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

1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

# Curriculum Committee Agenda
## Wednesday, November 2, 2022, 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 | Alex Ibaraki | Redelia Shaw |
| Patricia Ramos, *Vice Chair* | Susan Caggiano | Sharlene Joachim | Scott Silverman |
| Bren Antrim | Javier Cambron | Jacqueline Monge | Briana Simmons |
| Alyssa Arreola (A.S.) | Lisa Collins | Matthew Musselman | Lydia Strong |
| Jason Beardsley | Rachel Demski | Estela Narrie | Audra Wells |
| Mary Bober | Christina Gabler | Brandon Reilly | Associated Students Rep |
| Walter Butler | Aileen Huang | Janet Robinson | |

**Interested Parties:**

| | | | |
|---|---|---|---|
| Joelle Adams | Dione Carter | Kiersten Elliott | Maral Hyeler |
| Stephanie Amerian | Department Chairs | Kamiko Greenwood (A.S.) | Stacy Neal |
| Maria Bonin | Nathaniel Donahue | Tracie Hunter | 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 ................................................................................................................. 3
V.  Chair's Report

VI. Information Items

    1. Addition of new prefix/discipline in the Art Department – Skateboard (SKTBRD)

    *(Non-Substantial Changes)*
    2. MUSIC 73A Percussion Ensemble Instrument Techniques

VII. Action Items

    *(Program Map)*

    *(Programs: Revisions)*
    k. Changes to degrees, certificates, and program maps as a result of courses considered on this agenda

VIII. New Business
- Local General Education Requirements

IX. Old Business
- DEI in Curriculum Framework: Diversity, Equity, and Inclusion in Curriculum: Model Principles and Practices

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 November 16, 2022.**

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

1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

# Curriculum Committee Minutes
## Wednesday, October 19, 2022, 3:00 p.m.
## Zoom Meeting

**Members Present:**

| | | | |
|---|---|---|---|
| Sal Veas, *Chair* | Susan Caggiano | Maral Hyeler* | Brandon Reilly |
| Patricia Ramos, *Vice Chair* | Javier Cambron | Alex Ibaraki | Janet Robinson |
| Bren Antrim | Lisa Collins | Sharlene Joachim | Redelia Shaw |
| Mary Bober | Rachel Demski | Jacqueline Monge | Scott Silverman |
| Walter Butler | Christina Gabler | Matthew Musselman | Briana Simmons |
| Fariba Bolandhemat | Aileen Huang | Estela Narrie | Audra Wells |

*Maral Hyeler is sitting in for Jason Beardsley, Administrator*

**Members Absent:**

| | |
|---|---|
| Alyssa Arreola (A.S.) | Lydia Strong |

**Others Present:**

| | | | |
|---|---|---|---|
| Luis Andrade | Sang Chi | Marisol Moreno | Perviz Sawoski |

*(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:** Estela Narrie; **Seconded by:** Bren Antrim
The motion passed unanimously. *(Briana Simmons not present)*

## II. Public Comments
None

## III. Announcements
None

## IV. Approval of Minutes
Motion to approve the minutes of September 21, 2022 with no revisions.
**Motion made by:** Scott Silverman; **Seconded by:** Susan Caggiano
The motion passed unanimously. Y: 19; N: 0; A: 1 (Maral Hyeler) *(Briana Simmons not present)*

## V. Chair's Report
- The Chancellor's Office Annual Certification has been signed and sent, which grants us auto-approval for credit and noncredit courses, and local degrees and certificates.
- We'll be conducting the Curriculum Committee Training at the end of today's meeting

## VI. Information Items

1. Curriculum Committee Training – Sal Veas *(see page 7)*
   - We conducted a META/technical training that was recorded in September
   - Overview of the Curriculum Committee responsibilities and 10+1

2. CalGETC Area E Removal; Addition of 1C update – Estela Narrie *(see page 4)*
   - There are changes being made to all three GE patterns – the merging of IGETC/CSUGE pattern to the new CalGETC, local GE patterns, and the community college Bachelors Degree GE pattern
   - Ethnic Studies requirement is being added to all three patterns
   - Area E/Lifelong Learning (originally part of the CSUGE pattern) has been removed
   - The new bachelors GE pattern allows more flexibility, only requiring 3 units in Arts/Humanities, and 3 units in Social/Behavioral Sciences, with an additional 6 units to be completed from any area
   - The adoption of all three patterns is anticipated to be in Fall 2024 – the local and bachelors degree patterns may be adopted sooner
   - It's our understanding that students will be able to maintain catalog rights for the "old" GE patterns, but an official ruling has not yet been made

3. Curricunet Clean-Up Reminder – Sal Veas
   - There has been a lot of great clean-up in Curricunet META – we're hoping to have old proposals resolved by the end of October
   - If you have any technical/META questions, contact Rachel Demski
   - If you have questions regarding content, contact Sal Veas

   *(Non-Substantial Changes)*
4. COM ST 38/ETH ST 38 Introduction to Latina/o/x Communication Studies *(cross-listing)*
5. ECE 2 Principles and Practices of Teaching Young Children
6. ECE 17 Introduction to Curriculum
7. ECE 21 Observation and Assessment
8. ECE 22 Practicum in Early Childhood Education
9. MEDIA 10/ETH ST 10 Media, Gender, and Race *(cross-listing)*
   *MEDIA 10/ETH ST 10 cross-listing will be discussed between Academic Affairs and the Ethnic Studies Task Force before moving forward. It may return to Curriculum Committee if changes are made.*

## VII. Action Items

*(Consent Agenda: Program Maps)*
a. Commercial Dance Certificate of Achievement Program Map
b. Data Science Certificate of Achievement Program Map
c. Geology AS-T Program Map
   Motion to approve the Consent Agenda: Program Maps (VII. a., VII. b., and VII. c.) with no revisions.
   **Motion made by:** Scott Silverman; **Seconded by:** Christina Gabler
   The motion passed unanimously.

*(Courses: Distance Education)*
d. TH ART 56 Advanced Audition Workshop
   Motion to approve distance education for TH ART 56 with no revisions.
   **Motion made by:** Bren Antrim; **Seconded by:** Scott Silverman
   The motion passed unanimously.

*(Programs: Revisions)*
e. Ethnic Studies AA/Certificate of Achievement
   - Changed program description and Program Learning Outcomes
   - Changed major units from 21 units to 18 units
   - "Required Core"
     - Changed from Required Core: 9 units/1 group, to Required Core: 6 units, 2 groups
     - Added: ETH ST 1 (required), and ETH ST 6 or ETH ST 7 (select 1)
     - Moved: ENGL 10, HIST 10, POL SC 21, SOCIOL 34 to new elective group
     - Removed: POL SC 21
   - Added new group: "Required Elective – Select 1": ENGL 10, HIST 10, SOCIOL 34
   - Removed "Arts – Select 1" and courses AHIS 72, DANCE 2, MUSIC 33, MUSIC 37
   - "Inter-Ethnic Studies Elective – Select 1"

- Removed: COM ST 14, COM ST 37, GEOG 2, GEOG 14, NUTR 7, SOCIOL 1, SOCIOL 1S
  - Added "Any course not used in Area C" (ENGL 10, HIST 10, SOCIOL 34), and COM ST 20
- "Intra-Ethnic Studies – Select 2 (6 units)" added new section Communication Studies – COM ST 38, and "Any course not used in Area B" (ETH ST 6, ETH ST 7)

Motion to approve changes to the Ethnic Studies AA/Certificate of Achievement with no additional revisions.
**Motion made by:** Susan Caggiano; **Seconded by:** Redelia Shaw
The motion passed unanimously.

f. 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:** Audra Wells; **Seconded by:** Alex Ibaraki
The motion passed unanimously.

## VIII. New Business
None

## IX. Old Business
- DEI in Curriculum Framework: Diversity, Equity, and Inclusion in Curriculum: Model Principles and Practices

## X. Adjournment
Motion to adjourn the meeting at 4:30 pm.
**Motion made by:** Estela Narrie; **Seconded by:** Lisa Collins
The motion passed unanimously.

## Three Pathways Side by Side

| Area | Proposed CalGETC Pathway | Proposed CCC Associate Degree GE Pathway | Proposed CCC Baccalaureate Degree GE Pathway (Lower Division) |
|---|---|---|---|
| 1 | English Composition (3/4)<br>Critical Thinking and Composition (3/4)<br>Oral Communication (3/4) | English Composition (3/4)<br>Oral Communication and Critical Thinking (3/4) | English Composition (3/4)<br>Oral Communication and Critical Thinking (3/4) |
| 2 | Mathematical Concepts and Quantitative Reasoning (3/4) | Mathematical Concepts and Quantitative Reasoning (3/4) | Mathematical Concepts and Quantitative Reasoning (3/4) |
| 3 | Arts (3/4)<br>Humanities (3/4) | Arts and Humanities (3/4) | Arts and Humanities (3/4) |
| 4 | Social and Behavioral Sciences (6/8) | Social and Behavioral Sciences (3/4) | Social and Behavioral Sciences (3/4) |
| 5 | Physical Science (3/4)<br>Biological Science (3/4)<br>Laboratory (for Phys/Bio Science) (1/1) | Natural Sciences (3/4) | Natural Sciences (3/4) |
|  | Lifelong Learning and Self-Development<br><br>*Not required (CSU Upper Division GE)* | Lifelong Learning and Self-Development<br><br>*Not required in current title 5 regulations* | Lifelong Learning and Self-Development<br><br>*Not required in current title 5 regulations* |
| 6 | Language other than English (LOTE) *(Currently UC only, carries no units)* | Language other than English (LOTE)<br><br>*Not required in current title 5 regulations* | Language other than English (LOTE)<br><br>*Not required in current title 5 regulations* |
| 7 | Ethnic Studies (3/4) | Ethnic Studies (3/4) | Ethnic Studies (3/4) |
|  | - | - | Additional units from above areas (6/8) |
| **Total** | **11 courses (34 semester/45 quarter units)** | **21 semester/28 quarter units** | **27 semester/36 quarter units** |

To view the individual proposed pathways, click on the links below.

**Proposed (Local) Associate Degree General Education Pathway**

**Proposed CalGETC (Associate Degree for Transfer General Education Pathway)**

**Proposed CCC Lower Division Baccalaureate Degree General Education Pathway**

# General Education Pathways for Consideration

October 6, 2022

**Proposed CalGETC (Associate Degree for Transfer General Education Pathway)**

| CalGETC Area | Subject | Courses/Units |
|---|---|---|
| 1 – English Communication | English Composition<br>Critical Thinking and Composition<br>Oral Communication | 1 course (3 units)<br>1 course (3 units)<br>1 course (3 units) |
| 2 | Mathematical Concepts and Quantitative Reasoning | 1 course (3 units) |
| 3 – Arts and Humanities | Arts<br>Humanities | 1 course (3 units)<br>1 course (3 units) |
| 4 | Social and Behavioral Sciences | 2 courses (6 units) |
| 5 | Physical Science<br>Biological Science<br>Laboratory (for Phys/Bio course) | 1 course (3 units)<br>1 course (3 units)<br>(1 unit) |
| *N/A* | Life Long Learning and Self-Development *(CSU upper division GE)* | - |
| 6 | Language other than English (LOTE) *(Currently UC only, carries no units)* | - |
| 7 | Ethnic Studies | 1 course (3 units) |
| **Total Courses (units)** | - | ***11 courses (34 units)*** |

## Proposed (Local) Associate Degree General Education Pathway

| Area | Subject | Units | Current Title 5 |
|---|---|---|---|
| 1 | English Composition<br>Oral Communication and Critical Thinking | 3 semester/4 quarter units*<br>3 semester/4 quarter units* | Title 5 §55063(c)(4)(A) and (d)(1)<br>Title 5 §55063(c)(4)(B) |
| 2 | Mathematical Concepts and Quantitative Reasoning | 3 semester/4 quarter units+ | Title 5 §55063(c)(4)(B) and (d)(2) |
| 3 | Arts and Humanities | 3 semester/4 quarter units* | Title 5 §55063(c)(3) |
| 4 | Social and Behavioral Sciences | 3 semester/4 quarter units* | Title 5 §55063(c)(2) |
| 5 | Natural Sciences | 3 semester/4 quarter units* | Title 5 §55063(c)(1) |
| | Lifelong Learning and Self-Development | optional | - |
| 6 | Language other than English (LOTE) | optional | - |
| 7 | Ethnic Studies | 3 semester/4 quarter units* | Title 5 §55063(d)(3) |
| | Total Units | 21 semester/28 quarter | |

## Proposed CCC Lower Division Baccalaureate Degree General Education Pathway

| Area | Subject | Units | Current Title 5 |
|---|---|---|---|
| 1 | English Composition<br>Oral Communication and Critical Thinking | 3 semester/4 quarter units*<br>3 semester/4 quarter units* | Title 5 §55063(c)(4)(A) and (d)(1)<br>Title 5 §55063(c)(4)(B) |
| 2 | Mathematical Concepts and Quantitative Reasoning | 3 semester/4 quarter units+ | Title 5 §55063(c)(4)(B) and (d)(2) |
| 3 | Arts and Humanities | 3 semester/4 quarter units* | Title 5 §55063(c)(3) |
| 4 | Social and Behavioral Sciences | 3 semester/4 quarter units* | Title 5 §55063(c)(2) |
| 5 | Natural Sciences | 3 semester/4 quarter units* | Title 5 §55063(c)(1) |
| | *Lifelong Learning and Self-Development* | *optional* | |
| 6 | *Language other than English (LOTE)* | *optional* | |
| 7 | Ethnic Studies | 3 semester/4 quarter units* | Title 5 §55063(d)(3) |
| | Additional units from any of the above areas | 6 semester/8 quarter units | |
| | *Total Units* | 27 semester/36 quarter | |

\* indicates transfer-level course required
+ indicates transfer-level course expected with limited exceptions

*Thank you for volunteering your time and expertise!*

*We are so glad you are here!*

*"People will forget what you said, people will forget what you did, but people will never forget how you made them feel."*

*- Maya Angelou*

*Our space welcomes everyone's thoughts,*
*support and encourages each other,*
*and always allows room for praise.*

## Goals today and...

*Identify topics impacting Curriculum this year. Understand our roles as members and representatives. Provide guidance on curriculum proposals to best support our students' needs.*

Curriculum meets every **1st and 3rd Wednesday** of the Month

The **5th Wednesday** is tentatively scheduled– we have some catching up to do!
*See updated schedule on next page…*

## Curriculum Timelines 2021-2022

Please refer to the timeline/meeting dates when submitting courses/programs. All courses and programs (including changes) must be approved by the Curriculum Committee, Academic Senate, Board of Trustees, and Chancellor's Office to be offered.

*The timeline will be updated with specific Spring 2022 dates for the Board of Trustees in late Fall.*

| Curriculum Committee | Academic Senate | Board of Trustees | Estimated Effective/Start Date* |
|---|---|---|---|
| September 1, 2021 | September 14, 2021 | October 5, 2021 | **Items approved in Fall 2021 are effective:** |
| September 15, 2021 | September 28, 2021 | | • Winter or Spring 2022 |
| September 29, 2021 (tentative) | October 12, 2021 | November 2, 2021 | ○ Non-Substantial Changes, Distance Education, and Global Citizenship |
| October 6, 2021 | | | |
| October 20, 2021 | October 26, 2021 | December 7, 2021 | |
| November 3, 2021 | November 9, 2021 | | • Summer or Fall 2022 |
| November 17, 2021 | November 23, 2021 | January 2022 | ○ New Courses, New Programs, and Substantial Course/Program Changes |
| December 1, 2021 | December 7, 2021 | | |
| February 16, 2022 | March 8, 2022 | April 2022 | **Items approved in Spring 2022 are effective:** |
| March 2, 2022 | | | • Summer or Fall 2022 |
| March 16, 2022 | March 29, 2022 | May 2022 | ○ Non-Substantial Changes, Distance Education, and Global Citizenship |
| March 30, 2022 (tentative) | April 26, 2022 | June 2022 | |
| April 6, 2022 | | | |
| April 20, 2022 | | | • Summer or Fall 2023 |
| May 4, 2022 | May 10, 2022 | | ○ New Courses, New Programs, and Substantial Course/Program Changes |
| May 18, 2022 | May 24, 2022 | July 2022 | |
| June 1, 2022 | June 7, 2022 | | |

***Please note additional time for courses submitted for UC, IGETC, CSUGE:***
○ UC transfer courses are submitted June 2022; if approved, they're effective Fall 2022.
  ▪ If a course is denied UC transfer, there usually is an appeal process in October 2022.
  ▪ If the approved UC course is to be submitted for IGETC/CSUGE, the course cannot be offered until Fall 2023.
○ IGETC/CSUGE courses are submitted December 2022; if approved they're effective Fall 2023.

**Timeline example:** A new program is approved at the May 4 Curriculum Committee meeting. It will then go to the Academic Senate in May. If approved by Senate, it will appear on the Board of Trustees agenda in June. If approved by the Board, the program will be uploaded to the Chancellor's Office. The Chancellor's Office can take up to 60 days to review, so approval will likely happen in August. The catalog for 22-23 academic year is finalized in July, so the program will be offered the following academic year, Summer/Fall 2023.

Rachel – *our amazing Curriculum Specialist* – created a timeline.  It shows course submission and effective start dates.

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Curriculum Webpage

Training

AB 1725 Landmark Legislation 1988

Title 5 § 53200 (b): Academic Senate addresses "Academic and professional matters" meaning the following policy development and implementation matters

1. Curriculum including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.

**SMC BP 2511 PARTICIPATORY GOVERNANCE: ACADEMIC SENATE**
**Rely Primarily or Mutually Agree**

1. Curriculum including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.

# Administrative Regulations

**AR 4020** CURRICULUM COMMITTEE STRUCTURE, FUNCTIONS, RESPONSIBILITY, AND CURRICULUM APPROVAL PROCESS

**AR 4100** GRADUATION REQUIREMENTS FOR DEGREES

https://www.smc.edu/administration/governance/board-of-trustees/board-policy-manual.php

**http://www.academicsenate.com/**

**Academic Senate By-laws**

https://www.smc.edu/administration/governance/academic-senate/documents/senate-bylaws.pdf

# The "Packet"

- Useful things to have on hand during meetings

- Information to help review curriculum courses and programs

- Information you might need to help your department build curriculum

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### The "Packet"

***Things you might need while in a Curriculum Meeting:***
- META website
- College Catalog 2020-2021
- College Catalog 2021-2022
- Approved DE courses

***Things you might need while reviewing Curriculum proposals:***
- Any of the above plus...
- META Handbook
- Blooms Taxonomy

***Things you might need as you help your Department create, design, and innovate curriculum:***
- Any of the above plus...
- META Workflow Types
- Deadlines
- Pre-requisites, corequisites, and Advisories forms and information
- TOP Codes (Taxonomy of Programs)
- Career Education (CE) course and program requirements
- Regional Program Approval - LMI Form
- Minimum Qualifications for Faculty and Admin
- CSU General Education Requirements
  - Prior to Fall 2021 College Catalog Page 46
  - Beginning Fall 2021 College Catalog Page 49

***Miscellaneous Information:***
- Roles and Responsibilities: META Quick Guide for Curriculum Representative
- Curriculum Resources Page
- The Course Outline of Record: A Curriculum Reference Guide
- PCAH 7th Edition

Representatives start at the beginning of a proposal. You are the connection between your department and the committee. You will help answer questions about the curriculum process.

Members review all curriculum proposals and provide feedback. In this role, you will check that requirements are met and help proposals to best serve our students.

You are not expected to know everything – we are all learning about each department and program. If you have questions, reach out to us.
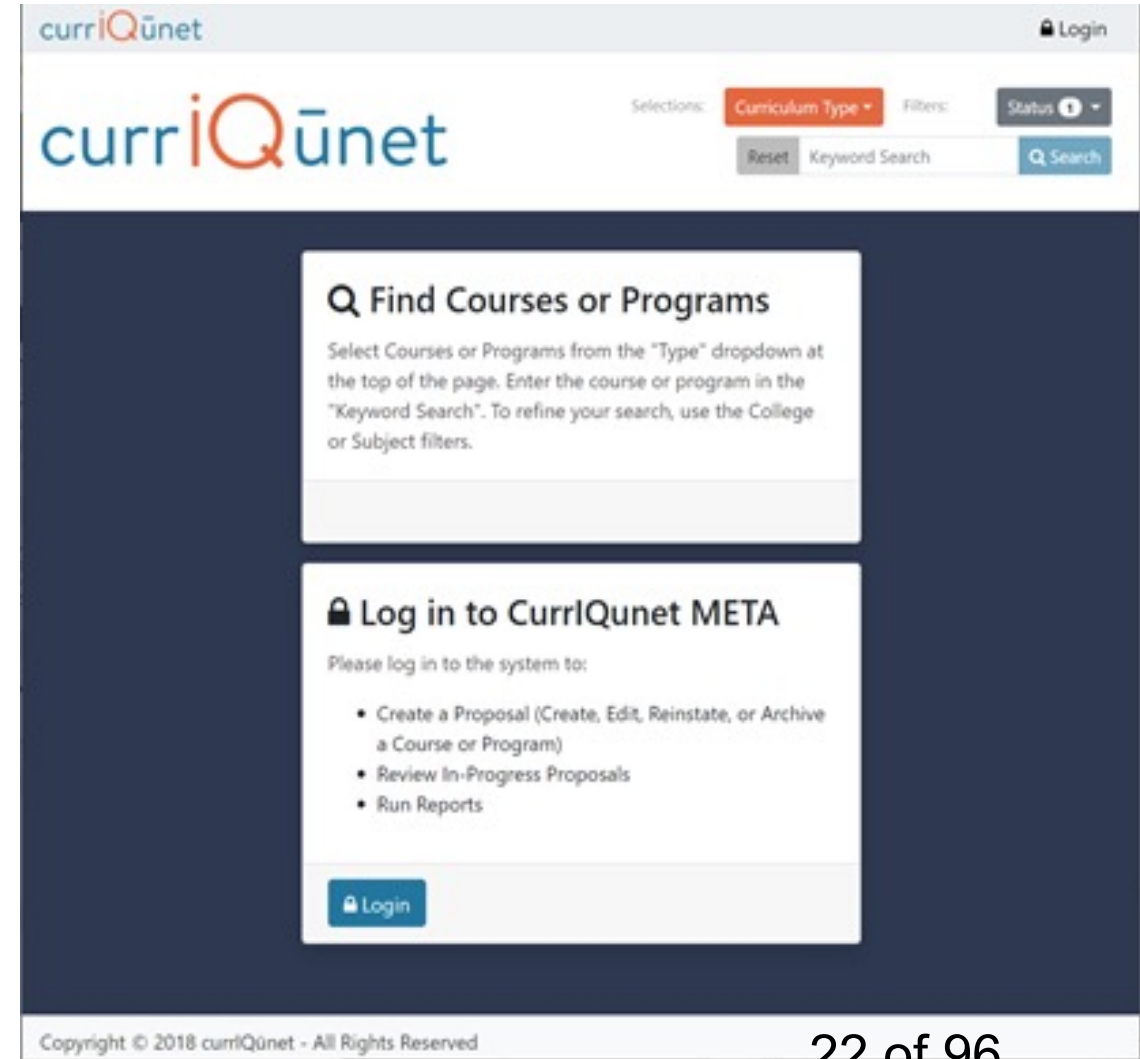Sal Veas and Patricia Ramos.

## Representatives

## Members

## The Team

**Roles and Responsibilities**

# Login curriQunet META

curriQunet META Login

If this is your **first time** and you need an account, please contact Rachel. demski_rachel@smc.edu

as a **Representative**...
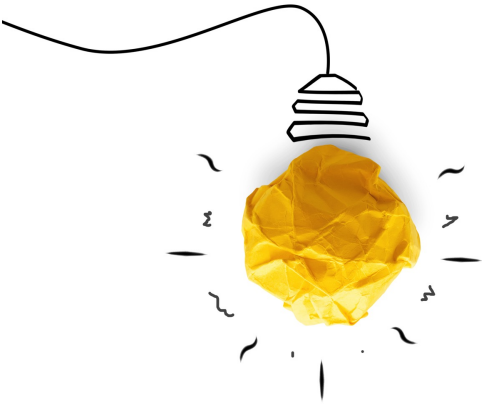
Faculty has an **idea** for a course or program (new or change)

Faculty talks to **Department Chair** to decide how the idea fits into the program and **benefits our students**
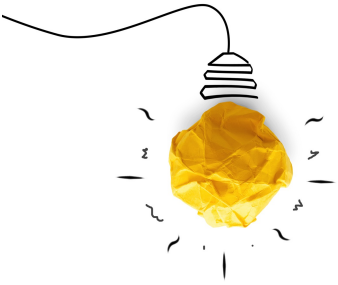
Faculty
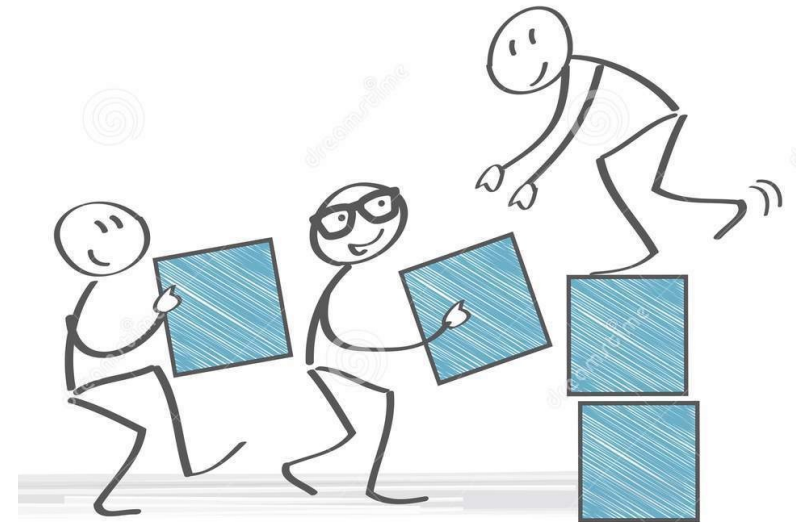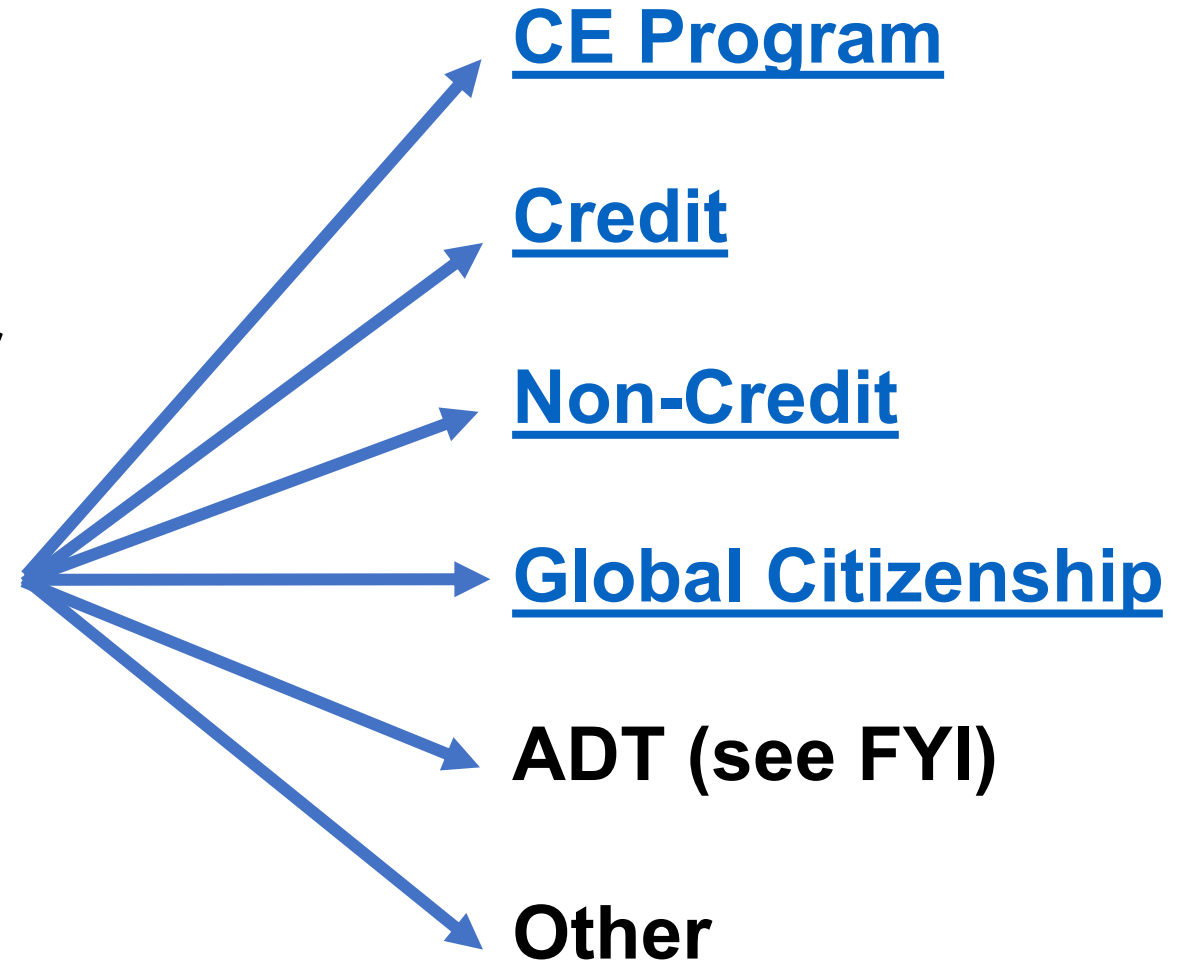+
Department Chair

confer with
**Department Representative**
(that's you!)

**CE Program**

**Credit**

**Non-Credit**

**Global Citizenship**

**ADT (see FYI)**

**Other**

**What type of proposal is being created?**

currIQūnet

Curriculum    Approvals    34

Create Proposal

**Create Proposal**

This page allows you to initiate a draft proposal.

Once completed, the proposal can be submitted (or launched) for review. While under review, changes to a proposal are only allowed when requested by a reviewer.

To create a proposal, follow the steps below.

1. Select Proposal Type

2. Complete Proposal Requirements

3. Review and Submit

**Proposal Type**

Select a proposal type

**Courses**

1. Course - New

2. Course - Reinstate

3. Course - Change

4. Course - Distance Education (DE)

5. Course - Global Citizenship

**1. Course: New**

Proposing a new course

New
Course

**2. Course: Reinstate**

Proposing the reactivation of a previously deactivated course

Reinstate
Course
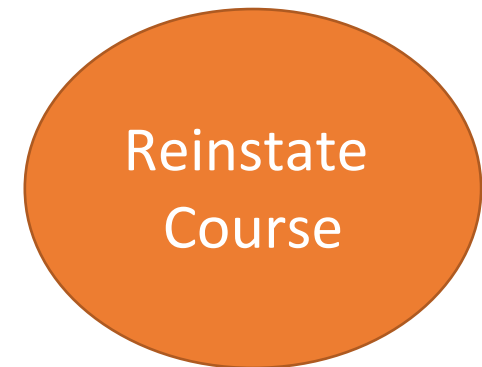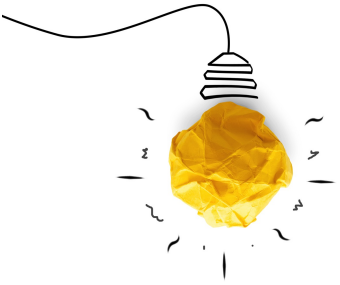
**3. Course: Change**

Proposing a change to an existing course. May be a substantial or non-substantial change.
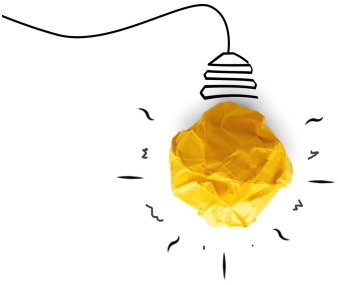
Change Course

**4. Course: Distance Education \***

- Propose new DE, change existing DE (including Emergency DE)

Distance Education

*\* NOTE: the course must also be updated as part of this procedure if it has been more than two years since the last update.*

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**5. Course: Global Citizenship ***

- Proposing an existing course to fulfill the SMC Global Citizenship Graduation Requirement

*\* NOTE: the course must also be updated as part of this procedure if it has been more than two years since the last update.*

**6. Course: Deactivation**

Deactivating an unused course

Global Citizenship

Deactivation Course
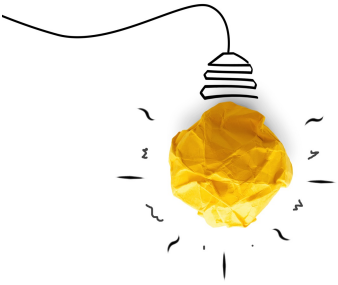
**Course: Substantial Change**

- Changes that do alter the essence of the course; *or*
- Changes in units or hours; *or*
- Changes in pre/co-requisite(s)/skills advisories; *or*
- Substantial changes in objectives or outcomes (alters essence of the course); *or*
- Significant changes in content, presentation, evaluation (alters essence of the course)

Substantial Change to Course
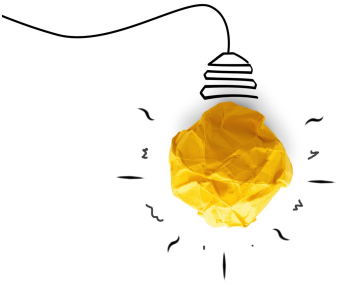
## Course: Non-substantial Change

- No changes that alter the essence of the course; *and*
- No change in units or hours; *and*
- No change in pre/co-requisite(s)/skills advisories; *and*
- No substantial change in objectives or outcomes (essence remains the same); *and*
- No significant change in content, presentation or evaluation

Non-Substantial Change to Course

**SMC**

New Degree or Certificate

**1. Program: New Degree/Certificate**
- Proposing a new degree of certificate

Change to Program

**2. Program: Change**
- Proposing a substantial or non-substantial change to a program.
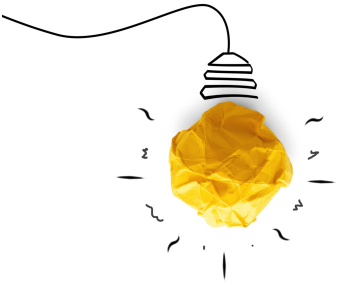
**Substantial Change**

- Changes that alter the essence of the program (including significant title change); *or*
- Change in total units; *or*
- Change in required courses; *or*
- Additions or deletions of "concentration options"

Substantial Change to Program

## Program: Non-Substantial Change
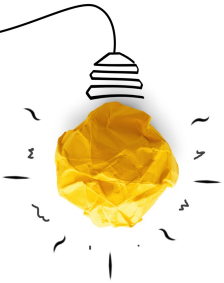
- No changes that alter the essence of the program; *and*
- No change in total units; *and*
- No change in required courses; *and*
- No substantial change in program learning outcomes (essence remains the same).

Non-Substantial Change to Program

Faculty Originator develops and discusses the proposal with their department. Then it is entered into META and submitted

***Official review by you...***

**Let's look at META**

*On a scale of 1-10, how comfortable are you with META?*

*1= I'm scared to open it!*
*10 = I got this!*
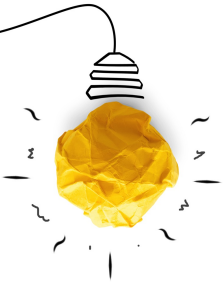
Have faculty make you, the Representative, a ***co-contributor*** so you can make minor updates (spelling, grammar, etc.) as needed

as a **Member**...

**Go to Approvals**

"My Approvals" are your Representative Approvals

# curriQunet META

**To see differences in a Program or Course...**

Choose "Reports" , then Comparison
Compare with the Active Course/Program

**To see in detail or to make minor edits...**

From the Previous page – click on the course
Choose "View Course Proposal"

If there are no changes or only minor changes (spelling, grammar, etc.) you can make those minor changes and then choose:
"Approve and forward to Department Chair" in the Action drop-down menu.

Once complete, Faculty submits proposal.

Proposal goes to you – the Representative – for review.

If significant changes are needed, add change requests in the Comments area.
Then choose "Request Changes" in Action drop-down menu.
Faculty makes changes and re-submits.

**Department Chair**
Reviews and adds department vote
Once approved, it is forwarded...

to the **Articulation Officer**, then the
**Librarian**, and...

the **Tech Team** who review to place on
the **Curriculum Agenda**

**Curriculum Members pre-review** proposals prior to meeting. Comments and questions are added in META so the Faculty creator can respond prior to meeting.

# curriQunet META

Faculty Creator and Department Chair present to **Curriculum Committee**

We review the proposal and either **approve**, approve with minor revisions, or return to originator for changes.

Final Approval:  Academic Senate,  Board of Trustees, and then the Chancelors Office!

## **Discussion and Voting Norms for Zoom Meetings**

- Proposal introduced and entered into Chat for record (Thank you, Rachel!)

- If you have a minor item to note (such as spelling errors, Canvas vs LMS, etc.)

  Type them into the Chat so Rachel has a record.

- If you have an item to discuss, raise your hand (Zoom - Reactions)

- Once the discussion is complete, the Motion and Second are placed in Chat.

- Votes will be entered into Chat. This gives us a record of who voted and how.

*Note: We can revisit these Norms as needed.*

# Additional Information (FYI)

- Minimum of 60 units

- At least 18 units in a major or area of emphasis

- Can use local GE pattern

- Chancellor's Office approved

# Associate Degrees for Transfer-ADT  SMC

- Minimum of 60 units; no more than 60 units may be required
- At least 18 units in a major
- Must follow Transfer Model Curriculum (TMC); designated courses must have C-ID approval
- General education limited to a CSU or IGETC pattern
- Chancellor's Office approved

- 16 or more related units **must** be Chancellor's Office approved, noted on transcript (used to be 18)
- 8–15.5 units **may** be Chancellor's Office approved, but it is not required (although recommended)* (used to be 12 min)
- Changes in funding formula will impel the majority of certificates to be Chancellor approved; if department (local) certificates are not being awarded (students are not earning them) decisions must be made on retaining them.

•**\*Certificates noted on students' transcript must be approved by the Chancellor's Office.**

- Fewer than 16 related units (or noncredit)
- Not Chancellor's Office approved
- Not noted on student transcript
- Not eligible for financial aid
- Not included in CCC funding formula

So why offer these?
Fewer than 8 units, experimental or short-term, quick response to industry or local need…

Career Development and College Preparation Programs award two types of certificates which allow colleges to offer noncredit courses for higher apportionment levels:

- **Certificate of Competency** – a certificate in a recognized career field articulated with degree-applicable coursework, completion of an associate degree, or transfer to a baccalaureate institution

- **Certificate of Completion** – a certificate leading to improved employability or job opportunities

# Courses and Programs

| Credit | Noncredit |
|---|---|
| **Courses** | **Courses** |
| • Degree-applicable<br>• Non degree-applicable<br><br>• <mark>Refer to PCAH 7, **Part II**, **credit** curriculum standards and criteria</mark> | • Noncredit: no credit awarded for courses in 10 categories, but approved by CO and receives apportionment<br><br>• <mark>Refer to PCAH 7, **Part III**, **noncredit** curriculum standards and criteria</mark> |
| **Programs** | **Programs** |
| • Associate Degrees (AA, AS)<br>• Associate Degrees for Transfer (AA-T, AS-T)<br>• Certificates of Achievement<br>   8 to less than 16 units (semester)<br>   16 or more units (semester)<br>• Locally Approved Certificates<br>   <16 units, CO approval optional but not required | • Career Development and College Preparation (CDCP)<br>   ○ Certificate of Completion<br>   ○ Certificate of Competency<br>• Adult High School Diploma<br>• Noncredit Apprenticeship Program<br>• Locally Approved Certificates (not CO approved) |

| | Programs | Courses |
|---|---|---|
| **Goal 1:**<br><br>**Increase number of students earning certificates and degrees.** | • **Communicate** program requirements and program function (e.g. learning outcomes, connections to jobs/earning potential, connections to future education opportunities, transfer, etc.) to students.<br>• Build **academic maps** to display recommended sequencing of courses, including general education (GE). | • Maximize diversity/flexibility of offerings-encourage **alternate deliveries** of courses (e.g. Distance Education, Dual Enrollment).<br>• Identify **crossover** with other courses to avoid teaching same material in multiple courses, unless intentionally scaffolding advanced skills development. |
| **Goal 2:**<br><br>**Increase transfer to CSU and UC** | • Research **comparable programs** at transfer institutions. Use Transfer Model Curriculum (TMC), ASSIST.org, UC Pathways, etc.<br>• Consult Articulation Officer and counselors during program development to **maximize alignment** with transfer institutions. | • Research **comparable courses** at transfer institutions. *Note: our courses must align to lower division courses at transfer institutions.*<br>• Maximize general education (GE) and course-to-course **articulation**. Use statewide C-ID database, CSU GE and IGETC guidelines; consult with Articulation Officer. |
| **Goal 3:**<br><br>**Decrease units to complete** | • Avoid extra program requirements. Use comparable programs, advisory committees, etc.<br>• Avoid duplicate curriculum. Use courses from GE & other disciplines, when possible, to maximize double counting and flexibility for students. | • **Remove unnecessary prerequisites** *(see Prerequisite Validation Administrative Procedure 4260).*<br>• Establish appropriate units. Use C-ID, comparable courses, advisory committee minutes, etc. to avoid excessive units on courses. |

| | Programs | Courses |
|---|---|---|
| **Goal 4:**<br><br>**Increase employment in field of study and increase attainment of a livable wage** | ● Leverage Advisory Committees to evaluate regional employment outlook and **establish partnerships** with employers in the community.<br>● Use Labor Market Information (LMI) from Center of Excellence, ONET & Advisory Committee to **evaluate efficacy** of CTE Degrees and Certificates in your discipline.<br>● Create scaffolded **stackable certificate(s) to degree pipelines** that build earning potential with additional education. | ● Incorporate **career exploration** and **experiential learning** into Course Outline of Records (CORs), especially in courses taken early in student pathway.<br>● Integrate **21st Century Skills** (e.g. adaptability, collaboration, communication, digital fluency, empathy, resilience, self-awareness, social diversity awareness, analysis, etc.) into course curriculum. |
| **Goal 5 & 6:**<br><br>**Close equity gaps and reduce regional achievement gaps** | ● Evaluate Student Learning Outcome assessments, Programs and Services Review (PSR) data, and student feedback to meaningfully inform program modifications and **improve the student experience** both during and after earning their certificate and/or degree. | ● Design/Evaluate CORs using an equity lens. Make updates to various course components (ie. content, methods of instruction/evaluation, resources).<br>● Utilize **Zero Cost textbooks**/resources. Consult with Librarian.<br>● Offer curriculum in **different modalities** (online, hybrid, California Institution for Women, dual enrollment, etc.) to maximize flexibility for students.<br>● Maximize **credit for prior learning** (e.g. portfolios, work experience, military experience, industry certifications) and credit by exam opportunities (including Advanced Placement exams). |

# What we may have coming.....    SMC

- General Education and AB 928
- AB 1111 Common Course Numbering
- Competency Based Education (CBE)
- Credit for Prior Learning (CPL)
- DEI in Curriculum Practices
- Local General Education Requirements
  >>Ethnic Studies
  >>Global Citizenship

| | Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such) | Priority order of PR or RE course(s) within each semester (used to develop a part-time student ed plan) | Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY | Satisfies GE Area and/or GC (specify area) | "Gateway" course? (based on definition) | # of Units | TOTAL weekly hours (full semester) | Course Advisory (must be in map prior); do NOT include "eligibility for English 1" | Course Prerequisites (P), Corequisite (C) (must be included in proper sequence) | Intersession Option? - YES -- (MAX of 8 units) | REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | **e-Sports Management, Production and Performance AS / CoA** | | | | | | **SMC GE** | | | | |
| **SEMESTER 1** | MEDIA 4 | 1 | PR / GE | II B | YES | 3 | 9 | | | | |
| | GAME 1 | 2 | PR | | YES | 3 | 9 | | | | |
| | PRO CR 15 | 3 | PR | | YES | 3 | 9 | | | | |
| | ENGL 1 | | GE | IV A | | 3 | 9 | | | YES | |
| | COUNS 20 | | EL | | | 3 | 9 | | | YES | |
| | | | | | | **15** | **45** | | | | |
| **SEMESTER 2** | GAME 2 | 1 | PR | | | 3 | 9 | | | | |
| | MEDIA 46 | 2 | PR | | | 3 | 9 | | | | |
| | MEDIA 17 | 3 | PR | | | 3 | 9 | | | | |
| | MATH | | GE | IV B | | 3 | 9 | | | YES | |
| | GE | | GE | III / GC | | 3 | 9 | | | YES | |
| | **TOTAL Semester 2** | | | | | **15** | **45** | | | | |
| **SEMESTER 3** | RE | 1 | RE | | | 3 | 9 | | | | Dept recommends PRO CR 80 |
| | RE | 2 | RE | | | 3 | 9 | | | | Dept recommends BUS 56 |
| | EL | | EL | | | 3 | 9 | | | | Dept recommends GR DES 71 |
| | EL | | EL | | | 3 | 9 | | | | Dept recommends DMPOST 3 |
| | GE | | GE | I / GC | | 3 | 9 | | | YES | |
| | **TOTAL Semester 3** | | | | | **15** | **45** | | | | |
| **SEMESTER 4** | EL | | EL | | | 3 | 9 | | | | Dept recommends JOURN 1 |
| | EL | | EL | | | 3 | 9 | | | | Dept recommends JOURN 7 or MEDIA 25 |
| | EL | | EL | | | 3 | 9 | | | | Dept recommends GR DES 71B |
| | GE | | GE | II A / GC | | 3 | 9 | | | YES | |
| | EL | | EL | | | 3 | 9 | | | YES | |
| | **TOTAL Semester 4** | | | | | **15** | **45** | | | | |

# Substantial Change: ENGLISH 41, Introduction To Asian American Literature

| | |
|---|---|
| **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 |
| **IGETC Area:** | 3B: Humanities |
| **CSU GE Area:** | C2: Humanities |
| **SMC GE Area:** | III: Humanities |
| **Prerequisite(s):** | ENGL 1 |
| **Program Impact:** | Proposed for inclusion in a forthcoming degree or certificate: English AA-T |

**Rationale**

Updated language for AA-T in English CID 120 assignment. Minor updates that better describe the course and bring it up to date with current scholarship. Changes do not affect the essential nature of the course.

I. **Catalog Description**

This course will study the major literary works of Asian American writers of the essay, novel, short fiction, drama, and poetry. Through close reading and analytical writing, students will gain an appreciation and a critical understanding of the cultural, historical, and aesthetic qualities of the rich mosaic of Asian American communities. The course will explore the varied and complex nature of the Asian American experience and locate the literature of these communities in the broader context of contemporary American literature.

II. **Examples of Appropriate Text or Other Required Reading:**

*(include all publication dates; for transferable courses at least one text should have been published within the last five years)*
1. The Cambridge Companion to Asian American Literature, Print, Parikh, Crystal., Cambridge University Press © 2015
2. Indivisible: An Anthology of Contemporary South Asian American Poetry, Print, Banerjee, N., et al eds., Univ. of Arkansas Press © 2010
3. Aiiieeeee!: An Anthology of Asian American Writers, 3rd ed., Frank Chin, University of Washington Press © 2019, ISBN: 978-0295746487
4. The United States of India: Anticolonial Literature and Transnational Refraction, Manan Desai, Temple University Press © 2020, ISBN: 978-1439918890
5. Go Home!, Rowan Hisayo Buchanan, The Feminist Press at CUNY © 2018, ISBN: 978-1936932016
6. Writing and Critical Thinking Through Literature, Ringo, Heather and Kashyap, Athena, OER/LibreTexts/ASCCC/City College of San Francisco © 2021

III. **Course Objectives**

Upon completion of this course, the student will be able to:
1. Identify and define the most prominent themes that characterize Asian American literature and assess their influence on literary works across major genres.
2. Develop and define a critical vocabulary of common literary terms for discussing literature and apply theories of critical analysis to specific texts.
3. Identify and explicate the characteristic forms and poetics of Asian American literature as the tradition has developed from the late 1800s to the present.
4. Research and evaluate the relationship between the form, content, and cultural context of works from a variety of Asian American communities over time.
5. Reference primary and secondary sources while evaluating how aesthetic, social, and political concerns, values, and ideas have shaped Asian American literature and culture over time as reflected in the text.
6. Engage in appropriate academic discourse while composing formal written literary analyses appropriate of work by Asian American authors.

IV. **Methods of Presentation:**

Discussion, Field Experience, Visiting Lecturers, Other Methods: Media presentation

## V. Course Content

| % of Course | Topic |
|---|---|
| 25.000% | Poetry: Poetry, verse, song, and oral storytelling by Asian American writers such as Sadakichi Hartmann, Fatimah Asghar, Joe Balaz, Joseph O. Legaspi, Ching-In Chen, Aman Batra, Franny Choi, Muriel Leung, Kenji C. Liu, Hieu Minh Nguyen, Chiwan Choi, Meena Alexander, Tarfia Faizullah, Prageeta Sharma, Mai Der Vang, Julayne Lee, and Monica Sok. |
| 25.000% | Drama: Plays, monologues, and other performance-based texts from writers such as Velina Hasu Houston, Aditi Brennan Kapil, Hiroshi Kashiwagi, Christopher Chen, Philip Kan Gotanda, Denise Uyehara, Yilong Liu, Dipika Guha, Jiehae Park, Bong Joon-ho, Young Jean Lee, Qui Nguyen, Lauren Yee, Ayad Akhtar, and David Henry Hwang. |
| 25.000% | Fiction: Novels, short stories, comics/graphic novels, and other prose from writers such as Jenny Zhang, Xuan Juliana Wang, Ling Ma, Samira Ahmed, Jhumpa Lahiri, Gary Yong Ki Pak, Bharati Mukherjee, Celeste Ng, Ocean Vuong, Sabaa Tahir, Jessica Hagedorn, Chang-Rae Lee, Randy Ribay, Emily X.R. Pan, SJ Sindu, Lisa Ko, Gene Yuen Yang, Elaine Castillo, Julie Otsuka, Susan Choi, and T Kira Madden. |
| 25.000% | Non-Fiction: Creative nonfiction, critical essays, memoirs and other non-fiction from writers such as Jia Tolentino, Sejel Sha, Jaswinder Bolina, Nicole Chung, Alexander Chee, Cathy Park Hong, Sharmila Sen, David Mura, Yiyun Li, Esmé Weijun Wang, Bonnie Tsui, Lan Cao, Wing Young Huie, E. J. Koh, Kao Kalia Yang, Karen L. Ishizuka, Khizr Khan, Naomi Hirahara, and Jeff Chang. |
| 100.000% | Total |

## VI. Methods of Evaluation

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

## VII. Sample Assignments:

**Analyzing Themes:** Choose a two or three works of prose fiction by authors from two distinct Asian American communities and discuss how the authors treat a major theme, such as Isolation, Alienation, and Assimilation. In a critical essay, explore how do the cultural contexts of the authors and protagonists influence the arc of this experience and the literary representation of this theme?

**Literary Analysis:** In your reading journal, examine how stories (such as those found in Viet Thanh Nguyen's The Refugees) or poems (such as those found in Fatimah Asghar's If They Come for Us) depict and deconstruct the experiences of first-generation Asian Americans. Conduct a literary analysis, paying close attention to recurring themes, motifs, and symbols.

## VIII. Student Learning Outcomes:
1. Upon completion of the course, the student will be able to identify and describe the ways in which Asian American writers modify standard literary conventions and techniques.
2. Upon completion of the course, the student will be able to identify and describe major historical, cultural, and aesthetic themes of Asian American literature.
3. Upon completion of the course, students will demonstrate skill in both literary and rhetorical analysis through critical writing and discussion.

# Distance Education: ARABIC 1, Elementary Arabic 1

| | |
|---|---|
| **Units:** | 5.00 |
| **Total Instructional Hours (usually 18 per unit):** | 90.00 |
| **Hours per week (full semester equivalent) in Lecture:** | 5.00 |
| **In-Class Lab:** | 0.00 |
| **Arranged:** | 0.00 |
| **Outside-of-Class Hours:** | 180.00 |
| **Transferability:** | Transfers to CSU, UC |
| **IGETC Area:** | 6A: Languages other than English (UC Requirement Only) |
| **CSU GE Area:** | C2: Humanities |
| **SMC GE Area:** | III: Humanities, V: Global Citizenship |
| **Degree Applicability:** | Credit – Degree Applicable |

I. **Catalog Description**

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

II. **Examples of Appropriate Text or Other Required Reading:**

*(include all publication dates; for transferable courses at least one text should have been published within the last five years)*

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

III. **Course Objectives**

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

1. Read and write Arabic at the first year level
2. Use greetings, introductions, farewells, and common idiomatic expressions
3. Read and translate the monologues in the chapters covered without the use of a dictionary
4. Compose basic paragraphs on personal information using the monologues in the text as templates
5. Generate basic grammatical structures and word patterns
6. Use an Arabic dictionary based on the Semitic root system
7. Build a beginner's level working vocabulary of Modern Standard Arabic
8. Identify some variants of spoken Arabic and Modern Standard Arabic in their natural settings through the use of the internet, handouts and discussions
9. Demonstrate use of acceptable pronunciation of Arabic as well as sound to letter identification in their spoken variants
10. Identify Arabic speaking countries on a map
11. Demonstrate knowledge of the religions, cultures, ethnicities, peoples and history of the Arab world.

IV. **Methods of Presentation:**

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

V. **Course Content**

| % of Course | Topic |
|---|---|
| 15.000% | CULTURE: Notes on the Arabic speaking world, the Arabic language, dialects, religions, cultures, ethnicities, peoples, and history of the Arab world. The course uses Youtube clips, internet sites, and brief lectures to expose students to Arabic in its natural environment with a focus on greetings, politeness, holidays, names, poetry, music videos, news outlets, liturgies, food, and practical use of Arabic for those traveling in the region like interacting with a taxi, buying items in the bazaar, etc. |

| | |
|---|---|
| 20.000% | VOCABULARY: Greetings, polite phrases, describing self, major, origin, work, family and family members, pictures, simple actions (study, do, teach, etc.), emotions, conditions, likes, dislikes, questions, fruits, vegetables, basic prepositions and conjunctions and all other vocabulary in Alif Baa and those revolving around the monologues found in chapters one through five in al-Kitaab part 1. |
| 30.000% | GRAMMAR: mu'annath wal-mudhakkar (Fem and Masc), alif laam (the Definite Article), sifat al-nisba (Gentilic Adjectives), al-su'aal (Interrogatives), al-Damaa'ir (Subject Pronouns), al-jam' (Plurals), al-jumlah al-ismiyyah (Nominal Sentences), al-mubtada' wal-khabar (Subject and Predicate), al-'iDaafa (Possessive Construct Phrase), al-Damaa'ir al-malakiyyah (Possessive Pronouns), al-fi'il al-muDaari' (Present Tense), al-jumlah al-fi'liyyah (Verbal Sentence), al-su'aal (Questions), tanwiin al-fatH (Adverbs), al-ism wal-sifaa (Noun-Adjective phrases), haadhaa/haadhihii (This: m, f). |
| 20.000% | SPEAKING and COMPREHENSION activities: readings in textbook, dictation, oral questions, conversation in pairs, small groups and one on one with the instructor, group games, listening to the instructor, listening to selected media outlets from those mentioned in cultural section above. |
| 15.000% | WRITTEN practice: compositions, dictations, written practice of grammatical structures and correction of exercises previously assigned. |
| 100.000% | Total |

VI. **Methods of Evaluation**

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

VII. **Sample Assignments:**
**Assignment #1:** For homework, students are to compose a paragraph describing themselves in Modern Standard Arabic using the monologue found in chapter one of the textbook as a template. They are to substitute Maha's personal information such as name, area of residence, university, major, etc. with their own information. The following class session the students will be split into small groups with at least one native speaker assigned to each group. The group will begin by greeting each other in Arabic. Then one at a time, beginning with the native speaker, they are to read their paragraphs to the group without interruption. The native speaker is then to correct any mistakes or pronunciations of the other students only after the speakers are done. The instructor is to walk around, oversee the activity and collect the compositions when the activity is over.
**Assignment #2:** The instructor is to give a brief lecture on the bazaar (al-suuq) and bazaar culture in the Arab world. Greetings are to be reviewed as well as market lingo and bargaining strategies in a colloquial dialect. Google images and/or Youtube are to be used to give the students a visual exposure of markets in Cairo, Damascus, Aleppo and Jerusalem. Apart from a general exposure to the market particular attention is to be given to fruit and vegetable stands. Then the instructor is to introduce names of fruits and vegetables in Arabic. This is done by the instructor drawing pictures on the board of various fruits and vegetables laid out as if in a market stand. The Arabic names are then written on the board under the item in question but only after the students have been given a chance to guess the fruit and its Arabic name. The instructor is to ask for volunteer vendors. The market is then reenacted in class by having all students come to the board and bargain with the vendor for various items.

VIII. **Student Learning Outcomes:**
1. Communicate accurately in written and spoken modern standard Arabic in sound Present tense verbs, noun-adjective phrases, possessive construct phrases, basic prepositions and conjunctions, as well as

exhibit comprehension of practical vocabulary for simple nominal and verbal sentence structures. As assessed by: Class interaction with instructor, small group work in class, homework and dictation. Written vocabulary and spelling tests, grammar exercises, and exams.

2. Transcribe and translate short monologues about people getting to know each other for the first time. As assessed by: In class dictation and translation.
3. Identify Arabic-speaking countries on a map. As assessed by: Quizzes, tests and class presentations.
4. Demonstrate cultural knowledge by using culturally-appropriate gestures and phrases of courtesy. As assessed by: In class presentations.

# ARABIC 1 Distance Education Application

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

## 1a. Instructor - Student Interaction:
There will be multiple, frequent and on-going communication between the instructor and each student in the beginning Arabic language course. These communications will be initiated regularly and frequently by the instructor, and may be made available in the target language (Arabic) in addition to English, to provide students with greater supplementary and communicative exposure to the language of study. There are three models for instructor-student interactions with the potential for overlap under facilitation by the instructor. Students will interact with the instructor via synchronous weekly meetings and/or during scheduled times to proctor quizzes and exams. Instructor-student interaction may also occur asynchronously, via recorded video lessons, discussion forums created within the Learning Management System (LMS), and individualized communication through messaging in the LMS or email. The instructor will provide regular, individual feedback on student work, through written activities in the discussion forums, and oral and listening practice assignments. In addition, the instructor will hold weekly virtual office hours in order to be more accessible, and facilitate effective synchronous and asynchronous interaction. Lastly, the instructor will frequently communicate important class information to students via class Announcements in the LMS and/or email. The instructor may also make a Q&A Discussion Board available to students in the LMS to enhance instructor-student interaction.

## 1b. Student - Student Interaction:
Student-student interaction will occur frequently throughout each week in this language course. Students will interact with each other via written assignments in asynchronous discussion forum threads where they have to create an original post based on each content unit's main cultural focus, while at the same time applying the grammar structure covered in the unit. Depending on the assignment scope, students will have opportunities to practice the use of Arabic language script (using Arabic keyboards via computer or mobile), or transliteration into Latin script (letters of the English language are frequently employed by users of Arabic worldwide within digital and online media). Students will also be asked to respond to their classmates' original posts both in writing and speaking through various asynchronous assignments. Using asynchronous assignments of this kind, students will be able to communicate with each other throughout the course regarding weekly learning content. Student-student interaction may also occur during weekly synchronous class meetings, which facilitate participation in group work to practice their speaking and writing skills. Students may also interact with classmates via a virtual café or other asynchronous type of "chat" room created in the format of a discussion forum in the LMS, where they can ask questions and share resources relevant to the class content.

## 1c. Student - Content Interaction:
Students of Arabic will have daily opportunities for interaction with course content, including materials and assignments. Students will need to complete a variety of activities from the online workbook that accompanies the Arabic language textbook. A variety of videos dedicated to tutorials on grammar, vocabulary, and culture will be provided for students for their engagement within each weekly content unit of the course, followed by activities to assess their comprehension of each topic and productive abilities in the target language. In addition to exploring course content provided through the required Arabic language textbook, students will also learn through additional assignments that improve their language skills (reading, listening, cultural understanding, etc.) created by the instructor in the LMS. These assignments may consist of practice quizzes that will provide opportunities for immediate feedback to support different student learning styles. To ensure individualized learning, the instructor will also assign activities that require individual grading and feedback.

## 1d. Distance Ed Interactions:

| Online class activities that promote class interaction and engagement | Brief Description | % of Online Course Hours |
|---|---|---|
| Videos | Listening Comprehension activity as part of their weekly lab work: Students will watch culturally relevant and original videos that supplement each chapter's | 35.00% |

| | vocabulary and cultural focus. The instructor will give individual feedback to the student and grade the assignment based on effort rather than focusing mainly on accuracy. An example assignment: Watch the video "Fire" (a documentary on bread-making in Morocco) and while you watch, complete the activities handout, and submit your work through the Learning Management System (LMS). | |
|---|---|---|
| Discussion Boards | Example of a Student-Student interaction through an assignment (writing activity/composition): Introducing Yourself (تقديم نفسك [taqdeem nafsik]): First, review your class notes and the vocabulary and grammatical explanations in our textbook. Through this week's discussion on the Learning Management System, you will introduce yourself to the class and include the following information: • Your name (ما اسمك؟ [ma ismik?]) • Your city and state (مدينتك وولايتك [medinatik wa wilayatik]) • Talk about your family (عائلتك ['ailatik]) • Talk about your major (تخصصك [takh'susik]) Then, respond to at least two of your classmates' posts | 30.00% |
| Other (describe) | Sample speaking activity: How is the weather today? (كيف حال الطقس اليوم؟ [Keif hal aT-Taqs al-youm?]) For this assignment, the student will need to review the vocabulary for weather conditions and practice with grammatical agreement of noun/adjective pairs (as studied and practiced in the tutorials and activities in the online program or cultural videos that accompany the textbook). The student will access the course shell on the LMS and open the VoiceThread application, within which they will be prompted by presentation slides each showing different weather conditions (e.g., sunny, hot, cold, humid). Through the VoiceThread application, students will be guided to record and submit their oral speech sample (describing the weather conditions) with each proceeding slide. The instructor will give individual feedback on their pronunciation and correct use of introductory weather vocabulary and noun/adjective pairing in Arabic. | 35.00% |

## 2. Organization of Content:

The course will be organized into weekly modules, each containing a variety of activities to be completed each week by a specific deadline. Each weekly module may be paired with synchronous sessions, during which specific assignment pages of the module will be discussed. Any students unable to attend the synchronous session can access the assignment page in the weekly module, along with a summary of the synchronous class. Each module will be broken down into smaller units containing an introductory page or video with an overview of the week's content and a task list with links to all activities. There will be several mini-lecture videos, practice quizzes, discussions, and assignments culminating in an assessment at the conclusion of the module. Beginning Arabic (Arabic 1) covers content from Chapters 1 through 10 from the Alif Ba textbook by Georgetown University. The Alif Ba eText is designed to be used alongside the online component, providing the student with an eText. The content will be divided into chapters, each with its own cultural focus.

## 3. Assessments:

| % of grade | Activity | Assessment Method |
|---|---|---|
| 15.00% | Quizzes | There will be end of module quizzes to assess the students' understanding of the content of each chapter. (format: multiple choice, fill in the blanks, short answer, audio, and video questions) created on the Learning Management System. |
| 25.00% | Writing Assignments | Students will participate in weekly threaded discussion forums to assess their writing skills throughout the semester. |
| 25.00% | Homework | This grade pertains to the mechanical grammar and vocabulary drills activities assigned in the learning management system that accompanies the Alif Ba eText. These activities must be completed weekly. |
| 10.00% | Listening and Pronunciation Activities | Students will complete weekly speaking/pronunciation and listening activities via VoiceThread and resources located on the remote (online) Language Lab organized by the Department of Modern Languages and Cultures at Santa Monica College. |
| 25.00% | Final Exam | The final exam will assess three language acquisition competencies: reading and listening comprehension and writing. Each section of the exam will test the student's ability to communicate effectively in a real-world situation within the target language culture. |

## 4. Instructor's Technical Qualifications:

The instructor must be knowledgeable of the features offered by the Learning Management System in place. • Zoom/ConferNow to interact with students, and give individualized lessons or to host office hours • 3C Media to upload

and post videos • Zoom/ConferNow or other video conference program to conduct synchronous class meetings and office hours • The Chat feature in the LMS to communicate with students • Create weekly modules and pages in the LMS to organize course content • Create announcements and discussion forums to facilitate course communication and interactivity • LMS Gradebook to manage and post student grades • Create assignments in the LMS requiring online submissions • Add VoiceThread activities (integrated within the LMS) and offer support to students in case of technical difficulties • Accessing online Arabic language resources that accompany the Alif Ba and Al-Kitaab textbook series by Georgetown University, as well as through the remote (online) Language Lab in use by the Department of Modern Languages and Cultures at Santa Monica College; offer support to students in case of technical difficulties

## 5. Student Support Services:
The instructor will provide information about and links to SMC key services: Student Help Desk, the Learning Management Help Desk, the Center for Students with Disabilities, the Center for Wellness and Wellbeing, Financial Aid, Campus Police, Dream Program, Counseling Services, International Education Office, EOPS Program and Services, Care Prevention Team, Title IX office, tutoring services, and the library. The resources will be incorporated into the syllabus, and the LMS and the instructor will refer to them during lessons, during office hours, and via messages as needed.

## 6. Accessibility Requirements:
If a student needs help with accessing or navigating the Learning Management System, the instructor should refer the student to established tutorials or the LMS help services, and/or contact the Distance Education Assistive Technology Specialist. The instructor will provide links in their syllabus to student-centered resources, including the Student Help Desk of the LMS, and the Center for Students With Disabilities. All videos and instructional multimedia presented in course materials will be made available through the LMS, remote (online) Language Lab, and/or required textbook supplemental resources, and accessibly and appropriately captioned as soon as possible. Online lecture presentations, assessments, and other course materials in the LMS, assignments will be made accessible by incorporating design features such as alternative text, headings for data tables, and skip navigation. Whenever possible, links to additional materials that are likewise accessible will be chosen; when that is not possible, appropriate alternative accommodations will be made by the instructor.

## 7. Representative Online Lesson or Activity:
Objective: Use Arabic numbers and grammar involved with counting people (the number one (1) is treated as an adjective, 2 is a suffix, 3-10 plural, 10+ singular).

Format: Threaded Discussion on the Learning Management System.
In a unit about family, students will make a post on the Discussion Forum talking about their family members. Students will use the threaded reply function to ask follow-up questions about their families.
They will then read through all their classmates' posts, counting the various family members and create a chart documenting each student and how many brothers, sisters and cousins they have.
For this assignment, students must practice using family member roles (e.g., 'mother', 'father', 'uncle', 'sister') and use accurate grammar for counting items/ people.

# Distance Education: AMERICAN SIGN LANGUAGE 2, American Sign Language 2

| | |
|---|---|
| **Units:** | 5.00 |
| **Total Instructional Hours (usually 18 per unit):** | 90.00 |
| **Hours per week (full semester equivalent) in Lecture:** | 5.00 |
| **In-Class Lab:** | 0.00 |
| **Arranged:** | 0.00 |
| **Outside-of-Class Hours:** | 180.00 |
| **Transferability:** | Transfers to CSU, UC |
| **IGETC Area:** | 3B: Humanities, 6A: Languages other than English (UC Requirement Only) |
| **CSU GE Area:** | C2: Humanities |
| **SMC GE Area:** | III: Humanities, V: Global Citizenship |
| **Skills Advisory(s):** | ASL 1 *The advisory for this course is comparable to two years of high school American Sign Language. |

I. **Catalog Description**

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

II. **Examples of Appropriate Text or Other Required Reading:**

*(include all publication dates; for transferable courses at least one text should have been published within the last five years)*

1. Signing Naturally Units 7-12, Smith, C., Mikos, K., and Lentz, E.M., DawnSignPress © 2014, ISBN: 9781581212211
2. Inside Deaf Culture, Humphries, Tom L and Padden, Carol L., O'Rourke, TJ et. al, Harvard University Press © 2005

III. **Course Objectives**

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

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

IV. **Methods of Presentation:**

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

V. **Course Content**

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

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

VI. **Methods of Evaluation**

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

VII. **Sample Assignments:**
**Assignment 1:** Students will attend a Deaf event of their choosing and write a report about their experiences, the people they meet and the different vocabulary and grammatical structures they encounter in the process. They will also discuss cultural differences they encounter in their report.
**Assignment 2:** Each week students will read a chapter from the text INSIDE DEAF CULTURE, and will discuss as a group the cultural and historical events and figures they read about. The discussion will be in ASL guided by the professor who will incorporate recently learned grammatical structures during the discussion.

VIII. **Student Learning Outcomes:**
1. Demonstrate use of appropriate techniques to write in ASL signings, comprehend lengthy conversations, and distinguish between subtle differences in meanings of words.
2. Paraphrase, summarize and respond to short questions from English into ASL.
3. Demonstrate understanding of how Deaf history informs current Deaf culture, linguistics and the Deaf community's interaction with the greater hearing community.

## ASL 2 Distance Education Application

☑ Fully Online

**1a. Instructor - Student Interaction:**
There will be multiple, frequent, and on-going communication between the instructor and each student. These communications will be initiated regularly and frequently by the instructor. The instructor will provide frequent individual feedback on students' work: written activities in the discussion forums, oral and listening practice assignments via the GoReact and Glide apps. In addition, the instructor will hold weekly virtual office hours in order to be more accessible and to promote effective synchronous and asynchronous interaction. Lastly, their instructor will give important class information to communicate with their students via class Announcements on the LMS and email. • Instructor initiates student contact, explaining how to log into the course, class expectations for learning course, content/ participation/ attendance/ and relevant class information before the semester starts or when an on-campus course transitions to online instruction. • The course design includes regular instructor-initiated contact with students using the LMS communication tools. • Students are encouraged to initiate contact with the instructor through easily accessed contact information within the syllabus and welcome letter that includes expected response times. • Opportunities for student-initiated interaction with other students are available and encouraged at least weekly. • Regular effective contact with substantive interactions among students is designed and facilitated to build a sense of community among learners. •

Guidelines explaining required levels of student participation (i.e., quantity and quality of interactions) are consistently provided through communication (i.e, assignment instructions, rubrics, announcements, email reminders, etc.). • LMS Course Announcements, optional office hours using a video conferencing tool, the LMS Inbox, regular announcements posted by the instructor, regular emails and email responses to students, timely feedback on graded assignments, detailed rubric scores on graded assignments, with comments if applicable, discussion Boards/moderating discussion forums.

## 1b. Student - Student Interaction:
Student-student interaction will happen frequently throughout each unit assignments. We will have our own "interview" where students will be able to ask each other questions, and they will answer in ASL. Students will have the opportunity to experience peer-to-peer feedback. We will have some in-class assignments where students will be working in pairs with the instructor observing to give them feedback on their signing levels. • Students are encouraged to initiate contact with their classmates through easily accessed communication methods such as: • Emails • Video conferencing tools • The course LMS chat • Announcements

## 1c. Student - Content Interaction:
Students will interact daily with the course content, assigned course materials, and assignments. Students will need to complete various activities that supplement the course textbook. These will be videos created by the instructor, class assignments where students will upload a video of them signing the assignment question answers, or technical assessments by the instructor. Assignments will consist of discussions, fingerspelling, grammar, cultural lessons, and signing videos created by the instructor. Each of these activities will be individualized to give each student individual grading and feedback • Assessments are carefully and thoughtfully designed for the online mode of delivery which aligns with student learning outcomes. • Data from various formative and summative assessments can be used to report student learning outcomes.

## 1d. Distance Ed Interactions:

| Online class activities that promote class interaction and engagement | Brief Description | % of Online Course Hours |
|---|---|---|
| Videos | Students will watch culturally relevant and original videos relating to each module's focus. Students will also upload videos to evaluate various cultural, grammatical, vocabulary enriching, and technical signing assignments. An example would be watching instructor-made videos showing signing or fingerspelling techniques. Then, students will be given an assignment to upload that particular signing or fingerspelling technique for evaluation and critique. | 35.00% |
| Discussion Boards | Students will participate in various discussions via the discussion boards in the LMS to discuss cultural aspects of the language materials they are learning in each unit. An example discussion would be in how the students define their own culture and how they relate to Deaf culture. | 30.00% |
| Online Lecture | Students will watch and participate in online class lectures made by the instructor. Students will be given follow-up activities on the vocabulary and grammatical structures and other topics covered in the lectures. Assignments may be a direct interpretation of sample sentences to ASL, answers to questions related to Deaf culture, or practice understanding signing examples as presented by the instructor. In addition to new vocabulary and grammar as presented by the instructor, students will practice with the instructor in optional synchronous sessions: reading and sending fingerspelling to improve their speed of comprehension and development of their technical form in this area. | 30.00% |

## 2. Organization of Content:
Students will learn ASL / Deaf culture via online Vimeo/YouTube videos. The instructor will post a video on the LMS weekly. Students will watch the entire video(s). Students will be assigned to groups and meet with the instructor once a week (in an online synchronous modality) to do in-class assignments led by the instructor. Students will be using Signing Naturally Level 1 | Unit 7-12 • Week 1 | Introduction • Weel 2 | UNIT 7.1 • Week 3 | UNIT 7.2 • Week 4 | UNIT 7 Exam / Interview / Video Journal #1 • Week 5 | UNIT 8.1 • Week 6 | UNIT 8.2 • Week 7 | UNIT 8 Exam / Interview / Video Journal #2 • Week 8 | UNIT 9.1 • Week 9 | UNIT 9.2 • Week 10 | UNIT 9 Exam / Interview / Video Journal #3 • Week 11 | UNIT 10.1 • Week 12 | UNIT 10.2 • Week 13 | UNIT 10 Exam / Interview / Video Journal #4 • Week 14 | UNIT 11.1 / 12.1 • Week 15 | UNIT 11/12 Exam / Interview / Video Journal #5 • Week 16 | Final Presentation / Final Exam

## 3. Assessments:

| % of grade | Activity | Assessment Method |
|---|---|---|
| 15.00% | Video Journal x5 | Students will receive five questions from the instructor, and they will answer the questions in ASL with a rubric (sign vocabulary/grammar/context/fluency/video quality). |
| 15.00% | In-class and homework Assignments | Students will receive worksheets from the instructor and complete them by the deadline to help them observe their learning process. |
| 30.00% | Midterm Exam | Students will watch the instructor's signs on video, and students will answer all questions on the electronic exam paper. This exam will cover: UNIT 7 UNIT 8 UNIT 9 UNIT 10 UNIT 11 & 12 |
| 10.00% | Interview x5 | Students will be assigned to two pairs and they will ask each other the questions from the instructor's list and answer in ASL upload on GoReact. |
| 15.00% | Final Exam Presentation | Students will give the final presentation from chapters assigned; "For Hearing People Only" book. A rubric will be provided. |
| 15.00% | Written Final Exam | Students will watch the instructor's signs on video, and students will answer all questions on electronic ex-am paper. |

## 4. Instructor's Technical Qualifications:

The instructor must be knowledgeable of : Instructors will need proficiency in the learning management system, video conferencing software, and various other tools to produce recorded lessons/content. Instructors will need to know how to use web-based technologies to host office hours, create and upload captioned videos, communicate with students, create announcements and discussion forums, create assignments requiring online submissions, manage grades, and administer exams. The instructor should also be knowledgeable of accessibility resources on and off-campus and be willing to stay current as technology changes every day. Professional development in online teaching and the current LMS is highly encouraged and available through the college LMS and other training. Instructors should know how to get support from the IT department, the Distance Education Program, and the LMS support hotline.

## 5. Student Support Services:

The instructor will provide information about and links to SMC key services: Student Help Desk, the Learning Management Help Desk, the Center for Students with Disabilities, the Center for Wellness and Wellbeing, Financial Aid, Campus Police, Dream Program, Counseling Services, International Education Office, EOPS Program and Services, Care Prevention Team, Title IX office, tutoring services, and the library. The resources will be incorporated into the syllabus and in the LMS, and the instructor will refer to them during lessons, during office hours, and via messages as needed.

## 6. Accessibility Requirements:

If a student needs help with the Learning Management System, the instructor should refer the student to or contact the Distance Education Assistive Technology Specialist to help address the issue. The instructor will provide links in their syllabus to the: Student Help Desk, The Learning Management System Support Hotline, and the Center for Students with Disabilities. The course will be designed in a manner that allows for easy readability for all students, including those using accessibility readers. All video content will be captioned, and instructors will use the LMS tools that aid and ensure accessibility. In the LMS: - assignments in the same categories will have the same format/structure. - content pages will consistently use heading styles. - lists will be created using bullets or the numbered list tool. - pages will have sufficient color contrast between the foreground and background. - hyperlinks will be embedded. - images will use alt text.

## 7. Representative Online Lesson or Activity:

Objective: Demonstrate expressive and receptive skills utilizing the manual alphabet

• In weekly module online LMS assignments, students will be presented with a list of words that they will record themselves fingerspelling. The students will upload a video of themselves fingerspelling the list of words for the assignment. The instructor will score based on a rubric given to students and provide narrative feedback regarding their technique via the LMS grading system.
• The instructor will create video lessons modeling fingerspelling skills and have students read fingerspelling at increasing rates of speed during feedback.
• Students will be given opportunities to practice receptive and sending fingerspelling skills; the instructor will provide individualized feedback via the LMS.

# Distance Education: CHINESE 1, Elementary Chinese 1

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

I. **Catalog Description**

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

II. **Examples of Appropriate Text or Other Required Reading:**

*(include all publication dates; for transferable courses at least one text should have been published within the last five years)*

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

III. **Course Objectives**

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

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

IV. **Methods of Presentation:**

Other Methods: Lecture on grammar and cultural topics; comprehension activities (listening to instructor, viewing video series, audiotapes); speaking activities in small groups and pairs; pronunciation, character writing, and

vocabulary acquisition activities; written self-expression on designated topics; and short reading and cultural note activities

V. **Course Content**

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

VI. **Methods of Evaluation**

| % of Course | Topic |
|---|---|
| 10% | Class Participation |
| 40% | Exams/Tests: 3-4 Tests & Mid-Term Exam |
| 20% | Final exam |
| 15% | Homework |
| 15% | Other: Pronunciation, spelling, vocabulary acquisition, and listening comprehension activities. |
| 100% | Total |

VII. **Sample Assignments:**

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

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

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

### CHNESE 1 Distance Education Application

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

**1a. Instructor - Student Interaction:**
There will be multiple, frequent and on-going communication between the instructor and each student. These communications will be initiated regularly and frequently by the instructor starting from about a week before the beginning of class and throughout the semester. Students will interact with the instructor via synchronous weekly meetings for course instruction and/or during scheduled times to proctor quizzes and exams as well as asynchronously, via recorded video lessons. The instructor will provide frequent individual feedback to student work, by way of frequently calling upon students to answer questions during class meetings, and through online gradebook features to grade and comment on written assignments in the workbook and additional after-class oral and listening practice activities. In addition, the instructor will hold weekly virtual office hours (via videoconferencing tools) in order to be more accessible to promote effective synchronous and asynchronous interaction. Lastly, the instructor will frequently communicate important class information to the students via class announcements in the Learning Management System and email.

**1b. Student - Student Interaction:**
Student-student interaction will happen frequently each week throughout the semester in different ways. Students will interact with each other during the weekly synchronous class meetings when doing group or pair activities in online breakout rooms to practice their speaking and listening skills. Students will be assigned to different groups and pairs for each activity in order to maximize their interaction with different peers. Students will also interact with each other when completing pair or small group projects throughout the semester. Students will be required to act out short dialogues or skits based on the model dialogues and skits in the lessons while applying the vocabulary and grammar structures learned in the chapters. They have to collaborate to create their own pair or group dialogues and skits via asynchronous discussion threads, and then they have to carry out the conversations, record and submit them as assignments. Students will also interact with their classmates via a virtual café type "chat" room created in the format of a discussion forum in the LMS (Canvas), where they can ask questions regarding course material and assignments and share resources relevant to class content.

**1c. Student - Content Interaction:**
The students will have daily interaction with the course content, the assigned course materials, and assignments. Students will be required to complete a variety of activities in the workbook that accompanies the textbook. Students will listen to audio material and watch video specific to each chapter to solidify the grammar, vocabulary, and culture covered in the lessons, followed by activities to assess their comprehension of each topic. Students will also interact with the content through additional assignments (reading, cultural, listening, etc.) created by the instructor in the LMS. These assignments may consist of practice quizzes that will provide immediate feedback to support different student learning styles. To ensure individualized learning, the instructor will assign activities that require individual grading and feedback.

**1d. Distance Ed Interactions:**

| Online class activities that | Brief Description | % of Online |
|---|---|---|

| promote class interaction and engagement | | Course Hours |
|---|---|---|
| Online Lecture | Lecture on vocabulary, grammar, and cultural topics; comprehension activities (listening to the instructor, viewing the video, listening to audio material); speaking activities in small groups or pairs; pronunciation accuracy activities; character writing demonstrations; and short reading and writing activities. | 40.00% |
| Study and/or Review Sessions | At the end of each unit and before a unit test, a structured session is dedicated to the review of the three chapters in the unit, where the instructor summarizes grammar, essential vocabulary, and cultural topics, and students have a chance to ask questions related to the homework and test. Time permitting, the instructor also uses more creative ways, such as games and competitions, to incorporate course material into session activities. | 10.00% |
| Written assignments | Written homework in the workbook accompanying the textbook will be assigned on a regular basis. These assignments must be completed according to specific instructions, including character writing exercises, pronunciation exercises, listening comprehension exercises, grammar exercises, reading comprehension exercises and short essay writing assignments. | 15.00% |
| Exams | There are three unit exams and a final exam that students will take synchronously. | 10.00% |
| Chat Rooms | Students will have more opportunities to interact with their classmates via a virtual café discussion forum type created in the LMS, where they can ask questions regarding course materials and assignments and share resources relevant to class content. | 5.00% |
| Other (describe) | Students will be assigned pair or small group projects throughout the semester. Students will be required to act out short dialogues or skits based on the model dialogues and skits in the lessons while applying the vocabulary and grammar structures learned in the chapters. They have to collaborate to create their own pair or group dialogues and skits via asynchronous discussion threads, and then they have to carry out the conversations, record and submit them as assignments. | 10.00% |
| Other (describe) | Students will be assigned into small groups to discuss certain topics, and then compete with one another in games based on the quality of their discussion. Example: The instructor will lead students in describing celebrities in pictures shown by the instructor, using words of facial features, body parts and clothing to form complete sentences. The groups will then describe a celebrity of their own choice and present their descriptions to the whole class without naming the celebrity. The group whose description elicits a correct guess from other students with the fewest sentences wins and receives a small reward (such as one extra point for the next assignment). | 10.00% |

## 2. Organization of Content:

The course will follow a class and exam schedule based on the progress of the textbook, which is organized into four modular units, each consisting of three chapters and each chapter covering its vocabulary, grammar, and cultural content. A homework schedule will accompany the class schedule, which lists detailed homework requirements for each chapter and each unit and the corresponding deadlines for submission. On the LMS, the instructor will create content-based modules and progress-based modules. Examples of content-based modules are an Essential Course Information module (including the course outline, class and exam schedule, homework schedule, student learning outcomes, etc.), and a Language Lab Information module (including lab orientation info, lab requirements, lab access info, lab hours documentation info, etc.). The instructor will also create weekly modules according to the class's progress, which will include an overview of the week's instructional material and corresponding assignments.

## 3. Assessments:

| % of grade | Activity | Assessment Method |
|---|---|---|
| 10.00% | Oral Proficiency/ Participation | Students' active participation is extremely important. Much of language learning and practice takes place during instructor-student interaction and student-student interaction. This grade will reflect students' class participation and their ability to understand and communicate in Chinese, as demonstrated in frequent proficiency evaluation exercises in the synchronous class when students are called on to answer the instructor's questions and when a pair or a small group of students are asked to carry out conversations in Chinese. So it is to the students' benefit to attend class regularly and volunteer to participate frequently. |
| 20.00% | Homework Assignments | Written homework in the workbook accompanying the textbook will be assigned regularly. These assignments must be completed according to specific instructions, including character writing exercises, pronunciation exercises, listening comprehension exercises, grammar exercises, |

| | | |
|---|---|---|
| | | reading comprehension exercises, and short essay writing assignments. Points will be given for proper completion of work following submission deadlines. |
| 10.00% | Listening and Pronunciation Activities | Students will complete weekly speaking/pronunciation and listening activities on the app VoiceThread and resources located on the remote lab server. |
| 30.00% | Exams | There will be a test at the end of instruction of each unit that assesses students' mastery of the unit's content, including listening, reading, and writing abilities and cultural topics. The tests will be created and uploaded to the LMS in advance and made available only during the synchronous exam sessions. There will be a deadline for the submission of completed tests. |
| 20.00% | Final Exam | The final will cover all the material from the semester with an emphasis on the last unit. It will assess three language acquisition competencies: listening comprehension, reading comprehension and writing ability, and also the students' knowledge of some aspects of Chinese culture covered throughout the semester. Each section of the exam will test students' ability to communicate effectively in a real-world situation with the target language culture. |
| 10.00% | Threaded Discussion and Peer Feedback | Students will watch videos and read articles on Chinese culture and share their findings comparing to and contrasting with their own culture on the LMS discussion forums. Students will type short passages in Chinese, applying learned knowledge in real-life situations in discussion forums. They will also be asked to respond in Chinese to their classmates' posts. |

### 4. Instructor's Technical Qualifications:
The instructor must be knowledgeable of the features offered by the Learning Management System in place. • ConferNow to give lessons or to host office hours • 3C Media to upload and post videos • Zoom or other video conference program to conduct synchronous class meetings and office hours • The Chat feature in the LMS to communicate with students • Create weekly modules and pages to organize course content • Create announcements and discussion forums • Learning Management System Gradebook knowledge to manage students' grades • Create assignments requiring online submissions. • Add VoiceThread activities and offer support to students in case of technical difficulties • Knowledge of the programs and resources located in the remote language lab server and be the contact person in case students experience technical difficulties.

### 5. Student Support Services:
The instructor will provide information about and links to SMC key services: Student Help Desk, the Learning Management Help Desk, the Center for Students with Disabilities, the Center for Wellness and Wellbeing, Financial Aid, Campus Police, Dream Program, Counseling Services, International Education Office, EOPS Program and Services, Care Prevention Team, Title IX office, tutoring services, and the library. The resources will be incorporated into the syllabus and in the LMS and the instructor will refer to them in lessons, office hours, and via messages as needed.

### 6. Accessibility Requirements:
If a student needs help with the Learning Management System, the instructor should refer the student to or contact the Distance Education Assistive Technology Specialist to help address the issue. The instructor will provide links in their syllabus to the: Student Help Desk, The Learning Management System Support Hotline, and the Center for Students with Disabilities. The course will be designed in a manner that allows for easy readability for all students, including those using accessibility readers. All video content will be captioned, and instructors will use the LMS tools that aid and ensure accessibility. In the LMS: - assignments in the same categories will have the same format/structure. - content pages will consistently use heading styles. - lists will be created using bullets or the numbered list tool. - pages will have sufficient color contrast between the foreground and background. - hyperlinks will be embedded. - images will use alt text.

### 7. Representative Online Lesson or Activity:
Objective: Construct grammatically correct sentences using the prepositional construction with zai, gei, gen, cong, and dao.
Activity:
1. Using Screen Share on Zoom, the instructor will present the grammatical structures with a pre-prepared PowerPoint slide show, complete with many examples using recently acquired vocabulary words.
2. Again using Screen Share on Zoom, the instructor will then produce a pre-prepared short fill-in-the-blanks exercise that requires students to use the just-introduced prepositional words to fill in the blanks. This exercise will be carried out by the instructor calling on individual students to finish the sentences.
3. Using Breakout Room on Zoom, the instructor will divide the students into several groups, each tasked with acting out a short skit with clues prepared by the instructor using prepositional constructions.
4. Students in each group will use Threaded Discussion on the LMS to write their script for the skit using the required prepositional constructions.
5. Back on Zoom, each group will act out their short conversation with each student playing a role.

# Distance Education: GERMAN 1, Elementary German I

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

I. **Catalog Description**

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

II. **Examples of Appropriate Text or Other Required Reading:**
*(include all publication dates; for transferable courses at least one text should have been published within the last five years)*
1. Kontakte (custom book), 8th, Tschirner, Erwin, et al, McGraw Hill © 2016, ISBN: 9780205309
2. Workbook/Laboratory Manual for Kontakte (custom workbook), 8th, Tschirner, Erwin, et al, McGraw-Hill Education © 2016, ISBN: 9780205309

III. **Course Objectives**

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

IV. **Methods of Presentation:**

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

V. **Course Content**

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

VI. **Methods of Evaluation**

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

VII. **Sample Assignments:**
**Sample Assignment #1:** In Einführung A of your textbook, read carefully p. 19-23 and take notes. Then write out Ex. 1-5 with complete sentences. After you have completed the exercises, turn to the answer key at the back of your textbook, on p. A-34 and self-correct your work very carefully with a different color pen or pencil. Do not erase your wrong answers.
**Sample Assignment #2:** Lab work. In Einführung A of your workbook, listen to all of the parts marked with headphones and complete each given "task". Listen as many times as you need to in order to complete the related exercises, then turn to the answer key at the back of the workbook on p. 299 and self-correct with a different color pen/pencil, just as you did for your textbook homework.

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

# GERMAN 1 Distance Education Application

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

## 1a. Instructor - Student Interaction:
There will be frequent and ongoing exchanges between the instructor and each student. Students will interact with the instructor via synchronous weekly meetings and/or during scheduled times to proctor quizzes and exams, as well as asynchronously via posted announcements, updates, and recorded video lessons. The instructor will provide frequent feedback to individual students via written activities in the discussion forums, comments, journal assignments, and individual office hour segments tailored to the specific needs of students. The instructor will hold weekly virtual office hours to create accessibility and promote effective synchronous and asynchronous interaction. Finally, the instructor will communicate important class information frequently, i.e., posting lecture notes summarizing the previous week's content, as well as describing the following week's content. This will occur via class Announcements in the Learning Management Systems, as well as through email.

## 1b. Student - Student Interaction:
Student-student interaction will occur frequently throughout each week. Students will interact with each other via "breakout" and chat groups that facilitate small group work in every session. Students will participate in pair and group exercises to practice their speaking skills during the synchronous class meetings, and they will also interact with each other in the discussion forum in the LMS, where they can share resources relevant to the class. There will be writing assignments in these discussion forum threads, where they will compose short essays addressing the unit's thematic, grammatical, or cultural focus. Students are required to respond to their classmates' original posts in writing and speaking. Furthermore, through unit-specific group projects and collaborative assignments (group presentations and video blog), students continue engaging in peer review and role-playing. Using these asynchronous forums, students can communicate with each other throughout the course regarding course material and assignments.

## 1c. Student - Content Interaction:
The students will have daily interaction with the course content and the assignments. Students will complete reading, audio, and video assignments that require them to respond in written and oral form. Additional instructor-created course content (text, images, audio, and video) in the LMS will require students to perform expanded reading, research, and analytical writing. Students are also required to complete the workbook, which provides extended vocabulary and exercises on grammar and writing, and culture. All content is followed by practice quizzes, unit tests, and short essay writing. Practice quizzes will provide immediate feedback to support different student learning styles. To ensure individualized learning, the instructor will assign activities that require individual grading and feedback.

## 1d. Distance Ed Interactions:

| Online class activities that promote class interaction and engagement | Brief Description | % of Online Course Hours |
|---|---|---|
| Online Lecture | Instructor-led, unit-specific lectures will be provided combining oral and listening practice in German, as well as detailed explanation of the grammar. The lectures reinforce the content (reading, grammar, vocabulary) of the textbook "Kontakte". Example: the lectures are segmented into brief explanatory sections focusing on specific lexical, idiomatic, and grammatical issues. After each segment, basic discussion questions are posed, where students check their comprehension. | 30.00% |
| Videos | Listening comprehension activity videos as part of the weekly required workbook assignments (Arbeitsbuch) as well as a wide range of uploaded supplementary videos relating to the theme of the unit. Example: After viewing brief videos in German, | 30.00% |

| | students will practice listening to, and responding to, these topics in basic conversational contexts. | |
|---|---|---|
| Discussion Boards | Example of a student-student interaction through an assignment: Introductions: First, review the class notes posted in the LMS, as well as the discussion thread. Students will introduce themselves, including the following information: Wie heißt du? (Name) Woher kommst du? (Where do you come from?) Was machst du gern? (What do you like to do?) Was studierst du? (What do you study?) Warum lernst du Deutsch? (Why are you learning German?) Respond to two discussions by your classmates in detail and be able to pose these questions in a discussion. | 30.00% |
| Exams | There will be short weekly quizzes focusing on grammatical structures and vocabulary, as well as a larger Unit test at the completion of each unit containing reading comprehension and writing segments. | 10.00% |

## 2. Organization of Content:

The course will be organized by weekly assignments to be completed each week by a specific deadline. Each assignment will be broken down into smaller units containing an introductory explanation and an overview of the week's content. German 1 covers content from the Introduction (greetings and basic vocabulary) to Chapter 4 (perfect tense) of the textbook Kontakte by Tschirner and Nikolai (McGraw Hill). The textbook is designed to be used with an accompanying online workbook that provides students with additional online audio, video, and text tutorials. Each chapter has its own grammatical, lexical and cultural focus.

## 3. Assessments:

| % of grade | Activity | Assessment Method |
|---|---|---|
| 20.00% | Quizzes and Exams | There will be two brief quizzes and four tests to assess the students' mastery of the textbook chapters as well as the online lectures. Format: (multiple choice, fill in the blanks, audio, and video response, essay response) created on the LMS. |
| 20.00% | Threaded Discussions | Students will participate in threaded discussion forums to assess their writing skills frequently throughout the semester. |
| 20.00% | Homework | On a weekly basis, students are required to complete reading and writing assignments, as well as grammar practice in the textbook. |
| 15.00% | Audio/Video Workbook Activities | Students are required to complete the audio segments of the workbook in addition to supplemental videos provided by the instructor. Students will write responses to workbook exercises. |
| 25.00% | Final Exam | The Final Exam will assess five learning competencies: listening comprehension, reading comprehension, vocabulary usage, elementary grammatical structures, and basic writing skills. |

## 4. Instructor's Technical Qualifications:

The instructor must be knowledgeable about the features offered by the Learning Management System in place. • ConferZoom to give lessons and to host office hours • 3C Media to upload and post videos • Zoom or other video conference program to conduct synchronous class meetings and office hours • The Chat feature in the LMS to communicate with students • Create weekly modules and pages to organize course content • Create announcements and discussion forums • Learning Management System Gradebook knowledge to manage students' grades • Create assignments requiring online submissions • Add PlayPosit annotations to video and lecture content • Create Quizzes requiring online submissions

## 5. Student Support Services:

The instructor will provide information about and links to SMC key services: Student Help Desk, the Learning Management Help Desk, the Center for Students with Disabilities, the Center for Wellness and Wellbeing, Financial Aid, Campus Police, Dream Program, Counseling Services, International Education Office, EOPS Program and Services, Care Prevention Team, Title IX office, tutoring services, and the library. The resources will be incorporated into the syllabus and in the LMS, and the instructor will refer to them in lessons, during office hours, and via messages as needed.

## 6. Accessibility Requirements:

If a student needs help with the Learning Management System, the instructor should refer the student to or contact the Distance Education Assistive Technology Specialist to help address the issue. The instructor will provide links in their syllabus to the: Student Help Desk, The Learning Management System Support Hotline, and the Center for Students with Disabilities. The course will be designed in a manner that allows for easy readability for all students, including those using accessibility readers. All video content will be captioned, and instructors will use the LMS tools that aid and ensure accessibility. In the LMS: - assignments in the same categories will have the same format/structure. - content pages will

consistently use heading styles. - lists will be created using bullets or the numbered list tool. - pages will have sufficient color contrast between the foreground and background. - hyperlinks will be embedded. - images will use alt text.

## 7. Representative Online Lesson or Activity:

Objective: Use the past tense (present perfect tense) to formulate sentences about recent activities and to have conversations about basic daily topics.

Format: Threaded Discussion on the Learning Management Systems. The discussion prompt will

Introduce topics that can be discussed: activities over the past weekend, a recent vacation, or holiday. Students can pose questions about recent activities and respond in kind, elaborating on books read or movies seen, as well as vacation destinations and family activities. During this lesson, students will make use of helping verbs and past participles to formulate the perfect tense. Use of new vocabulary and word order will be stressed.

# Distance Education: KOREAN 9, Korean Civilization

| | |
|---|---|
| **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 |
| **IGETC Area:** | 3B: Humanities |
| **CSU GE Area:** | C2: Humanities |
| **SMC GE Area:** | III: Humanities, V: Global Citizenship |

I. **Catalog Description**

This course is an introduction to Korean civilization and literature. While encompassing aspects of philosophy, religion, and art, the course aims to throw light on key works of Korean prose and poetry from ancient to contemporary periods. The social, political, and cultural contextualization of these works will be used as a vehicle to a better understanding of Korea. The course does not require any prior knowledge of Korean language, literature or culture. All materials will be in English.

II. **Examples of Appropriate Text or Other Required Reading:**

*(include all publication dates; for transferable courses at least one text should have been published within the last five years)*
1. Sources of Korean Tradition, Vol 1: From Early Times Through the 16th Century, Lee, P. H. , Columbia University Press © 1996, ISBN: 978-0231105675
2. Sources of Korean Tradition, Vol 2: From the Sixteenth to the Twentieth Centuries, Lee, P. H. , Columbia University Press © 2000, ISBN: 978-0231120319
3. An Anthology of Traditional Korean Literature, Lee, Peter H., University of Hawaii Press © 2017, ISBN: 978-0824866365

III. **Course Objectives**

Upon completion of this course, the student will be able to:
1. Describe and discuss various literary and cultural expressions related to colonialism, national division, authoritarianism, and rapid industrialization
2. Identify the influence of Confucianism and Buddhism in the formation of Korean culture as well as the influence of Chinese civilization in Korean society
3. Examine critically and problematize gender roles represented in Korean literature
4. Define and assess the sources of cultural unity and ethnic identification in Korea
5. Explore the rise and phenomenon of the Korean Wave and its global impact and discuss cultural implications

IV. **Methods of Presentation:**

Lecture and Discussion, Projects

V. **Course Content**

| % of Course | Topic |
|---|---|
| 5.000% | Geopolitics around Korea: geography, climate, and agriculture |
| 10.000% | Religion and Korean society |
| 10.000% | Various forms of Korean arts: architecture, paintings, music |
| 10.000% | Oral literature and poetry |
| 13.000% | Modern experience under the colonial regime and landscape in literature |
| 13.000% | Gender roles depicted in Korean literature |
| 13.000% | Industrialization and authoritarianism represented in fiction and poetry |
| 13.000% | Democratization movement illustrated in fiction and films |
| 13.000% | Globalization and Korean Wave |

| % of Course | Topic |
|---|---|
| 100.000% | Total |

## VI. Methods of Evaluation

| % of Course | Topic |
|---|---|
| 15% | Class Participation |
| 20% | Exams/Tests: Midterm Exam |
| 30% | Final exam |
| 25% | Homework: Homework/Response Papers |
| 10% | Oral Presentation |
| 100% | Total |

## VII. Sample Assignments:

**Response Papers:** You will be expected to submit a one-page, double-spaced analytical essay using any of the readings on the syllabus. You can select one of the suggested essay questions in the syllabus, or you can come up with your own question. You will be expected to engage seriously with the primary sources.

**Presentation:** You are required to do one five-minute oral presentation using power point. You will be requested to conduct an extensive research about the given topic/writers/events. You can choose a theme from the keywords in the schedule and make a presentation. The presentation will be evaluated based on clarity, organization, accuracy, contents, and delivery. Upload your PPT slides 24-hours prior to your presentation. Bring your presentation preferably on a USB flash drive on the day of your presentation.

## VIII. Student Learning Outcomes:

1. Acquire an in-depth knowledge of Korean civilization and identify key events in Korea
2. Analyze Korean literary works in the contexts of politics, society, and culture
3. Discuss various issues concerning Korean culture, art, religion, and philosophy in relation to the larger East Asian context
4. Explain major genres and themes and discuss the development of Korean literature and literary representation

# KOREAN 9 Distance Education Application

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

## 1a. Instructor - Student Interaction:

Communications between the instructor and each student will be frequent and ongoing throughout the semester in various ways as delineated below: Welcome Letter: The instructor will send out a welcome letter to the students 1-2 weeks before the course begins with some basic information (e.g., the official first day of the class, access and log in to the Learning Management System (LMS), information about required textbooks, etc.). A welcome letter will help set the expectations of students and serve as the first step to orient students to the online environment. 1. Instructor-Initiated Contact There will be multiple communications between the instructor and the class as a whole using the Announcement function in the Learning Management System (LMS) and e-mails at or before the beginning of each week to remind students of the start of a new week and to communicate important key points to students as needed. The instructor will also use the Grading Comments function to provide individual feedback on students' work: discussion forum threads, written assignments, and overall performance by providing formative assessments in a written, audio, or video format. In addition, the LMS message tool will be used to address students' personal and individual issues privately. These communications will be initiated regularly and frequently by the instructor. 2. Student-Initiated Contact Students will interact with the instructor both synchronously during the scheduled weekly virtual office hours and asynchronously using the LMS private messages/e-mails to address any concerns and questions they have about the course material throughout the semester.

## 1b. Student - Student Interaction:

Student-student interaction will frequently occur in multiple ways each week. Students will interact with one another to comment on presentations and do peer reviews using the media submission tool and regularly participate in various interactive activities such as discussions on assignments and readings using the threaded discussion forum. Students will be asked to create an initial post based on each units' main theme covered in each week. Then, students will also be

asked to respond to at least two peers' initial posts, either in writing or speaking. Using the discussion forum, students will communicate with each other regarding course materials and assignments. Students will also work in a group for group assignments (e.g., group projects, collaborative team papers, etc.) using the Student Groups tool in the LMS. In addition, students will also interact with their classmates via a virtual café, "Student Lounge," created in a discussion forum in the LMS where they can ask general questions and share resources relevant to the class content. Activities are designed to develop and reinforce students' understanding of the course materials and build a sense of community.

### 1c. Student - Content Interaction:
Students will regularly engage with a variety of assignments and activities, which require frequent, several times a week, interaction with online course materials. Each unit will be presented with recorded videos, lecture notes, discussion boards, and quizzes that will allow students to assess their comprehension of the course content. To expand the course content provided in the textbook, students will also be provided additional selected reading materials. Finally, the instructor will give students the activities that require individual grading and feedback to ensure individualized learning.

### 1d. Distance Ed Interactions:

| Online class activities that promote class interaction and engagement | Brief Description | % of Online Course Hours |
|---|---|---|
| Discussion Boards | Students will have weekly discussion assignments based on assigned readings. Students will interact with classmates and instructor by posting replies, ask questions, and comment on each other's replies. | 25.00% |
| Project Presentation | Students will choose a topic relevant to the course and create a presentation video, using Studio. Other students will ask questions by posting comments and each presenter will address the questions. Students will do peer reviews for this project. | 25.00% |
| Discussion | Students will write reaction papers addressing questions related to assigned readings to reflect and think critically. Instructor will provide feedback/comment to further stimulate their curiosity | 30.00% |
| Exams | Students will choose a topic of their choice (instructor approved) to expand their curiosity and understanding of the Korean culture and civilization. | 20.00% |

### 2. Organization of Content:
Content will be organized according to themes and in weekly modules in Canvas. Learning objectives are included within each module, and content is aligned with those objectives. Content is delivered through a variety of accessible modalities, including assigned books, reading materials, texts converted in the LMS pages, external websites, audio (with transcripts), captioned videos, and images with an alternative text. A typical instructional module includes (1) recorded lectures intended to introduce (background information to provide an overview of each theme and to contextualize; lectures will serve as important strategies to convey key information); (2) quizzes and assignments in the LMS and external websites for (evaluating students' comprehension of the materials); (3) discussion forum(s) for (analyzing and articulating ideas and thoughts to expand their comprehension of the text and to engage with others by asking questions and answering); (4) exams for formative assessment; (5) comprehensive exams for summative assessment, such as midterms, final exam, and a final research paper will be presented in a separate module, and (6) other course-specific components as necessary.

### 3. Assessments:

| % of grade | Activity | Assessment Method |
|---|---|---|
| 10.00% | Presentation | Video presentation; interaction between students, peer reviews |
| 20.00% | Assignments/reaction papers | Address questions based on reading assignments to articulate students' thinking in writing |
| 15.00% | Discussions | Discussion forums; initial posts and replies to classmates' posts |
| 20.00% | Midterm Exam | True/False, multiple choice, short answers, and essay questions |
| 20.00% | Final Exam | Identifying key terms/dates and short essay questions. |
| 15.00% | Final Research Paper | Write a research paper about given topics/events. |

### 4. Instructor's Technical Qualifications:
The instructor must be knowledgeable of the features offered by the Learning Management System (as listed below), lecture recording software, and various other tools to deliver course content asynchronously and assess students' mastery of course materials. Instructors need to know how to use Web-based technologies to host office hours, create

and upload captioned videos, communicate with students, create announcements, host discussion forums, and activities requiring online submissions, manage grades, and administer exams. Some examples include: • Zoom or other video conferencing programs to hold virtual office hours • 3C Media to upload and post videos • The Chat/Pronto feature in the LMS to communicate with students • Create weekly modules and pages to organize course content • Create announcements and discussion forums • Learning Management System Gradebook knowledge to manage students' grades • Create assignments requiring online submissions The instructor should also be knowledgeable about accessibility resources on and off-campus and be willing to remain current by participating in professional development workshops on online teaching offered by the college DE Team and other training venues (CVC-OEI/@One). Finally, Instructors should know how to get support from the IT help desk, the distance education program, and the LMS support hotline.

## 5. Student Support Services:

The instructor will provide information about and links to SMC key services. The resources will be incorporated in the syllabus and the LMS, and the instructor will refer to them in recorded lessons, during office hours, and via messages, as needed. • Language Lab: Virtual online language lab can be accessed via the Internet. (https://www.smc.edu/academics/academic-departments/modern-languages/language-lab.php) • Modern Languages Tutoring Center: Language tutors of each discipline provide free assistance for Santa Monica College students enrolled in language courses. (https://www.smc.edu/studentsupport/academic-support/tutoring-centers/modern-language-tutoring.php) • Technology Resources for Students: SMC helps students who have no other access to the technology they might need to complete the course. (https://www.smc.edu/news/coronavirus/resources/student-remote-instruction-checklist.php) • Learning Management System (LMS) Help Desk 24/7 Support: Student guide table of contents is available (https://community.canvaslms.com/t5/Student-Guide/tkb-p/student) • SMC Bookstore: Students can either pick up or have their course materials delivered. (https://www.smc.edu/administration/business-services/education-enterprise/bookstore.php) • SMC Library: Library keeps a copy of the class textbook in Course Reserves to ensure that students have access to the material. • Center for Students with Disabilities: CSD ensures that students with disabilities have equal access to all programs and activities on campus. (https://www.smc.edu/student-support/center-forstudents-with-disabilities/index.php) • International Education Counseling Center: IEC counselors provide academic and personal counseling for F-1 Visa and overseas international students. (https://www.smc.edu/studentsupport/international-education/counseling/index.php)

## 6. Accessibility Requirements:

1. The following formatting features will be thoroughly applied when adding instructional content to the course: consistently use headings, create bullet and number lists, create descriptive hyperlinks, create tables with proper heading, apply colors and font size appropriately for contrast and meaning, include descriptive alternative text with every image, using the Rich Content Editor. 2. All the video-aided materials (including lecture recordings and supplementary external videos) presented in the class and posted in the Learning Management System will be captioned. 3. Whenever possible, links to additional materials that are accessible will be chosen. If not possible, appropriate alternative accommodations will be made by the instructor. 4. Students who need academic adjustments, such as assistance with the class or special test accommodations, will be directed to the Center for Students with Disabilities.

## 7. Representative Online Lesson or Activity:

Objective: Upon completion of the course, students will be able to discuss various issues concerning Korean culture, art, and philosophy.

Discussion Activity: Taekwondo is a well-known Korean martial art, but Taekkyeon is unknown outside of Korea. After watching the video "Dancing with the Kicks: Mastering the Korean Martial Art of Taekkyeon" students will address the following questions in their initial post:

1. Two facts: What two facts did you learn?
2. Two curiosities: What did you find interesting? How does this stimulate your thinking?
3. One question: What question came to your mind?

Students need to return to this discussion to read classmates' responses. Then post additional messages as replies directly to classmates to see if anyone else asked similar questions to engage in discussions

# Distance Education: PERSIAN 2, Elementary Persian II

| | |
|---|---|
| **Units:** | 5.00 |
| **Total Instructional Hours (usually 18 per unit):** | 90.00 |
| **Hours per week (full semester equivalent) in Lecture:** | 5.00 |
| **In-Class Lab:** | 0.00 |
| **Arranged:** | 0.00 |
| **Outside-of-Class Hours:** | 180.00 |
| **Transferability:** | Transfers to CSU, UC |
| **IGETC Area:** | 3B: Humanities, 6A: Languages other than English (UC Requirement Only) |
| **CSU GE Area:** | C2: Humanities |
| **SMC GE Area:** | III: Humanities, V: Global Citizenship |
| **Skills Advisory(s):** | PERSIN 1 |

I. **Catalog Description**

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

II. **Examples of Appropriate Text or Other Required Reading:**

*(include all publication dates; for transferable courses at least one text should have been published within the last five years)*
1. Anoush Sedighi . Persian in use: An Elementary Textbook of Language and Culture, Leiden University Press
2. Selected readings from classical and modernist Persian poetry and prose will be handed out in class.

III. **Course Objectives**

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

IV. **Methods of Presentation:**

Other Methods: Lecture; comprehension activities; speaking activities; reading/writing activities; grammar activities

V. **Course Content**

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

| | |
|---|---|
| 6.260% | Persian literary history; classical literature. |
| 6.260% | Selected readings. Conditionals. Selections from classical Persian literary history. |
| 6.260% | Exam II. Selections from classical prose including mystical prose. |
| 6.260% | Conditionals. Adverbial clauses. |
| 6.260% | Review |
| 6.260% | Final Examination |
| 100.000% | Total |

VI. **Methods of Evaluation**

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

VII. **Sample Assignments:**
**Sample Assignment #1:** Choose one of the topics related to the 2009 Iranian elections found in the PowerPoint in the language lab. You and your partner will then be responsible to: 1- Write one page in Persian on the topic 2- Translate that page into English 3- Put together a PowerPoint presentation containing at least 5 slides in Persian on the topic to be presented in class.
**Sample Assignment #2:** Please read the following texts. The first is by Ahmed-e Mahmud and demonstrates the use of the perfect tense (zaman-e mazi naqli) and the second by Abbas-e Ma`rufi utilizes the past perfect tense (zaman-e mazi ba`id). After reading the texts: 1 - Identify 6 examples of present perfect (mazi naqli) verbs in Mahmud's text and 12 examples of the past perfect (mazi ba`id) in the Ma`rufi text. 2 – Translate both of the texts in their entirety into English. 3 – Compose five sentences of your own in the past perfect tense and five sentences in the present perfect tense.Should you have difficulty typing in Persian you may use the following website, (http://www.behnevis.com) which will transform whatever you write in transliteration (Pinglish to be exact) into Persian script. As always let me know if you have any questions.

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

# PERSIN 2 Distance Education Application

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

## 1a. Instructor - Student Interaction:
There will be multiple, frequent and on-going communication between the instructor and each student on the beginning Persian language course. These communications will be initiated regularly and frequently by the instructor and may be made available in the target language (Persian) in addition to English, to provide students with greater supplementary and communicative exposure to the language of study. In the case of a synchronous class, the instructor will hold weekly virtual office hours in order to be more accessible to promote effective synchronous and asynchronous interaction. Instructor-student interaction may also occur asynchronously via recorded video lessons, discussion forums created within the Learning Management System (LMS), and individualized communication through messaging in the LMS or email. The instructor will provide regular, individual feedback on student work, through written activities in the

discussion forums, and oral and listening practice assignments. Lastly, the instructor will frequently communicate important class information to students via class Announcements in the LMS and/or email. The instructor may also make a Q&A Discussion Board available to students in the LMS to enhance instructor-student interaction.

**1b. Student - Student Interaction:**
Student-student interaction will occur frequently throughout each week in this language course. Students will interact with each other via written assignments in asynchronous discussion forum threads where they have to create an original post based on each content unit's main cultural focus, while at the same time applying the grammar structure covered in the unit. Depending on the assignment scope, students will have opportunities to practice use of Arabic script (using Persian keyboards via computer or mobile), or transliteration into Latin script (letters of the English language are frequently employed by users of Persian and Arabic worldwide within digital and online media). Students will also be asked to respond to their classmates' original posts both in writing and speaking through various asynchronous assignments. Using asynchronous assignments of this kind, students will be able to communicate with each other throughout the course regarding weekly learning content. Student-student interaction may also occur during weekly synchronous class meetings, which facilitate participation in group work to practice their speaking and writing skills. Students may also interact with classmates via a virtual café or other asynchronous type of "chat" room created in the format of a discussion forum in the LMS, where they can ask questions and share resources relevant to the class content. Based on each unit's main cultural focus and at the same time applying the grammar structure covered in the unit, Students will be asked to respond to their classmates' original posts both in writing and speaking. Using this asynchronous forum, students can communicate with each other throughout the course regarding course material and assignments. Student-student interaction will happen frequently throughout each week. Students will also interact with their classmates via a virtual café type "chat" (Persian Tea Time) room created in the format of a discussion forum in the LMS, where they can ask questions and share resources relevant to the class content. In Persian II, for the translation part, students are required to work together asynchronously or in breakout rooms, and the instructor shares the whiteboard with the class to correct the assignment during the synchronous class.

**1c. Student - Content Interaction:**
Students of Persian will interact daily with the Persian course content (Persian in use), the assigned course materials, and assignments. Students will need to complete a variety of activities from the online workbook (learn the Persian language online) that accompanies the textbook (Persian in use). The student will watch/listen https://www.persianlanguageonline.com/learn a variety of videos dedicated to tutorials on grammar, vocabulary, and culture-specific for each unit, followed by activities to assess their comprehension of each topic. To expand the course content provided in the textbook Persian in Use, students will also interact with the content through additional assignments (reading, cultural, listening, etc.) created by the instructor in the LMS. These assignments may consist of practice quizzes that will provide immediate feedback to support different student learning styles. To ensure individualized learning, the instructor will assign activities that require individual grading and feedback.

**1d. Distance Ed Interactions:**

| Online class activities that promote class interaction and engagement | Brief Description | % of Online Course Hours |
|---|---|---|
| Discussion Boards | Example of a Student-Student interaction through an assignment (writing activity/composition): Listening Comprehension activity as part of their weekly lab work: Students will watch culturally relevant and original videos that supplement each chapter's vocabulary and cultural focus Example of a Student-Student interaction through an assignment (writing activity/composition): Introducing Yourself (اوقات فراغت[Oghat feraghat]): First, review your class notes and the vocabulary and grammatical explanations in our textbook. Through this week's discussion on the Learning Management System, you will introduce yourself to the class and include the following information: • Your name (اسم شما؟ [ism shamaa?]) • Your Free time (وقت آزاد) • Talk about your intrest علایق • Talk about your major (رشته شما [rashtoo shamaa]) Then, respond to at least two of your classmates' posts | 20.00% |
| Online Lecture | Listening Comprehension activity as part of their weekly lab work: Students will watch culturally relevant and original videos that supplement each chapter's vocabulary and cultural focus. The instructor will give individual feedback to the student and grade the assignment based on effort rather than focusing mainly on accuracy. An example assignment: Watch "Where are you going on holiday?" on https://www.persianlanguageonline.com/learn/hello and while you watch, complete the | 30.00% |

| | activities handout, and submit your work through the Learning Management System (LMS). | |
|---|---|---|
| Class Debate | Each lesson from the text book has a cultural part. Students will learn about Iranian culture. In this part of the class, student debate and share their experiences about the cultural aspects. Example: Bargaining ( تخفیف) | 5.00% |
| Other (describe) | Sample asynchronous/synchronous speaking activity: Every week, students study at least 3 role-play. Where can I find the Chemistry book in the bookstore? کتاب شیمی را کجا می توانم پیدا کنم؟ (Ketab shimi ro koja peyad konam?) For this assignment, students will need to review the vocabulary for study fields and practice with grammatical agreement of noun/adjective pairs (as studied and practiced in the tutorials and activities in the online program or cultural videos that accompany the textbook). Students will access the course open the VoiceThread application, within which they will be prompted by presentation slides each showing different weather conditions (e.g., sunny, hot, cold, humid). Through VoiceThread, students will be asked to record and submit their oral speech sample (describing the weather conditions). The instructor will give individual feedback on their pronunciation and correct use of introductory weather vocabulary and noun/adjective pairing in Persian. | 25.00% |
| Written assignments | The Persian text book offers variety range of written assignments: Grammar /Complete sentences /verb conjugation/ Role-play (audio and text) | 20.00% |

## 2. Organization of Content:

The course will be organized by weekly modules each containing a variety of activities to be completed each week by a specific deadline. Each module will be broken down into smaller units containing an introductory page or video with an overview of the week content. Beginning Persian II covers content from Chapters 1 through 5 from the Persian in use textbook by Anoush Sedighi The Persian in use Text is designed to be used alongside the online component, which also provides the student with an eText. The content will be divided into chapters, each with its cultural focus, such as : Persian Poetry- Pub songs- Proverb.

## 3. Assessments:

| % of grade | Activity | Assessment Method |
|---|---|---|
| 20.00% | Quizzes | There will be a quizzes after each lesson to assess the students' mastery of the content of each chapter. (format: multiple choice, fill in the blanks, short answer, audio, and video questions) created on the Learning Management System. There will a be Mid-Term as well. |
| 20.00% | Threaded discussions | Students will participate in threaded discussion forums to assess their writing skills frequently throughout the semester |
| 20.00% | Homework | This grade pertains to the mechanical grammar, cultural aspects, introduction to the Persian Poetry and vocabulary drills activities assigned in the learning management system that accompanies the Persina in use eText. These activities must be completed weekly. |
| 10.00% | Speaking and Pronunciation Activities | Students will complete weekly speaking/pronunciation and listening activities via VoiceThread and resources located on the remote (online) Language Lab organized by the Department of Modern Languages and Cultures at Santa Monica College. |
| 30.00% | Final Exam | The final exam will assess three language acquisition competencies: reading and listening comprehension and writing. Each section of the exam will test the student's ability to communicate effectively in a real-world situation with the target language culture. |

## 4. Instructor's Technical Qualifications:

The instructor must be knowledgeable of the features offered by the Learning Management System in place. •ConferNow to give lessons or to host office hours •3C Media to upload and post videos •Zoom or other video conference program to conduct synchronous class meetings and office hours •The Chat feature in the LMS to communicate with students •Create weekly modules and pages to organize course content •Create announcements and discussion forums •Learning Management System Gradebook knowledge to manage students' grades •Create assignments requiring online submissions. •Add VoiceThread activities and offer support to students in case of technical difficulties •The remote language lab and be the contact person in case students experience technical difficulties

## 5. Student Support Services:

The instructor will provide information about and links to SMC key services: Student Help Desk, the Learning Management Help Desk, the Center for Students with Disabilities, the Center for Wellness and Wellbeing, Financial Aid,

Campus Police, Dream Program, Counseling Services, International Education Office, EOPS Program and Services, Care Prevention Team, Title IX office, tutoring services, and the library. The resources will be incorporated in the syllabus and in the LMS and the instructor will refer to them in lessons, office hours, and via messages as needed.

## 6. Accessibility Requirements:
The course will be designed to consider students with disabilities. The instructor will provide links in their syllabus to the: Student Help Desk The Learning Management System Help section for Students Disabilities Resource Department Contact information and a copy of the Center for Students with Disabilities Handbook. All the videos shown in class and hosted on the Learning Management System or the remote lab and all other instructional multimedia will be captioned. Online lecture presentations and assignments will be made accessible by incorporating design features such as alternative text, headings for data tables and skip navigation. Whenever possible, links to additional materials that are likewise accessible will be chosen; when that is not possible, appropriate alternative accommodations will be made by the instructor.

## 7. Representative Online Lesson or Activity:
Objective: Use the present subjunctive and use formal commands to make recommendations and refer to anticipated events.
Format: Threaded Discussion on the Learning Management System.
The class will be divided into two groups. Group A will take on the role of the Advice Columnist, and those in Group B will take on the role of readers with a problem and seeking advice and recommendations. Each student on Group B will write a paragraph describing how they feel and describing the situation that worries them. Students in Group A will write a response paragraph addressing the concerns of the distressed student. For this assignment, students must make use of the Present subjunctive and may also use the formal command.
It can be represented in voice thread as well, in a oral form:
Students will listen to some problems and record their suggestions. And also they can make a slide show with their suggestions by using pictures.
This is an example in Persian:
I don't feel really good these days.
It is better for you to do some meditation
خیلی حالم خوب نیست اینروزها
بهتر است که یک کم مدیتیشن انجام بدهی

# Distance Education: RUSSIAN 2, Elementary Russian II

| | |
|---|---|
| Units: | 5.00 |
| Total Instructional Hours (usually 18 per unit): | 90.00 |
| Hours per week (full semester equivalent) in Lecture: | 5.00 |
| In-Class Lab: | 0.00 |
| Arranged: | 0.00 |
| Outside-of-Class Hours: | 180.00 |
| Transferability: | Transfers to CSU, UC |
| IGETC Area: | 3B: Humanities, 6A: Languages other than English (UC Requirement Only) |
| CSU GE Area: | C2: Humanities |
| SMC GE Area: | III: Humanities, V: Global Citizenship |
| Skills Advisory(s): | RUSS 1 |

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

II.  **Examples of Appropriate Text or Other Required Reading:**
*(include all publication dates; for transferable courses at least one text should have been published within the last five years)*
1.  Beginner's Russian, Anna Kudyma, Frank Miller, Olga Kagan, Hippocrene Books, Inc. © 2015, ISBN: 978-0-7818-1251-1
2.  Any Russian-English, English-Russian paperback dictionary.

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

IV.  **Methods of Presentation:**
Other (Specify)
Other Methods: The above objectives are met by using a variety of teaching and learning activities. Type of Activity Lecture, visual demonstration of new concepts using charts, pictures, objects brought into the classroom (regalia) such as Russian newspapers, toys, musical instruments, etc.; dictations, exercises written on the board by students and corrected by the class, and group exercises such as repetition, Q & A, and the like. Paired or small group activities in the classroom. Students follow specific direction for communicating with each other, and then they report back or demonstrate to the class what they have learned. Oral Student reports on an assigned

topic of cultural interest For Arranged Hours, The activities and instructional materials are as follows: The lab computer server will have pre-recorded oral materials directly related to Chapters 6-10 of the textbook, as well as other learning materials, and students will bring their workbooks to coordinate with the recorded materials. Students will listen to, and orally repeat statements, engage in grammar exercises, and answer questions that they hear in the lab and that pertain to video clips supplied by the textbook publisher.

V. **Course Content**

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

VI. **Methods of Evaluation**

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

VII. **Sample Assignments:**
**1.:** Student will plan at home and review with the instructor a grammatically correct composition of at least 150 words in which he will describe his family, his home, workplace, studies, items he owns, preferred sports activities

and entertainments. He will then write in the classroom a summary of that composition, without referring directly to the original.

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

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

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

# RUSS 2 Distance Education Application
☑ Fully Online
☑ Online/Classroom Hybrid (not a delivery option when campus is closed)

**1a. Instructor - Student Interaction:**
There will be multiple, frequent and ongoing communication between the instructor and each student. These communications will be initiated regularly and frequently by the instructor. -The instructor will provide frequent individual feedback to student work in the form of written comments on written homework and voice recordings. Oral comments during individual meetings and oral and listening practice assignments during online synchronous classes. - The instructor will hold weekly virtual office hours to be more accessible to promote effective synchronous and asynchronous interaction. Lastly, their instructor will regularly communicate important class information to students via class Announcements in the course management system, by email, and in class. -The "Pages" section of the LMS will be populated with links to music, classic cartoons, and glossed Instagram texts, videos, and images. The instructor will assign students to contribute to it as well and for classmates to give ratings and otherwise comment.

**1b. Student - Student Interaction:**
Student-student interaction will happen frequently in multiple ways. Students will regularly participate in student-student interactive activities using threaded discussions, collaboration tools, and audio-recording software such as VoiceThread and Flipgrid. Typically, assignments require, in written or orally, at minimum comments to two classmates. Using a discussion forum, students will be able to communicate with each other throughout the course regarding course material and assignments. A virtual student lounge will also be provided to encourage students to interact with each other on non-course related topics.

**1c. Student - Content Interaction:**
Students will have daily interaction with the course content, the assigned course materials, and assignments. Specifically, students will: -be assigned to complete a variety of activities from the online assignments from the OER textbooks. The student will watch a variety of videos dedicated to tutorials on grammar, vocabulary, and culture-specific to each unit, followed by activities to assess their comprehension of each topic. - be given names of people, items, and cultural institutions and assigned to look them up on line and report back to the class on various facts (e.g., a person's full name, another the date of birth and if relevant death, another where the person was born and where they died; their profession/s, and increasing amounts of information as they acquire more target language knowledge. -be assigned to look up visual images of new vocabulary words and contribute them to the class to create a collaborative slide show. - be given assignments to look up a Russian website (for example, the Moscow Zoo), note three observations in English or Russian, and submit several Russian vocabulary words with English equivalents. - view cartoons, Instagram pictures and videos (with glosses provided and reviewed before and after viewing ), leading questions asked, reading out loud of titles and names of characters) during class: viewing of cartoons and short videos on news and other programs, with links provided for later viewing as well. -choose musical genres or performers in Russian to listen to in class and assign ratings orally to what they have listened to. - pursue additional assignments created by the instructor in the course management system, including self-correcting quizzes -Students will present a musical selection to the class w/ relevant information on performers'/composer's biographies, musical genre, a small excerpt of lyrics if they exist, and a personal opinion about why this music was chosen

**1d. Distance Ed Interactions:**

| Online class activities that promote class interaction and engagement | Brief Description | % of Online Course Hours |
|---|---|---|
| Discussion Boards | Example of a student-student interaction through an assignment (writing activity): introductions between 2-3 people; identifying places of interest in Russian-speaking countries; (taking turns asking/answering), characterizing places with adjectives, identifying well-known Russians by simple biographical information. | 30.00% |
| Other (describe) | Speaking activities will include voice recordings, which will begin with readings of textbook dialogs and expand to student-composed texts about the textbook characters, themselves, and people and cultural products from the Russian-speaking world. | 35.00% |
| Videos | Video and listening activities will be based on textbook audio, incorporate knowledge of formal and informal register to conduct introductory conversations, find out where something/someone is, about how someone is, inquiring who something belongs to, inquiries and statements related to home, weather, homestays in Russia, city coordinates such as addresses and transportation, university study in Russia, apartment life, and other topics. Aspects of these topics will be expanded on through the use of authentic materials and adaptation of textbook materials to address 1) students' own settings and 2) analogous settings in Moscow (e.g,, university study is offered at an actual Russian university, what is offered at SMC, etc. A balance will be sought between correct language use, comprehension of material, and finding relevant information. | 35.00% |

## 2. Organization of Content:

The course will be organized by weekly modules each that contains a variety of activities to be completed each week by a specific deadline. Each module will be broken down into smaller units containing an introductory page or video with an overview of the week content. Russian 2 will cover the remaining five chapters of the textbook and students will work towards increasing autonomy in the language, including the ability to inquire, choose the appropriate level of formality, express opinions, and explore complexity.

## 3. Assessments:

| % of grade | Activity | Assessment Method |
|---|---|---|
| 20.00% | Final Exam | The cumulative final exam will assess: reading, listening comprehension, writing, and speaking via voice recording. In addition to the skills-based nature of the final, the exam will also test students' ability to communicate in an authentic target-language setting. |
| 10.00% | Self-correcting quizzes | Students will take 9 self-correcting quizzes, created on the course management system |
| 15.00% | Written Assignments | Students will participate in writing exercises by answering prompts for homework on the course management system and will collaborate with classmates on chat, google docs, and other platforms |
| 15.00% | Project: oral presentation | Students will present on a topic relevant to the Russian-speaking world. Sample topics will include geography in Russian, theater and concert offerings in Russia, political or cultural figures, food, economic vocabulary, and other aspects of Russian-speaking life. |
| 15.00% | Homework | This grade pertains to the mechanical grammar and vocabulary drills activities assigned in the course management system. These activities must be completed weekly. |
| 25.00% | Quizzes | Students will take 5 quizzes, created on the course management system, to assess their knowledge of chapter content: (format: multiple choice, fill in the blanks, short answer, etc.) |

## 4. Instructor's Technical Qualifications:

The instructor must be knowledgeable of the features offered by the course management system in place. • ConferNow to give lessons and host office hours • 3C Media to upload and post videos • Zoom or other video conference program to conduct synchronous class meetings and office hours • The LMS chat feature to communicate w/ students outside of class • LMS to assign homework and upload additional materials • Create announcements • LMS Gradebook system • Create assignments requiring online submissions. • Add VoiceThread activities • offer support to students in case of technical difficulties • ability to type and conduct internet searches in Russian inside and outside of class

## 5. Student Support Services:

The instructor will provide information about and links to SMC key services: Student Help Desk, the Learning Management Help Desk, the Center for Students with Disabilities, the Center for Wellness and Wellbeing, Financial Aid, Campus Police, Dream Program, Counseling Services, International Education Office, EOPS Program and Services, Care Prevention Team, Title IX office, tutoring services, and the library. The resources will be incorporated into the syllabus, and the LMS and the instructor will refer to them during lessons, office hours, and via messages as needed.

## 6. Accessibility Requirements:

If a student needs help with the Learning Management System, the instructor should refer the student to or contact the Distance Education Assistive Technology Specialist to help address the issue. The instructor will provide links in their syllabus to the: Student Help Desk, The Learning Management System Support Hotline, and the Center for Students with Disabilities. The course will be designed in a manner that allows for easy readability for all students, including those using accessibility readers. All video content will be captioned, and instructors will use the LMS tools to ensure accessibility. In the LMS: - assignments in the same categories will have the same format/structure. - content pages will consistently use heading styles. - lists will be created using bullets or the numbered list tool. - pages will have sufficient color contrast between the foreground and background. - hyperlinks will be embedded. - images will use alt text.

## 7. Representative Online Lesson or Activity:

Objective:

To allow students to develop the ability to find information online in Russian developed in Russian 1 to use Russian as a medium of learning, satisfy their curiosity and grow in their knowledge of the language, and acquire skills to teach themselves.

1. find a work of music from any genre, look up information about the performer, composer, or someone essential to this music, report on when they were born (and died if relevant), the genre of music, and why you like this music. Show a video and provide the URL.

2. visit a Russian-language news site or that site's Instagram page and find a headline; present it with the image given and a citation in a word processing program such as Word or Google Docs, provide glosses, and read the headline; combine with other students' headlines, weather reports, etc. over time combine w/ Today in History in Russian.

# Santa Monica College
## Program Of Study
## Community Mental Health Certificate of Achievement

The Community Mental Health Certificate of Achievement at Santa Monica College is a 12 unit program of study grounded in the science of psychology and the strengths-based recovery approach to mental health. The curriculum prepares students for entry-level positions in the community mental health and public health sectors. The curriculum is designed to train students to meet the surging need for culturally responsive mental health and recovery services. Students will learn fundamental information about human behavior, clinical disorders, family and social systems, and community based social and support services with an emphasis on early intervention and resilience. Not only will students learn foundational information about community mental health, but they will also acquire skills necessary to compete in the community mental health job market. Students interested in careers outside of mental health such as positions in the public sector (e.g. police and probation officers, emergency personnel, educators, and allied health professionals) will also benefit from the training. As part of the training, students will gain field experience working with local community-based organizations.

Program Learning Outcomes:
Students who complete this program will be able to: Apply foundational knowledge of psychology and mental health in community mental health fieldwork settings. Employ culturally appropriate and effective interventions within community mental health work.

| Required Courses (12 units) | Units: |
|---|---|
| PSYCH 1DE General Psychology | 3.0 |
| PSYCH 8 Community Psychology | 3.0 |
| PSYCH 14DE Abnormal Psychology | 3.0 |
| PSYCH 33 Introduction to Stress, Trauma, and Mental Health | 3.0 |

**Total: 12.0**

**SANTA MONICA COLLEGE**
**Community Mental Health Certificate of Achievement**
**Narrative**

**Program Goals and Objectives:**
- Apply foundational knowledge of psychology and mental health in community mental health fieldwork settings.
- Employ culturally appropriate and effective interventions within community mental health work.

**Catalog Description:**
The Community Mental Health Certificate of Achievement at Santa Monica College is a 12 unit program of study grounded in the science of psychology and the strengths-based recovery approach to mental health. The curriculum prepares students for entry-level positions in the community mental health and public health sectors. The curriculum is designed to train students to meet the surging need for culturally responsive mental health and recovery services. Students will learn fundamental information about human behavior, clinical disorders, family and social systems, and community based social and support services with an emphasis on early intervention and resilience. Not only will students learn foundational information about community mental health, but they will also acquire skills necessary to compete in the community mental health job market. Students interested in careers outside of mental health such as positions in the public sector (e.g. police and probation officers, emergency personnel, educators, and allied health professionals) will also benefit from the training. As part of the training, students will gain field experience working with local community-based organizations.

Students who complete this program will be able to:
- Apply foundational knowledge of psychology and mental health in community mental health fieldwork settings.
- Employ culturally appropriate and effective interventions within community mental health work.

**Program Requirements:**
Psych 1: Introduction to Psychology (3)
Psych 14: Abnormal Psychology (3)
Psych 8: Community Psychology (3)
Psych 33: Introduction to Stress, Trauma, and Mental Health (3)

**Master Planning:**
The need for mental health services skyrocketed during the COVID-19 pandemic and its associated economic recession. Rates of anxiety, depression, substance abuse, trauma related disorders, and suicidality markedly increased (Panchal et al., 2020) . In 2020, the World Health Organization issued a news release underscoring the urgent need for increased investment in our mental health system in light of the rise in mental health issues during the pandemic that will likely persist following the end of the pandemic. Just last year, the U.S. Surgeon General issued a similar advisory illuminating the urgent need to address the youth mental health crisis.

Despite high rates of mental health issues in California and within the SMC service area, there remain myriad barriers to care and thus, unmet mental health needs. There is a shortage of mental health providers in California; this shortage is more pronounced among racially minorized clinicians, therapists who speak a language other than English, and child therapists (Coffman, Bates, Geyn, & Spetz, 2018) . By 2028, the demand for mental health professionals in California is predicted to be 40% more than supply (ibid). Clearly, there is a dire need for mental health professionals. The proposed certificate program has been developed in response to this community mental health need.

Currently, the psychology department does not offer any certificate programs or dedicated curriculum in community mental health. The proposed certificate in Community Mental Health is envisioned to be both a certificate of achievement as well as a step toward gainful employment and transfer to four-year university psychology and human development programs. Through a combination of online and on-ground learning, the Community Mental Health certificate program will provide students with an understanding of stress, trauma,

and recovery in the public mental health system as well as the skills necessary to become a mental health service paraprofessional.

Given the competitiveness of psychology programs at many four-year institutions, particularly within the UC system, this may also increase student's competitiveness for college admission. Notably, this certificate of achievement may also be beneficial for current workers in the mental health or social service fields seeking continuing education. The program and its component courses have been developed from a community psychology framework in which social justice and the issues impacting racialized people and other socially marginalized groups such as the LGBTQ+ community are centered. The community focus and social justice orientation means that SMC's diverse student population will see themselves reflected in the curriculum. Moreover, through the community engagement component of the program (in Psych 8), students have the opportunity to serve within their community or other communities in need. The program, its courses, and community engagement requirements is another opportunity to advance departmental and institutional equity goals as well as the Chancellor's Vision for Success.

**Enrollment and Completer Projections:**
Annually, the Psychology department serves several thousand students through its courses. Enrollment data for the proposed certificate is challenging to predict as one of the courses (PSYCH 33) is a newly approved course and will be offered for the first time in Fall 2023. Another course, PSYCH 8, has not been offered during the pandemic and has been recently revised and is currently under review by the Curriculum Committee. Enrollment data for Psych 1 and Psych 14 suggest a strong student base from which to draw for the certificate program. In the most recent year, nearly 3000 students have enrolled in these two courses. Another attractive feature of the certificate program is that all the constituent courses are either UC or CSU transferable; many are both UC and CSU transferable. This program is likely to be attractive to students whose primary goal is professional development or entry level employment in community mental health. Thus, a conservative estimate is 100-150 students enrolled in the certificate program.

**Place of Program in Curriculum/Similar Program:**
There are currently no related programs at the College. Currently, a Homeless Sector certificate is under development but not yet approved. The Psychology department is open to future collaboration with that certificate program or others that are developed.

**Similar Programs at Other Colleges in Service Area:**
There are currently two related but differently titled certificate programs at community colleges in southern California. A related mental health worker program is offered by Cerritos College. This is an interdisciplinary 18 unit program offered through Psychology and Interdisciplinary Studies designed to train students in the psychosocial rehabilitation model of mental illness. Similarly, Saddleback College offers a 28 unit mental health worker program through the Human Services department. Because this program is offered through the human services department, the curriculum is notably different focusing primarily on social service administration and criminal justice system service navigation. In looking at the state as a whole, the City College of San Francisco offers a 16 unit community mental health worker program focused on the recovery and wellness model.