SANTA MONICA COLLEGE
ACADEMIC SENATE

1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Agenda
Wednesday, October 30, 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

One tap mobile
+16694449171, 88008685421# US

Dial by your location

• +1 669 444 9171 US	• +1 360 209 5623 US	• +1 564 217 2000 US
• +1 253 205 0468 US	• +1 386 347 5053 US	• +1 646 931 3860 US
• +1 719 359 4580 US	• +1 507 473 4847 US	• +1 689 278 1000 US

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

Members:

Redelia Shaw, *Chair*	Susan Caggiano	Walker Griffy	Scott Silverman
Dione Hodges, *Vice Chair*	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	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)

VI. Information Items

    1. CSLO/PLO Update
    2. Common Course Numbering

VII. Action Items

(Courses: New)

(Courses: Distance Education)

(Courses: Common Course Numbering)

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)

(Programs: Revisions)
o. 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 and Dione Hodges by email if you are unable to attend this meeting.

The next Curriculum Committee meeting is November 6, 2024.

SANTA MONICA COLLEGE
ACADEMIC SENATE

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, *Chair*	Susan Caggiano	Walker Griffy	Kevin Roberts
Dione Hodges, *Vice Chair*	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 pate 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 WebISIS; 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 Associate Degree GE requirements effective Fall 2025

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)**
>
> - ENGL 1 *or* 1D *or* BUS 31
>
> **(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.

- ACCTG 1, 2, 45 *(same as BUS 45) (satisfies area if completed Spring 2018 or later)*
- BUS 45 *(same as ACCTG 45) (satisfies area if completed Spring 2018 or later)*
- 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 *(formerly same as CS 10),* 11, 13, 15, 18, 20, 21, 26, 28, 29, 32, 41, 49, 50, 54
- PHILOS 7, 9
- PSYCH 7
- SOCIOL 4

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

- ANIM 5 *(formerly ET 61)*
- 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, 3, 4, 5, 6, 7, 8, 9^{GC}, 10^{GC}, (11) *(formerly same as FILM 11),* 14, 15, 17, 18, 26 *(same as HUM 26),* 30A, 30B, 31, 32 *(formerly same as HIST 30),* 34, 38, 39, 40, 41, 45, 49^{GC}, 50, 51 *(same as REL ST 51),* 52 *(same as REL ST 52),*
- HIST (30) *(formerly same as ENGL 32)*
- HUM 9A^{GC}, 26 *(same as ENGL 26)*
- INTARC (30), (41), (42), (60), (66)
- 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}, (34), (35), 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 *(formerly same as HIST 48),* 51 *(same as POL SC 51),* 52 *(same as POL SC 52)*
- PHOTO 52 *(same as AHIS 52)*

- 53, 54, 55 *(formerly same as TH ART 7)*, 56, 57, 58, 59, 61, 62^{GC}
- ET (61)
- ENVRN 20^{GC} *(same as PHILOS 20)*
- FILM 1, 2, 5, 6, 7^{GC}, 8, 9, 11 *(formerly same as ENGL 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
- 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, (7) *(formerly same as ENGL 55)*, 41
- TURKSH 1^{GC}

(4) Social and Behavioral Sciences (minimum of 3 semester / 4 quarter units).

- AD JUS 1, 2
- ANTHRO 2^{GC}, 3, 4, 7, 14^{GC}, 19^{GC}, 20, 21^{GC}, 22
- ASTRON 6^{GC}
- BILING (1)
- BUS 1
- COM ST 9, 30, 31, 35, 36^{GC}, 37^{GC}
- ECE 11^{GC}, (18)^{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} *(satisfies GC requirement if completed Fall 2011 or later) (same as PSYCH 40)*
- ETH ST 1, 6, 8, 9
- 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} *(satisfies GC requirement if completed Fall 2014 or later)*, 26, 28, 29, 32^{GC} *(same as ENVRN 32)*, 33, 34^{GC} *(satisfies GC requirement if completed Fall 2014 or later)*, 38, 39^{GC} *(satisfies GC requirement if completed Fall 2014 or later)*, 41, 42, 43, (45), (46), 47, (48) *(formerly same as PHILOS 48)*, 52, 53, 55, 62
- MEDIA 1, 3^{GC} *(same as GLOBAL 3)*, 4, 10^{GC}
- NUTR 7^{GC}
- PHILOS 48 *(formerly same as HIST 48)*, 51 *(same as POL SC 51)*, 52 *(same as POL SC 52)*
- 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)*
- PSYCH 1, 3, 5, 6, 7, 8^{GC}, 11, (12), 13, 14, (18)^{GC}, 19, 25, 40^{GC} *(satisfies GC requirement if completed Fall 2011 or later) (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} *(formerly WOM ST 10)*, 20^{GC} *(formerly WOM ST 20)*, 30^{GC} *(formerly WOM ST 30)*, 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, (4), 9^{GC}, 10^{GC}, 15^{GC}, 15N, 21, 22, 23, 30, 31, 32, 33, 35
- BOTANY 1, 3
- CHEM 9^{GC} *(satisfies GC if completed Spring 2013 or later)*, 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 *(satisfies area if completed prior to Winter 2017)*, (6)
- PHYSCS 6, 7, 8, 9, 12, 14, 21, 22, 23, 24
- PHYS 3
- PSYCH 2
- ZOOL 5, (17), (20)

==**(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.==

Current Associate Degree General Education Requirements

I: NATURAL SCIENCE: At least 3 semester units selected from:	
• 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, (4), 9[GC], 10[GC], 15[GC], 15N, 21, 22, 23, 30, 31, 32, 33, 35 • BOTANY 1, 3 • CHEM 9[GC] *(satisfies GC if completed Spring 2013 or later)*, 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 *(satisfies area if completed prior to Winter 2017)*, (6) • PHYSCS 6, 7, 8, 9, 12, 14, 21, 22, 23, 24 • PHYS 3 • PSYCH 2 • ZOOL 5, (17), (20)

II: SOCIAL SCIENCE: 6 semester units, with at least 3 units selected from each group:	
GROUP II A (at least 3 semester units)	
• ECON 15 *(same as HIST 15)* • ENVRN 14[GC] *(same as HIST 14)*	• HIST 10[GC], 11, 12, 14[GC] *(same as ENVRN 14)*, 15 *(same as ECON 15)*, 27, 41, (45), (46) • POL SC 1
GROUP II B (at least 3 semester units)	
• AD JUS 1, 2 • ANTHRO 2[GC], 3, 4, 7, 14[GC], 19[GC], 20, 21[GC], 22 • ASTRON 6[GC] • BILING (1) • BUS 1 • COM ST 9, 30, 31, 35, 36[GC], 37[GC] • ECE 11[GC], (18)[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] *(satisfies GC requirement if completed Fall 2011 or later) (same as PSYCH 40)* • ETH ST 1, 6, 8, 9 • 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*	• 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] *(satisfies GC requirement if completed Fall 2014 or later)*, 26, 28, 29, 32[GC] *(same as ENVRN 32)*, 33, 34[GC] *(satisfies GC requirement if completed Fall 2014 or later)*, 38, 39[GC] *(satisfies GC requirement if completed Fall 2014 or later)*, 41, 42, 43, (45), (46), 47, (48) *(formerly same as PHILOS 48)*, 52, 53, 55, 62 • MEDIA 1, 3[GC] *(same as GLOBAL 3)*, 4, 10[GC] • NUTR 7[GC] • PHILOS 48 *(formerly same as HIST 48)*, 51 *(same as POL SC 51)*, 52 *(same as POL SC 52)* • 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)*

as GEOG 11)	• PSYCH 1, 3, 5, 6, 7, 8[GC], 11, (12), 13, 14, (18)[GC], 19, 25, 40[GC] *(satisfies GC requirement if completed Fall 2011 or later) (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] *(formerly WOM ST 10)*, 20[GC] *(formerly WOM ST 20)*, 30[GC] *(formerly WOM ST 30)*, 40[GC]

III: HUMANITIES: At least 3 semester units selected from:

- ANIM 5 *(formerly ET 61)*
- 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, 3, 4, 5, 6, 7, 8, 9[GC], 10[GC], (11) *(formerly same as FILM 11)*, 14, 15, 17, 18, 26 *(same as HUM 26)*, 30A, 30B, 31, 32 *(formerly same as HIST 30)*, 34, 38, 39, 40, 41, 45, 49[GC], 50, 51 *(same as REL ST 51)*, 52 *(same as REL ST 52)*, 53, 54, 55 *(formerly same as TH ART 7)*, 56, 57, 58, 59, 61, 62[GC]
- ET (61)
- ENVRN 20[GC] *(same as PHILOS 20)*
- FILM 1, 2, 5, 6, 7[GC], 8, 9, 11 *(formerly same as ENGL 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
- HIST (30) *(formerly same as ENGL 32)*
- HUM 9A[GC], 26 *(same as ENGL 26)*
- INTARC (30), (41), (42), (60), (66)
- 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], (34), (35), 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 *(formerly same as HIST 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, (7) *(formerly same as ENGL 55)*, 41
- TURKSH 1[GC]

(May be 1, 1.5 or 2 unit course. Additional course may be required to meet minimum 3 unit Humanities requirement)

IV: LANGUAGE AND RATIONALITY: 6 semester units, 3 units selected from each group; English and math requirement must be completed with a "C" or higher.
A minimum grade of "C" or better or "P" when a Pass is equivalent to a "C" or better grade; *or*   ***GROUP A:*** Upper-division courses in English may be used to satisfy competency requirements for the degree or Possession of an Associate degree, Bachelor's degree or higher from a regionally accredited College or University.   ***GROUP B:*** Upper-division courses in Math may be used to satisfy competency requirements for the degree or Possession of an Associate degree, Bachelor's degree or higher from a regionally accredited College or University.
GROUP A: Select 1 course from the following:
• ENGL 1 *or* 1D *or* BUS 31
GROUP B: Select 1 course from the following;

• ACCTG 1, 2, 45 *(same as BUS 45) (satisfies area if completed Spring 2018 or later)* • BUS 45 *(same as ACCTG 45) (satisfies area if completed Spring 2018 or later)* • 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 *(formerly same as CS 10)*, 11, 13, 15, 18, 20, 21, 26, 28, 29, 32, 41, 49, 50, 54 • PHILOS 7, 9 • PSYCH 7 • SOCIOL 4

V: 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 I, IIA, IIB, and III and can be used to satisfy BOTH areas.)

- 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 *(satisfies GC requirement if completed Spring 2013 or later)*
- CHNESE 1, 2, 3, 4, 9
- COMM (10⁺) *(see MEDIA)*
- COM ST 14, 20, 36, 37, 310
- DANCE 2, 5, 57A
- ECE 11, (18), 19
- ECON 4 *(same as ENVRN 4)*, 5 *(same as GLOBAL 5 and POL SC 5)*, 8 *(same as WGS 8)*
- ENGL 9, 10, 49, 62
- ENVRN 4 *(same as ECON 4)*, 7 *(same as GEOG 7)*, 14 *(same as HIST 14)*, 20 *(same as PHILOS 20)*, 22 *(same as POL SC 22)*, 32 *(same as HIST 32)*, 40 *(satisfies GC requirement if completed Fall 2011 or later) (same as PSYCH 40)*
- ETH ST 6
- FILM 7
- FRENCH 1, 2, 3, 4, 9, 20 *(satisfies GC requirement if completed Spring 2023 or later)*
- GEOG 7 *(same as ENVRN 7)*, 9 *(same as GEOL 9)*, 11 *(same as GLOBAL 11)*, 14
- GEOL 9 *(same as GEOG 9)*
- GERMAN 1, 2, 3, 4
- GLOBAL 3 *(same as MEDIA 3)*, 5 *(same as ECON 5 and POL SC 5)*, 10, 11 *(same as GEOG 11)*

- HEALTH 60 *(same as NURSNG 60)*
- HEBREW 1, 2, 3, 4
- HIST 6, 10⁺, 14 *(same as ENVRN 14)*, 25 *(satisfies GC requirement if completed Fall 2014 or later)*, 32 *(same as ENVRN 32)*, 34 *(satisfies GC requirement if completed Fall 2014 or later)*, 39 *(satisfies GC requirement if completed Fall 2014 or later)*
- HUM 9A
- IARC 56 *(formerly INTARC 71)*
- ITAL 1, 2, 3, 4
- JAPAN 1, 2, 3, 4, 9
- KOREAN 1, 2, 3, 4, 9
- LING 1
- MEDIA 3 *(same as GLOBAL 3)*, 10⁺ *(formerly COMM 10)*
- MUSIC 29, 33⁺, 36, 37⁺
- NURSNG 60 *(same as Health 60)*
- NUTR 7
- PERSIN 1, 2
- PHILOS 20 *(same as ENVRN 20)*
- POL SC 5 *(same as ECON 5 & GLOBAL 5)*, 21, 22 *(same as ENVRN 22)*
- PORTGS 1, 2
- PSYCH 8, (18), 40 *(satisfies GC requirement if completed Fall 2011 or later) (same as ENVRN 40)*
- RRM 1
- RUSS 1, 2
- SOCIOL 1s, 2s, 34
- SPAN 1, 2, 3, 4, 9, 11, 12, 20, 25
- TURKSH 1
- WGS 8 *(same as ECON 8)*, 10 *(formerly WOM ST 10)*, 20 *(formerly WOM ST 20)*, 30 *(formerly WOM ST 30)*, 40 *(formerly WOM ST 40)*

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 • 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**

% of Course	Topic
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**

% of Course	Topic
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 calenders 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 seemly 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**

% of Course	Topic
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: ENGLISH C1000, Academic Reading and Writing

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 UC, CSU
Cal-GETC Area:	1A: English Composition
CSU GE Area:	A2 - Written Communication
IGETC Area:	1A: English Composition
SMC GE Area:	Area IV-A: Language and Rationality (Group A)
Degree Applicability:	Credit – Degree Applicable
Proposed Start:	Fall 2025

Rationale

ENGL C1000 updates in accordance with the Common Course Numbering project (AB 1111).

I. **Catalog Description**

In this course, students receive instruction in academic reading and writing, including writing processes, effective use of language, analytical thinking, and the foundations of academic research.

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 Bedford Reader, 15th, Kennedy, X..J., Dorothy M. Kennedy, Jane E. Aaron, and Ellen Kuhl Repetto. , MacMillan Learning © 2023, ISBN: Paperback: 9781319331795/ E-book: 9781319485610
2. *A Writer's Reference, 10th, Hacker, Diana and Nancy Sommers. , MacMillan Learning © 2021, ISBN: Paperback: 9781319332938/ E-book: 9781319332969
3. *My Slipper Floated Away: New American Memoirs, OER, Justine Hope Blau et al., CUNY © 2020, ISBN: LINK: https://cuny.manifoldapp.org/projects/my-slipper-floated-away
4. *Reading and Writing Successfully in College: A Guide for Students, Lynne, Patricia, Rotel Project (OER) © 2024
5. *Write What Matters, Long, L., Minervini, A., and Joel Gladd, Idaho Pressbooks (OER) © 2020
6. *The RoughWriter's Guide, Dr. Karen Palmer and Dr. Sandi Van Lieu, Pressbooks (OER) © 2020
7. *Everyone's an Author with Readings, Lunsford, A., Brody, M., et al, W. W. Norton © 2023
8. *The Everyday Writer with Exercises, Eighth Edition, Lunsford, Andrea, MacMillan © 2023
9. *Rereading America, Twelfth Edition, Colombo, G., Cannon, U., et al, Macmillan © 2022
10. *Little Seagull Handbook with Exercises, Bullock, R., Brody, M., and Francine Weinberg, W. W. Norton © 2024
11. *The Norton Sampler: Short Essays for Composition, Cooley, Thomas., W. W. Norton © 2024
12. *Survival Math: Notes on an All-American Family, Jackson, Mitchell, Scribner © 2019
13. *Ordinary Girls: A Memoir, Diaz, Jaquira, Algonquin Books © 2019
14. An anthology, or appropriate Open Educational Resources (OER) containing culturally diverse college-level essays, articles, or other texts. A college-level handbook on writing and documentation or evidence of similar writing pedagogy. Course texts may include book-length works. Texts used by individual institutions and even individual sections will vary. The list of representative texts must include at least one text with a publication date within seven (7) years of the course outline approval date.

III. **Course Objectives**

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

1. *Read, analyze, and evaluate diverse texts, primarily non-fiction, for rhetorical strategies and styles.
2. *Apply a variety of rhetorical strategies in academic writing, including well-organized essays with effective theses and support.
3. *Develop varied and flexible strategies for generating, drafting, revising, editing, and proofreading formal writing.
4. *Analyze rhetorical choices in students' own and peers' writing and effectively provide and incorporate feedback.

5. *Write in various genres and modalities, including low stakes, analytical, argumentative, collaborative, reflective writing, synthesis, literature review, and other forms.
6. *Exhibit acceptable college-level control of mechanics, organization, development, and coherence.
7. *Identify, evaluate, and effectively integrate material from source texts through paraphrasing, summarizing, and quoting using appropriate documentation conventions
8. *Compose a minimum of 5,000 words of formal writing across major assignments.

IV. Methods of Presentation:

Lecture and Discussion, Discussion, Distance Education, Online instructor-provided resources, Individualized Instruction, Other Methods: Instructors will design the course around combinations of the following: lectures, directed class discussions, small-group discussions, peer-group writing workshops, individual conferences, small-group conferences, and student presentations. Reading and writing, both in and out of class, will be an integral part of the course.

V. Course Content

% of Course	Topic

25.000%	*Fundamentals of Academic Reading*
	• Read, analyze, and evaluate diverse texts, primarily non-fiction, for rhetorical strategies and styles.
	   ○ *Read with increased flexibility and effectiveness in order to understand diverse materials.
	   ○ *Process text through summarizing, outlining, mapping, and note-taking.
	   ○ *Identify and differentiate between stated and implied main ideas and their supporting details.
	   ○ *Identify patterns of organization in a reading passage and recognize the roles of transitions in clarifying the pattern.
	• Analyze rhetorical choices in students' own and peers' writing and effectively provide and incorporate feedback.

50.000%	*Fundamentals of Academic Writing* • Apply a variety of rhetorical strategies in academic writing, including well-organized essays with effective theses and support. • Develop varied and flexible strategies for generating, drafting, revising, editing, and proofreading formal writing. • Write in various genres and modalities, including low stakes, analytical, argumentative, collaborative, reflective writing, synthesis, literature review, and other forms. • Exhibit acceptable college-level control of mechanics, organization, development, and coherence. ○ *Produce writing free from major grammar, punctuation, and spelling errors. • Compose a minimum of 5,000 words of formal writing across major assignments.

25.000%	*Fundamentals of Academic Research*
	• Identify, evaluate, and effectively integrate material from source texts through paraphrasing, summarizing, and quoting using appropriate documentation conventions.
	   ○ *Engage in guided and independent research, locating both primary and secondary sources such as those found in periodicals, libraries, scholarly databases, archives, and online resources.
	   ○ *Identify the author's authority, credibility, purpose, and tone.
	   ○ *Apply critical reading skills to recognize bias and analyze text.
	   ○ *Synthesize research by incorporating summary, paraphrase, and quotation as support for well-reasoned arguments.
	   ○ *Use ethical research and citation methods.

100.000%	Total

VI. Methods of Evaluation

% of Course	Topic
20%	Class Work: *Formative Reading Assignments such as discussions, responses, quizzes, and other exercises.

30%	Written assignments: *Formative Writing Assignments such as mapping, outlining, drafts, peer review, and reflective writing.
50%	Written assignments: *Summative Assignments such as research-driven essays and other formal writing (Minimum of 5000 words total. Must include 3 essays or more, with at least one essay of no less than 1250 words.)
100%	Total

VII. **Sample Assignments:**

Analysis Assignment: *News and media sources often present information in ways that are influenced by political, social, or corporate biases. Your task is to write an essay in which you analyze and compare the coverage of a current event or issue across multiple media outlets. You will explore how media bias, language, tone, and framing impact public perception and evaluate the credibility and objectivity of each source. Use the texts provided in our module, which we have covered in class, for language use in your analysis. - Choose at least four media outlets and/or different formats (e.g., television, newspapers, online news, social media). - Analyze the language, tone, and framing of each article or report. How does each outlet present the event or issue? Are there differences in the headlines, imagery, or key points emphasized? - Discuss how bias manifests in each source, whether explicitly (through opinionated language) or subtly (through selective omission or emphasis). Use specific examples, quotes, and evidence from your source to support your claims, and explain how your examples support the point you're making.

Research Driven Assignment: *Identify a significant problem or challenge facing your local community (this could be your hometown, campus, or a broader community you're connected to). Your task is to research the issue through a combination of internet research and your own fieldwork. The problem can be related to education, public health, the environment, social justice, economic inequality, housing, or any other area that impacts your community. You will use research and fieldworking skills to make the case to your reader that this is a problem, explain who it is affecting, and suggest at least one feasible solution. Your paper will integrate both internet sources, personal interviews with those affected by the problem, and observation notes you take, as well as multi-media artifacts of your choosing (i.e printed maps, recorded interviews/videos, etc.)

Annotated Bibliography Assignment : *You will choose one topic to explore in greater depth from a list of suggested topics. You will then develop an annotated bibliography containing five academic sources and discuss what you learned from your research. This project will work best if you proceed in several steps: 1. Review the list of topics and select one or two you'd like to know more about. If none of the topics seems interesting to you, you may suggest an alternative topic to me. All alternative topics must be approved in writing. 2. Create a list of sources that seem directly relevant to your topic. Begin by perusing the footnotes and endnotes in any course readings that address your topic. Then turn to the library's holdings. Your goal here is to get a broad sense of what academic information is out there on your topic. Remember that you want academic sources. As you develop your list of sources, you'll probably narrow your topic in order to make the list manageable. While you must end up with five academic articles, all of which are directly relevant to your topic, your initial list may well have many more sources. 3. Narrow your initial list of sources down to five. Your primary goal here is to choose sources that address your topic directly. The best way to do that is by reading the abstracts. When possible, choose sources that reflect a variety of perspectives on your topic. Choose newer sources over older ones as a general rule. 4. Read and annotate your sources. See the first page of this guide for a list of the information required in an annotated bibliography. 5. Put it all together. Your final product will contain the following elements—in this order. a. A description of the topic you decided to study further. This description should explain what the topic is and why you found it intriguing. Length: 200-300 words. b. A discussion of the research process that led you to select the sources you did for annotation. (How did you find those sources? Why did you select these sources rather than others?) Length: 200-300 words. c. The annotated bibliography. Length: no more than 200 words per source. d. A discussion of what you learned from your research. This discussion should draw obviously and explicitly from the five sources you annotated. Length: one to two pages.

Rhetorical Analysis Assignment: *Choose a recently published editorial or column about a controversial issue you care about and write a discussion whether it persuades its audience of its central claim and reasons. Your essay should identify the audience at which the piece is aimed, its argumentative purpose, and its central argument. Part 1: Analyze the overall rhetorical effectiveness of the piece. Discuss and examine the structure, language, and style of the argument, as well as the writer's use of rhetorical appeals. Part 2: Find at least 3 additional sources on the topic of your editorial and compare the arguments made and data presented as they relate to your original text.

VIII. **Student Learning Outcomes:**
1. Read analytically to understand and respond to diverse academic texts.

2. Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
3. Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.

Course Change CCN: ENGLISH C1001, Critical Thinking and Writing

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:	ENGL 105
Transferability:	Transfers to UC, CSU
Cal-GETC Area:	1B: Critical Thinking and Composition; 3B: Humanities
CSU GE Area:	A3: Critical Thinking; C2: Humanities
IGETC Area:	1B: Critical Thinking and Composition; 3B: Humanities
SMC GE Area:	III: Humanities
Degree Applicability:	Credit – Degree Applicable
Prerequisite(s):	ENGL C1000 College-level composition (ENGL C1000/ ENGL C1000H/ ENGL C1000E/C-ID ENGL 100) or equivalent
Proposed Start:	Fall 2025

Rationale
ENGL C1001 updates in accordance with the Common Course Numbering project (AB 1111).

I. **Catalog Description**
In this course, students receive instruction in critical thinking for purposes of constructing, evaluating, and composing arguments in a variety of rhetorical forms, using primarily non-fiction texts, refining writing skills and research strategies developed in ENGL C1000 Academic Reading and Writing (or C-ID ENGL 100) or similar first-year college writing course.

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 Little Seagull Handbook, 5th edition, Bullock, Richard,et al., W.W. Norton & Company © 2024
2. *How Arguments Work: A Guide to Writing and Analyzing Texts in College, Mills, Anna, OER Libretexts © 2022
3. *The Elements of Argument, Rottenberg, Annette., Bedford/St, Martins © 2021
4. *Critical Thinking, Paul, Richard, and Linda Elder, Rowman and Littlefield © 2022
5. *Current Issues and Enduring Questions, Barnet, Sylvan, Bedford/St. Martins © 2022
6. *The Craft of Research, Booth, Wayne C. et al., University of Chicago Press © 2024
7. *The Contemporary American Essay, Lopate, Phillp, Anchor Books © 2021
8. *The Best American Essays 2023, Gornick, Vivian and Robert Atwan, HarperCollins © 2023
9. *Reading the World, Austin, Michael, W. W. Norton © 2020
10. Materials shall be primarily non-fiction, are expected to represent culturally diverse perspectives, and will vary by individual institutions and sections. A writing handbook must be included. Open Educational Resources (OER) materials are encouraged.

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Define, recognize, and utilize forms of critical reasoning, including deductive and inductive reasoning, in a variety of rhetorical contexts.
2. Employ critical reading and research strategies to locate and evaluate complex texts representative of diverse experiences, perspectives, and forms of authority.
3. Evaluate and document evidence to construct arguments in a variety of rhetorical situations, distinguishing knowledge from belief and fact from judgment.
4. *Revise arguments and improve writing in response to peer review and instructor feedback.

IV. **Methods of Presentation:**
Discussion, Individualized Instruction, Lecture and Discussion, Other (Specify), Distance Education, Online instructor-provided resources

Other Methods: Instructors will design the course around combinations of the following: lectures, directed class discussions, small-group discussions, peer-group writing workshops, individual conferences, small-group conferences, and student presentations. Writing, both in and out of class, will be an integral part of the course.

V. **Course Content**

% of Course	Topic
15.000%	*Inquiry Driven Research Process:* • *Refine and practice research strategies from ENGL C1000. • *Find, evaluate, and use scholarly and substantial sources such as academic databases, books, periodicals, archives, and other credible sources. • *Establish a system of documentation and ethical citation.
25.000%	*Critical Reading:* • Develop writing and reading skills for logical reasoning and argumentation using primarily non-fiction texts. • *Discussion of assigned texts. • *Give, receive, and employ critical feedback.
30.000%	*Writing Processes:* • Minimum 5,000 words of writing which may include a combination of drafts, written peer response, and other forms of writing that inform students' inquiry-driven research and writing process. • Students should revise and receive feedback from their instructor on at least one extended argument
30.000%	*Elements of Argument:* • *Forming cohesive argument structures that are driven by a clear position effectively transitioning through the logical progression of ideas. • *Apply rhetorical strategies for argumentation such as inductive and deductive reasoning. • *Identify and avoid logical fallacies. • *Evaluate and implement counter arguments, rebuttals, refutations, and concessions effectively.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
25%	Written assignments: *Reflective Writing (essays, journals, peer review, responses to feedback, self-evaluation, etc.)
50%	Papers: *Argumentative Writing (2 to 3 essays. Must include drafts and an Extended Argument Essay of at least 1250 words.)
25%	Class Work: *Analytical Reading/Writing Assignments (quizzes/exams, research journals, annotated bibliographies, reading responses, discussions, etc.)
100%	Total

VII. **Sample Assignments:**
Metacognitive Feedback Assignment: Review the feedback on your latest essay and rubric. Answer the following questions: 1) What changes will you make to the revised essay based on feedback from your instructor, peers, and/or tutors? 2) How do these changes make the essay more scholarly, credible, logical, and/or persuasive? 3) What aspects of your reading, thinking, and learning will you attend to on future assignments to improve your learning and success? 4) What support can you seek to improve your writing and learning experience? For example, academic support, course materials, etc. 5) Use our online messaging tool to write to another student about how their feedback or discussion posts have influenced your learning. Share that message here.
Argument Essay: After defining a pressing social problem facing our community, research different non-profit organizations that are working toward solving the problem. Review at least three organizations and in an essay of at least 1250 words, argue which organization is most deserving of support. What is the best way we can contribute to the organization? Remember, the purpose of this assignment is for you to inspire your reader to take action.

*Analytical Assignment: Conduct a rhetorical analysis of Hannah Gadsby's controversial 2018 Netflix special, Nanette. The big question you will be answering in your essay is this: Was Hannah Gadsby's Nanette a successful rhetorical performance of stand-up comedy? Some key questions worth answering before you begin: - In what ways does Gadsby's performance challenge or even reject the conventions of stand-up comedy? - Why does Gadsby say she is "quitting" comedy? - If rhetoric is the art of persuasion, what is it that Gadsby wants us, the audience, to be persuaded to do or think? - Critics of Nanette, like fellow comedian Michael Che, have called Gadsby's performance "stand-up tragedy" or performance art, not comedy. Do you agree? This essay is a culmination of your understanding of the rhetorical possibilities of comedy. You may incorporate some research, reviews, and commentaries of Nanette as supporting evidence. In the conclusion portion of your essay, you should make clear to readers whether Gadsby's performance was successful or not. Consider the following outline suggestion for your essay: I. Intro: Give a brief summary of Gadsby and her Netflix special. II. Thesis: Answer this question: In what ways does Gadsby's performance challenge or even reject the conventions of stand-up comedy? III. Ethos: What lends Gadsby's performance credibility to the audience? IV. Pathos: Collapse between the comic persona and the self. V. Logos: What is Gadsby's argument about comedy? VI. Conclusion: Was this a successful comedic performance?

VIII. **Student Learning Outcomes:**
1. *Apply critical thinking and academic research skills to a diverse array of credible texts that broaden the student's worldview.
2. Reflect critically on one's own thought processes to identify and avoid cognitive biases and common fallacies of language and thought.
3. Draft written arguments to respond appropriately to texts, with attention to intended audience, purpose, and social context, and revise for clarity, cogency, persuasiveness, and soundness.

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 Deardorff, 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 dicuss 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: PSYCHOLOGY C1000, General Psychology

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:	PSY 110
Transferability:	Transfers to UC, CSU
Cal-GETC:	4: Social and Behavioral Sciences
CSU GE Area:	4: Social and Behavioral Sciences
IGETC Area:	D: Social Sciences; E: Lifelong Understanding and Self-Development
SMC GE Area:	II-B: Social Science (Group B)
Degree Applicability:	Credit - Degree Applicable
Proposed Start:	Fall 2025

Rationale
CCN changes

I. **Catalog Description**
This course is an introduction to psychology, which is the study of the mind and behavior. Students focus on theories and concepts of biological, cognitive, developmental, environmental, social, and cultural influences; their applications; and their research foundations.

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. Psychology, 2nd, Spielman, R. M., Jenkins, W. J., & Lovett, M. D.Gaulin, Steven J. C., McBurney, Donald. H. , OpenStax © 2020
2. Introduction to Psychology, 12th, Kalat, James, Cengage Learning © 2022, ISBN: 1133956602

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Demonstrate fundamental knowledge and comprehension of major concepts, theoretical perspectives, historical and cultural contexts, and empirical findings within the broad discipline of psychology.
2. *Demonstrate how psychology can be and is applied to local, national, and global issues
3. Use a scientific approach (including critical and creative thinking) to understand individuals' mind and behavior within psychological, biological, sociocultural, and ethnocultural contexts while recognizing that biases filter experiences.
4. *Demonstrate critical thinking skills and information competence as applied to psychological topics.
5. *Discuss historically excluded perspectives and approaches in psychology (e.g., research and theories from racially minoritized scholars and from critical and liberation psychologies)
6. Draw logical and objective conclusions about the mind and behavior from evidence to show how psychology evaluates, modifies, and supports its claims and counters unsubstantiated statements, opinions or beliefs.

IV. **Methods of Presentation:**
Lecture and Discussion, Observation and Demonstration, Other, Projects, Visiting Lecturers, Other (Specify), Critique, Group Work, Distance Education, Discussion, Online instructor-provided resources
Other Methods: • Didactic presentations • Large group question and answers • Small group discussions and activities • Individual assessments and exercises • Case Studies • Video and Audio materials

V. **Course Content**

% of Course	Topic
	1. Cover at least two topics within each of the following major areas, addressing both theory and application:

	• BIOLOGICAL (e.g., Neuroscience, Sensation, Consciousness)
10.000%	• COGNITIVE (e.g., Cognition, **Memory**, Perception, Intelligence)
	• DEVELOPMENT (e.g., Learning, Lifespan Development, Language)
	• SOCIAL AND PERSONALITY (e.g., Motivation, Emotion, Social, Personality, Sex/Gender/Sexuality)
	• MENTAL AND PHYSICAL HEALTH (e.g., Psychopathology, Health, Therapies)
	2. Incorporate psychology's seven integrative themes throughout the course:
	a. How psychological science relies on evidence and critical thinking, adapting as new data develop
	b. How psychology explains general principles that govern behavior while recognizing individual differences;
	c. How psychological, biological, social, and cultural factors influence behavior and mental processes
	d. How psychology values diversity, promotes equity, and fosters inclusion in pursuit of a more just society
	e. How our perceptions and biases filter our experiences of the world through an imperfect personal lens
	f. How applying psychological principles can change our lives, organizations, and communities in positive ways
	g. How ethical principles guide psychology research and practice
	3. Emphasize and illustrate how scientific inquiry, research methodology, and evidence serve as the foundation for all content areas:
10.000%	*Scientific research methods
	a. While recognizing limitations and problematic outcomes, biases, systemic injustice, and opportunities for on-going research; and
	b. To counter unsubstantiated statements, opinions, or beliefs.
	4. Emphasize how sociocultural factors and diversity, not limited to historically dominant Western perspectives, influence content areas covered.
10.000%	*History and theoretical themes and concepts in psychology
10.000%	*Biological basis of behavior
10.000%	*Human development
10.000%	*Sensation and perceptions. States of consciousness.
10.000%	*Personality and Social Psychology
10.000%	*Abnormal behavior and therapeutic interventions
10.000%	*Theories of Learning and Motivation
10.000%	*Stress, Emotions, and Health Psychology
100.000%	Total

VI. Methods of Evaluation

% of Course	Topic
40%	Exams/Tests: Assessments: (Exams, tests, quizzes, performance assessments)
20%	Class Participation: in-class activities
20%	Group Projects: Group and/or individual projects (not just written assignments)
20%	Written assignments

100%	Total

VII. **Sample Assignments:**

Media Study Analysis: Report on a study you hear about through the media (television, radio, online, print). Provide a description of the study methods, its findings, and conclusions. Provide a critical analysis of the study's design and its claims.

Character Study Analysis: Report on a television, movie, or literary character that you believe has a mental illness. Go through the diagnostic criteria for the mental illness and give examples of how the character meets the criteria for the diagnosis.

Psychology Today Article Review: During Week 4, you will sign up for a topic for your oral presentation. You will select one of the general areas that will be covered during Weeks 10-16. Within the topic area that you chose, you will find an empirical article from a recent peer reviewed journal (2014 or newer) that is on this topic. For this assignment you will be asked to read, analyze and critique the academic journal that you found. Avoid theoretical and review articles (including meta - analytic reviews) . These articles can be difficult to summarize. Choose an article with interesting results and clear methods that will allow you to demonstrate your understanding of basic scientific methods used in psychological research. Also, articles with a single study are usually easier to summarize than multi-experiment papers. Your article review will be presented at the end of the course through a 5 minute presentation (plus time to answer questions) that should cover 6 main elements: purpose, participants, methods, results, limitations and connections to the course. This assignment will be your opportunity to dive deeper into one of the main areas discussed in this course and find current research that may be closely related to your personal interests, background, cultures and experiences. More details and instructions on this assignment will be distributed in class and also via Canvas. We will also dedicate some class time to this assignment. Some example topics are listed below, but it will be important to narrow the topic so that you can read your empirical study and organize a focused and interesting lecture. We will also dedicate some class time to this assignment. Purpose: The purpose of the article review and presentation is: ● To promote students' oral communication skills with psychological content. This also gives you the opportunity to share current research with your classmates. ● To provide you with the skills necessary to become an informed consumer of research in the "real world." ● To encourage the retrieval, analysis, and use of scholarly psychological research promoting information literacy. As you work on your article review, be attentive to the development of the following skills, all of which are critical to our discipline and to many others: ● the ability to develop your own questions about an area of research, ● the ability to evaluate and summarize previous empirical work that pertains to your questions, ● the ability to develop an argument or conclusion This assignment relates to the following student learning outcomes: ● Demonstrate an understanding of basic scientific methods used in psychological research

VIII. **Student Learning Outcomes:**
1. *Demonstrate a critical understanding of how psychological, biological, social and cultural factors influence mental processes and behavior.
2. *Explain how psychology relies upon scientific research to explain general principles that govern behavior while recognizing individual and cultural differences.
3. Apply psychological theories, concepts, and values to individual, interpersonal, group, and societal issues to demonstrate awareness of self and others.

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:	2: Mathematics
CSU GE Area:	B4 - Mathematics/Quantitative Thinking
IGETC Area:	2A: Mathematics
SMC GE Area:	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
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. <u>Statistics Informed Decisions Using Data</u>, 7th, M. Sullivan III, Pearson © 2024, ISBN: 0321757270
2. <u>Introduction to Modern Statistics</u> , 2, Çetinkaya-Runde, M., Hardin, J., OpenIntro © 2024
3. <u>Statistics: Learning From Data</u>, 3rd, Peck, R., Case, C., Cengage © 2024
4. <u>Introductory Statistics: Exploring the World Through Data</u>, 4th, Gould, R., Wong, R., Ryan, C., Pearson © 2025
5. <u>Introductory Statistics</u>, 2nd, Illowsky, B., Dean, S., OpenStax © 2023
6. <u>Introductory Statistics: Analyzing Data with Purpose, The Dana Center Mathematics Pathways,</u>, 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**

% of Course	Topic
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
3.000%	Units (subjects/cases) and variables in a data set, including multivariable data sets
5.000%	Categorical and quantitative variables
4.000%	Sampling methods, concerns, and limitations, including bias and random variability
3.000%	Observational studies and experiments
8.000%	Data summaries, visualizations, and descriptive statistics
6.000%	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
18.000%	Hypothesis testing, including t-tests for one and two populations, Chi-squared test(s), and ANOVA; and interpretations of results
10.000%	Regression, including correlation and linear regression equations
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
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 *(same as: BUS 45)*	3.0
BUS 45[DE] Individual Financial Planning *(same as: ACCTG 45)*	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 1DE Introduction to Administration of Justice	3.0
AD JUS 2DE Concepts of Criminal Law	3.0

List A: Select two courses (6 units)	**Units: 6.0**
AD JUS 3DE Legal Aspects of Evidence	3.0
AD JUS 5DE Criminal Investigation	3.0
AD JUS 8DE Juvenile Procedures	3.0
AD JUS 11DE Introduction to Forensics	3.0
AD JUS 67DE Community and the Justice System	3.0

List B: Select two courses (6 units)	**Units: 6.0**
BUS 32DE Business Communications	3.0
CIS 4DE Business Information Systems with Applications	3.0
COM ST 11DE Elements of Public Speaking	3.0
COM ST 12DE Persuasion	3.0
COM ST 16DE Fundamentals of Small Group Discussion	3.0
COM ST 21DE Argumentation	3.0
ENGL 2DE Critical Analysis and Intermediate Composition	3.0
ENGL 31DE Advanced Composition	3.0
HIST 47 The Practice of History	3.0
MATH 2DE Precalculus	5.0
MATH 7DE Calculus 1	5.0
MATH 21DE Finite Mathematics	3.0
MATH 28DE Calculus 1 for Business and Social Science	5.0
MATH 54DE Elementary Statistics	4.0
PHILOS 7DE Logic and Critical Thinking	3.0
PHILOS 9DE Symbolic Logic	3.0
POL SC 1DE American and California Politics	3.0
PSYCH 1DE General Psychology	3.0
--- *either* ---	
SOCIOL 1DE Introduction to Sociology	3.0
OR	
SOCIOL 1 S Introduction to Sociology - Service Learning	3.0
--- *either* ---	
SOCIOL 2DE Social Problems	3.0
OR	
SOCIOL 2 S Social Problems -- Service Learning	
------	3.0
SOCIOL 4DE 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 1DE Introduction to Financial Accounting	5.0
ACCTG 2DE Corporate Financial and Managerial Accounting	5.0
BUS 5DE Business Law and the Legal Environment	3.0
BUS 32DE Business Communications *(may substitute with BUS 1)*	3.0
ECON 1DE Principles of Microeconomics	3.0
ECON 2DE Principles of Macroeconomics	3.0
MATH 54DE 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.

- o 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.
  - o ACCTG 2: Be able to apply managerial accounting tools for decision-making in service, merchandising and manufacturing environments.
  - o ACCTG 40A: Utilize the IMPACT model for analyzing accounting data
  - o ACCTG 40A: Extract and transform accounting data using Excel, and Google Sheets.
  - o ACCTG 40A: Analyze accounting data by using Excel and Tableau
  - o ACCTG 40A: Visualize and communicate results of their accounting analysis using Excel and Tableau
  - o ACCTG 40B: Define the modern audit and the 4 categories of data analysis
  - o ACCTG 40B: Extract and transform accounting data using SQL, Excel, and Google Sheets
  - o ACCTG 40B: Analyze accounting data by using Pivot Tables, Excel, Google Sheets with XBRLanalyst
  - o ACCTG 40B: Visualize and communicate results of their accounting analysis using Excel and Powerpoint
  - o 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.
  - o 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.
  - o 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.
  - o ACCTG 7: Perform accounting research using web-based and published resources related to Generally Accepted Accounting Principles.
  - o 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.
  - o 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.
  - o 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.
  - o 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.
  - o 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.
  - o 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.
  - o 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.
  - o 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.
  - o 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.
  - o 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.
  - o 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.
  - o 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 1DE Introduction to Financial Accounting	5.0
ACCTG 2DE Corporate Financial and Managerial Accounting	5.0
ACCTG 6DE Accounting Consolidations	3.0
ACCTG 7DE Advanced Accounting: Special Topics	3.0
ACCTG 9DE Accounting Ethics	3.0
ACCTG 10ADE Intermediate Accounting A	3.0
ACCTG 10BDE Intermediate Accounting B	3.0
ACCTG 10CDE Intermediate Accounting C	4.0
ACCTG 12DE Auditing	3.0
ACCTG 15DE Individual Income Taxes	3.0
ACCTG 16DE Taxation of Corporations, Partnerships, Estates and Trusts	3.0
ACCTG 40ADE Data Analytics for Accounting	3.0
ACCTG 40BDE Auditing Analytics	3.0
BUS 5DE 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 1DE Introduction To Business	3.0
BUS 32DE Business Communications	3.0
BUS 80DE Principles of Logistics	3.0
BUS 82DE Supply Chain Management	3.0

Select 3 courses from the following: (9 units)	Units: 9.0
BUS 57DE Introduction to Lean Six Sigma	3.0
BUS 81DE Transportation Management	3.0
BUS 83DE Operations Management	3.0
BUS 84DE Introduction to Procurement	3.0
BUS 85DE Project Management Global Trade and Logistics	3.0
BUS 86DE Earned Value Management Systems	3.0
BUS 87DE ERP System: Procurement	4.0

Select 1 course from the following: (3 units)	Units: 3.0
ACCTG 31ADE Excel for Accounting	3.0
ACCTG 31BDE Advanced Excel for Accounting	3.0
CIS 30DE Microsoft Excel	3.0
CIS 34DE 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:	Units: 16
ACCTG 1DE Introduction to Financial Accounting	5.0
ACCTG 2DE 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