



1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Agenda

Wednesday, October 16, 2024, 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> | Susan Caggiano | Walker Griffy | Steven Sedky |
| Dione Hodges, <i>Vice Chair</i> | Javier Cambron | Aileen Huang | Bobby Simmons |
| Lourdes Arévalo | Evelyn Chantani | Sharlene Joachim | Briana Simmons |
| Jason Beardsley | Rachel Demski | Jesus Lopez | Lydia Strong |
| Mary Bober | Susan Fila | Jacqueline Monge | Audra Wells |
| Fariba Bolandhemat | Christina Gabler | Estela Narrie | Associated Students Rep |
| Walter Butler | Keith Graziadei | Kevin Roberts | Associated Students Rep |

Interested Parties:

- | | | | |
|-------------------|---------------------|----------------|-------------------|
| Stephanie Amerian | Sheila Cordova | Maral Hyeler | Scott Silverman |
| 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 Minutes3
- V. Chair's Report

VI. Information Items

- 1. CSLO/PLO Update
- 2. Common Course Numbering
- 3. [SMC Local GE Pattern](#)

VII. Action Items

(Courses: New)

- a. BUS 12 Success Skills for First-Time Manager 8

(Courses: Distance Education)

- b. BUS 12 Success Skills for First-Time Manager (Fully Online/Hybrid)..... 9

(Courses: Substantial Changes – Common Course Numbering)

- c. COMM C1000 Introduction to Public Speaking 12
- d. POLS C1000 American Government and Politics 14
- e. STAT C1000 Introduction to Statistics..... 17

Common Course Numbering requires identical language in the following fields, from the [Common Course Numbering Phase I templates](#): prefix, course number, course title, course description, units, course content, and course objectives. Optional additional language is indicated by an asterisk where applicable. Fields that are not included in the template (such as Methods of Presentation, Sample Assignments, etc.) do not currently have advisement and are at the discretion of the department.

(Programs: CSLO/PLO Mapping)

- f. Accounting AS 20
- g. Administration of Justice AS-T 22
- h. Business Administration 2.0 AS-T 24
- i. CPA Track Certificate of Achievement 26
- j. Logistics and Supply Chain Management AS/Certificate of Achievement..... 29
- k. Staff Accountant Certificate of Achievement 30

(Programs: Revisions)

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

The next Curriculum Committee meeting is October 30, 2024.



1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Minutes

Wednesday, October 2, 2024, 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	Kevin Roberts
Dione Hodges, <i>Vice Chair</i>	Evelyn Chantani	Sharlene Joachim	Steven Sedky
Jason Beardsley	Rachel Demski	Jesus Lopez	Bobby Simmons
Mary Bober	Susan Fila	Jacqueline Monge	Briana Simmons
Fariba Bolandhemat	Christina Gabler	Estela Narrie	Audra Wells
Walter Butler			

Members Absent:

Lourdes Arévalo*	Keith Graziadei	Aileen Huang*	Lydia Strong
Javier Cambron			

**Attended via Zoom – voting members of the committee unable to attend in-person may join as a guest on zoom but cannot move or vote on action items.*

Others Present:

Sheila Cordova	Sri Susilowati	Mark Tomasic	Olivia Vallejo
Luis Jauregui			

(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 3:05 pm. Motion to approve the agenda with no revisions.

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

The motion passed unanimously.

II. Public Comments

None

III. Announcements

None

IV. Approval of Minutes (September 4, 2024)

Motion to approve the minutes of September 4, 2024 with no revisions.

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

The motion passed unanimously.

V. Chair’s Report

On Monday (10/7) at Tech Review, we’ll be discussing and reviewing common course numbering (CCN) proposals in META. Reminder that CCN proposals are due to Tech Review by October 16th, but may be turned in by October 24th. Our goal is to get the CCN proposals approved as soon as possible.

VI. Information Items

1. CSLO/PLO Mapping – Sheila Cordova and Jason Beardsley
The CSLO/PLO Mapping workgroup is working on guidelines for submitting mapping proposals. ADTs are more complex due to the program requirements being a decision of the state/CSU, rather than locally created/decided. The committee has determined it would be best to begin reviewing and approving mapping proposals, with the understanding additional changes may need to be submitted further into the process, and once specific guidelines are determined.
2. Common Course Numbering (CCN) – Rachel Demski and Redelia Shaw
Many questions are still pending regarding the CCN project (both regarding the technical aspects and content of the templates); additional guidelines and information should be coming soon. Requirements and instructions may change the further we get into this process.
 - When entering the CCN proposals in META, use the “Course – Change” proposal type.
 - Copy and paste the CCN template (“identical and required”) language directly into META
 - CCNs will be considered non-substantial changes by the Chancellor’s Office and keep the same course control number in COCI
 - If there is an option for “Part 2: Optional” language to be added, ensure the Part 1 language is listed first, and indicate “Part 2” language with an asterisk * Part 2/optional language is at the discretion of the department.
 - We are still awaiting guidance from the Chancellor’s Office/CCN workgroup regarding the Objectives/Outcomes issue (Course Objectives and Student Learning Outcomes are separate areas of the COR, but are a “combined” field on the template)
 - For areas on the COR that are not part of the CCN template, we have not received any guidance, so the advice is to leave those as-is (or update as needed)
 - The Chancellor’s Office is automating most of the entry in COCI. The asterisks on “Part 2” sections will flag the optional/additional language that will be manually uploaded when Rachel Demski is entering the courses into the Chancellor’s Office system.
 - The asterisk won’t appear in the catalog – Rachel Demski also enters courses and programs in WebSIS; asterisks will be removed in the catalog, but will remain in META for now

The Tech Review team meets on alternating Mondays (next Monday 10/7; Monday 10/21). We’re going to discuss and review CCN proposals that have already been entered into META on Monday 10/7. You are welcome to join to listen in and ask questions. We are here to help!

3. Cal-GETC Updates (ADTs) – Estela Narrie and Dione Hodges
We will need to resubmit ADTs with the Cal-GETC pattern details. The Cal-GETC workgroup is continuing to meet to provide ongoing updates to the work being done to implement for Fall 2025.
4. Local GE Pattern – Estela Narrie
Conversations are still ongoing regarding the changes to the local GE pattern including courses applicable for oral communication and critical thinking, qualitative reasoning, and Ethnic Studies.

VII. Action Items

(Consent Agenda: Program Maps)

- a. Biotechnology AS Program Map
- b. Biotechnology Certificates of Achievement Program Map
Motion to approve the consent agenda of Program Maps (Biotechnology AS and Biotechnology Certificates of Achievement) with no revisions.
Motion made by: Christina Gabler; **Seconded by:** Kevin Roberts
The motion passed unanimously.

(Courses: New)

- c. ART 920 Wood Shop
Motion to approve ART 920 with revisions to Course Objectives 2 and 3 (change objective 2 to

“Demonstrate collaborative practices in woodshop techniques” and objective 3 to “Apply best practices in maintaining an effective wood shop including safety, organization, and cleanliness”) and change SLO 1 to “Demonstrate safe use of woodworking tools.”

Motion made by: Walker Griffy; **Seconded by:** Sharlene Joachim

The motion passed unanimously.

- d. DANCE 41B Contemporary Modern Dance 1B (Advisory: DANCE 41A)

Motion to approve DANCE 41B with revisions to change the start date to Spring 2026 and changes to SLO and Course Objective language (from “understand” to “identify.”)

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

The motion passed unanimously.

Motion to approve DANCE 41B advisory of DANCE 41A with no revisions.

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

The motion passed unanimously.

- e. DANCE 42B Contemporary Modern Dance 2B (Advisory: DANCE 42A)

Motion to approve DANCE 42B with revisions to change the start date to Spring 2026 and changes to SLO and Course Objective language (from “understand” to “identify.”)

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

The motion passed unanimously.

Motion to approve DANCE 42B advisory of DANCE 42A with no revisions.

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

The motion passed unanimously.

(Courses: Substantial Changes)

- f. DANCE 41A Contemporary Modern Dance 1A (changed: course number (was 41), course name (was “Contemporary Modern Dance 1”), course description, SLOs, course objectives, course content, lab content, methods of presentation, methods of evaluation, textbooks, sample assignments)

Motion to approve changes to DANCE 41A with additional revisions to SLO and Course Objective language (from “understand” to “identify.”)

Motion made by: Estela Narrie; **Seconded by:** Walter Butler

The motion passed unanimously.

- g. DANCE 42A Contemporary Modern Dance 2A (changed: course number (was 42), course name (was “Contemporary Modern Dance 2”), course description, SLOs, course objectives, course content, lab content, methods of presentation, methods of evaluation, sample assignments)

Motion to approve changes to DANCE 42A with additional revisions to SLOs and Course Objective language (from “understand” to “identify.”)

Motion made by: Dione Hodges; **Seconded by:** Audra Wells

The motion passed unanimously.

- h. MATH 55C Concurrent Support for Quantitative Reasoning (corequisite: MATH 55)

Motion to approve MATH 55C corequisite of MATH 55 with no additional revisions.

Motion made by: Walker Griffy; **Seconded by:** Estela Narrie

The motion passed unanimously.

(Courses: Distance Education)

- i. DANCE 41B Contemporary Modern Dance 1B (Emergency DE Only)

Motion to approve Emergency Distance Education for DANCE 41B with no revisions.

Motion made by: Walter Butler; **Seconded by:** Susan Caggiano

The motion passed unanimously.

- j. DANCE 42B Contemporary Modern Dance 2B (Emergency DE Only)

Motion to approve Emergency Distance Education for DANCE 42B with no revisions.

Motion made by: Jesus Lopez; **Seconded by:** Bobby Simmons
The motion passed unanimously.

(Programs: New)

- k. Create Space: 3-D Design Output Noncredit Certificate of Completion
Motion to approve Create Space: 3-D Design Output Noncredit Certificate of Completion with revision to correct “non-credit” to “noncredit”.
Motion made by: Audra Wells; **Seconded by:** Dione Hodges
The motion passed unanimously.
- l. Create Space: Digital Fabric Tools Noncredit Certificate of Completion
Motion to approve Create Space: Digital Fabric Tools Noncredit Certificate of Completion with revision to correct “non-credit” to “noncredit”.
Motion made by: Susan Caggiano; **Seconded by:** Dione Hodges
The motion passed unanimously.
- m. Create Space: Laser Cutting and Engraving Noncredit Certificate of Completion
Motion to approve Create Space: Laser Cutting and Engraving Noncredit Certificate of Completion with revision to correct “non-credit” to “noncredit”.
Motion made by: Estela Narrie; **Seconded by:** Susan Fila
The motion passed unanimously.
- n. Create Space: Print Shop Tools Noncredit Certificate of Completion
Motion to approve Create Space: Print Shop Tools Noncredit Certificate of Completion with revision to correct “non-credit” to “noncredit”.
Motion made by: Audra Wells; **Seconded by:** Christina Gabler
The motion passed unanimously.
- o. Create Space: Wood Shop Noncredit Certificate of Completion
Motion to approve Create Space: Wood Shop Noncredit Certificate of Completion with revision to correct “non-credit” to “noncredit”.
Motion made by: Estela Narrie; **Seconded by:** Dione Hodges
The motion passed unanimously.

(Programs: CSLO/PLO Mapping)

- p. Child and Adolescent Development AA-T
Motion to approve changes to Child and Adolescent Development AA-T with no additional revisions.
Motion made by: Susan Caggiano; **Seconded by:** Audra Wells
The motion passed unanimously.
- q. Elementary Teacher Education AA-T
Motion to approve changes to Elementary Teacher Education AA-T with no additional revisions.
Motion made by: Susan Caggiano; **Seconded by:** Jason Beardsley
The motion passed unanimously.
- r. Elementary Teacher Education Certificate of Achievement
Motion to approve changes to Elementary Teacher Education Certificate of Achievement with no additional revisions.
Motion made by: Susan Fila; **Seconded by:** Bobby Simmons
The motion passed unanimously.
- s. Introduction to Early Care & Education Noncredit Certificate of Completion
Motion to approve changes to Introduction to Early Care & Education Noncredit Certificate of Completion with no additional revisions.
Motion made by: Walker Griffy; **Seconded by:** Estela Narrie
The motion passed unanimously.

- t. Nature-based Pedagogy Certificate of Achievement
Motion to approve changes to Nature-based Pedagogy Certificate of Achievement with no additional revisions.
Motion made by: Walter Butler; **Seconded by:** Susan Caggiano
The motion passed unanimously.

(Programs: Revisions)

- u. 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: Susan Caggiano; **Seconded by:** Christina Gabler
The motion passed unanimously.

VIII. New Business

None

IX. Old Business

None

X. Adjournment

Motion to adjourn the meeting at 5:03 pm.

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

The motion passed unanimously.

New Course: BUSINESS 12, Success Skills for First-Time Manager

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit – Degree Applicable
Proposed Start:	Fall 2025
TOP/SAM Code:	050600 - Business Management / C - Clearly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	Yes
Library:	Library has adequate materials to support course
Minimum Qualification:	Business
Program Impact:	Proposed for inclusion in a forthcoming degree or certificate <ul style="list-style-type: none"> • Success Skills for the First Time Manager Certificate

Rationale

This course sets the groundwork for the practical application of skill-sets in demand for entry-level management positions. The course curriculum was designed by Santa Monica College and five other California community colleges. Workforce Innovation Labs facilitated the coordination of effective curriculum building in order to meet academic as well as industry-specific standards. The target includes the sector of the displaced worker population affected by the pandemic and recent economic conditions. Research has shown that there is a demand in the workplace for specific skill sets not always covered in general training or in general business classes. This curriculum includes expertise from real-time industry experts as well as academics in varied industry sectors. This course is relevant for any student studying business, retail, management, and related coursework. According to Workforce Innovation Labs, research shows that once a worker is promoted to a management level position, the skill set necessary to fulfill the job requirements changes drastically. The content from this course addresses the gap between the employer's expectation of the presumed skills sets and the new manager's actual knowledge and practical experience.

I. Catalog Description

This course is a survey of entry-level, first-time management concepts, theories, and principles with a focus on a manager's job responsibilities and the role that managers play in planning, organizing, leading and motivating teams, and controlling organizations. Career and educational pathways include organizational development as applied to retail management across a variety of industries.

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 First Time Manager, 7th Ed, Jim McCormick, Loren Belker, Gary S. topchik, HsrperCollins © 2021, ISBN: 978-1400233588
2. First Time Managers, 1st ed, Antony Felix, Amazon Digital LLC © 2021, ISBN: 979-8593945327

III. Course Objectives

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

1. Manage facility resources and safety standards.
2. Implement and maintain budgets.
3. Manage the customer experience.
4. Oversee employee hiring and performance assessment.
5. Execute employee training.
6. Generate professional development opportunities.
7. Interpret and maintain proficiency of future trends in technology, work culture, demographics, and environmental policies.

IV. Methods of Presentation:

Distance Education, Lecture and Discussion, Discussion, Critique, Projects, Online instructor-provided resources, Observation and Demonstration, Group Work, Work Experience (internship)

V. **Course Content**

<u>% of Course</u>	<u>Topic</u>
15.000%	Oversee Business Operations
10.000%	Future Trends
15.000%	Professional Development
15.000%	Employee Training
15.000%	Manage Customer Experience
10.000%	Employee Hiring and Performance Assessment
10.000%	Budget Management
10.000%	Management of Facility and Maintain Safety Standards
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
25%	Exams/Tests: Midterm Evaluation based on course engagement activities and weekly deliverables
20%	Class Work: Interview Industry Manager/Leader Project
30%	Final Performance: Management Challenge Oral Presentation Final
25%	Class Work: Case Study Analysis of Manager Responsibilities, Challenges and Interpersonal Skill Assessments
100%	Total

VII. **Sample Assignments:**

Industry Management Professional Interview: Students will prepare questions to interview professional manager in self-selected area of business, set up in-person or zoom meeting, and document responses.

Management /Employee Perspectives in Communication : Students will analyze a situation in employer/employee communications and formulate solutions from a sales associate perspective as well as from a management perspective.

Management Challenge and Solutions Oral Presentation: Oral presentation, using presentation software and/or audio-video multimedia, on a topic regarding a management challenge, such as communication and training discrepancies, and present workable solutions

VIII. **Student Learning Outcomes:**

1. Generate interpersonal skills that have the ability to adapt leadership style.
2. Execute the skill set needed as an entry-level, first-time manager
3. Understand the various roles a first time manager plays on a day-to-day basis

BUS 12 Distance Education Application

- Fully Online
- Online/Classroom Hybrid (not a delivery option when campus is closed)
- Approved for Online Delivery in Emergency Contexts Only (“AODECO”)

1a. Instructor - Student Interaction:

Weekly follow-up on coursework through a learning management system (LMS) using announcements, comments on student submissions, and discussion feedback. The SMC campus student progress tracking system is used three times a semester for student feedback and on-ground and virtual office hours.

1b. Student - Student Interaction:

Weekly activities such as group assignments, class discussions, and managerial role playing. Weekly follow-up discussions on LMS that expand from the topic learned in the module that week. LMS and video conferencing discussions will be broken into groups of 4 and randomly selected. Students will have the opportunity to share their assignments, as well as a final project presentation that will be open for feedback and discussion.

1c. Student - Content Interaction:

Students will have access to PowerPoint slides and all other content in LMS. Additional content, such as supplemental learning materials, fliers for field visits/special events, and video content will be available. Students will have the ability to take quizzes/tests two times, keeping the highest score. Weekly discussions will include content that promotes advanced and independent thinking in relation to the weekly topic. Use of assessment tests that help students to learn more about their own character as it relates to management/leadership responsibilities will be in the curriculum. Content will include; audio, visual, reading, writing, role playing, with a focus on interpersonal skill development.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Written assignments	Students will submit a midterm and final project	23.00%
Exams	Students will take weekly quizzes using LMS	40.00%
Discussion	Through LMS, in small groups, students will discuss experiences that relate to the weekly module.	30.00%

2. Organization of Content:

All content will be organized through LMS. Modules, Pages, Discussions, Quizzes, Files, Syllabus, Assignments will be the most commonly used features. There will be a total of 16 modules for the 16-week course. Each module will include content from the weekly lecture and classroom activities. Students will have access to the modules as the weeks unfold. There will be a schedule included with the syllabus so that students can organize their calendars and plan for due dates. Projects and assignments will have clearly defined goals and directions that reinforce the curriculum while encouraging creativity.

3. Assessments:

% of grade	Activity	Assessment Method
10.00%	Weekly Assignments	LMS submissions complete/incomplete comments
10.00%	Mid Term Project	The grade rubric designed for this course is available through LMS and the student progress tracking system.
40.00%	Quizzes	Multiple choice quizzes that reflect the weekly modules
20.00%	Participation	Hours spent on the course content Participation in activities Participation in on-line discussion
20.00%	Final Project	LMS grade rubric designed for the first time manager

4. Instructor's Technical Qualifications:

Instructors will have received training on the learning management system in place. They will also be aware of the technical support that is available for faculty. Knowledge of how to ensure that material is accessible is also vital.

5. Student Support Services:

The student will need access to a computer, Wi-Fi network and camera. Links to the following services will be provided including online tutoring and tutorials for online classes. Students will be informed of the technical support phone number and other related student support services, including Santa Monica College library, the bookstore, basic needs, mental health, emergency procedures, and other support services.

6. Accessibility Requirements:

The design of the course will meet accessibility standards for students with disabilities. All video content will include captioning. Modules will be organized in a similar format each week. The instructor will communicate willingness and availability to adjust or change content that is seemingly difficult to process. Instructor will assure accessibility of content and materials.

7. Representative Online Lesson or Activity:

Customer Engagement - This objective includes learning skills the first time manager needs to ensure customer engagement.

For discussion using LMS.

Review - This week's content covering customer loyalty programs

Watch - 5-10 minute video (provided)

Read - Brief news article (provided)

Consider - As a customer, your own participation in loyalty programs

Discuss - Your interaction with a loyalty program. How do you think the loyalty program increases value for customers and for management?

Remember - This is a discussion. Respond, comment, and/or expand on what others have posted. You may or may not have your own experience to share or be comfortable sharing your own experience. The goal is to learn from each other using critical thinking.

For example - A grocery store loyalty program coordinates points for a discount at the gas station. This increases value for the customer, while subtly reminding the customer at the gas station where the discount is coming from. As a manager, I could use the loyalty program to track customer behavior. This allows for more accurate inventory and service planning.

Course Change CCN: COMMUNICATION STUDIES C1000, Introduction to Public Speaking

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
C-ID:	COMM 110
Transferability:	Transfers to UC, CSU
Cal-GETC:	1C: Oral Communication (pending)
IGETC Area:	1C: Oral Communication
CSU GE Area:	A1: Oral Communication
Degree Applicability:	Credit - Degree Applicable
Proposed Start:	Fall 2025

Rationale

We updated the course to fulfill the CCN requirements.

I. Catalog Description

In this course, students learn and apply foundational rhetorical theories and techniques of public speaking in a multicultural democratic society. Students discover, develop, and critically analyze ideas in public discourse through research, reasoning, organization, composition, delivery to a live audience and evaluation of various types of speeches, including informative and persuasive speeches.

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. Speak out, Call In: Speaking as Advocacy, Mapes, Opentext (OER) © 2019
2. Public Speaking Project, Schreiber and Hartranft, Libretexts © 2022
3. Exploring Public Speaking, Barton and Tucker, Opentextbooks (OER) © 2019
4. Fundamentals of Public Speaking, Cunill, LumenLearning © 2024
5. Public Speaking Matters, Floyd, McGraw-Hill © 2023
6. The Art of Public Speaking, Lucas, McGraw-Hill © 2023

III. Course Objectives

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

1. Apply rhetorical theories to create and analyze public speeches in a variety of contexts including historical and/or contemporary.
2. Formulate and implement effective research strategies to gather information and ideas from primary and secondary sources, evaluating them for credibility, accuracy, and relevancy.
3. Employ sound reasoning and construct compelling arguments in support of a guiding thesis and organizational pattern appropriate for the audience, occasion, and purpose.
4. Demonstrate rhetorical sensitivity to diversity, equity, inclusion, accessibility, and belonging and adhere to ethical communication practices which include truthfulness, accuracy, honesty, and reason.
5. Compose and deliver a variety of speeches, including Informative and Persuasive speeches, to a live audience (one to many) using effective delivery practices.
6. Employ effective listening practices.

IV. Methods of Presentation:

Lecture and Discussion, Group Work, Observation and Demonstration, Other Methods: Instructional methods will include: • Small group discussion • Directed class discussion • Class experiential activities • Live student oral presentations • Guest speakers • Objective and essay tests of acquired skills and concepts • Group projects and service-learning activities • Field observations of professional speakers • Evaluation of live and taped speeches and presentations

V. Course Content

% of Course	Topic

6.000%	Foundational rhetorical theories, including the canons of rhetoric and Aristotelian proofs, as well as relevant principles of human communication.
6.000%	Critical analysis of historical and contemporary public discourse.
6.000%	Ethical communication practices as senders and receivers.
6.000%	Effective listening and principles of constructive feedback.
6.000%	Rhetorical sensitivity to diverse audiences.
6.000%	Adaptation to audiences, rhetorical situations, and purposes.
6.000%	Types of speeches (for example, speeches to inform, persuade, entertain).
6.000%	Outline and compose effective speeches based on purpose and appropriate subject matter, topic, thesis, and organizational patterns.
6.000%	Research strategies for locating and critically evaluating ideas and information from primary and secondary sources.
6.000%	Use of credible evidence and sound reasoning to support a variety of claims, including appropriate written and oral citations.
10.000%	Effective practice and delivery skills using various modes of delivery.
10.000%	Effective verbal and nonverbal practices while delivering a speech.
10.000%	Techniques for managing communication apprehension.
10.000%	Delivery of a variety of student-composed speeches, including Informative and Persuasive speeches.
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
50%	Oral Presentation: A minimum of three faculty-supervised, faculty-evaluated, oral presentations in front of a live audience (one to many), including an Informative speech of at least five minutes and a Persuasive speech of at least six minutes in length; speech outlines and works cited/references; critiques of speeches.
20%	Exams/Tests
20%	Homework: 10% In-class Assignments and Participation 10% Homework
10%	Papers
100%	Total

VII. **Sample Assignments:**

Informative Speech: Students will select a topic (appropriate for their audience), decide on an organizational format, conduct sound research, prepare an outline (with APA references) and presentation slide deck (if required), and deliver extemporaneously to a live audience.

Cultural artifact speech: Students will select an object that represents a facet of their cultural identity (appropriate for their audience), choose an organizational pattern to detail the significance of this object, prepare an outline, and deliver extemporaneously to a live audience.

Persuasive Speech: Students will select a current and/or controversial topic (appropriate for their audience), use Monroe's Motivated Reasoning (or other persuasive organization method as instructed by the professor), conduct sound reasoning, prepare an outline (with APA references) and presentation slide deck (if required), and deliver extemporaneously to a live audience.

VIII **Student Learning Outcomes:**

1. *Identify and describe concepts and theories related to public speaking.
2. *Prepare and present an informative and persuasive speech appropriate to diverse audiences, containing an organized outline, credible research, and a citation page.
3. *Identify elements necessary for effective verbal and nonverbal delivery skills and valid reasoning.

Course Change CCN: POLITICAL SCIENCE C1000, American Government and Politics

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
C-ID:	POLS 110
Transferability:	Transfers to UC, CSU
Cal-GETC:	4: Social and Behavioral Sciences
IGETC Area:	4: Social and Behavioral Sciences
CSU GE Area:	D: Social and Behavioral Sciences American History and Institutions
SMC GE Area:	II B: Social Science (Group B)
Degree Applicability:	Credit - Degree Applicable
Proposed Start:	Fall 2025

Rationale

mandatory changes for statewide Common Course Numbering

I. Catalog Description

This course is an introduction to government and politics in the United States and California. Students examine the constitutions, structure, and operation of governing institutions, civil liberties and civil rights, political behaviors, political issues, and public policy using political science theory and methodology.

II. Examples of Appropriate Text or Other Required Reading:

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

1. Introduction to California Government and Politics, Reti, Steven, LibreTexts (OER) © 2023
2. GOVT 12: Principles of American Government, 12, Sidlow, Edward and Beth Henschen, Cengage 4LTR © 2025, ISBN: 9781285874029
3. California Politics: A Primer, 7th, Van Vechten, Renee, CQ Press © 2023, ISBN: 9781071875445
4. Enduring Debate, 9th, Canon, David T., Coleman, John J., Mayer, Kenneth R, W. W. Norton © 2022, ISBN: 9781324043935
5. American Government in Black and White: Diversity and Democracy, 6th, McClain, Paula and Steven Tauber, Oxford © 2023, ISBN: 9780197677520
6. American Democracy Now, Essentials, 8th, Harrison, Brigid; Jean Harris and Michelle Dearthoff, McGraw Hill © 2024, ISBN: 9781265651428
7. California: The Politics of Diversity, 10th, Lawrence, David G, Cengage © 2018, ISBN: 9781538129302
8. We the People, 15th, Patterson, Thomas, Oxford © 2024, ISBN: 9781265634568
9. American Government, 3, Krutz, Glen and Sylvie Waskiewicz, OpenStax (OER) © 2024, ISBN: 9781305953499
10. American Government: A Brief Introduction, 17th, Lowi, Ginsberg, Han, Shepsle, Norton © 2024, ISBN: 9781324039921
11. American Politics Today, 8th, Bianco, William and David Canon, Norton © 2022, ISBN: 9781324039969

III. Course Objectives

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

1. Explain the founding and development of the U.S. and California Constitution.
2. Critique governing institutions and political processes within the United States and California.
3. Employ introductory political science research methods to contextualize contemporary political issues and operations in the United States and California.
4. Assess civil liberties and civil rights of individuals and groups as articulated in the U.S. and California Constitutions and subsequent court decisions.
5. Investigate the role of identity and political ideology in shaping public opinion and public policy in the United States and California.
6. Analyze how to effectively participate in politics at the national, state, county, and/or city levels.

IV. Methods of Presentation:

Lecture and Discussion, Projects, Discussion, Field Trips, Visiting Lecturers, Group Work, Other Methods: Formal lectures followed by class discussion, student presentations, and debates are among the pedagogical methods. Field trips, collaborative group projects, multimedia presentations, internships, and community service may also be utilized as appropriate.

V. Course Content

% of Course	Topic
10.000%	The purpose of government and nature of democratic governance a. Political philosophies that underlie democratic government b. Comparison of representative and direct democracy c. The value of, influences on, and consequences of participation and nonparticipation in democratic government
15.000%	The U.S. and California Constitutions as frameworks for government a. Political philosophies of the framers and critics of the U.S. Constitution b. Processes for amending and interpreting the U.S. and California Constitutions
5.000%	The theory and practice of federalism in the United States, focusing on California a. The framework and operation of federal, state, and local relations b. Interaction between the federal government and Native American tribes and entities
20.000%	The structure and contemporary operations of federal, state, and local governing institutions in the United States and California including the: a. Executive branch b. Legislative branch c. Judicial branch
20.000%	Civil liberties and civil rights of individuals and groups a. Civil liberties and rights as articulated in the U.S. and California Constitutions and federal and state court decisions b. Contemporary and historical interactions between government and marginalized populations within the United States based on factors such as race, ethnicity, sex, gender and gender expression, sexual orientation, class, ability status, age, citizenship status, language, religion, and/or other forms of identity
10.000%	Individual and group behaviors within the context of the U.S. and California constitutions, including: a. Elections, campaigns, and voting b. Political parties c. Interest groups d. Social movements
10.000%	Factors that shape politics and policymaking including: a. Political culture b. Political socialization c. Political ideologies d. Public opinion e. Media
5.000%	Political issues and public policies a. Domestic b. Economic c. Foreign
5.000%	Introductory research methods used in political science including: a. qualitative tools and techniques b. quantitative tools and techniques
100.000%	Total

VI. Methods of Evaluation

% of Course	Topic
20%	Exams/Tests: Midterm exams (subjective and/or objective)

25%	Final exam: Final Exam (subjective and/or objective)
10%	Oral Presentation: Presentations/small Group Projects
20%	Papers: Paper (e.g. research, service-learning)
10%	Quizzes: Quizzes (multiple choice/true-false)
15%	Written assignments
100%	Total

VII. **Sample Assignments:**

Sample Assignment #1: Quiz Question: Clearly state the 8 empirical theories on power. Midterm Essay Question: Who principally obtained power from the original American Constitution of 1787? Please use one of the eight reasonable theories and please limit your thinking and discussion to the historical period of the late 1700s, the characteristics of the authors of the Constitution, and the features of the original document. Was the Constitutional distribution of power just in terms of freedom, equality, and order?

Sample Assignment #2: Final Paper: Who principally has power in the United States today? Please use one of the eight reasonable theories and please discuss the role of the political parties, news media, political advertisements, interest groups, Congress, the bureaucracy, and the president. Is this distribution of power just in terms of freedom, equality, and order?

VIII. **Student Learning Outcomes:**

1. *Exhibit, through their behavior and course work, strong academic behaviors as well as a heightened sense of personal efficacy and civic responsibility and awareness of their rights and duties as citizens of their community, their country, and the wider world.
2. *Demonstrate through oral and/or written work an understanding of the basic political science concepts including power, institutions, political systems, policy making, theories of the state, political conflict, citizenship, and contending analytical and theoretical approaches.
3. *Demonstrate proficiency in the research, analytical, and communication skills necessary to present, orally and/or in writing, compelling and original arguments that advance reasonable conclusions concerning American and California politics.
4. *Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.

Course Change CCN: STATISTICS C1000, Introduction to Statistics

Units:	4.00
Total Instructional Hours (usually 18 per unit):	72.00
Hours per week (full semester equivalent) in Lecture:	4.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	144.00
C-ID:	MATH 110
Transferability:	Transfers to UC, CSU
Cal-GETC Area:	2: Mathematical Concepts and Quantitative Reasoning
CSU GE Area:	B4 - Mathematics/Quantitative Thinking
IGETC Area:	2A: Mathematics
SMC GE Area:	IV-B: Language and Rationality (Group B) Option 1
Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	*MATH 20 or MATH 18 or MATH 49 or MATH 50 <i>Placement as determined by the college's multiple measures assessment process or completion of a course taught at or above the level of intermediate algebra.</i>
Proposed Start:	Fall 2025

Rationale

Common Course Numbering

I. Catalog Description

This course is an introduction to statistical thinking and processes, including methods and concepts for discovery and decision-making using data. Topics include descriptive statistics; probability and sampling distributions; statistical inference; correlation and linear regression; analysis of variance, chi-squared, and t-tests; and application of technology for statistical analysis including the interpretation of the relevance of the statistical findings. Students apply methods and processes to applications using data from a broad range of disciplines.

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. Statistics Informed Decisions Using Data, 7th, M. Sullivan III, Pearson © 2024, ISBN: 0321757270
2. Introduction to Modern Statistics, 2, Çetinkaya-Runde, M., Hardin, J., OpenIntro © 2024
3. Statistics: Learning From Data, 3rd, Peck, R., Case, C., Cengage © 2024
4. Introductory Statistics: Exploring the World Through Data, 4th, Gould, R., Wong, R., Ryan, C., Pearson © 2025
5. Introductory Statistics, 2nd, Illowsky, B., Dean, S., OpenStax © 2023
6. Introductory Statistics: Analyzing Data with Purpose, The Dana Center Mathematics Pathways, Charles A. Dana Center, University of Texas at Austin © 2021

III. Course Objectives

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

1. Assess how data were collected and recognize how data collection affects what conclusions can be drawn from the data.
2. Identify appropriate graphs and summary statistics for variables and relationships between them and correctly interpret information from graphs and summary statistics.
3. Describe and apply probability concepts and distributions.
4. Demonstrate an understanding of, and ability to use, basic ideas of statistical processes, including hypothesis tests and confidence interval estimation.
5. Identify appropriate statistical techniques and use technology-based statistical analysis to describe, interpret, and communicate results.
6. Evaluate ethical issues in statistical practice.

IV. Methods of Presentation:

Lecture and Discussion, Projects, Directed Study (independent study and internships), Group Work

V. **Course Content**

<u>% of Course</u>	<u>Topic</u>
5.000%	Introduction to statistical thinking and processes
10.000%	Technology-based statistical analysis
4.000%	Applications using data from four or more of the following disciplines: administration of justice, business, economics, education, health science, information technology, life science, physical science, political science, psychology, and social science
5.000%	Units (subjects/cases) and variables in a data set, including multivariable data sets
5.000%	Categorical and quantitative variables
5.000%	Sampling methods, concerns, and limitations, including bias and random variability
3.000%	Observational studies and experiments
8.000%	Data summaries, visualizations, and descriptive statistics
10.000%	Probability concepts
7.000%	Probability distributions (e.g., binomial, normal)
7.000%	Sampling distributions and the Central Limit Theorem
10.000%	Estimation and confidence intervals
16.000%	Hypothesis testing, including t-tests for one and two populations, Chi-squared test(s), and ANOVA; and interpretations of results
5.000%	Regression, including correlation and linear regression equations
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
54%	Exams/Tests: 3 In-class Exams
30%	Final exam: In-class Final Exam
13%	Other: Homework, Quizzes, Discussion, and Class Participation
3%	Projects
100%	Total

VII. **Sample Assignments:**

#1: Use your TI-83/84 calculator and generate two sets of sample data that represent simulated IQ scores, as shown below. IQ Scores of treatment Group: Generate 10 sample values from a normally distributed population with mean 100 and standard deviation 15. IQ Scores of Placebo Group: Generate 12 sample values from a normally distributed population with mean 100 and standard deviation 15. After generating the two data sets, use a 0.10 significance level to test the claim that the two samples come from populations with the same mean. If this experiment is repeated many times, what is the expected percentage of trials leading to the conclusion that the two population means are different? How does this relate to a type I error? If your generated data should lead to the conclusion that the two population means are different, would this conclusion be correct or incorrect in reality? How do you know?

#2 Demonstration of the Central Limit Theorem: Use a calculator or software to simulate 100 rolls of a die. Select a random generator that produces the whole numbers 1, 2, 3, 4, 5, 6, all randomly selected. Find and record the mean of the 100 results. Repeat the first two steps until 50 sample means have been obtained. Enter the 50 sample means, and then generate a histogram and descriptive statistics for those means. Without actually generating a histogram, what is the approximate shape of the histogram for the 5000 simulated rolls of a die? How does it compare to the histogram found in step d? What is the mean of the 50 sample means? How does it compare to the mean of many rolls of a fair die? What is the standard deviation of the 50 sample means? How does it compare to the standard deviation of outcomes when a single die is rolled a large number of times? Describe how the preceding results demonstrate the central limit theorem.

VIII. Student Learning Outcomes:

1. *When given a data set, analyze the data set and design a presentation of the information using tables, graphs and statistical calculations.
2. *When given sample data, decide on and use appropriate estimation strategies to make inferences about the important characteristics of population data, including the mean, proportion and variation
3. *When given sample data, decide on and use an appropriate test to reach conclusions about a hypothesis made about a population parameter.

Santa Monica College Program Of Study Accounting AS

This program is for bookkeepers and accounting clerks who want to advance to a higher professional level. Business owners can strengthen their businesses with the best ethical practices and compliance with current accounting standards and laws. Accountants may acquire specialized accounting knowledge, including setting up and designing an effective accounting system, interpreting and preparing financial and tax information, and reporting for business executives, partnerships, and nonprofit and governmental agencies.

Program Learning Outcomes:

- Upon completion of the program, students will effectively comprehend, record, post and summarize financial accounting information from an original business transaction through the preparation of financial statements.
 - ACCTG 1: Be able to record, classify and interpret financial data and prepare reports for service and merchandising businesses
 - ACCTG 2: Be able to prepare a complete set of financial reports and record, classify and analyze financial data for corporations.
 - ACCTG 31A: Given the proper accounting data, create financial statements and graphs that are appropriately and accurately designed in Excel spreadsheets.
 - ACCTG 50: Demonstrate an understanding of the financial accounting process within SAP.
 - ACCTG 50: Demonstrate an understanding of an integrated order-to-cash cycle.
 - ACCTG 50: Demonstrate an understanding of a purchasing process cycle.
 - BUS 32: Deliver a business presentation that is clear, complete, concise, considerate, and correct.

- Upon completion of the program, students will be able to prepare closing entries at the end of an accounting cycle.
 - ACCTG 1: Be able to complete a comprehensive accounting cycle problem.
 - ACCTG 10A: Record transactions and analyze financial statements in detail based on Accounting Standards Codification and the Conceptual Framework promulgated by the Financial Accounting Standards Board.
 - ACCTG 10B: Record transactions and analyze financial statements in detail based on Accounting Standards Codification and the Conceptual Framework promulgated by the Financial Accounting Standards Board.
 - ACCTG 10C: Record transactions and analyze financial statements in detail based on Accounting Standards Codification and the Conceptual Framework promulgated by the Financial Accounting Standards Board.
 - ACCTG 50: Demonstrate an understanding of the financial accounting process within SAP.

- Upon completion of the program, students will be able to prepare calculations and use financial information for business management and decision making.
 - ACCTG 1: Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.
 - ACCTG 10A: Record transactions and analyze financial statements in detail based on Accounting Standards Codification and the Conceptual Framework promulgated by the Financial Accounting Standards Board.
 - ACCTG 10B: Record transactions and analyze financial statements in detail based on Accounting Standards Codification and the Conceptual Framework promulgated by the Financial Accounting Standards Board.
 - ACCTG 11: Students will analyze and apply cost accounting theory emphasizing job order costing, process cost accounting, and accounting methods for material, labor, factory overhead, cost management concepts, activity cost behavior, budgeting, standard costing, cost/volume/profit analysis, and tactical decision-making.
 - ACCTG 15: Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.
 - ACCTG 23: Demonstrate a level of engagement in the subject matter that reveals understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and personal lives.
 - ACCTG 40A: Visualize and communicate results of their accounting analysis using Excel and Tableau
 - ACCTG 40B: Analyze accounting data by using Pivot Tables, Excel, Google Sheets with XBRLAnalyst

- ACCTG 6: Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.
- BUS 1: Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.
- BUS 32: Compose a formal analytical business research report that is based on primary and secondary research and that is clear, complete, courteous, considerate and correct.
- BUS 5: Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.

Required Core Courses: (16 units)

Units: 16.0

ACCTG 1 ^{DE} Introduction to Financial Accounting	5.0
ACCTG 2 ^{DE} Corporate Financial and Managerial Accounting	5.0
BUS 1 ^{DE} Introduction To Business	3.0
BUS 32 ^{DE} Business Communications	3.0

Required Electives: (12 units required with a minimum of 6 units from List A)

Units: 12.0

List A: Select 6 to 12 units:

ACCTG 9 ^{DE} Accounting Ethics	3.0
OR	
BUS 62 ^{DE} Human Relations and Ethical Issues in Business	3.0

ACCTG 31A ^{DE} Excel for Accounting	3.0
OR	
ACCTG 31B ^{DE} Advanced Excel for Accounting	3.0
OR	
CIS 30 ^{DE} Microsoft Excel	3.0
OR	
CIS 35A ^{DE} QuickBooks Desktop	3.0
OR	
CIS 35B ^{DE} QuickBooks Online	3.0

ACCTG 15 ^{DE} Individual Income Taxes	3.0
ACCTG 45 ^{DE} Individual Financial Planning (<i>same as: BUS 45</i>)	3.0
BUS 45 ^{DE} Individual Financial Planning (<i>same as: ACCTG 45</i>)	3.0

List B: Select a MAXIMUM of 7 units from the courses below (if less than 12 units are completed from List A):

ACCTG 6 ^{DE} Accounting Consolidations	3.0
ACCTG 7 ^{DE} Advanced Accounting: Special Topics	3.0
ACCTG 10A ^{DE} Intermediate Accounting A	3.0
ACCTG 10B ^{DE} Intermediate Accounting B	3.0
ACCTG 10C ^{DE} Intermediate Accounting C	4.0
ACCTG 11 ^{DE} Cost Accounting	3.0
ACCTG 12 ^{DE} Auditing	3.0
ACCTG 16 ^{DE} Taxation of Corporations, Partnerships, Estates and Trusts	3.0
ACCTG 19A IRS Volunteer Income Tax Assistance (VITA) Program - Tax Preparer	1.0
ACCTG 23 ^{DE} Payroll Accounting	3.0
ACCTG 40A ^{DE} Data Analytics for Accounting	3.0
ACCTG 40B ^{DE} Auditing Analytics	3.0
ACCTG 50 ^{DE} ERP System: Introduction to Accounting	3.0
BUS 5 ^{DE} Business Law and the Legal Environment	3.0

Total: 28.0

Santa Monica College
Program Of Study
Administration of Justice AS-T

The Associate in Science in Administration of Justice for Transfer (AS-T) involves studying the functions and roles of the police, courts, and corrections. This course of study provides students with the opportunity to acquire skills in research, information gathering, observation, analytical and critical thinking, and written and verbal communication. This major may lead to a career in law enforcement, private security, corrections, forensics, and related areas.

Upon completion of the Associate in Science in Administration of Justice (AS-T), students will have a strong academic foundation in the field and be prepared for upper-division baccalaureate study. Completing the degree indicates that the student will have satisfied the lower division requirements for transfer into an Administration of Justice program for many California State University system campuses.

Program Learning Outcomes:

- Upon completion of the program, students will be able to evaluate complex issues in criminal justice from varying perspectives.
 - AD JUS 1: Identify the stages in a criminal jury trial and analyze the roles of the judge, prosecutor and defense attorney in this proceeding.
 - AD JUS 11: Demonstrate an understanding of the significance of DNA for solving crimes.
 - AD JUS 2: Given a set of facts, identify any potential crimes that are implicated from the fact pattern and state whether the crimes would be categorized as misdemeanors or as felonies.
 - AD JUS 3: Given a set of facts, students will be able to distinguish between statements which would be excluded from a court trial on hearsay grounds and those which would be admitted.
 - AD JUS 5: Analyze the technologies used by crime laboratories in examining evidence and evaluate their relative effectiveness.
 - AD JUS 67: Demonstrate an understanding of the significance of multiculturalism in the United States and how it impacts the police, courts and corrections.
 - AD JUS 8: Demonstrate an understanding of the California laws relating to delinquency that are applicable to fact patterns.

- Upon completion of the program, students will demonstrate an understanding of the functions of the police, courts, and corrections.
 - AD JUS 1: Distinguish between the responsibilities of the American police, courts and corrections.
 - AD JUS 1: Identify the stages in a criminal jury trial and analyze the roles of the judge, prosecutor and defense attorney in this proceeding.
 - AD JUS 11: Analyze the proper way to collect and preserve different types of forensic evidence.
 - AD JUS 2: Given a set of facts, identify any potential crimes that are implicated from the fact pattern and state whether the crimes would be categorized as misdemeanors or as felonies.
 - AD JUS 2: Explain the difference between a specific and a general intent crime.
 - AD JUS 3: Given a set of facts, students will be able to distinguish between statements which would be excluded from a court trial on hearsay grounds and those which would be admitted.
 - AD JUS 3: Given a hypothetical case study, students will analyze whether the privilege against self-incrimination can be claimed.
 - AD JUS 5: Describe the different types of reports that investigators may utilize during the criminal investigative process.
 - AD JUS 67: Demonstrate an understanding of the significance of multiculturalism in the United States and how it impacts the police, courts and corrections.
 - AD JUS 67: Evaluate various strategies for conflict resolution that can be employed in the administration of justice system.
 - AD JUS 8: Outline the differences between adult court procedures and juvenile court procedures.

- Upon completion of the program, students will be able to analyze the influence of new technology and how it will impact the criminal justice system.
 - AD JUS 1: Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to careers in administration of justice and their personal lives.
 - AD JUS 11: Analyze the proper way to collect and preserve different types of forensic evidence.
 - AD JUS 11: Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, especially as it relates to linking the relevance of course content to careers in the administration of justice and their personal lives.

- AD JUS 2: Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.
- AD JUS 3: Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers and their personal lives.
- AD JUS 5: Analyze the technologies used by crime laboratories in examining evidence and evaluate their relative effectiveness.
- AD JUS 5: Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers and their personal lives.
- AD JUS 67: Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the course content to careers in the administration of justice and their personal lives.
- AD JUS 8: Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and in their personal lives.

Required Core: (6 units) Units: 6.0

AD JUS 1 ^{DE} Introduction to Administration of Justice	3.0
AD JUS 2 ^{DE} Concepts of Criminal Law	3.0

List A: Select two courses (6 units) Units: 6.0

AD JUS 3 ^{DE} Legal Aspects of Evidence	3.0
AD JUS 5 ^{DE} Criminal Investigation	3.0
AD JUS 8 ^{DE} Juvenile Procedures	3.0
AD JUS 11 ^{DE} Introduction to Forensics	3.0
AD JUS 67 ^{DE} Community and the Justice System	3.0

List B: Select two courses (6 units) Units: 6.0

BUS 32 ^{DE} Business Communications	3.0
CIS 4 ^{DE} Business Information Systems with Applications	3.0
COM ST 11 ^{DE} Elements of Public Speaking	3.0
COM ST 12 ^{DE} Persuasion	3.0
COM ST 16 ^{DE} Fundamentals of Small Group Discussion	3.0
COM ST 21 ^{DE} Argumentation	3.0
ENGL 2 ^{DE} Critical Analysis and Intermediate Composition	3.0
ENGL 31 ^{DE} Advanced Composition	3.0
HIST 47 The Practice of History	3.0
MATH 2 ^{DE} Precalculus	5.0
MATH 7 ^{DE} Calculus 1	5.0
MATH 21 ^{DE} Finite Mathematics	3.0
MATH 28 ^{DE} Calculus 1 for Business and Social Science	5.0
MATH 54 ^{DE} Elementary Statistics	4.0
PHILOS 7 ^{DE} Logic and Critical Thinking	3.0
PHILOS 9 ^{DE} Symbolic Logic	3.0
POL SC 1 ^{DE} American and California Politics	3.0
PSYCH 1 ^{DE} General Psychology	3.0
--- <i>either</i> ---	
SOCIOL 1 ^{DE} Introduction to Sociology	3.0
OR	
SOCIOL 1 S Introduction to Sociology - Service Learning	3.0
--- <i>either</i> ---	
SOCIOL 2 ^{DE} Social Problems	3.0
OR	
SOCIOL 2 S Social Problems -- Service Learning	3.0
-----	3.0
SOCIOL 4 ^{DE} Sociological Analysis	3.0

Total: 18.0

**Santa Monica College
Program Of Study
Business Administration (2.0) AS-T**

Upon successful completion of the Santa Monica College AS-T in Business Administration 2.0, students will have a strong academic foundation in the field and be prepared for upper-division baccalaureate study. This coursework will satisfy most lower-division Business requirements at many institutions and the California State University system. This degree is intended for students interested in the theory of Business and planning on transferring to a four-year university and majoring in Business.

Completing this degree will likely give you priority admission consideration in the majors at the CSU campuses listed below. In addition, you will need to complete no more than 60 semester/90 quarters CSU units of coursework after transfer to complete your degree. If you are considering transferring to a UC, private, or out-of-state university, please consult a counselor before applying to transfer, as that institution's transfer requirements might differ from those required for the AS-T in Business Administration 2.0.

Students may satisfy the requirements of this degree with approved courses (which may be fewer units) taken at other California community colleges. The courses listed below are SMC courses. If completed entirely at SMC, the Area of Emphasis requires 29 units.

Program Learning Outcomes:

- Upon completion of a degree in Business Administration 2.0 students will demonstrate coherent and comprehensive analysis of business issues.
 - ACCTG 1: Be able to record, classify and interpret financial data and prepare reports for service and merchandising businesses
 - ACCTG 1: Be able to complete a comprehensive accounting cycle problem.
 - ACCTG 2: Be able to prepare a complete set of financial reports and record, classify and analyze financial data for corporations.
 - ACCTG 2: Be able to apply managerial accounting tools for decision-making in service, merchandising and manufacturing environments.
 - BUS 32: Compose a formal analytical business research report that is based on primary and secondary research and that is clear, complete, courteous, considerate and correct.
 - ECON 1: Demonstrate through oral and/or written work knowledge of the course content: Supply and Demand Model, the concept of elasticity, productivity, cost structures, and the implications of alternative market structures including Perfect Competition, Monopoly, Monopolistic Competition and Oligopoly, for prices, efficiency, and the role of government.
 - ECON 2: Demonstrate proficiency in the research, analytical, and communication skills necessary to present compelling and original arguments, orally and/or in writing, that advance reasonable conclusions concerning the different expectations of two or more economic theories and the varying consequences and opportunity costs of each on the macroeconomy in terms of level of employment, output and prices, inflation, and economic growth.

- Upon completion of a degree in Business Administration 2.0 students will identify and resolve ethical dilemmas in the domestic and global business environment.
 - BUS 5: Given a set of facts, identify the various crimes and torts and outline the legal consequences that arise from each.
 - ECON 1: Demonstrate academic responsibility and integrity.
 - ECON 2: Demonstrate academic responsibility and integrity.

Required Core Courses:

	Units: 26.0
ACCTG 1 ^{DE} Introduction to Financial Accounting	5.0
ACCTG 2 ^{DE} Corporate Financial and Managerial Accounting	5.0
BUS 5 ^{DE} Business Law and the Legal Environment	3.0
BUS 32 ^{DE} Business Communications (<i>may substitute with BUS 1</i>)	3.0
ECON 1 ^{DE} Principles of Microeconomics	3.0
ECON 2 ^{DE} Principles of Macroeconomics	3.0
MATH 54 ^{DE} Elementary Statistics	4.0

Select one course from the following (3 units minimum):

Units: 3.0

Note: The majority of CSUs require Business calculus either for admission or graduation. It is highly recommended you take this course at the community college (see ASSIST for math requirement/s for your transfer institution requirement/s).

MATH 7 ^{DE} Calculus 1*	5.0
MATH 28 ^{DE} Calculus 1 for Business and Social Science*	5.0
MATH 21 ^{DE} Finite Mathematics	3.0

**Maximum UC credit for Math 7 and 28 is one course.*

Total: 29.0

Santa Monica College
Program Of Study
CPA Track Certificate of Achievement

This program prepares holders of a Bachelor's degree to take the Certified Public Accountant (CPA) Board Exam. For information on the CPA exam, please see the California Board of Accountancy website (www.dca.ca.gov/cba/).

Program Learning Outcomes:

- Upon completion of the program, students will understand accounting concepts that encompass all areas tested on the Certified Public Accounting exam. These concepts include GAAP, cost accounting, accounting for income taxes, accounting ethics, professional auditing responsibilities and analysis of complex and advanced accounting topics.
 - ACCTG 1: Be able to record, classify and interpret financial data and prepare reports for service and merchandising businesses
 - ACCTG 1: Be able to complete a comprehensive accounting cycle problem.
 - ACCTG 10A: Record transactions and analyze financial statements in detail based on Accounting Standards Codification and the Conceptual Framework promulgated by the Financial Accounting Standards Board.
 - ACCTG 10A: Analyze and discuss the accounting information system, revenue recognition, and valuation and reporting issues for current assets.
 - ACCTG 10B: Record transactions and analyze financial statements in detail based on Accounting Standards Codification and the Conceptual Framework promulgated by the Financial Accounting Standards Board.
 - ACCTG 10B: Analyze and discuss the topics of long-term assets, current liabilities, long-term liabilities, and investments.
 - ACCTG 15: Understand the basic rules, regulations, and procedures of federal income taxation for individuals.
 - ACCTG 16: Understand the basic rules, regulations, and procedures of federal income taxation for corporations, partnerships, estates, and trusts. They will also understand the basics of gift taxation.
 - ACCTG 2: Be able to prepare a complete set of financial reports and record, classify and analyze financial data for corporations.
 - ACCTG 2: Be able to apply managerial accounting tools for decision-making in service, merchandising and manufacturing environments.
 - ACCTG 40A: Utilize the IMPACT model for analyzing accounting data
 - ACCTG 40A: Analyze accounting data by using Excel and Tableau
 - ACCTG 40B: Define the modern audit and the 4 categories of data analysis
 - ACCTG 6: Analyze and record transactions involving investments in other companies, and prepare consolidated financial statements based on published standards and Interpretations and the Conceptual Framework promulgated by the Financial Accounting Standards Board.
 - ACCTG 6: Analyze and record transactions pertaining to estate and trust based on published standards and Interpretations and the Conceptual Framework promulgated by the Financial Accounting Standards Board.
 - ACCTG 7: Analyze and record transactions pertaining to foreign currency, partnerships, state and local government and non-profit entities, based on published standards and Interpretations and the Conceptual Framework promulgated by the Financial Accounting Standards Board and Government Accounting Standards Board.
 - ACCTG 9: The student will be able to recognize and identify ethical components as factors in every business and accounting decision, and will be able to describe the ethical dilemmas present.
 - BUS 5: Given a set of facts, identify the various crimes and torts and outline the legal consequences that arise from each.

- Upon completion of the program, students will demonstrate a range of accounting skills. These skills include the application of US GAAP, cost accounting, accounting for income taxes, accounting ethics, professional auditing responsibilities, and analysis of complex and advanced accounting topics.
 - ACCTG 1: Be able to complete a comprehensive accounting cycle problem.
 - ACCTG 10A: Analyze and discuss the accounting information system, revenue recognition, and valuation and reporting issues for current assets.
 - ACCTG 10B: Analyze and discuss the topics of long-term assets, current liabilities, long-term liabilities, and investments.
 - ACCTG 12: Prepare audit working papers to document audit findings in accordance with required auditing standards.

- ACCTG 16: Understand the basic rules, regulations, and procedures of federal income taxation for corporations, partnerships, estates, and trusts. They will also understand the basics of gift taxation.
 - ACCTG 2: Be able to apply managerial accounting tools for decision-making in service, merchandising and manufacturing environments.
 - ACCTG 40A: Utilize the IMPACT model for analyzing accounting data
 - ACCTG 40A: Extract and transform accounting data using Excel, and Google Sheets.
 - ACCTG 40A: Analyze accounting data by using Excel and Tableau
 - ACCTG 40A: Visualize and communicate results of their accounting analysis using Excel and Tableau
 - ACCTG 40B: Define the modern audit and the 4 categories of data analysis
 - ACCTG 40B: Extract and transform accounting data using SQL, Excel, and Google Sheets
 - ACCTG 40B: Analyze accounting data by using Pivot Tables, Excel, Google Sheets with XBRLAnalyst
 - ACCTG 40B: Visualize and communicate results of their accounting analysis using Excel and Powerpoint
 - ACCTG 6: Analyze and record transactions involving investments in other companies, and prepare consolidated financial statements based on published standards and Interpretations and the Conceptual Framework promulgated by the Financial Accounting Standards Board.
 - ACCTG 6: Analyze and record transactions pertaining to estate and trust based on published standards and Interpretations and the Conceptual Framework promulgated by the Financial Accounting Standards Board.
 - ACCTG 7: Analyze and record transactions pertaining to foreign currency, partnerships, state and local government and non-profit entities, based on published standards and Interpretations and the Conceptual Framework promulgated by the Financial Accounting Standards Board and Government Accounting Standards Board.
 - ACCTG 7: Perform accounting research using web-based and published resources related to Generally Accepted Accounting Principles.
 - ACCTG 9: The student will be able to recognize and identify ethical components as factors in every business and accounting decision, and will be able to describe the ethical dilemmas present.
 - ACCTG 9: The student will be able to apply ethical frameworks--both philosophical and delineated in legal and professional codes of conduct--to ethical decision making and identify multiple courses of action and the possible consequences of each.
 - BUS 5: Given excerpts from a written contract, comprehend and evaluate its components according to standard contract principles.
- Upon completion of the program, students will acquire practical skills and knowledge that they can apply to their professional careers and everyday lives.
 - ACCTG 1: Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.
 - ACCTG 10A: Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.
 - ACCTG 10B: Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.
 - ACCTG 10C: Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.
 - ACCTG 12: Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.
 - ACCTG 15: Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.
 - ACCTG 16: Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.
 - ACCTG 2: Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.
 - ACCTG 40A: Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in accounting and their personal lives

- ACCTG 40B: Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in accounting and their personal lives
- ACCTG 6: Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.
- ACCTG 7: Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.
- ACCTG 9: The student will be able to demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.
- BUS 5: Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.

Select 24 units from the following:

Units: 24.0

ACCTG 1 ^{DE} Introduction to Financial Accounting	5.0
ACCTG 2 ^{DE} Corporate Financial and Managerial Accounting	5.0
ACCTG 6 ^{DE} Accounting Consolidations	3.0
ACCTG 7 ^{DE} Advanced Accounting: Special Topics	3.0
ACCTG 9 ^{DE} Accounting Ethics	3.0
ACCTG 10A ^{DE} Intermediate Accounting A	3.0
ACCTG 10B ^{DE} Intermediate Accounting B	3.0
ACCTG 10C ^{DE} Intermediate Accounting C	4.0
ACCTG 12 ^{DE} Auditing	3.0
ACCTG 15 ^{DE} Individual Income Taxes	3.0
ACCTG 16 ^{DE} Taxation of Corporations, Partnerships, Estates and Trusts	3.0
ACCTG 40A ^{DE} Data Analytics for Accounting	3.0
ACCTG 40B ^{DE} Auditing Analytics	3.0
BUS 5 ^{DE} Business Law and the Legal Environment	3.0

Total: 24.0

**Santa Monica College
Program Of Study
Logistics and Supply Chain Management AS/Certificate of Achievement**

This program allows students to develop skills in the growing field of logistics and supply chain management. Students will learn about the flow and movement that organizations utilize to produce and deliver their products and services. Logistics and how the supply chain touches all aspects of a company's operations — from the movement of raw materials, energy, goods, money, [people, satellites, information, and an array of operational tools. Our logistics and supply chain management degree will prepare you for a career in the growing field of Global Trade and Logistics/Supply Chain. Our program partners with PRO-GTL to enhance education and business partnerships for optimal job opportunities.

Program Learning Outcomes:

- Upon completion of this program, students will demonstrate coherent and comprehensive understanding of logistics and supply chain management.
 - BUS 1: Explain the fundamental principles of capitalism and the tools used to measure and manage the economy.
 - BUS 32: Write common business messages such as letters, memos, and e-mails that are clear, complete, concise, courteous, considerate, and correct.
 - BUS 80: Solve a problem in logistics management, such as transport and vehicle routing decisions, purchasing and supply scheduling decisions, or storage and handling decisions.
 - BUS 82: Solve a problem in supply chain management, such as designing a distribution network for an e-business.

- Upon completion of the program, students will analyze production processes and quality control. Students will gain expertise in scheduling, inventory management, and transportation, alongside a deep awareness of cost factors.
 - BUS 1: Develop ethical business strategies for solving business problems in the areas of marketing, finance, human resources, investments, and management.
 - BUS 32: Compose a formal analytical business research report that is based on primary and secondary research and that is clear, complete, courteous, considerate and correct.
 - BUS 80: Identify and evaluate logistics service providers, such as freight forwarders, customs brokers, etc. in a selected geographic area.
 - BUS 82: Identify and evaluate the tradeoffs of a supply chain.

- Upon completion of the program, students will analyze techniques, manufacturing and distribution of goods and services.
 - BUS 32: Deliver a business presentation that is clear, complete, concise, considerate, and correct.

Required Core Courses: Units: 12.0

BUS 1 ^{DE} Introduction To Business	3.0
BUS 32 ^{DE} Business Communications	3.0
BUS 80 ^{DE} Principles of Logistics	3.0
BUS 82 ^{DE} Supply Chain Management	3.0

Select 3 courses from the following: (9 units) Units: 9.0

BUS 57 ^{DE} Introduction to Lean Six Sigma	3.0
BUS 81 ^{DE} Transportation Management	3.0
BUS 83 ^{DE} Operations Management	3.0
BUS 84 ^{DE} Introduction to Procurement	3.0
BUS 85 ^{DE} Project Management Global Trade and Logistics	3.0
BUS 86 ^{DE} Earned Value Management Systems	3.0
BUS 87 ^{DE} ERP System: Procurement	4.0

Select 1 course from the following: (3 units) Units: 3.0

ACCTG 31A ^{DE} Excel for Accounting	3.0
ACCTG 31B ^{DE} Advanced Excel for Accounting	3.0
CIS 30 ^{DE} Microsoft Excel	3.0
CIS 34 ^{DE} Advanced Excel with Visual Basic for Applications	3.0

Total: 24.0

**Santa Monica College
Program Of Study
Staff Accountant Certificate of Achievement**

This program is for bookkeepers and accounting clerks who want to advance to a higher professional level. Business owners can strengthen their businesses with best practices and compliance with current accounting standards and laws. Students completing this Certificate of Achievement may wish to pursue the Accounting Associate Degree by satisfying additional requirements.

Program Learning Outcomes:

- Upon completion of the program students will effectively comprehend, record, post and summarize financial accounting information from an original business transaction through the preparation of financial statements.
 - ACCTG 1: Be able to record, classify and interpret financial data and prepare reports for service and merchandising businesses
 - ACCTG 10A: Record transactions and analyze financial statements in detail based on Accounting Standards Codification and the Conceptual Framework promulgated by the Financial Accounting Standards Board.
 - ACCTG 10A: Analyze and discuss the accounting information system, revenue recognition, and valuation and reporting issues for current assets.
 - ACCTG 10B: Record transactions and analyze financial statements in detail based on Accounting Standards Codification and the Conceptual Framework promulgated by the Financial Accounting Standards Board.
 - ACCTG 10B: Analyze and discuss the topics of long-term assets, current liabilities, long-term liabilities, and investments.
 - ACCTG 2: Be able to prepare a complete set of financial reports and record, classify and analyze financial data for corporations.

- Upon completion of the program students will effectively perform closing entries at the end of an accounting cycle.
 - ACCTG 1: Be able to complete a comprehensive accounting cycle problem.
 - ACCTG 10A: Analyze and discuss the accounting information system, revenue recognition, and valuation and reporting issues for current assets.

- Upon completion of the program students will demonstrate the ability to prepare calculations and use financial information for business management and decision making.
 - ACCTG 1: Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.
 - ACCTG 10A: Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.
 - ACCTG 10B: Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.
 - ACCTG 2: Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.

Required Courses:

ACCTG 1 ^{DE} Introduction to Financial Accounting	5.0
ACCTG 2 ^{DE} Corporate Financial and Managerial Accounting	5.0
ACCTG 10A ^{DE} Intermediate Accounting A	3.0
ACCTG 10B ^{DE} Intermediate Accounting B	3.0

Total: 16.0