communication IGETC: 4G; CSU GE: D	3.00
COM ST 38	Introduction to Latina/o/x Communication Studies IGETC: 4; CSU GE: D	3.00
COM ST 310	Organizational and Small Group Communication	3.00

END OF LIST

Santa Monica College
Program Of Study
Program – Change: Computer Programming AS/Certificate of Achievement

A computer programmer is a professional who is skilled in writing medium to large-scale computer applications. This requires the knowledge and practice of a multitude of areas in Computer Science. This certificate focuses on learning and using advanced programming techniques to build software applications. In addition, it covers core computer science concepts such as Operating Systems and Database Theory.

Program Learning Outcomes:
Upon completion of this program, students will design, code, test, and debug computer programs. They will understand and use the Internet and World Wide Web, application software, the components of the system unit, input, output, storage, operating systems and utility programs, communications and networks, database management, information systems development, and project management. Students will also explain the social implications of technological development, and understand the capabilities of current day computers and the possibilities for the future.

Required Core Courses: (15 units)	**Units: 15.0**
CS 3[DE] Introduction To Computer Systems	3.0

CS 40[DE] Operating Systems	3.0
OR	
CS 80[DE] Internet Programming	3.0

CS 50[DE] C Programming	3.0
CS 60[DE] Database Concepts and Applications	3.0

MATH 4[DE] College Algebra for STEM Majors	4.0
or one of the following:	
MATH 2[DE] Precalculus	5.0
MATH 3[DE] Trigonometry with Applications	3.0
MATH 7[DE] Calculus 1	5.0
MATH 8[DE] Calculus 2	5.0
MATH 10[DE] Discrete Structures	3.0
MATH 11[DE] Multivariable Calculus	5.0
MATH 13[DE] Linear Algebra	3.0
MATH 15[DE] Ordinary Differential Equations	3.0
MATH 21[DE] Finite Mathematics	3.0
MATH 26[DE] Functions and Modeling for Business and Social Science	3.0
MATH 28[DE] Calculus 1 for Business and Social Science	5.0
MATH 29[DE] Calculus 2 for Business and Social Science	3.0
MATH 41[DE] Mathematics for Elementary School Teachers	3.0
MATH 54[DE] Elementary Statistics	4.0
PHILOS 9[DE] Symbolic Logic	3.0

Required Concentration Courses: Select two of the following groups: (12 units)	**Units: 12.0**
Group 1:	***6.0***
CS 15[DE] Visual Basic Programming	3.0
CS 19[DE] Advanced Visual Basic Programming	3.0
Group 2:	***6.0***
CS 81[DE] Javascript Programming	3.0
and one course from the following:	
CS 82 ASP.NET Programming in C#	3.0
CS 83 Server-Side Java Web Programming	3.0
CS 83R[DE] Server-Side Ruby Web Programming	3.0
CS 84[DE] Programming with XML	3.0
CS 85[DE] PHP Programming	3.0
Group 3:	***6.0***
CS 65[DE] Oracle Programming	3.0

CS 66 Advanced Oracle	3.0
Group 4:	***6.0***
CS 52[DE] C++ Programming	3.0
and one course from the following:	
CS 20A[DE] Data Structures with C++	3.0
CS 51[DE] Visual C++ Programming	3.0
Group 5:	***6.0***
CS 55[DE] Java Programming	3.0
and one course from the following:	
CS 20B[DE] Data Structures with Java	3.0
CS 56[DE] Advanced Java Programming	3.0
	Total: 27.0

Santa Monica College
Program of Study
Program – Change: Insurance Specialist Certificate of Achievement

Familiarity with insurance products and principles is useful in a wide variety of business pursuits as well as the task of addressing the numerous perils faced by each of us in our society.

Program Learning Outcomes:
Upon completion of the program, *students will demonstrate an understanding of risk management principles, along with the ability to apply these principles to practical personal and business situations, e.g. the risk represented by vehicles that are owned by a business. *students will be familiar with the structure of the insurance industry understanding how it is regulated, where coverage is shopped for and purchased and finally how claims are resolved. *students will understand the products they are likely to consider including personal lines products (Automobile, Homeowners, Umbrella, Life, Health, Disability) and commercial products (Commercial Property, Business Auto, Crime, Inland and Ocean Marine, Business Interruption.

Required Courses:	**Units: 12.0**
BUS 15B[DE] Introduction to Life and Health Insurance	3.0
BUS 16[DE] Personal Insurance	3.0
BUS 17[DE] Property and Liability Insurance	3.0
BUS 18[DE] Commercial Insurance	3.0
	Total: 12.0