



1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Agenda

Wednesday, March 19, 2025, 3:00 p.m.
Drescher Hall, Loft (3rd Floor, Room 300-E)

Guests and members of the public may attend via Zoom:
<https://smc-edu.zoom.us/j/88008685421>

Meeting ID: 880 0868 5421

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Find your local number: <https://smc-edu.zoom.us/u/kog4GeKXL>

Members:

- | | | | |
|---------------------------------|------------------|------------------|-------------------------|
| Redelia Shaw, <i>Chair</i> | Javier Cambron | Aileen Huang | Bobby Simmons |
| Dione Hodges, <i>Vice Chair</i> | Jihyeon Cha | Gary Huff | Briana Simmons |
| Jason Beardsley | Evelyn Chantani | Jesus Lopez | Lydia Strong |
| Mary Bober | Rachel Demski | Jacqueline Monge | Audra Wells |
| Fariba Bolandhemat | Susan Fila | Estela Narrie | Associated Students Rep |
| Walter Butler | Christina Gabler | Kevin Roberts | Associated Students Rep |
| Susan Caggiano | Walker Griffy | Scott Silverman | |

Interested Parties:

- | | | | |
|-------------------|---------------------|----------------|-------------------|
| Stephanie Amerian | Sheila Cordova | Maral Hyeler | Steven Sedky |
| Clare Battista | Nathaniel Donahue | Matt Larcin | Esau Tovar |
| Maria Bonin | David Duncan (A.S.) | Maria Munoz | Guadalupe Salgado |
| Department Chairs | Kiersten Elliott | Stacy Neal | Olivia Vallejo |
| Nick Chambers | Tracie Hunter | Patricia Ramos | 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 (March 5, 2025)4

V. Chair's Report

VI. Information Items

1. Common Course Numbering (CCN) Updates

2. Cal-GETC Updates

3. Remove "Advisory: Eligibility for ENGL 1" from all non-literature courses (AB 705/CCN)

AHIS 1	ECON 5	HIST 27	POL SC 1
AHIS 2	ECON 6	HIST 28	POL SC 2
AHIS 3	ECON 8	HIST 29	POL SC 3
AHIS 5	ECON 15	HIST 32	POL SC 5
AHIS 6	ENVRN 4	HIST 33	POL SC 7
AHIS 11	ENVRN 14	HIST 34	POL SC 8
AHIS 17	ENVRN 20	HIST 38	POL SC 10
AHIS 18	ENVRN 22	HIST 39	POL SC 11
AHIS 72	ENVRN 32	HIST 41	POL SC 12
ANTHRO 1	FILM 1	HIST 42	POL SC 14
ANTHRO 2	FILM 2	HIST 43	POL SC 21
ANTHRO 3	FILM 5	HIST 52	POL SC 22
ANTHRO 5	FILM 7	HIST 53	POL SC 23
ANTHRO 7	FILM 8	HIST 62	POL SC 24
ANTHRO 9	FILM 9	JOURN 1	POL SC 31
ANTHRO 10	FILM 10	JOURN 20	POL SC 47
ANTHRO 13	FILM 11	KIN PE 4	POL SC 51
ANTHRO 20	FILM 20	KOREAN 9	POL SC 52
BIOL 2	GEOG 1	MATH 2	POL SC 95
BIOL 3	GEOG 2	MATH 3	PSYCH 1
BIOL 9	GEOG 94	MATH 4	PSYCH 2
BIOL 15	GEOL 94	MATH 13	PSYCH 7
BIOL 15N	GLOBAL 5	MCRBIO 1	PSYCH 8
BIOL 21	GLOBAL 10	MUSIC 30	PSYCH 11
BIOL 22	HIST 1	MUSIC 31	RES TH 70
BIOL 23	HIST 2	MUSIC 32	SCI 10
BIOL 45V	HIST 3	NUTR 1	SOCIOL 1
BIOL 46A	HIST 4	PHILOS 1	SOCIOL 1S
BIOL 46G	HIST 5	PHILOS 2	SOCIOL 2
BIOL 94C	HIST 6	PHILOS 3	SOCIOL 2S
BOTANY 1	HIST 10	PHILOS 4	SOCIOL 4
BOTANY 3	HIST 11	PHILOS 5	SOCIOL 12
BUS 1	HIST 12	PHILOS 6	SOCIOL 30
BUS 31	HIST 13	PHILOS 7	SOCIOL 31
COM ST 16	HIST 14	PHILOS 11	SOCIOL 32
COM ST 21	HIST 15	PHILOS 20	SOCIOL 33
COM ST 30	HIST 16	PHILOS 22	SOCIOL 34
COM ST 31	HIST 19	PHILOS 23	TH ART 5
COM ST 37	HIST 20	PHILOS 24	WGS 8
DANCE 2	HIST 21	PHILOS 41	WGS 10
DANCE 5	HIST 22	PHILOS 48	WGS 20
ECON 1	HIST 24	PHILOS 51	WGS 30
ECON 2	HIST 25	PHILOS 52	ZOOL 5
ECON 4	HIST 26	PHYS 3	

VII. Action Items

(Courses: New)

- a. ART 14 Introduction to Fiber Art..... 8

(Courses: Distance Education)

- b. ART 14 Introduction to Fiber Art..... 9

(Courses: Substantial Changes)

- c. MCRBIO 1 Fundamentals of Microbiology (Added: Prerequisite BIOL 30; Changed: Textbooks, Sample Assignments)..... 12

(Programs: SLO/PLO Mapping)

- d. Architecture and Interior Design Digital Production Certificate of Achievement..... 17

(Programs: Revisions)

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

VIII. New Business

IX. Old Business

- SMC Local General Education Requirements (effective Fall 2025) 18
 - Discussion and Vote

X. Adjournment

Please notify Redelia Shaw, Dione Hodges, and Rachel Demski by email if you are unable to attend this meeting.

The next Curriculum Committee meeting is April 2, 2025.



1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Minutes

Wednesday, March 5, 2025, 3:00 p.m.
Drescher Hall, Loft (3rd Floor, Room 300-E)
Zoom (guests/members of the public)

Members Present:

Redelia Shaw, <i>Chair</i>	Susan Caggiano	Walker Griffy	Bobby Simmons
Dione Hodges, <i>Vice Chair</i>	Javier Cambron	Aileen Huang	Briana Simmons
Jason Beardsley	Jihyeon Cha	Jesus Lopez	Audra Wells
Mary Bober	Evelyn Chantani	Jacqueline Monge	Michael Helfand (AS)
Fariba Bolandhemat	Rachel Demski	Kevin Roberts	Jason Huang (AS)
Walter Butler	Christina Gabler	Scott Silverman	

Members Absent:

Susan Fila	Gary Huff	Estela Narrie	Lydia Strong
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Others Present:

Guido Davis Del Piccolo	Jamar London	Elisa Meyer	Eric Oifer
Ashley Eutsey	Samantha Manuel	Christine Miller	Tammara Whitaker
Matt Larcin	Colleen McGraw		

(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 3:06 pm. Motion to approve the agenda with no revisions.

Motion made by: Christina Gabler; **Seconded by:** Fariba Bolandhemat

The motion passed unanimously.

II. Public Comments

None

III. Announcements

None

IV. Approval of Minutes (February 19, 2025)

Motion to approve the minutes of February 19, 2025 with no revisions.

Motion made by: Walker Griffy; **Seconded by:** Susan Caggiano

The motion passed with the following vote: Y: 17; N: 0; A: 1 (Scott Silverman)

V. Chair’s Report

The Common Course Numbering Phase II templates are coming soon; update via 5C

We should receive 8 templates in March (which will be effective Fall 2026), and the remaining 15 templates in May (effective Fall 2027)

Jamar will discuss Phase III with the department chairs (Phase III will be approximately 50 additional courses – more information including stakeholder meetings happening over the summer are available in the canvas shell. The stakeholder meetings are gatherings of faculty from community colleges throughout the state to provide feedback and contribute to template decisions.

VI. Information Items

1. Distance Education Updates – Tammara Whitaker, Christine Miller, Matt Larcin
[Teaching Online with Canvas](#) – a roadmap is available with trainings, information, and handbooks for new, advanced, and expert users. You can also take a questionnaire to determine your proficiency.

The new faculty Studio Lab is in pre-production, providing faculty new technology for teaching online/hybrid courses. For more information, reach out to Matt Larcin.

More information is available at: smc.edu/onlineed

2. Common Course Numbering (CCN) Updates
The CCN updates were provided as part of the chair's report.
3. Cal-GETC Updates/Approvals
The Cal-GETC handbook version 1.3 will be released in May. Academic Affairs, Counseling, Admissions & Records, and MIS are putting a tremendous amount of work behind the scenes. The Cal-GETC workgroup will be meeting with marketing next week to discuss advertising the upcoming changes to the campus.

VII. Action Items

(Courses: New)

- a. MATH 6C Concurrent Support for Modern Mathematical Methods For STEM Majors (Corequisite: MATH 6)
Motion to approve MATH 6C with revision to add "In-class activities" to the "Class Work" Method of Evaluation.

Motion made by: Scott Silverman; **Seconded by:** Kevin Roberts
The motion passed unanimously.

Motion to approve MATH 6C corequisite of MATH 6 with no revisions.

Motion made by: Susan Caggiano; **Seconded by:** Walker Griffy
The motion passed unanimously.

- b. MATH 7C Concurrent Support for Calculus 1 (Corequisite: MATH 7)
Motion to approve MATH 6C with revision to add "In-class activities" to the "Class Work" Method of Evaluation.

Motion made by: Kevin Roberts; **Seconded by:** Scott Silverman
The motion passed unanimously.

Motion to approve MATH 7C corequisite of MATH 7 with no revisions.

Motion made by: Scott Silverman; **Seconded by:** Susan Caggiano
The motion passed unanimously.

(Courses: Substantial Changes)

- c. AQUA 3 Microbiology and Genetics for Aquaculture (Changed prerequisite from AQUA 1 and AQUA 2 to AQUA 1 or AQUA 2)

Motion to decline the prerequisite change and return the course to the department for additional changes to SLOs/course objectives; the committee will not approve the prerequisite change without additional revisions to the SLOs/objectives.

Motion made by: Scott Silverman; **Seconded by:** Christina Gabler
The motion passed with the following vote: Y: 16; N: 0; A: 2 (Mary Bober and Kevin Roberts)

- d. COSM 64 Salon Management (Added: Prerequisites COSM 10A, COSM 10B, COSM 20; Changed: SLOs, course content, course objectives, methods of presentation, methods of evaluation, sample assignments)

Motion to approve changes to COSM 64 with additional revision to remove SLO #4.

Motion made by: Bobby Simmons; **Seconded by:** Jesus Lopez

The motion passed unanimously.

Motion to approve COSM 64 prerequisites of COSM 10A with no additional revisions.

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

The motion passed unanimously.

Motion to approve COSM 64 prerequisites of COSM 10B with no additional revisions.

Motion made by: Susan Caggiano; **Seconded by:** Dione Hodges

The motion passed unanimously.

Motion to approve COSM 64 prerequisite of COSM 20 with no additional revisions.

Motion made by: Susan Caggiano; **Seconded by:** Walker Griffy

The motion passed unanimously.

- e. PHOTO 30 Techniques of Lighting: Introduction (Removed: Pre/corequisite PHOTO 5; Added: Advisory PHOTO 1; Changed: SLOs, course objectives)

Motion to decline the changes and return the course to the department for additional changes to the SLOs/course objectives; the committee will not approve the changes without additional revisions to the SLOs/objectives.

Motion made by: Susan Caggiano; **Seconded by:** Christina Gabler

The motion passed unanimously.

- f. PHOTO 39 Beginning Photoshop (Removed: Prerequisite PHOTO 5; Added: Advisory PHOTO 1)

Motion to approve changes to PHOTO 39 with no additional revisions.

Motion made by: Walker Griffy; **Seconded by:** Christina Gabler

The motion passed unanimously.

Motion to approve PHOTO 39 advisory of PHOTO 1 with no additional revisions.

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

The motion passed unanimously.

(Courses: Deactivation)

- g. PHOTO 5 Digital Asset Management, Modification, and Output

Motion to approve PHOTO 5 deactivation.

Motion made by: Susan Caggiano; **Seconded by:** Walker Griffy

The motion passed unanimously.

(Programs: Revisions)

- h. Changes to degrees, certificates, and program maps as a result of courses considered on this agenda
Motion to approve to changes to degrees, certificates, and program maps as a result of courses considered on this agenda

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

The motion passed unanimously.

VIII. New Business

None

IX. Old Business

- Finalize Local GE Pattern for Fall 2025 launch
 - DiscussionNo vote will be happening at today's meeting; the vote for the local GE pattern will happen on March 19, 2025; departments will discuss at Flex Day on Friday.

Notes from departments for revisions:

Philosophy and Social Sciences would like the following revisions:

-Area 1B: remove PHILOS 9

-Area 2: remove PHILOS 7

Ethnic Studies noted the following revisions:

-Area 4: missing ETH ST 7 (need to add)

-Area 6: missing ETH ST 8, ETH ST 9 (need to add)

X. Adjournment

Motion to adjourn the meeting at 4:50 pm.

Motion made by: Kevin Roberts; **Seconded by:** Susan Caggiano

The motion passed unanimously.

New Course: ART 14, Introduction to Fiber Art

Units:	3.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	3.00
Arranged:	0.00
Outside-of-Class Hours:	72.00
Date Submitted:	September 2024
Transferability:	Transfers to UC (pending), CSU
SMC GE Area:	III: Humanities
Degree Applicability:	Credit – Degree Applicable
Proposed Start:	Fall 2026
TOP/SAM Code:	100200 - Art / E - Non-Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Art
Program Impact:	Inclusion in an existing degree or certificate: Art AA, Art History AA-T, Studio Arts AA-T

Rationale

There is a massive need for this course at the community college level, as it is a major that students are seeking. It offers a rare skill set of design, building objects, and wearable construction. Many four-year and graduate programs provide fiber programs, we would be able to give our students foundational skills before they launch and transfer to programs that they would be considered behind in

I. Catalog Description

This course introduces historical references, conceptual ideas, and hands-on applications related to Fiber Art. Students in this class will look at composition, along with organizing principles and design elements, as they apply to fiber art and sculpture. Students are invited to experiment with new materials, cutting-edge technology, and critical dialogues to develop their visual vocabulary for creative expression. The class will have regular lectures, practices with workspace organization for exhibitions, and a sense of play in the use of fibers, fabric, and paper for non-representational studio projects. This course is experimental, with an introduction to design, weaving, tufting, felting, and the TC2 loom.

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. Radical Fibers, Rebecca Mcknamara , DelMonico Books/Tang © 2023, ISBN: 1636810403

III. Course Objectives

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

1. Create valid two-dimensional and three-dimensional forms proficiently using various fiber and man-made materials.
2. Analyze differences between design and craftsmanship.
3. Evaluate research design sources and develop original ideas.
4. Organize, manage and maintain the work and exhibition space.

IV. Methods of Presentation:

Lab, Lecture and Discussion, Observation and Demonstration, Critique, Discussion, Projects

V. Course Content

<u>% of Course</u>	<u>Topic</u>
10.000%	Contemporary trends in preparation for project
20.000%	Presentation and critique of work, including detailed references to design concepts

15.000%	Examples of design from various cultures
15.000%	Exploring materials and techniques
20.000%	Problem-solving using relationships of 2D + 3D elements and how they relate to various fiber techniques
10.000%	Organizing design principles including color, balance, scale and material differences
10.000%	Elements and concepts of 2D + 3D design as it applies to fiber art
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
30%	Class Participation: In class activities.
30%	Exams/Tests: Two exams, midterm and final.
30%	Projects: Three to five projects.
10%	Homework
100%	Total

VII. **Sample Assignments:**

Introduction to Tapestry Loom Building: Learn to build your own tapestry loom in the woodshop or by using cardboard, and then design and create your first tapestry weaving. The loom will vary in size from 11"x14" - 24"x36." Once your loom is built, we will learn to warp, thread, and design our first tapestry weaving Objectives: Learn basic wood shop skills to build and design your own loom. Learn to draw and design a tapestry, make color and material choices. Learn basic weaving skills Materials: Wood, thread, pick, beater, paper, color pencils

Introduction to Tufting : Design and create your own tufted rug. Begin drawing and planning the design of a 24"x24" tufted rug. Students will learning the basics of design, using hand tufting and electric tufting guns. Shaving and trimming materials in order to explore texture and pile differences. Objective: Learn to turn an drawing design into a functional rug or tufted wall hanging. Play with various tufting materials. Cut glue and mount work for exhibition display or designer sales Materials: Paper, scissors, wood, cloth, yarn, recycled materials, glue, felt, tufting guns

VIII. **Student Learning Outcomes:**

1. Identify basic design skills and color theory as it applies to fiber arts.
2. Create unique design constructions with a focus on craftsmanship.

ART 14 Distance Education Application

Fully Online

1a. Instructor - Student Interaction:

The instructor will be in regular contact with students. There will be a discussion for each individual topic as well as one for general questions concerning the course which the instructor will check daily and our goal is to respond to all questions within 24 hours. The instructor will send regular announcements to the class using the Announcement feature in the learning management system (LMS) in place at the beginning of every week, and during the week as needed, and will also send all announcements via email. The instructor will respond to students' comments and questions via discussion boards, email, and the mail option on the LMS. The instructor's contact information will be located both on the syllabus, as well as on the introduction discussion. The instructor will provide support as needed for course navigation - the instructor will send out a welcome letter before the class starts with information about course content, expectations, how to navigate online courses, and references for the students to review about online courses. During the class, the instructor will regularly communicate with students about assignments, quizzes, and exams. There will be clear and

detailed instructions embedded in each module and activity, and the instructor will also contact students with important reminders and with key points. The instructor will provide feedback to students individually as well as to the entire class. For example, the instructor may post a general feedback message to the class about a topic. The instructor will also host weekly online office hours where students can talk one on one with each other about any questions or concerns they have. Instructors can also provide recorded info sessions for projects. Students receive feedback on individual and group assignments as well as through group critiques that happen asynchronously.

1b. Student - Student Interaction:

Students will communicate regularly with each other via the campus Learning Management System (LMS). Students will interact in a threaded discussion for each module for each assignment. Students will respond to a discussion topic and respond to each other. Student-student interaction is designed to reinforce the course material and learning outcomes and build a sense of community among learners. Students will be asked to collaborate and corroborate on assignments as well as participate in peer discussions and group critiques.

1c. Student - Content Interaction:

Students interact with course materials several times a week. Each module will have an overview, with all of the expectations, goals, and dates listed for that module. For each module, students will read any assigned material, watch the instructor's lecture and demonstration lecture notes, multimedia video lectures, in the LMS and web content. The instructor will provide a range of assignments and activities to address different learning styles. Other assignments may ask students to research a topic and report back to the class via discussion board or other method.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Threaded Discussions	Students will post questions on assigned readings and be required to participate in finding answers to the questions posed by the class.	35.00%
Discussion	Students will post their work to discussion boards and critique the work of their peers.	40.00%
Videos	Students will view demonstration videos related to the projects and techniques covered in the class.	25.00%

2. Organization of Content:

Content will be structured in a similar manner as ground delivery. Students will have access to lecture content and visual examples along with appropriate demonstrations of technique and assignment and projects. The course includes Information, Learning, and Communication/Collaboration features that coincide with student learning outcomes specified in the course outline. The course is divided into modules or units that coincide directly with those concepts and objectives described on the course outline. A typical instructional module includes (1) written assignment directions / multimedia references; (2) support materials; (3) instructional activities and practices; (4) discussion forum(s); (5) graded assignment(s); (6) other course-specific components as necessary. The material is presented through the available technologies. Assignment activities allow students to assess their performance and progress in each module at their own pace within the general deadlines provided. Class activities provide immediate feedback to ensure progressive involvement and successful completion of each module in the course. There will be opportunities for students to participate in synchronous office hours and live demos, as well as recorded demonstrations. The LMS has robust tools, including creating content pages where links to recorded video conferencing and social media videos can be placed along with text and images. Discussion boards will be utilized for students to show work in progress and give/get feedback from other students and instructors. The content is organized into modules. Modules are consistently structured and sequenced to allow students to better anticipate and manage their workload. A variety of modalities, such as text, audio, video, images and/or graphics, and 3D models are used to create student-centered learning. There will also be links provided on a regular basis that will bring to the attention of students current events that have relevance to the course.

3. Assessments:

% of grade	Activity	Assessment Method
20.00%	Comprehensive Project	A comprehensive project is given at the end of the course. Students are graded on their ability to synthesize knowledge of key terms and concepts in the course.

20.00%	Fiber Design Principle exam	An exam will be given on the basic organizing principles of fiber design. Students are assessed on their ability to recognize and employ various compositional strategies.
30.00%	Design Projects	Each week students are assigned a hands on project that is designed to develop a particular skill or utilize a principle of design that was discussed in the weekly reading. Projects will be posted to discussion boards for critique and will be assessed on the basis of their completion, accuracy, professionalism, and inventiveness.
30.00%	Discussion Board Assignments	View weekly content pages in the LMS and post a question/ response to the discussion board. Reply to a question posed by a peer on the discussion board. Students will be assessed on the quality, nuance, and depth of the questions that they post as well as on the thoughtfulness and accuracy of their responses to other students.

4. Instructor's Technical Qualifications:

Faculty will be proficient in using video conferencing software and the campus LMS.

5. Student Support Services:

All of the same links to student support services that are included in model syllabus for the on ground classes will be included for the DE class

6. Accessibility Requirements:

All video content will be captioned. The LMS has many built in features that help to ensure accessibility, including alt text for all images. Text document will be uploaded as word docs and use styles and formatting that allow for clear interpretation by screen reading software.

7. Representative Online Lesson or Activity:

Watch these 3 videos showing different techniques by 3 international fiber artists. They use a variety of methods to turn a drawn design into wonderful 2D and 3D tapestries, weavings and sculptures. They design with color, shape, form and texture.

(Provide links to captioned videos: Video 1, Video 2 and Video 3.)

You may search online for more artist working with paper, but I will be providing more advanced examples and instruction in the Part 2.

Try several small experiments with the methods show in these videos and submit one photo grouping of at least 3 of your preliminary experiment results. This will allow you to learn and make mistakes, and try multiple techniques. You will learn from both successes and failures. These are not intended to be finished works of art.

Write a few sentences about your results: Post an embedded photo with your comments in the Discussions assignment in Canvas.

Interaction with Instructor: This will be graded, and feedback will be given by your instructor.

Your written comments can include answers to the following question:

1. Did you play with varying color and design forms in your preliminary sketches? What did you discover with color and form?
2. Did you create some flexible paper shapes by cutting lots of negative areas? How did places these cut outs help you think about designing a tapestry or 3D fiber sculpture?
3. What techniques shown in the videos did you find most interesting?
4. What did you learn through your experimentation?

You may add other comments.

Interactions with Students: You will be required to add to the threaded discussion, commenting on work done by at least two other students. Additional points will be given for completion.

Modify Course: MICROBIOLOGY 1, Fundamentals of Microbiology

Units:	5.00
Total Instructional Hours (usually 18 per unit):	162.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	6.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to UC, CSU
Cal-GETC Area:	5B: Biological Science; 5C: Laboratory
IGETC Area:	5B: Biological Science; 5C: Laboratory
CSU GE Area:	B2 - Life Science; B3 - Laboratory Sciences
SMC GE Area:	I: Natural Science
Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	CHEM 10 or CHEM 19 (preferred) or PHYS 3 or BIOL 3 or BIOL 21 or BIOL 30

I. Catalog Description

This course involves study of several types of microorganisms with emphasis on bacteria. Principles of microbiology, metabolism, genetics, immunology, and medical and nonmedical applications are considered. The laboratory includes aseptic transfer techniques, cultural characteristics, methods of microscopy, and analytical techniques for identifying microbial organisms. The course content is related to both general and clinical applications including recent molecular biological and serological techniques.

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. Fundamentals of Microbiology, 12th, Pommerville, J, Jones and Bartlett © 2021, ISBN: 978-1284211757
2. Exercises for the Microbiology Laboratory, 5th, Pierce, Burton E. and Michael J. Leboffe, Morton Publishing © 2021, ISBN: 978-1617319044

III. Course Objectives

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

1. Apply techniques of cultivating, staining, and safely manipulating cultures of bacteria.
2. Identify bacterial cultures using morphological and physiological tests and literature, including Bergey's Manuals.
3. Demonstrate aseptic transfer techniques, pure culture techniques, and describe physical and chemical methods of control as related to clinical and environmental applications.
4. Describe microbial genetics in terms of both history and current applications to general and clinical microbiology.
5. Demonstrate an understanding and application of procedures in biotechnology such as PCR methodology and DNA sequencing.
6. Apply the knowledge of microbial metabolism to the understanding of microbial biology, physiology, immunology, and pathogenesis, as well as treatment and control of microbes.
7. Demonstrate an understanding of the basic principles of immunology and the basis for serological tests and their applications.
8. Demonstrate knowledge of infectious diseases and their impact on mankind in relation to history, environmental sources, mode of transmission, etiology, diagnosis, and organ systems involved.
9. Demonstrate an appreciation for the applications of microbiology to agriculture, industry, public health, and the environment.
10. Apply basic microbiological concepts to patient care and management.

IV. Methods of Presentation:

Lecture and Discussion, Observation and Demonstration, Other (Specify), Group Work, Lab
 Other Methods: Material is presented in three hours of lecture per week (or online), based on reading assignments and current applications. Six hours weekly are devoted to laboratory work, including review, classroom discussions, quiz and practical exam sections, audiovisual presentations, and experimental work. Some sections involve group work as well as individual work.

V. Course Content

<u>% of Course</u>	<u>Topic</u>
25.000%	History of Microbiology, overview of the field, principles of microscopy and differential stains. Microbial structure of prokaryotes and eukaryotes. Cultivation of bacteria using media, growth curve, and generation time. Control of microbes by physical/chemical agents.
15.000%	Microbial metabolism and identification of organisms. Taxonomy: classification and diversity of microbes: bacteria, algae, fungi, protozoa, and multicellular parasites such as helminths and nematodes.
15.000%	Bacteria, viruses, microbial genetics, recombinant DNA and biotechnology.
20.000%	Microbiology of soil and aquatic environments. Food, dairy, and industrial microbiology. Epidemiology; normal flora, endogenous infections. Host and parasite interactions. Mechanisms of pathogenicity of microbial organisms. Nonspecific host defenses.
25.000%	Immune response: specific host defenses. Practical applications: vaccines and diagnosis. Immunology and hypersensitivity. Antimicrobial drugs. Topics and diseases of the body systems.
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
40%	Exams/Tests: (2-4 exams)
25%	Final exam
10%	Lab Reports
5%	Oral Presentation
20%	Research Projects
100%	Total

VII. **Sample Assignments:**

Sample Assignment-1: Bugs in a Booklet is an assignment that will exercise your ability to put both microbes and written language under a microscope. You will complete two tasks: 1. You will research your chosen microbe, and 2. You will practice bibliographic precision. In the lab you will look at tiny bacteria, such as *Staphylococcus aureus* and *Escherichia coli*; for the paper, you will look at tiny punctuation marks, such as commas and periods. At the end of the semester, abstracts of your papers will be collected in a booklet that is distributed to each student. You will be a published author!

Bugs in a Booklet is a research paper project consisting of four interrelated assignments:

1. Choose a microbe before you start the taxonomy assignment. Submit your choice online. Be sure that your choice is unique. The Taxonomy assignment gives you the opportunity to see where your microbe fits in the overall scheme of things. Are you studying a bacterium? A virus? Perhaps a protozoan or even a microscopic animal? Do the experts agree on the classification of your microbe (probably not!)? Microbes don't much care about classification--but people do because classification helps a physician determine what drug to use against a pathogenic microbe. The taxonomy is a brief assignment; it may fit on one page, including references. If you change your mind about your microbe, you will have to repeat your taxonomy.
2. In the format bibliography, you will practice your ability to examine details. Again, the purpose is twofold: in addition to examining details, the Format Bibliography assignment is designed to create a common style--or format--for the final booklet. You are expected to use this format for references in subsequent assignments.
3. The report itself answers questions about the microbe. History: Who first found your microbe? Where? When? What is the taxonomy of your microbe? Natural History: What does the microbe need for survival? What makes it grow and reproduce? How do you identify your microbe in laboratory tests? Importance: Why is your microbe important enough to study in a microbiology class? Why did you choose your microbe? References follow the format used in the Format Bibliography.
4. The abstract is the final assignment in this series. The abstract is a brief summary of the main

points of your research paper--it answers the questions of history, natural history, and importance. References for the abstract follow the format you used in the first assignment. Your abstract and references will be published in the booklet.

Sample Assignment-2: Microbiology 1 Sample Assignment 2:Lunch on the Run Below you can click to see photographs of a family who has traveled to a coastal location south of the US border. The seven persons pictured include:•Grandfather, age 84. Retired biology professor in excellent health. Suffers from osteo-arthritis and takes low dose steroids and other non-steroidal anti-inflammatory drugs. Home is in North Carolina. Has been hiking and camping all his adult life. •Little Sister, age 45. Undergraduate degree in marine biology. Many years' experience as a computer programmer. Addicted to the out-of-doors. Actively involved with the Sierra Club in Southern California. Likes to discover uncharted waterfalls in wilderness areas. ("Guide" for this trip.)•Nurse, age 50. Little sister's boyfriend. Works with abused children in group home. Raised in Montana. Loves to fish. Part Native American. •EMT, age 28. Daughter of Little Sister's boyfriend. Raised in southern California. Trained as a firefighter. Active duty military. 15 weeks pregnant. •College student, age 20. Interested in computers. Son of Little Sister. (Speaks Spanish) Goes to college in North Carolina: recently drove all the way home to California. •Big Sister, age 50. (Not pictured, taking pictures.) Many years experience in clinical microbiology. Currently teaching microbiology at a university in Utah. Slightly overweight. Family history of diabetes. Recently facilitated microbiology workshop in Bucharest, Romania. •Big Brother, age 52. Undergraduate degree in physics. Also trained as a Physicians' Assistant. Currently owns and operates a concrete cutting business in Seattle for which he designs and manufactures blades. (Lots of heavy lifting.) The family has spent time watching the activity in this harbor town ... watching people feed birds and sea animals ... wandering through the fish market (You must appreciate the artful towers of shrimp!). The nurse was the only one who accepted the free sample of smoked tuna. Hot and thirsty, they all sat down at an open air café for fish tacos. The Diners-The Lunch-The Market[Photos of the diners, what they had for lunch, and the open air fish market]The Assignment:1. Evaluate possible risk factors for (at least) 3 persons.2. Identify at least 3 sources of infection or foodborne disease.3. Name 5 possible microbial pathogens lurking in (or near) this lunch, including the pictured item or risk factor with which they might be associated. Include at least one protozoan and one virus. Be sure to connect the pathogen, source, and risk factor for each of your three patients.4. What advice do you have for this family to avoid or prevent disease?5. How would these pictures look different in your community? Why? Compare and contrast.6. Add references for all the information you provide. Use your textbook as well as other resources. Follow the Bugs Booklet format. Submit your completed assignment to the LunchBasket Dropbox.

VIII. Student Learning Outcomes:

1. Compare and contrast infectious diseases of microbial origin, both prokaryotic and eukaryotic, as related to health care, the environment, and other applications.
2. Determine the identity of unknown microbes, with emphasis on bacteria.

Prerequisite / Corequisite Checklist and Worksheet

Microbiology 1, Fundamentals of Microbiology

Prerequisite: (Biotechnology, BIOL30) ; (Fundamentals of Biotechnology 1)
 Other prerequisites, corequisites, and advisories also required for this course:
 (Chemistry and CHEM 10) ; (Introductory General Chemistry) or
 (Chemistry and CHEM 19) ; (Fundamentals of General, Organic, and Biological Chemistry) or
 (Eligibility for Chemistry 11); (General Chemistry 1) and
 (Biology and PHYS 3); (Human Physiology) or
 (Biology and BIOL3); (Fundamentals of Biology) or
 (Biology and BIOL 21); (Cell Biology and Evolution)

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

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

Type 1: Standard Prerequisite (required prerequisite at UC or CSU)
 Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.

List schools here:

- UCSD – BIMM 120 & BIMM 121: Microbiology & Lab
 - UCI – BIO SCI M122 & BIO SCI M118L: General Microbiology & Lab
 - UCLA – MIMG 101 Introductory Microbiology
- Complete the Prerequisite Worksheet**

ENTRANCE SKILLS FOR MCRBIO 1

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

A)	Recall and define vocabulary words used to explain foundational biological processes, themes, and the scientific method
B)	Describe key differences between inorganic and organic biological molecules
C)	Understand the major difference between prokaryotic and eukaryotic cells and recall the foundational principles of metabolic events
D)	Describe the connection between DNA structure and function, heredity, and the broader principles of evolution
E)	Experience using molecular biology and biotechnology laboratory equipment
F)	Knowledge of the scientific method, recombinant DNA technology, and their applications to different sectors in the life science and biotechnology industries
G)	Execute laboratory protocols and safety instructions

modified 09/26/2012

H)	Select, create, and interpret appropriate data tables and figures to represent scientific data and communicate and critique scientific data and information
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EXIT SKILLS (objectives) FOR BIOL 30

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

1.	Describe and recognize aspects of the scientific method
2.	Recognize and operate equipment found in a biotechnology laboratory
3.	Discuss foundation concepts in cellular and molecular biology and connect these concepts to foundational chemistry and cellular metabolism
4.	Read and interpret protocol and safety instructions
5.	Explain how small-scale scientific experiments are designed
6.	Think critically about scientific data and ethical practices
7.	Apply metacognitive and executive function strategies to acquire knowledge
8.	Document scientific data and keep an industry standard notebook

		ENTRANCE SKILLS FOR (MCRBIO 1)							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR (BIOL 30)	1	X					X		
	2					X		X	
	3	X	X	X	X		X		
	4					X			
	5	X					X	X	X
	6	X							X
	7	X	X	X	X	X	X	X	X
	8							X	X

Santa Monica College
Architecture and Interior Design Digital Production
Certificate of Achievement

This program provides students with practical knowledge using industry standard tools and techniques. Focus is on the skill necessary for communicating ideas and projects using a variety of technical skills including digital drafting, modeling, rendering, image enhancement, fabrication and the use of VR in the design industry. Students will be prepared to work in a wide range of design disciplines including, architecture, interior design, fixture and furnishing design, and 3D rendering firms.

Program Learning Outcomes:

Demonstrate skills in a variety of industry standard software for drafting, modeling, and rendering.

- ARC 11: Students will exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.
- ARC 11: Observe, analyze, and document space to better understand the built environment.
- ARC 21: Prepare a simple set of working drawings that reflect design industry standards of content, accuracy, data integrity, and coordination.
- ARC 21: Print drawings to scale with appropriate dimensions, text, symbols, and cross referencing.
- ARC 31: Develop a 3D model of an architectural building or space using industry standard software and modeling technology.

Develop a portfolio of work displaying technical skills to apply as an entry level drafter or renderer

- ARC 11: Students will exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.
- ARC 11: Develop, reproduce, and present a set of professional quality perspectives and rendered drawings of interior or exterior space.
- ARC 31: Render and export a series of 3D views using materials, shading, lighting, and perspectives. Then import and modify views in an editing application.
- ARC 41: Students will create realistic renderings and walk-throughs with materials, textures, and lighting.
- ARC 51: Students will be able to create realistic perspective renderings using textures, shadows, and lighting using industry software.
- ARC 70: Students will demonstrate an understanding of types of portfolios and what information to include to showcase their design project.
- ARC 70: Students shall develop a portfolio for transfer, job search, or professional work.

Digital Production and Design

Units: 17.0

ARC 11 ^{DE} Design Communication 1	3.0
ARC 21 ^{DE} Design Communication 2	3.0
ARC 31 ^{DE} Design Communication 3	3.0
ARC 41 ^{DE} Design Communication 4	3.0
ARC 51 ^{DE} Design Communication 5	3.0
ARC 70 ^{DE} Portfolio	2.0

Total: 17.0

§ 55061. Associate Degree Course Requirements.

(c) A minimum of 21 semester units (28 - 31.5 quarter units) of general education in the areas described below.

(1) English Composition, Oral Communication, and Critical Thinking (minimum of 6 semester/8 quarter units) including:

(A) English Composition (minimum of 3 semester/4 quarter units).

Courses fulfilling this requirement must be baccalaureate-level and include expository and argumentative writing.

(B) Oral Communication and Critical Thinking (minimum of 3 semester / 4 quarter units).

Courses fulfilling this requirement must be baccalaureate-level and may include oral communication and critical thinking courses.

(2) Mathematical Concepts and Quantitative Reasoning (minimum of 3 semester / 4 quarter units).

Courses fulfilling this requirement must be at least college-level and may include mathematics or quantitative reasoning courses, including logic, statistics, computer languages, and related disciplines.

(3) Arts and Humanities (minimum of 3 semester / 4 quarter units).

Courses in the humanities study the cultural activities and artistic expressions of human beings. Such courses develop students' awareness of how people throughout the ages and in different cultures respond to themselves and the world around them in artistic and cultural creation, and develop students' aesthetic understandings and abilities to make value judgments. Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in the visual and performing arts, art history, foreign languages, literature, philosophy, religion, and related disciplines.

(4) Social and Behavioral Sciences (minimum of 3 semester / 4 quarter units). Courses in the social and behavioral sciences focus on people as members of society and develop awareness of the methods of inquiry used by the social and behavioral sciences. They stimulate critical thinking about how people act and have acted in response to their societies and promote appreciation of how societies and social subgroups operate. Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology, and related disciplines.

(5) Natural Sciences (minimum of 3 semester / 4 quarter units).

Courses in the natural sciences examine the physical universe, its life forms, and its natural phenomena, helping students appreciate and understand the scientific method and the relationships between science and other human activities. Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics, and other scientific disciplines.

(6) Ethnic Studies (minimum of 3 semester/4 quarter units).

Courses fulfilling this requirement may include baccalaureate-level courses in the four autonomous disciplines within Ethnic Studies: Black Studies; African American Studies; Africana Studies; Native American Studies; Chicano/a/x; Latino/a/x Studies/La Raza Studies; and Asian American Studies.



Associate Degree

General Education Requirements 2025 - 2026

Associate Degree General Education Requirements

A minimum of 21 semester units (28 – 31.5 quarter units) of general education in the areas described below.

1. ENGLISH COMPOSITION, ORAL COMMUNICATION, AND CRITICAL THINKING: (minimum of 6 semester/8 quarter units) including:

A. English Composition: (minimum 3 semester/4 quarter units)

- ENGL C1000 (formerly ENGL 1) **or** 1D **or** BUS 31

B. Oral Communication and Critical Thinking: (minimum 3 semester/4 quarter units)

Courses fulfilling this requirement must be baccalaureate-level and may include oral communication and critical thinking courses.

- BUS 32
- COM ST (11), 12[∇], 16, 21[∇]
- COMM C1000 (formerly COM ST 11)
- ENGL C1001[∇] (formerly ENGL 2[∇]), 31[∇]
- HIST 47[∇]
- PHILOS 7

2. MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING: (minimum of 3 semester/4 quarter units)

Courses fulfilling this requirement must be at least college-level and may include mathematics or quantitative reasoning courses, including logic, statistics, computer languages, and related disciplines.

- ACCTG 1, 2, 45 (same as BUS 45)
- BUS 45 (same as ACCTG 45)
- COM ST 21, 31
- CS 5, 6, 7, 15, 17, 18, 19, 20A, 20B, 30, 32, 33, 34A, 36, 37, 50, 51, 52, 53A, 53B, 54, 55, 56, 77B, 80, 81, 82, 83, 83R, 84, 85, 86, 87A, 87B
- HIST 47
- MATH 1, 1B **or** 1C (if Math 18, 20, or 50 level satisfied), 2, 3, 4, 7, 8, 10, 11, 13, 15, 18, 20, 21, 26, 28, 29, 32, 41, 49, 50, (54)
- STAT C1000 (formerly MATH 54)
- PHILOS 9
- PSYCH 7
- SOCIOL 4

3. ARTS AND HUMANITIES: (minimum of 3 semester/4 quarter units)

- ANIM 5
- ASL 1^{GC}, 2^{GC}
- ARABIC 1^{GC}
- ART 10A*, 10B*, 13, 20A*, 20B*, 40A*, 40B, 43A*, 43B
- AHIS 1^{GC}, 2^{GC}, 3^{GC}, 5^{GC}, 6^{GC}, 11^{GC}, 15, 17^{GC}, 18^{GC}, 21^{GC}, 22^{GC}, 52 (same as PHOTO 52), 71^{GC}, 72^{GC}, 80^{GC}
- CHNESE 1^{GC}, 2^{GC}, 3^{GC}, 4^{GC}, 8, 9^{GC}
- COM ST 12, 14^{GC}
- DANCE 2^{GC}, 5^{GC}, 6
- ENGL (2), C1000 (formerly ENGL 2), 3, 4, 5, 6, 7, 8, 9^{GC}, 10^{GC}, 14, 15, 17, 18, 26 (same as HUM 26), 30A, 30B, 31, 32, 34, 38, 39, 40, 41, 45, 49^{GC}, 50, 51 (same as REL ST 51), 52 (same as REL ST 52), 53, 54, 55, 56, 57, 58, 59, 61, 62^{GC}
- ENVRN 20^{GC} (same as PHILOS 20)
- FILM 1, 2, 5, 6, 7^{GC}, 8, 9, 11
- FRENCH 1^{GC}, 2^{GC}, 3^{GC}, 4^{GC}, 8
- GERMAN 1^{GC}, 2^{GC}, 3^{GC}, 4^{GC}, 8
- HEBREW 1^{GC}, 2^{GC}, 3^{GC}, 4^{GC}, 8
- HUM 9A^{GC}, 26 (same as ENGL 26)
- ITAL 1^{GC}, 2^{GC}, 3^{GC}, 4^{GC}, 8
- JAPAN 1^{GC}, 2^{GC}, 3^{GC}, 4^{GC}, 8, 9^{GC}
- KOREAN 1^{GC}, 2^{GC}, 3^{GC}, 4^{GC}, 8
- LING 1^{GC}
- MUSIC 1, 29^{GC}, 30, 31, 32, 33^{GC}, 36^{GC}, 37^{GC}, 39, 60A*, 60B*, 66 (same as MUSIC 1 and MUSIC 60A)
- PERSIN 1^{GC}, 2^{GC}
- PHILOS 1, 2, 3, 4, 5, 6, 10, 11, 20^{GC} (same as ENVRN 20), 22, 23, 24, 41, 48, 51 (same as POL SC 51), 52 (same as POL SC 52)
- PHOTO 52 (same as AHIS 52)
- POL SC 51 (same as PHILOS 51), 52 (same as PHILOS 52)
- PORTGS 1^{GC}, 2^{GC}
- REL ST 51 (same as ENGL 51), 52 (same as ENGL 52)
- RUSS 1^{GC}, 2^{GC}, 8
- SPAN 1^{GC}, 2^{GC}, 3^{GC}, 4^{GC}, 8, 9^{GC}, 11^{GC}, 12^{GC}, 20^{GC}
- TH ART 2, 5, 41
- TURKSH 1^{GC}

4. SOCIAL AND BEHAVIORAL SCIENCES: (minimum of 3 semester/4 quarter units)

- ADJUS 1, 2
- ANTHRO 2^{GC}, 3, 4, 7, 14^{GC}, 19^{GC}, 20, 21^{GC}, 22
- ASTRON 6^{GC}
- BUS 1
- COM ST 9, 30, 31, 35, 36^{GC}, 37^{GC}
- ECE 11^{GC}
- ECON 1, 2, 4^{GC} (same as ENVRN 4), 5^{GC} (same as GLOBAL 5 and POL SC 5), 6, 8^{GC} (same as WGS 8), 15 (same as HIST 15)
- ENVRN 4^{GC} (same as ECON 4), 7^{GC} (same as GEOG 7), 22^{GC} (same as POL SC 22), 32^{GC} (same as HIST 32), 40^{GC} (same as PSYCH 40)
- ETH ST 1, 6^{GC}, 7, 8^{GC}, 9^{GC}
- GEOG 2, 7^{GC} (same as ENVRN 7), 8 (same as URBAN 8), 11^{GC} (same as GLOBAL 11), 14^{GC}
- GLOBAL 3^{GC} (same as MEDIA 3), 5^{GC} (same as ECON 5 and POL SC 5), 10^{GC}, 11^{GC} (same as GEOG 11)
- HIST 1, 2, 3, 4, 5, 6^{GC}, 10^{GC}, 11, 12, 13, 14^{GC} (same as ENVRN 14), 15 (same as ECON 15), 16, 19, 20, 21, 22, 24, 25^{GC}, 26, 28, 29, 32^{GC} (same as ENVRN 32), 33, 34^{GC}, 38, 39^{GC}, 41, 42, 43, 47, 52, 53, 55, 62
- MEDIA 1, 3^{GC} (same as GLOBAL 3), 4, 10^{GC}
- NUTR 7^{GC}
- PHILOS 48, 51 (same as POL SC 51), 52 (same as POL SC 52)
- POLS C1000 (formerly POL SCI 1)
- POL SC (1), 2, 3, 5^{GC} (same as ECON 5 and GLOBAL 5), 7, 8, 11, 14, 21^{GC}, 22^{GC} (same as ENVRN 22), 23, 24, 31, 47, 51 (same as PHILOS 51), 52 (same as PHILOS 52)
- PSYC C1000 (formerly PSYCH 1)
- PSYCH (1), 3, 5, 6, 7, 8^{GC}, 11, 13, 14, 19, 25, 40^{GC} (same as ENVRN 40)
- SOCIOL 1, 1s^{GC}, 2, 2s^{GC}, 4, 12, 30, 31, 32, 33, 34^{GC}
- URBAN 8 (same as GEOG 8)
- WGS 8^{GC} (same as ECON 8), 10^{GC}, 20^{GC}, 30^{GC}, 40^{GC}

5. NATURAL SCIENCES: (minimum of 3 semester/4 quarter units)

- ANATMY 1, 2
- ANTHRO 1, 5, 9, 10, 11
- AQUA 1^{GC}, 3
- ASTRON 1, 2, 3, 4, 5, 7, 8, 9, 10 (same as GEOL 10)
- BIOL 2, 3, 9^{GC}, 10^{GC}, 15^{GC}, 15N, 21, 22, 23, 30, 31, 32, 33, 35
- BOTANY 1, 3
- CHEM 9^{GC}, 10, 11, 12, 19, 21, 22, 24, 31 (**Note:** CHEM 9 is a terminal GE course, CHEM 19 is intended for CSU nursing majors and CHEM 10 is for STEM majors)
- GEOG 1, 3, 5, 12 (same as GEOL 12)
- GEOL 1, 3, 4, 5, 7, 10 (same as ASTRON 10), 12 (same as GEOG 12), 31, 32
- MCRBIO 1
- NUTR 1, 4
- PHYSCS 6, 7, 8, 9, 12, 14, 21, 22, 23, 24
- PHYS 3
- PSYCH 2
- ZOOL 5

6. ETHNIC STUDIES: (minimum of 3 semester/4 quarter units)

Courses fulfilling this requirement may include baccalaureate-level courses in the four autonomous disciplines within Ethnic Studies: Black Studies; African American Studies; Africana Studies; Native American Studies; Chicano/a/x; Latino/a/x Studies/La Raza Studies; and Asian American Studies.

- ETH ST 1, 6^{GC}, 7, 8, 9^{GC}

7. GLOBAL CITIZENSHIP: 3 semester units from the courses listed below or successful completion of an SMC Study Abroad experience if completed Spring 2008 or later (credit awarded through petition).

NOTE: Many of these courses (noted with ^{GC} above) are also in GE areas 3, 4, 5, and 6 and can be used to satisfy BOTH areas.)

- | | |
|--|---|
| <ul style="list-style-type: none"> • AHIS 1, 2, 3, 5, 6, 11, 17, 18, 21, 22, 71, 72, 80 • ANTRHO 2, 14, 19, 21 • AQUA 1 • ARABIC 1 • ASL 1, 2 • ASTRON 6 • BIOL 9, 10, 15 • BUS 51 • CHEM 9 (<i>satisfies GC requirement if completed Spring 2013 or later</i>) • CHNESE 1, 2, 3, 4, 9 • COM ST 14, 20, 36, 37, 310 • DANCE 2, 5, 57A • ECE 11, (18), 19 • ECON 4 (<i>same as ENVRN 4</i>), 5 (<i>same as GLOBAL 5 and POL SC 5</i>), 8 (<i>same as WGS 8</i>) • ENGL 9, 10, 49, 62 • ENVRN 4 (<i>same as ECON 4</i>), 7 (<i>same as GEOG 7</i>), 14 (<i>same as HIST 14</i>), 20 (<i>same as PHILOS 20</i>), 22 (<i>same as POL SC 22</i>), 32 (<i>same as HIST 32</i>), 40 (<i>satisfies GC requirement if completed Fall 2011 or later</i>) (<i>same as PSYCH 40</i>) • ETH ST 6, 8, 9 • FILM 7 • FRENCH 1, 2, 3, 4, 9, 20 (<i>satisfies GC requirement if completed Spring 2023 or later</i>) • GEOG 7 (<i>same as ENVRN 7</i>), 9 (<i>same as GEOL 9</i>), 11 (<i>same as GLOBAL 11</i>), 14 • GEOL 9 (<i>same as GEOG 9</i>) • GERMAN 1, 2, 3, 4 • GLOBAL 3 (<i>same as MEDIA 3</i>), 5 (<i>same as ECON 5 and POL SC 5</i>), 10, 11 (<i>same as GEOG 11</i>) | <ul style="list-style-type: none"> • HEALTH 60 (<i>same as NURSNG 60</i>) • HEBREW 1, 2, 3, 4 • HIST 6, 10⁺, 14 (<i>same as ENVRN 14</i>), 25 (<i>satisfies GC requirement if completed Fall 2014 or later</i>), 32 (<i>same as ENVRN 32</i>), 34 (<i>satisfies GC requirement if completed Fall 2014 or later</i>), 39 (<i>satisfies GC requirement if completed Fall 2014 or later</i>) • HUM 9A • IARC 56 • ITAL 1, 2, 3, 4 • JAPAN 1, 2, 3, 4, 9 • KOREAN 1, 2, 3, 4, 9 • LING 1 • MEDIA 3 (<i>same as GLOBAL 3</i>), 10⁺ • MUSIC 29, 33⁺, 36, 37⁺ • NURSNG 60 (<i>same as Health 60</i>) • NUTR (4) (<i>satisfies area if completed prior to Winter 2017</i>), 7 • PERSIN 1, 2 • PHILOS 20 (<i>same as ENVRN 20</i>) • POL SC 5 (<i>same as ECON 5 & GLOBAL 5</i>), 21, 22 (<i>same as ENVRN 22</i>) • PORTGS 1, 2 • PSYCH 8, 40 (<i>satisfies GC requirement if completed Fall 2011 or later</i>) (<i>same as ENVRN 40</i>) • RRM 1 • RUSS 1, 2 • SOCIOL 1s, 2s, 34 • SPAN 1, 2, 3, 4, 9, 11, 12, 20, 25 • TURKSH 1 • WGS 8 (<i>same as ECON 8</i>), 10, 20, 30, 40 |
|--|---|

⁺ HIST 10, MEDIA 10, MUSIC 33, and 37 (*satisfies area if completed Fall 2013 or later*) meet the UC Berkeley American Cultures graduation requirement.

KEY TO SYMBOLS USED	
("same as ...")	Courses which are offered in more than one discipline (cross listed). Students may receive credit for only one of the cross listed courses. See course descriptions for details.
GC	Course satisfies SMC's Global Citizenship Degree Requirement