



1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Agenda

Wednesday, September 6, 2023, 3:00 p.m.
Drescher Hall, Loft (3rd Floor, Room 300-E)

Guests and members of the public may attend via Zoom:
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:

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- +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, <i>Chair</i>	Susan Caggiano	Aileen Huang	Scott Silverman
Dione Carter, <i>Vice Chair</i>	Javier Cambron	Alex Ibaraki	Briana Simmons
Bren Antrim	Lisa Collins	Sharlene Joachim	Lydia Strong
Jason Beardsley	Rachel Demski	Jacqueline Monge	Audra Wells
Mary Bober	Susan Fila	Matthew Musselman	Associated Students Rep
Fariba Bolandhemat	Christina Gabler	Estela Narrie	Associated Students Rep
Walter Butler	Walker Griffy	Redelia Shaw	

Interested Parties:

Joelle Adams	Nick Chambers	Maral Hyeler	Esau Tovar
Stephanie Amerian	Nathaniel Donahue	Cecilia Jeong (A.S.)	Guadalupe Salgado
Maria Bonin	Kiersten Elliott	Matt Larcin	Tammara Whitaker
Department Chairs	Tracie Hunter	Stacy Neal	

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. Curriculum Committee Training	
2. Accreditation Update	
3. SLO-PLO-ILO Discussion	
<i>(Non-Substantial Changes)</i>	
4. SPAN 8, Conversational Spanish	
<i>(Technical Corrections)</i>	
5. FILM 40, Cinematography	
VII. Action Items	
<i>(Consent Agenda: Program Maps)</i>	
a. Enterprise Service Clerk Certificate of Achievement	10
<i>(Consent Agenda: Emergency Distance Education to Fully Online)</i>	
b. MUSIC 33 Jazz in American Culture	20
<i>(Courses: Substantial Changes)</i>	
c. KOREAN 1, Elementary Korean I (changed: course description, SLOs, course objectives, course content, methods of presentation, methods of evaluation, textbooks, sample assignments)	11
d. KOREAN 2, Elementary Korean II (changed: course description, SLOs, course objectives, course content, methods of presentation, methods of evaluation, textbooks, sample assignments)	13
e. KOREAN 3, Intermediate Korean I (changed: course description, SLOs, course objectives, course content, methods of presentation, methods of evaluation, textbooks, sample assignments)	15
f. KOREAN 4, Intermediate Korean II (changed: course description, SLOs, course objectives, course content, methods of presentation, methods of evaluation, textbooks, sample assignments)	17
g. MUSIC 33, Jazz in American Culture (changed: course description, methods of presentation, methods of evaluation, textbooks)	19
<i>(Courses: Distance Education)</i>	
h. SPAN 8, Conversational Spanish	24
<i>(Programs: Revisions)</i>	
i. Changes to degrees, certificates, and program maps as a result of courses considered on this agenda	
VIII. New Business	
IX. Old Business	
X. Adjournment	

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

The next Curriculum Committee meeting is September 20, 2023.



1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Minutes

Wednesday, May 31, 2023, 3:00 p.m.

Zoom Meeting

Members Present:

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

Members Absent:

Javier Cambron Dione Carter

Others Present:

Victoria Charles	Raymond Hunter	Jenny Resnick	Steven Sedky
Tom Chen	Christyanne Melendez	Cassie Rockwell	Hari Vishwanadha
Andria Denmon	Dana Nasser		

(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 revision to table all Emeritus course action items (VII. i. through VII. aa. and VII. ii. through VII. tt.)

Motion made by: Walker Griffy; **Seconded by:** Audra Wells

The motion passed unanimously.

(Aileen Huang not present for vote)

II. Public Comments

None

III. Announcements

Please let your students know the library will be hosting a finals coffee break event on Wednesday, June 7th and Thursday, June 8th from 10 am-5pm in LIBR Room 193. There will be coffee, tea, light snacks, and coloring and other relaxing art activities.

IV. Approval of Minutes

Motion to approve the minutes of May 17, 2023 with no revisions.

Motion made by: Audra Wells; **Seconded by:** Estela Narrie

The motion passed unanimously.

(Aileen Huang not present for vote)

V. Chair’s Report

Starting in 2023-2024, any courses to be discussed at tech review will be shared with Curriculum Representatives.

VI. Information Items

1. 2023-2024 Curriculum Meeting Schedule

- Fall 2023
 - Wednesday, September 6, 2023, 3:00pm-5:00pm
 - Wednesday, September 20, 2023, 3:00pm-5:00pm
 - Wednesday, October 4, 2023, 3:00pm-5:00pm
 - Wednesday, October 18, 2023, 3:00pm-5:00pm
 - Wednesday, November 1, 2023, 3:00pm-5:00pm
 - Wednesday, November 15, 2023, 3:00pm-5:00pm
 - Wednesday, November 29, 2023, 3:00pm-5:00pm (*tentative*)
- Spring 2024
 - Wednesday, February 21, 2024, 3:00pm-5:00pm
 - Wednesday, March 6, 2024, 3:00pm-5:00pm
 - Wednesday, March 20, 2024, 3:00pm-5:00pm
 - Wednesday, April 3, 2024, 3:00pm-5:00pm
 - Wednesday, April 17, 2024, 3:00pm-5:00pm
 - Wednesday, May 1, 2024, 3:00pm-5:00pm
 - Wednesday, May 15, 2024, 3:00pm-5:00pm
 - Wednesday, May 29, 2024, 3:00pm-5:00pm (*tentative*)

2. IGETC/CSUGE Decisions

- IGETC
 - ETH ST 1: Approved Area 4
 - ETH ST 6: Approved Area 4
 - ETH ST 7: Approved Area 4
 - ENGL 63: Approved Area 3B
 - GEOG 12/GEOL 12: Approved Area 5A/5C
 - GEOL 6: Denied 5A/5C
 - HIST 51: Approved Area 4; Denied Area 3B
 - KOREAN 3: Denied 6A; Phase out Area 3B effective Fall 2025
 - PSYCH 33: Denied: Area 4
 - SPAN 1B: Approved Area 6A
- CSUGE
 - COM ST 38/ETH ST 38: Approved Area D; Denied Area F
 - ENGL 63: Approved Area C2
 - ETH ST 6: Approved Area D; Deny Area F
 - ETH ST 7: Approved Area D; Deny Area F
 - GEOL 6: Denied B1/B3
 - HIST 51: Approved Area D; Denied Area C2
 - MEDIA 10/ETH ST 10: Approved Area D; Denied Area F
 - PSYCH 33: Approved Area E; Denied Area D
 - SPAN 1A/1B: Denied Area C2
 - VAR PE 11D: Approved Area E

3. Santa Monica College General Education Update – AB 1705

- Changing Area IV. Language and Rationality Group B – combining Option 1 and 2 courses (due to placement/proficiency tests no longer applicable under AB 705/AB 1705)

(Non-Substantial Changes)

4. ENGL 1 Reading and Composition 1
5. ENGL 59 Lesbian and Gay Literature
6. RUSS 8 Conversational Russian

(SLO Alignment/Reconciliation for META/WebSIS)

7. ECON 15 Economic History of the U.S. (*same as HIST 15*)

VII. Action Items

(Consent Agenda: Program Maps)

a. English AA-T Program Map

Motion to approve the English AA-T Program Map

Motion made by: Patricia Ramos; **Seconded by:** Estela Narrie

The motion passed unanimously.

(Christina Gabler and Walker Griffy not present for vote)

(Courses: New)

b. BIOL 31 Fundamentals of Biotechnology 2: From Genes to Proteins (Prerequisites: BIOL 3 or BIOL 30 or BIOL 21; Pre/Corequisite: CHEM 10)

Motion to approve BIOL 31 with revisions to remove UC/IGETC/CSUGE, change start date to Spring 2024, and clarify method of evaluation of "Class Participation" with note of "In-Class Assignments" and revisions to SLOs to be determined in discussions between the curriculum chair, department chair, originating faculty.

Motion made by: Patricia Ramos; **Seconded by:** Redelia Shaw

The motion passed with the following vote: 13 YEA (Jason Beardsley, Mary Bober, Walter Butler, Aileen Huang, Sharlene Joachim, Jing Liu, Jacqueline Monge, Matt Musselman, Patricia Ramos, Redelia Shaw, Scott Silverman, Briana Simmons, Lydia Strong); 5 ABSTAIN (Estela Narrie, Fariba Bolandhemat, Alex Ibaraki, Audra Wells, Susan Caggiano); 1 NAY (Christina Gabler)

(Walker Griffy not present for vote)

Motion to approve BIOL 31 prerequisite of BIOL 3, 21, 30 as a block with no revisions.

Motion made by: Patricia Ramos; **Seconded by:** Susan Caggiano

The motion passed unanimously.

(Walker Griffy not present for vote)

Motion to approve BIOL 31 pre/corequisite of CHEM 10 with no revisions.

Motion made by: Patricia Ramos; **Seconded:** Alex Ibaraki

The motion passed unanimously.

(Walker Griffy not present for vote)

c. BIOL 32 Cell Culture Methods & Techniques (Prerequisite: BIOL 31)

Motion to approve BIOL 32 with revisions to remove IGETC/CSUGE, add a lab manual "prepared by the instructor", clarify method of evaluation of "Class Participation" with note of "In-Class Assignments", remove "Experience with mammalian cell culture" from the minimum qualifications, and revisions to SLOs to be determined after the meeting in discussions between the curriculum chair, department chair, curriculum representative, and originating faculty.

Motion made by: Patricia Ramos; **Seconded by:** Sharlene Joachim

The motion passed with the following vote: 16 YEA (Jason Beardsley, Mary Bober, Fariba Bolandhemat, Walter Butler, Susan Caggiano, Aileen Huang, Alex Ibaraki, Sharlene Joachim, Jing Liu, Jacqueline Monge, Matt Musselman, Patricia Ramos, Redelia Shaw, Scott Silverman, Briana Simmons, Lydia Strong); 3 ABSTAIN (Christina Gabler, Estela Narrie, Audra Wells); 0 N

(Walker Griffy not present for vote)

Motion to approve BIOL 32 prerequisite of BIOL 31 with no revisions.

Motion made by: Audra Wells; **Seconded by:** Scott Silverman

The motion passed unanimously.

(Walker Griffy not present for vote)

d. BIOL 33 Immunoassay Methods (Prerequisite: BIOL 31)

Motion to approve BIOL 33 with revisions to remove UC/IGETC/CSUGE, change start date to Spring 2024, add "(lab manual)" notes to lab manual texts, clarify method of evaluation of "Class Participation" with note of "In-Class Assignments", revisions to the objectives and SLOs to be determined after the

meeting in discussions between the curriculum chair, department chair, curriculum representative, and originating faculty, and revisions to the sample assignments to address students directly and remove notations of SLOs.

Motion made by: Patricia Ramos; **Seconded by:** Redelia Shaw

The motion passed with the following vote: 16 YEA (Jason Beardsley, Mary Bober, Fariba Bolandhemat, Walter Butler, Susan Caggiano, Aileen Huang, Alex Ibaraki, Sharlene Joachim, Jing Liu, Jacqueline Monge, Matt Musselman, Patricia Ramos, Redelia Shaw, Scott Silverman, Briana Simmons, Lydia Strong); 3 ABSTAIN (Christina Gabler, Estela Narrie, Audra Wells); 0 NAY
(Walker Griffy not present for vote)

Motion to approve BIOL 33 prerequisite of BIOL 31 with no revisions.

Motion made by: Susan Caggiano; **Seconded by:** Audra Wells

The motion passed unanimously.

(Walker Griffy not present for vote)

- e. BIOL 34A Scientific Communication for Regulated Environments (Prerequisite: BIOL 31)

Motion to approve BIOL 34A with revisions to remove UC/IGETC/CSUGE , update SAM code to “C”, and further revisions to be brought back in the Fall prior to the course being scheduled/offered.

Motion made by: Scott Silverman; **Seconded by:** Redelia Shaw

The motion passed with the following vote: 14 YEA (Jason Beardsley, Mary Bober, Fariba Bolandhemat, Walter Butler, Susan Caggiano, Aileen Huang, Alex Ibaraki, Sharlene Joachim, Jing Liu, Jacqueline Monge, Patricia Ramos, Redelia Shaw, Scott Silverman, Briana Simmons); 3 ABSTAIN (Christina Gabler, Estela Narrie, Audra Wells); 0 NAY

(Walker Griffy, Matt Musselman, and Lydia Strong not present for vote)

Motion to approve BIOL 34A prerequisite of BIOL 31 with no revisions.

Motion made by: Patricia Ramos; **Seconded by:** Susan Caggiano

The motion passed unanimously.

(Walker Griffy, Matt Musselman, and Lydia Strong not present for vote)

- f. BIOL 35 Nanobiotechnology (Prerequisite: BIOL 32 or BIOL 33)

Motion to approve BIOL 35 with revisions to change start date to Spring 2025 to account for UC/IGETC/CSUGE approval timelines, clarify method of evaluation of “Class Participation” with note of “In-Class Assignments”, revisions to the objectives and SLOs to be determined after the meeting in discussions between the curriculum chair, department chair, curriculum representative, and originating faculty.

Motion made by: Walter Butler; **Seconded by:** Mary Bober

The motion passed with the following vote: 16 YEA (Jason Beardsley, Mary Bober, Fariba Bolandhemat, Walter Butler, Susan Caggiano, Aileen Huang, Alex Ibaraki, Sharlene Joachim, Jing Liu, Jacqueline Monge, Matt Musselman, Patricia Ramos, Redelia Shaw, Scott Silverman, Briana Simmons, Lydia Strong); 3 ABSTAIN (Christina Gabler, Estela Narrie, Audra Wells); 0 NAY

(Walker Griffy not present for vote)

Motion to approve BIOL 35 prerequisites of BIOL 32 and BIOL 33 as a block with no revisions.

Motion made by: Patricia Ramos; **Seconded by:** Susan Caggiano

The motion passed unanimously.

(Walker Griffy not present for vote)

- g. DANCE 31B Ballet 1B (Advisory: DANCE 31A)

- h. DANCE 32B Ballet 2B (Advisory: DANCE 32A)

Motion to approve DANCE 31B (VII. g.) and DANCE 32B (VII. h.) as a block with no revisions.

Motion made by: Briana Simmons; **Seconded by:** Patricia Ramos

The motion passed unanimously.

(Christina Gabler, Walker Griffy, Matt Musselman, and Lydia Strong not present for vote)

Motion to approve DANCE 31B advisory of DANCE 31A (VII. g.) and DANCE 32B advisory of DANCE

32A (VII. h.) as a block with no revisions.

Motion made by: Patricia Ramos; **Seconded by:** Estela Narrie

The motion passed unanimously.

(Christina Gabler, Walker Griffy, Matt Musselman, and Lydia Strong not present for vote)

- ~~i. EMERITUS ART E99 Special Studies in Art~~
 - ~~j. EMERITUS ENGL E99 Special Studies in English~~
 - ~~k. EMERITUS HME EC E60 American History Through Cooking~~
 - ~~l. EMERITUS HUMDEV E00 Introduction to the Emeritus Program of Santa Monica College~~
 - ~~m. EMERITUS OCC E03 Optimizing Your Smartphone & Tablet~~
 - ~~n. EMERITUS OCC E14 Computer Based Presentations~~
 - ~~o. EMERITUS OCC E21 The Perils of Social Media~~
 - ~~p. EMERITUS PHOTO E30 Photoshop / Computer Software Photo Editing~~
 - ~~q. EMERITUS POL SC E50 Technopolitics: Exploring the Intersection of Technology and Governance~~
 - ~~r. EMERITUS POL SC E99 Special Studies in Politics~~
 - ~~s. EMERITUS TH ART E40 Theatrical and Screenplay Writing~~
- EMERITUS action items tabled with approval of the agenda (I.)*

(Courses: Substantial Changes)

- ~~t. EMERITUS ENGL E27 Poetry and Fiction (Changed: course description, SLOs, course content, methods of presentation, assignments)~~
 - ~~u. EMERITUS HUMDEV E27 Exercising the Brain (Changed: course description, SLOs, course content, methods of presentation, assignments)~~
 - ~~v. EMERITUS MUSIC E17 Luisa R.G. Kot Concert Series (Changed: prefix (was HUMDEV), course name, TOP code, course description, SLOs, course objectives, course content, methods of presentation, assignments)~~
 - ~~w. EMERITUS OCC E08 Word Processing (Changed: course number (was E01), SAM code, SLOs, course objectives, course content, methods of presentation, assignments)~~
 - ~~x. EMERITUS POL SC E10 Pop Culture, Social Change and Politics (Changed: course name, course description, SLOs, course objectives, course content)~~
 - ~~y. EMERITUS TH ART E15 Theater History of Comedy (Changed: prefix (was HUMDEV, TOP code, course description, SLOs, course objectives, course content, methods of presentation, assignments)~~
 - ~~z. EMERITUS TH ART E21 Art, Culture & Entertainment Through a Jewish Lens (Changed: prefix (was HUMDEV), course number (was E22), course name, TOP code, course description, SLOs, course objectives, course content, methods of presentation, assignments)~~
 - ~~aa. EMERITUS TH ART E28 Plays and Playwrights (Changed: prefix (was ENGL), TOP code, course description, hours correction, SLOs, course objectives, course content, methods of presentation, assignments)~~
- EMERITUS action items tabled with approval of the agenda (I.)*

- bb. ENGL 3 World Literature 1 (Changed: course description, SLOs, course objectives, course content, methods of presentation, methods of evaluation, textbooks, assignments)
 - cc. ENGL 4 World Literature 2 (Changed: course description, SLOs, course objectives, course content, methods of evaluation, textbooks, assignments)
 - dd. ENGL 5 British Literature 1 (Changed: course description, SLOs, course objectives, course content, methods of presentation, textbooks, assignments)
 - ee. ENGL 6 British Literature 2 (Changed: course description, SLOs, course objectives, course content, assignments)
- Motion to approve changes to ENGL 3 (VII. bb.) ENGL 4 (VII. cc.), ENGL 5 (VII. dd.), and ENGL 6 (VII. ee.) as a block with a correction to the list of changes for ENGL 5 and ENGL 6 that the course titles were also updated (was “English Literature 1” and “English Literature 2”).
- Motion made by:** Patricia Ramos; **Seconded by:** Fariba Bolandhemat
- The motion passed unanimously.
- (Walker Griffy not present for vote)*

(Courses: Distance Education)

ff. BIOL 34A Scientific Communication for Regulated Environments (Hybrid Only)

Motion to approve distance education for BIOL 34A with no revisions.

Motion made by: Susan Caggiano; **Seconded by:** Jacqueline Monge

The motion passed unanimously.

(Fariba Bolandhemat, Walker Griffy, Matt Musselman, and Lydia Strong not present for vote)

gg. DANCE 31B Ballet 1B

hh. DANCE 32B Ballet 2B

Motion to approve distance education for DANCE 31B (VII. gg.) and DANCE 32B (VII hh.) as a block with no revisions.

Motion made by: Estela Narrie; **Seconded by:** Susan Caggiano

The motion passed unanimously.

(Christina Gabler, Walker Griffy, Matt Musselman, and Lydia Strong not present for vote)

~~ii. EMERITUS ART E99 Special Studies in Art~~

~~jj. EMERITUS ENGL E99 Special Studies in English~~

~~kk. EMERITUS HME EC E60 American History Through Cooking~~

~~ll. EMERITUS HUMDEV E00 Introduction to the Emeritus Program of Santa Monica College~~

~~mm. EMERITUS OCC E03 Optimizing Your Smartphone & Tablet~~

~~nn. EMERITUS OCC E14 Computer Based Presentations~~

~~oo. EMERITUS OCC E21 The Perils of Social Media~~

~~pp. EMERITUS PHOTO E30 Photoshop / Computer Software Photo Editing~~

~~qq. EMERITUS POL SC E50 Technopolitics: Exploring the Intersection of Technology and Governance~~

~~rr. EMERITUS POL SC E99 Special Studies in Politics~~

~~ss. EMERITUS TH ART E28 Plays and Playwrights~~

~~tt. EMERITUS TH ART E40 Theatrical and Screenplay Writing~~

EMERITUS action items tabled with approval of the agenda (I.)

(Courses: Deactivation)

uu. COSM 71 Cosmetology Instructional Techniques: Theory

vv. COSM 72 Applied Instructional Techniques

ww. COSM 73 Cosmetology Instructional Materials

xx. COSM 74 Techniques for Assessment

yy. COSM 75A Instructional Techniques in Salon 1

zz. COSM 75B Instructional Techniques in Salon 2

aaa. COSM 75C Instructional Techniques in Salon 3

bbb. COSM 75D Instructional Techniques in Salon 4

Motion to approve the deactivation of COSM 71 (VII. uu.), COSM 72 (VII. vv.), COSM 73 (VII. ww.), COSM 74 (VII. xx.), COSM 75A (VII. yy.), COSM 75B (VII. zz.), COSM 75C (VII. aaa.), and COSM 75D (VII. bbb.) as a block.

Motion made by: Susan Caggiano; **Seconded by:** Mary Bober

The motion passed unanimously.

(Christina Gabler, Walker Griffy, Matt Musselman, and Lydia Strong not present for vote)

(Programs: New)

ccc. Biotechnology/Life Sciences Laboratory Assistant Certificate of Achievement

Motion to approve Biotechnology/Life Sciences Laboratory Assistant Certificate of Achievement with revision to remove "Certificate #1" note in title.

Motion made by: Susan Caggiano; **Seconded by:** Scott Silverman

The motion passed unanimously.

(Walker Griffy, Matt Musselman, and Lydia Strong not present for vote)

ddd. Biotechnology & Cell Science Laboratory Technician Certificate of Achievement

Motion to approve Biotechnology & Cell Science Laboratory Technician Certificate of Achievement with revision to remove "Certificate #2" note in title.

Motion made by: Estela Narrie; **Seconded by:** Jacqueline Monge

The motion passed unanimously.
(Walker Griffy, Matt Musselman, and Lydia Strong not present for vote)

eee. Creative Writing Certificate of Achievement

Motion to approve Creative Writing Certificate of Achievement with no revisions.

Motion made by: Scott Silverman; **Seconded by:** Patricia Ramos

The motion passed unanimously.

fff. Human Resources Management Certificate of Achievement

Motion to approve Human Resources Management Certificate of Achievement with no revisions.

Motion made by: Jason Beardsley; **Seconded by:** Estela Narrie

The motion passed unanimously.

(Christina Gabler and Walker Griffy not present for vote)

ggg. Sustainability in Business Certificate of Achievement

Motion to approve Sustainability in Business Certificate of Achievement with no revisions.

Motion made by: Susan Caggiano; **Seconded by:** Audra Wells

The motion passed unanimously.

(Christina Gabler and Walker Griffy not present for vote)

(Programs: Revisions)

hhh. Business Bookkeeping (Formerly Computer Accounting) Certificate of Achievement

- Changed program type from Department Certificate to Certificate of Achievement
- Updated course description – no change to courses or units

Motion to approve changes to Business Bookkeeping Certificate of Achievement with no additional revisions.

Motion made by: Estela Narrie; **Seconded by:** Patricia Ramos

The motion passed unanimously.

(Christina Gabler, Walker Griffy, Matt Musselman, and Lydia Strong not present for vote)

iii. 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:** Estela Narrie

The motion passed unanimously.

(Christina Gabler, Walker Griffy, Matt Musselman, and Lydia Strong not present for vote)

VIII. New Business

None

IX. Old Business

- DEI in Curriculum
No updates/discussion.

X. Adjournment

Motion to adjourn the meeting at 5:48 pm.

Motion made by: Patricia Ramos; **Seconded by:** Susan Caggiano

The motion passed unanimously.

(Walker Griffy, Matt Musselman, and Lydia Strong not present for vote)

Enterprise Service Clerk / CoA							N/A				REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET
Official Course Prefix and # (if RE: identify only the "category"; if GE, or EL: indicate as such)	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)	Interession Option? - YES -- (MAX of 8 units)		
SEMESTER 1	CIS 1	1	PR		YES	3	9				
	BUS 36A	2	PR			3	9			YES	
	OFTECH 33	3	PR			2	6			YES	
SEMESTER 2	CIS 30	1	PR			3	9	CIS 1		YES	
	CIS 37	2	PR			3	9	CIS 1		YES	
	TOTAL Semester 2					6	18				
SEMESTER 3											
	TOTAL Semester 3					0	0				
SEMESTER 4											
	TOTAL Semester 4					0	0				

Substantial Change: KOREAN 1, Elementary Korean I

Units:	5.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	5.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	180.00
Date Submitted:	June 2023
Transferability:	Transfers to CSU, UC
CSU GE Area:	C2 - Humanities
IGETC Area:	6A: Languages other than English (UC Requirement Only)
SMC GE Area	Area III: Humanities; Area V: Global Citizenship

I. Catalog Description

This course introduces the students to the Korean alphabet Hangul, basic vocabulary, and fundamental sentence structures in present, past, and future tense. Pronunciation, grammar, and everyday vocabulary are stressed as indispensable tools for comprehension and expressions. Korean customs and culture are also highlighted. This course is taught in Korean except in case of linguistic difficulty as determined by the professor.

II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)

1. Integrated Korean Workbook, Beginning 1, 3rd, Mee-Jeong Park et al, University of Hawaii Press © 2019
2. Integrated Korean, Beginning 1, 3rd, Young-Mee Cho et al, University of Hawaii Press © 2019

III. Course Objectives

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

1. Read and write the Korean alphabet Hangul and pronounce words and sentences correctly applying the Korean pronunciation rules.
2. Conjugate verbs and adjectives in the present, past, and future tense using the polite and honorific ending forms.
3. Demonstrate a clear understanding of Korean particles including subject, object, topic, and locative particles, and use them correctly in the sentence.
4. Understand the Korean number system (native Korean and Sino-Korean) and the concept of counting units and correctly use numbers with proper noun counters.
5. Recognize Korean cultural aspects embedded in daily expressions and demonstrate knowledge of Korean culture and traditions.

IV. Methods of Presentation:

Other: Lecture on grammar, vocabulary, and cultural topics Speaking activities in pairs, small groups, and in choir
Pronunciation Short reading and follow-up activities for comprehension Writing activities including dictations and compositions.

V. Course Content

<u>% of Course</u>	<u>Topic</u>
40.000%	Presentation, practice, and review of the following grammar: a) positive and negative equational expressions, b) the polite and honorific ending conjugation of verbs and adjectives in present, past, and future tenses, c) subject, object, topic, and locative particles, d) description of location with location nouns, e) Korean number system and counting units, f) possessive relations, g) irregular predicates, h) negative expression with two negative adverbs
10.000%	Culture presentation on Korean customs and lifestyle: topics include, but are not limited to: <ul style="list-style-type: none"> • Greetings with a bow • Academic calendar and education in Korea • Korean National symbols • Korean Collectivism • Seaweed soup for the birthday

	<ul style="list-style-type: none"> • Calendar and writing dates • National holidays and traditions
20.000%	Follow-up writing practice for grammar comprehension
10.000%	Reading conversations and narrations in textbook
10.000%	Development of vocabulary and idiomatic expressions
10.000%	Introduction and practice of the Korean alphabet Hangeul
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
10%	Class Participation
20%	Final exam: Written test
20%	Homework
10%	Other: Pronunciation, spelling, vocabulary acquisition, and listening comprehension activities
20%	Final exam: Midterm written test
10%	Oral Presentation: Midterm and final oral tests
10%	Quizzes: Vocabulary Quizzes
100%	Total

VII. **Sample Assignments:**

Composition: Students compose a short paragraph on their habitual activities and/or daily routine after learning expressions about time reading, days of the week, particles meaning 'from...to...', and the present tense.

Oral Project: Students work in groups. Each group is assigned one chapter in the textbook. Each student in the group takes part in the conversation selected, memorizes their lines, and acts it out as a group in front of the class.

VIII. **Student Learning Outcomes:**

1. Students are able to comprehend and use basic sentence patterns to describe daily life topics in the present, past, and future. As assessed by: workbook exercises, compositions, written tests.
2. Students are able to hold simple conversations demonstrating the correct use of basic vocabulary and memorized expressions. Assessed by: oral presentations, final oral exam.
3. Students are able to recognize Korean culture presented in the course and participate, both inside and outside of the class, in activities relevant to Korean culture, customs, and tradition. As assessed by: oral presentations, video-watching and follow-up discussions, short paragraph writings.

Substantial Change: KOREAN 2, Elementary Korean II

Units:	5.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	5.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	180.00
Date Submitted:	June 2023
Transferability:	Transfers to CSU, UC
CSU GE Area:	C2 - Humanities
IGETC Area:	3B: Humanities; 6A: Languages other than English (UC Requirement Only)
SMC GE Area	Area III: Humanities; Area V: Global Citizenship

I. Catalog Description

This course is a continuation of Korean 1 and further stresses modal expressions with various clausal connectives and sentence ending forms. Advanced basic aural and oral skills and reading comprehension skills are also developed. Students hold simple conversations and write short compositions in the form of compound sentences. It also advances students' knowledge of Korean culture, customs, and traditions. This course is taught in Korean except in case of linguistic difficulty as determined by the professor.

II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)

1. Integrated Korean Workbook, Beginning 2, 3rd, Mee-Jeong Park et al, University of Hawaii Press © 2019
2. Integrated Korean, Beginning 2, 3rd, Young-Mee Cho et al, University of Hawaii Press © 2019

III. Course Objectives

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

1. Demonstrate the use of acceptable pronunciation and develop proficiency level in four language skills: listening, speaking, reading, and writing.
2. Construct grammatically correct statements using various clausal connectives and modal sentence ending forms.
3. Improve communication skills and give a formal presentation on a given topic covered in the course.
4. Understand different levels of formality between spoken and written Korean in different situations.
5. Understand Korean honorific expressions in a broader cultural context.

IV. Methods of Presentation:

Other: Lecture on grammar, vocabulary, and cultural topics Speaking activities in pairs, small groups, and in choir
Pronunciation Short reading and follow-up activities for comprehension Writing activities including dictations and compositions

V. Course Content

<u>% of Course</u>	<u>Topic</u>
50.000%	Presentation, practice, and review of the following grammar: a) positive and negative gentle command forms, b) noun-modifying expressions with verbs and adjectives in different tenses, c) talking about personal experience, d) expressions of progressive actions and obligations, e) honorific expressions and benefactive expressions, f) irregular predicates, g) offering assistance and indirect denial, h) expressions of cause-effect/reason-result
10.000%	Culture presentation on Korean customs and traditions: topics include, but are not limited to: <ul style="list-style-type: none"> • Age and birthday • Public transportation in Seoul • Extending kinship terms to other social relations • Religions in Korea • Food culture and table manners • Korean traditional dress Hanbok • K-pop music

20.000%	Follow-up writing practice for grammar comprehension
10.000%	Reading conversations and narrations in the textbook
10.000%	Development of vocabulary and idiomatic expressions
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
10%	Class Participation
20%	Final exam: Written test
20%	Homework
10%	Other: Pronunciation, spelling, vocabulary acquisition, and listening comprehension activities
20%	Exams/Tests
10%	Quizzes: Vocabulary Quizzes
10%	Oral Presentation: Midterm and final oral tests
100%	Total

VII. **Sample Assignments:**

Composition: Students write a short letter to their friends residing in another country and planning to visit the U.S.A. Students suggest activities and give some travel tips to their friends using the given vocabulary, grammar patterns, and relevant expressions covered in the course.

Oral Project: Students work in pairs for role-play activities on the following topics: 1) Call the restaurants and ask for their addresses and directions. 2) Call the restaurants and make a reservation for a group of 20 people. Then ask what's on the menu and order for the group. 3) You're at the restaurant. Place an order with the waiter/waitress. 4) Describe how food tastes.

VIII. **Student Learning Outcomes:**

1. Students are able to construct compound sentences using various clausal connectives and modal sentence ending forms in everyday situations with familiar phrases and sentence structures. As assessed by: workbook exercises, compositions, written tests.
2. Students are able to verbally describe pictures and other visual materials demonstrating the correct use of grammar structures and vocabulary associated with daily life. Assessed by: oral presentations, final oral exam
3. Students are able to relate linguistic forms introduced as grammatical and vocabulary activities into Korean culture and understand the proper use of honorific expressions in Korean society. As assessed by: oral presentations, video-watching and follow-up discussions, short paragraph writings

Substantial Change: KOREAN 3, Intermediate Korean I

Units:	5.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	5.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	180.00
Date Submitted:	June 2023
Transferability:	Transfers to CSU, UC
CSU GE Area:	C2 - Humanities
IGETC Area:	3B: Humanities; 6A: Languages other than English (UC Requirement Only)
SMC GE Area	Area III: Humanities; Area V: Global Citizenship

I. Catalog Description

This course is a continuation of Korean 2 and further builds up a solid foundation to achieve practical commands in everyday social interactions. Engaging and comprehensive course materials are designed to encourage students to practice with interactive activities, immersive exercises, and real-life scenarios. The course also familiarizes students with different registers (spoken vs. written) and speech styles. By focusing on both linguistic and cultural aspects, the course equips students with the tools to communicate more confidently and effectively in Korean. This course is taught in Korean except in case of linguistic difficulty as determined by the professor.

II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)

1. Integrated Korean Workbook, Intermediate 1, 3rd, Mee-Jeong Park et al, University of Hawaii Press © 2020
2. Integrated Korean, Intermediate 1, 3rd, Young-Mee Cho et al, University of Hawaii Press © 2020

III. Course Objectives

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

1. Demonstrate advanced proficiency level in four language skills (listening, speaking, reading, and writing) at an intermediate level.
2. Understand the differences between active and passive voices and use each voice properly at a sentence level.
3. Improve writing skills by creating their own writing portfolios on a given topic covered in the course.
4. Understand different speech styles and deploy appropriate forms to communicate more effectively and respectfully in different contexts.
5. Describe traditional and contemporary popular Korean cultures and relate their experiences with Korean culture, customs, and traditions in multicultural aspects.

IV. Methods of Presentation:

Other: Lecture on grammar Vocabulary and cultural topics Speaking activities in pairs, small groups, and in choir Pronunciation Short reading and follow-up activities for comprehension Writing activities, including dictations and compositions Oral and written practice in class Interviews Presentations and skits Self-correction of exercises

V. Course Content

<u>% of Course</u>	<u>Topic</u>
40.000%	Presentation, practice, and review of the following grammar: a) expressions of permission and prohibition, b) expressions of a reason or logical sequence, c) transference of an action/state to another, d) plain speech style, e) indirect quotation, f) passive voice, g) talking about personal experience in the past, h) expressing intention/expectation
10.000%	Culture presentation on Korean customs and traditions: topics include, but are not limited to: <ul style="list-style-type: none"> • Use of lunar and solar (Gregorian) calendars • Korean life pertaining to clothes • The ancient capital of the Three Kingdoms Period • News broadcasting weather forecast • Traditional folk village 'Insadong'

	<ul style="list-style-type: none"> • Traditional housing and floor heating system 'Ondol' • Korean delivery culture
10.000%	Writing portfolios
20.000%	Follow-up writing practice for grammar comprehension
10.000%	Reading conversations and narrations in textbook
10.000%	Development of vocabulary and idiomatic expressions
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
10%	Class Participation
15%	Homework
10%	Quizzes: Vocabulary quizzes
20%	Exams/Tests: Midterm written tests
5%	Portfolios: Writing portfolios
10%	Oral Presentation
10%	Other: Pronunciation, spelling, vocabulary acquisition, and listening comprehension activities
20%	Final exam: Final written exam
100%	Total

VII. **Sample Assignments:**

Composition:

Pretend that you are a reporter for a travel magazine and write about the most impressive place you have traveled to. Provide as many tips as you can about the place (e.g., how to get there, what to eat, where to stay, what to see). In your writing, make sure to use at least five words from box A, five words in box B, and three expressions from box C. Box A: 가운데 안부 걱정 예약 경치 옛날 기억 외국 무료 짐 사실 출발 Box B: 가볍다 싸다 기쁘다 아름답다 다녀오다 유명하다 맞다 다치다 이해하다 인상적이다 무겁다 풀다 Box C: -게 되다 -(으)니까 -어/아도 되다 -(으)ㄴ 적이 있다/없다 -(으)면 되다 -(으)면 좋겠다 -기가 쉽다/어렵다 -(으)ㄴ/는 것 같다

Oral Project:

Students work in a group of three or four to give a presentation on any aspects of Korean culture that they find unique, different, or interesting. Some possible topics to help students brainstorm are as follows: o How do Korean people usually greet people? o What should you learn about Korean culture before visiting it? o What are some eating customs in Korea? What things are considered rude? o How are important holidays celebrated in Korea? o How are elderly people treated in Korea? o What happens at a typical wedding or birthday party in Korea? o What are the roles of mothers and fathers in Korean culture? o What is a traditional meal in regular household in Korea? o What is the traditional style of clothing? o Are there any stereotypes about Korean culture that are not true? o What is a polite thing to do when you visit someone's house in Korea?

VIII. **Student Learning Outcomes:**

1. Students are able to express their thoughts and ideas in writing through guided exercises by demonstrating the correct use of grammar and vocabulary. As assessed by: writing portfolios, compositions
2. Students are able to develop the speaking ability to navigate everyday social actions with confidence and cultural sensitivity. As assessed by: oral presentations, final oral exam
3. Students are able to immerse themselves in Korean culture and gain a deeper understanding of social norms, customs, and etiquette. As assessed by oral presentations, video-watching and follow-up discussions, short paragraph writings

Substantial Change: KOREAN 4, Intermediate Korean II

Units:	5.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	5.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	180.00
Date Submitted:	June 2023
Transferability:	Transfers to CSU, UC
CSU GE Area:	C2 - Humanities
IGETC Area:	3B: Humanities; 6A: Languages other than English (UC Requirement Only)
SMC GE Area	Area III: Humanities; Area V: Global Citizenship

I. Catalog Description

This course is a continuation of Korean 3 and further enhances all aspects of language learning, including grammar, vocabulary, reading comprehension, listening comprehension, speaking, and writing. Through a balanced approach, students acquire a well-rounded set of skills to confidently communicate in a wide range of real-life situations. Students not only enhance their language proficiency but also gain valuable insights into Korean society, history, and traditions by engaging with real-world content. This course is taught in Korean except in case of linguistic difficulty as determined by the professor.

II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)

1. Integrated Korean Workbook, Intermediate 2, 3rd, Mee-Jeong Park et al, University of Hawaii Press © 2020
2. Integrated Korean, Intermediate 2, 3rd, Young-Mee Cho et al, University of Hawaii Press © 2020

III. Course Objectives

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

1. Demonstrate a high level of proficiency in four language skills (listening, speaking, reading, and writing) at an advanced intermediate level.
2. Handle relatively complicated speaking tasks through a variety of situational exercises with real-life scenarios and deploy proper formality using appropriate speech styles.
3. Expand Korean vocabulary with a wide range of thematic topics, idioms, and expressions with precision and nuance.
4. Strengthen grasp of Korean grammar by delving into more complex sentence structures, verb conjugations, and grammatical patterns.
5. Develop cultural sensitivity and enhance cross-cultural communication skills through a variety of authentic materials, such as short stories, news articles, and video clips.

IV. Methods of Presentation:

Other: Lecture on grammar Vocabulary, and cultural topics Speaking activities in pairs, small groups, and in choir; pronunciation Short reading and follow-up activities for comprehension Writing activities, including dictations and compositions Oral and written practice in class Interviews Presentations and skits Self-correction of exercises

V. Course Content

<u>% of Course</u>	<u>Topic</u>
10.000%	Development of vocabulary and idiomatic expressions
10.000%	Reading conversations and narrations in textbook
20.000%	Follow-up writing practice for grammar comprehension
10.000%	Speaking task: mock job interview
10.000%	Culture presentation on Korean customs and traditions: topics include, but are not limited to: <ul style="list-style-type: none"> • Korean superstitions • College entrance exam and education system

	<ul style="list-style-type: none"> • Special birthday parties with seaweed soup • Barbershop and hair salon • Social media and advertising • Korean traditional wrestling 'ssireum' • Korean traditional holidays • Western medicine and oriental medicine
40.000%	Presentation, practice and review of the following grammar: a) expressing regrets, b) commenting on someone's appearance, c) talking about hobbies and pastimes, d) causative structure, e) reporting one's past experiences, f) making suggestions and arranging schedules, g) talking about cultural differences, h) talking about one's major and career goals
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
10%	Class Participation
20%	Homework
10%	Quizzes: Vocabulary Quizzes
20%	Exams/Tests: Midterm written tests
10%	Oral Presentation
10%	Other: Pronunciation, spelling, vocabulary acquisition, and listening comprehension activities
20%	Final exam: Final written exam
100%	Total

VII. Sample Assignments:

Composition: Assume that you are applying for a job in Korea. Write a brief self-introduction focusing on your growth process, personality, college life, extracurricular activities, unique experiences, and career goals.

Oral Project: Students work in a group of three or four to give a presentation on cultural differences between Korea and the US and other countries. They choose a topic of their interest and do research on their topics. They analyze the collected data by comparing and contrasting from multicultural perspectives. Students are encouraged to incorporate authentic multimedia resources in their presentations.

VIII. Student Learning Outcomes:

1. Students are able to construct and internalize the nuances of advanced intermediate Korean grammar and incorporate them into everyday conversations. As assessed by: workbook exercises, compositions, written tests.
2. Students are able to understand a relatively long stretch of conversation and narratives on various real-life topics in different speech styles. Assessed by: oral presentations, final oral exam
3. Students are able to amplify their knowledge of Korean culture, customs, and traditions and promote the values of cultural diversity and inclusiveness. As assessed by: oral presentations, video-watching and follow-up discussions, short paragraph writings

Substantial Change/AODECO to DE: MUSIC 33, Jazz in American Culture

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Date Submitted:	May 2023
Transferability:	Transfers to CSU, UC
CSU GE Area:	C1 - Arts, Dance, Music, Theater
IGETC Area:	3A: Arts
SMC GE Area	Area III: Humanities; Area V: Global Citizenship

Rationale

Designing this popular course for Distance Education would expand its availability, and presumably increase its already substantial enrollment.

I. Catalog Description

This course focuses on the origin, development and musical sub-styles of Jazz music in American culture, with significant emphasis placed on the sociopolitical and economic realities that influenced the musical decisions of its primary innovators. The course will look at the cultural intersection of African-American, European-American and Chicano/Latino communities, and how that dynamic has shaped this uniquely American art form. Designed for the non-major.

II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)

1. The Building Blocks of Jazz Appreciation, 1, Frederick Keith Fiddmont, Kendall Hunt © 2021, ISBN: 9781792476532

III. Course Objectives

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

1. Recognize various artists from each era of the jazz scene.
2. Relate and compare the basic jazz elements from Afro-American to the present.
3. Differentiate musical selections from the various eras.
4. Recognize that every modern context of jazz is made possible only because of previous endeavors.

IV. Methods of Presentation:

Lecture and Discussion, Distance Education, Projects, Field Trips, Online instructor-provided resources, Discussion, Observation and Demonstration, Other Methods: Lecture-Discussion, Audio-Visual Aids

V. Course Content

<u>% of Course</u>	<u>Topic</u>
6.250%	Appreciating jazz improvisation, 12 Bar blues and 32 bar A B A form.
6.250%	1. Pre-American Period A. African Music 1. Cultural focus 2. Instrumental and Vocal Music Form 3. Rhythm, Melody, Harmony, Improvisation, Timbre, Polyrhythms 2. African Music in America A. Music of the Captive and Slave 1. Survival of the African elements 2. Adaptation B. Slaves and Protestant Church Music 1. Western instruments, ranges, etc. 2. Aberration of Western scale and harmony 3. Blue Notes
6.250%	Pre-Blues Forms A. Work song, hoe down, shout holler, song-sermon B. Spiritual and gospel C. Clapped hands and tapped heels to replace drum D. Tap dancing
6.250%	Early Blues and Pre-Jazz A. Blues form 1. 12 bar and 8 bar blues, blues ballads standard form 2. Street marching bands, French and Spanish sources 3. Blues elements 4. Sacred vs. Secular Music 5. Country and City Blues 6. Blacks, Whites and Blue 7. R & B and Rock

6.250%	Ragtime A. Imitations and Imitators 1. Minstrels – White Theatre Music 2. Jelly Roll Morton – Scott Joplin 3. Creole 4. Blues and Ragtime, Parent of Jazz
6.250%	New Orleans A. Birth of Jazz 1. Street bands 2. Improvisation as an Art 3. Melodic and Harmonic Alteration 4. Rhythmic sophistication 5. New Orleans Jazz Two-Beat – King Oliver, Louis Armstrong, Jelly Roll Morton 6. Evaluation of Instrumental Combos
6.250%	Black Music of World War I, the 1920's and 1930's 1. Duke Ellington, Louis Armstrong, Sidney Bechet, Coleman Hawkins, James P. Johnson, Fats Waller 2. Classic blues, Bessie Smith, Ida Cox, etc. 3. Boogie Woogie, Race records, Rhythm and Blues, 4. James R. Europe, Broadway Shows, Show Music 5. Tap Dance – America's Classical Dances
6.250%	Kansas City Swing 1. Period of high optimism – 4/4 beat 2. Lester Young, Billie Holiday, Count Basie, Charlie Christian 3. The Big Bands – Art Tatum, Ray Eldridge, Lionel Hampton
6.250%	American Women in Jazz 1. International Sweethearts of Rhythm
6.250%	Be-Bop 1. New Black Man, Uncle Tom is Dead 2. The genius of Charlie Parker, Dizzy Gillespie, Thelonius Monk 3. Social posture of boppers 4. The Unprepared Blacks and Whites 5. Be-bop and Tap Dance 6. Be-Bop Analysis a. Altered harmony, new linear approach b. Virtuoso soloists c. New role for drums and bass d. Other characteristics
6.250%	Cool Jazz reaction to be-bop 1. Miles Davis, Lester Young, David Brubeck, etc
6.250%	Post Be-Bop, Death of Charlie Parker in 1955 1. Sonny Rollins, the new "Bird" 2. Mature Miles Davis 3. Back to the roots, Cannonball Adderly, Bobby Timmons 4. Funky, Horace Silver 5. Hard Bop a. Art Blakey
12.500%	Avant-Garde 1. Arrival of Ornette Coleman's free jazz 2. Social and Musical impact 3. New free music and its makers 4. John Coltrane
12.500%	Black Classical Composers
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
4%	Class Work: Attendance and participation
0%	Group Projects: Class groups presentation
67%	Exams/Tests: 4 Multiple Choice Exams, 3 Listening Exams, 4 Practice Quizzes
29%	Written assignments: 3 Concert Reports, 4 Peer Discussions
100%	Total

VII. Sample Assignments:

Assignment #1: Write a music review for the assigned jazz concert that contains: Place of concert Personnel Instrumentation Titles performed Conclusion

Assignment #2: Identify 10 classic jazz recordings by listening to the first 45 seconds played in class and picking from the list provided. The purpose of the listening exercise is to develop melodic and harmonic recognition in addition to an ability to discern the differences inherent in various jazz sub styles.

VIII. Student Learning Outcomes:

1. Recognize and identify the musical traditions that converged to shape the various types of American jazz.
2. Analyze the major sociopolitical and cultural implications that shaped the development of the music.
3. Recognize and identify the principle architects of jazz.
4. Identify the major jazz styles and the geographical areas in which they developed.

MUSIC 33 Distance Education Application

Fully Online

1a. Instructor - Student Interaction:

The lectures will be synchronous, and thus, there will be direct one on one contact with students during the lecture period. Ongoing communication will be maintained through the LMS (ex: Canvas.) Additionally, there will be announcements relating to events, projects, and deadline reminders. The instructor will participate in every discussion topic and will give feedback to students on an individual basis. The gradebook will be maintained through the LMS. All grades and comments will be immediately accessible by the students.

1b. Student - Student Interaction:

Student-to-student interactions will take place in the form of "peer discussions." The discussions will involve the mandatory input of each student.

1c. Student - Content Interaction:

Synchronous daily lectures by instructor. Supplemental videos and articles There is a fair amount of information to digest from the provided written material. Each chapter will conclude with a practice quiz that is intended to establish the student's understanding of the material and his/her attention to details within the material. Students must provide correct answers to the 5 questions posed, in order to proceed onto the next module.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Online Lecture	There will be a lecture during each scheduled class. Lectures may or may not take up the entire class period on any given day. Students may be required to work independently, read instruction materials, or participate in peer discussions on certain class days.	75.00%

2. Organization of Content:

The course is divided into specific modules that track the evolution of jazz over the last hundred years. The modules are listed: Music Fundamentals and Jazz Concepts; Blues, New Orleans, Chicago and New York, Swing, Bebop, Cool, Hard Bop, and Free, Fusion, Neo-Bop, the 80s, and 90's, Latin Jazz, and Singers. Very short review quizzes will be attached at the end of each module to check comprehension. Successful navigation of the quizzes will allow the students to proceed. Test one covers: fundamentals, Blues, New Orleans, and Chicago/New York. Test 2 covers Swing. Test 3 covers bebop, cool, hard bop, and free. Test 4 covers all modules

3. Assessments:

% of grade	Activity	Assessment Method
28.00%	Concert Reports	The concert reports promote the development of active listening skills. Students will either observe a full-length YouTube concert or a live event, and write a report on it. Elements like style, instrumentation, song selection, etc. are recreated in a two page report.
1.00%	Peer Discussions	Peer discussions on various topics will be mandatory. The assessment is subjective and observational.
38.00%	Multiple-choice tests	The multiple-choice tests are intended to assess the retention of objective information provided in the lectures and reading.
28.00%	Listening Analysis	Listening tests are intended to develop and assess active listening skills. Students are asked to diagram songs by providing a chart and timeline describing: ensemble melody, solo order, solo instrument(s), solo length, tempo, and style.
1.00%	End of chapter quizzes	These short quizzes are designed to assess the retention of the assigned reading material.
4.00%	Participation	Students are asked to turn of their cameras, unmute when asked, and participate in ongoing class discussions.

4. Instructor's Technical Qualifications:

Once designed, the instructor would not require a specific technological certificate in order to manage the course. Basic competence in the LMS would be sufficient.

5. Student Support Services:

A link to Direct Connect will be included. ASC/DSPS website will be included The Library website Tutoring website

6. Accessibility Requirements:

Any video that includes instructional materials will be closed-captioned or transcribed. Tests, quizzes, text, and discussions will be designed to accommodate all verified special requirements.

7. Representative Online Lesson or Activity:

The discussion topic in Module 1 poses a question to each student about the importance of improvisation in jazz. The question is intended to inspire recognition of the correlation between musical improvisation and adaptation to life's vicissitudes. Students are asked to exchange ideas in a safe environment by sharing a paragraph or two on the subject. The assignment will be included as a threaded discussion in the LMS. Worth 10 points.

Distance Education: SPANISH 8, Conversational Spanish

Units:	2.00
Total Instructional Hours (usually 18 per unit):	36.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	72.00
Transferability:	Transfers to CSU, UC
CSU GE Area:	C2 - Humanities

I. Catalog Description

This course provides an opportunity to acquire intermediate fluency in spoken Spanish with emphasis on natural, colloquial usage. This course is taught in Spanish except in cases of linguistic difficulty as determined by the professor.

II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)

1. *Día a día*, 2nd, Nibert, Holly J. and Abbott, Annie R., Pearson © 2019, ISBN: 978-0134999197
2. Supplementary material may be provided by the instructor.

III. Course Objectives

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

1. Exhibit intermediate oral communication skills so that he/she can pronounce words in Spanish with minimal errors and speak with moderate fluency, with his/her speech including a variety of tenses and vocabulary.
2. Produce natural and colloquial speech in specific everyday situations.
3. Possess listening comprehension skills and understand vocabulary and constructions at the intermediate level.
4. Put thematic vocabulary into practice by discussing high interest topics such as family and relationships, education and student life, health and foods, travel, sports, shopping, film and television.
5. Defend, support or justify a point of view.
6. Create and organize plans.
7. Compare and contrast American culture to Hispanic cultures.
8. Apply or relate proverbs or sayings to life experiences.
9. Discuss, analyze and interpret samples of reading selections.

IV. Methods of Presentation:

Other Methods: This course emphasizes the use of the Spanish language in every day conversation. The student is encouraged to participate in dialog with the instructor and with other students in the class. Texts, visuals, or other materials provided by the instructor may serve as the basis for conversation. Presentations on topics of interest followed by question and answer sessions may also be used.

V. Course Content

<u>% of Course</u>	<u>Topic</u>
70.000%	Conversation centered around specific themes comprises the majority of the classroom time. Classes will participate in panel discussions, short talks by individuals, small group conversations, and other activities selected by the instructor.
30.000%	Thematic discussions on such topics as: interpersonal relations, education and student life, sports, travel, customs and traditions, health and food, environmental issues, film and television, the workplace, Hispanic authors, etc.
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>

25%	Skill Improvement: Student Performance
25%	Oral Presentation: Final Oral Presentation
25%	Other: Lab Recordings/Projects/Presentations
25%	Quizzes: 6-8 Quizzes
100%	Total

VII. Sample Assignments:

#1: Students must bring in a object that is a souvenir from a trip or someplace they have visited and talk about that object for 2 minutes, without notes. They must write new vocabulary words on the board and go over these with the class before they begin their talk. When they are done, they should be prepared to answer questions from the class about their object.

#2: Students must draw a family tree and come to class prepared to talk about their family in small groups.

VIII. Student Learning Outcomes:

1. The student will communicate with classmates demonstrating active use of practical thematic vocabulary: relationships, student life, travel, celebrations, health, dining, environment, arts and entertainment, and work.
2. The student will demonstrate an ability to use a variety of tenses in conversations and presentations.

SPAN 8 Distance Education Application

Fully Online

1a. Instructor - Student Interaction:

There will be multiple, frequent, and ongoing communication between the instructor and each student throughout the semester. These communications will be initiated regularly and frequently by the instructor. The instructor will send out a pre-course "welcome letter" one to two weeks before the course begins with information about the course content, textbooks, expectations, and how to navigate Learning Management System (LMS) . The instructor will provide ongoing feedback, comments, and suggestions on student work: listening and speaking assignments and cultural discussion activities to assist and improve student performance. The instructor will send weekly announcements to the class using the Announcement function in the learning management system (LMS) and email at or before the beginning of every week. Also, contact students with essential reminders and key points as needed. Exams and quizzes will be given via LMS. There will be clear and detailed instructions embedded in each assignment, and the instructor will answer students' questions in a timely manner. The instructor will also hold weekly virtual office hours during which students can meet with them to address any concerns and questions.

1b. Student - Student Interaction:

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. Activities are designed to develop and reinforce students' understanding of the course materials and build a sense of community. Throughout the course, students can use discussion boards to communicate with each other regarding course material and assignments. A virtual student lounge will also be provided to encourage students to interact with each other concerning non-course-related topics. Students will participate in group activities during synchronous class sessions.

1c. Student - Content Interaction:

Students will engage with course materials several times a week through video lectures, lecture notes, and semi-authentic listening materials created or selected by the instructor. The instructor will provide a variety of activities for students to develop their listening, speaking, and cultural competence. To address a variety of learning styles, the instructor will present the course materials using visual and auditory methods whenever possible. The instructor will also give listening and speaking (recording) assignments requiring students to apply their knowledge and skills in the real world. The instructor will provide audio or typed feedback and comments to ensure individual learning. Students will interact with the course content, including narrated and recorded PowerPoint short reviews of grammar points on videoconferencing (Zoom); pronunciation exercises; grammar exercises; short stories, cultural notes, short documentaries, and films. Students will watch a videos designed to generate debate and conversation by presenting alternate endings, social and political situations, and fictional societies and situations. Literary and artistic works provide additional cultural content and perspective. Readings and videos are followed by activities to assess comprehension.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Online Lecture	PowerPoint grammar presentations recorded with audio comments on videoconferencing software (ex: Zoom) provide instructor to student Interaction. Subsequent exercises to be completed through the LMS, followed by a quiz on the use of the grammar points, using essay questions or multiple blank format.	25.00%
Videos	Videos that accompany the text related to the topic of the chapter are designed to provoke commentary and debate in Spanish, sparking student-to-student interactions. Students participate in threaded conversations on the content.	15.00%
Project Presentation	Projects/videoconferencing (Zoom) meetings hosted by the instructor: Groups of students work together to organize and present their ideas to the class as a whole. Each person presents a point of the argument on Voicethread. The next group rebuts and presents its own position. Follow up: students comment through threaded discussion. Student-to-student interaction.	20.00%
	Presentations on Voicethread: Students present on relevant chapter topics. Example: Asked to present on a memorable episode from childhood, they narrate the anecdote using past tenses in the indicative and subjunctive moods. Each student must comment on 50% of the presentations. Student-to-content, student-to-student interactions.	20.00%
Exams	Students will be tested weekly on vocabulary and pronunciation. There will also be quizzes on grammatical concepts and midterm and final exams that include listening and recordings. The quizzes and exams will be administered via the LMS.	20.00%

2. Organization of Content:

Content is organized into modules based on textbook chapters in the learning management system. Learning objectives are included within each module and content is aligned with those objectives. Content is delivered through a variety of accessible modalities including, but not limited to, assigned textbooks, texts within LMS pages, external websites, audio (with transcripts), captioned videos, and images with alternative text. A typical instructional module includes (1) recorded lectures to introduce vocabulary, grammar concepts and cultural topics (2) practice quizzes and assignments on the LMS and external websites for mechanical drills, (3) graded assignments on the LMS for listening speaking, (4) discussion forum(s) for culture discussion and communicative and proficiency-oriented activities; (5) quiz or exam for summative assessments (6) other course-specific components as necessary. Content will be delivered via the LMS, recording programs such as VoiceThread and Flipgrid, and collaboration tools such as Google Docs and Padlet.

3. Assessments:

% of grade	Activity	Assessment Method
25.00%	Oral presentations on various topics related to themes and discussions.	Assessed with a rubric for pronunciation, grammar, content, and delivery.
25.00%	Exams	Grammar quizzes and essays: grammar points emphasized in the course and writing proficiency are assessed.
25.00%	Final Oral Presentation	Oral presentation of a research topic assessed with a rubric for pronunciation, grammar, content, and delivery.
25.00%	Partner/group conversation	Group work for collaborative assignments, instructor hosted and recorded videoconferencing (Zoom) discussions, pair work on exercises in breakout rooms. The instructor will host the videoconferencing (Zoom) meetings on the students' schedules. Student participation, effort, and skill improvement rather than complete accuracy are evaluated.

4. Instructor's Technical Qualifications:

Instructors will need proficiency in the learning management system, lecture recording software, and various other tools to deliver course contents asynchronously and assess students' mastery of course materials. 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, discussion forums, 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, 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:

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: Defend, support, and justify a point of view. Students will read selections in the text relating to the impact of media on contemporary life. Organized into groups, students will work together to develop debate points regarding the positive/ negative effects of traditional and social media in the private or public sphere. Affirmative topic groups will post videos or audio on VoiceThread. Members of other groups will submit audio comments supporting their points of view. The opposition groups will post video/audio rebuttals, which are also open to comment.