SANTA MONICA COLLEGE ACADEMIC SENATE
1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Agenda

Wednesday, March 4, 2026, 3:00 p.m.
Drescher Hall, Loft (3rd Floor, Room 300-E)

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

Meeting ID: 880 0868 5421

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

Members:

Redelia Shaw, *Chair*
Dione Hodges, *Vice Chair*
Lourdes Arévalo
Jason Beardsley
Fariba Bolandhemat
Walter Butler
Susan Caggiano
Evelyn Chantani
Rachel Demski
Susan Fila
Walker Griffy
Catherine Haradon
Aileen Huang
Justice Isaacs
Sharlene Joachim
Jesus Lopez
Walt Louie
Jacqueline Monge
Kevin Roberts
Scott Silverman
Bobby Simmons
Briana Simmons
Lydia Strong
Olivia Vallejo
Audra Wells
Associated Students Rep
Associated Students Rep

Interested Parties:

Stephanie Amerian
Maria Bonin
Department Chairs
Nick Chambers
Kiersten Elliott
Jessie Garcia
Jose Hernandez
Tracie Hunter
Maral Hyeler
Luis Jauregui
Liz Koenig
Kristin Lui-Martinez
Maria Munoz
Stacy Neal
Ailsa Ortiz (A.S.)
Tamika Phillips
Jessica Rodriguez
Steven Sedky
Esau Tovar
Tammara Whitaker

Ex-Officio Members:

Vicenta Arrizon

(Information items are listed numerically; action items are listed alphabetically)

I. Call to Order and Approval of Agenda

II. Public Comments *(Two minutes is allotted to any member of the public who wishes to address the Committee.)*

III. Announcements

IV. Approval of Minutes (February 18, 2026) 4

V. Chair's Report

VI. Information Items

1. Common Course Numbering Updates
2. Cal-GETC Updates

VII. Action Items

Courses

a. ART 16 - Introduction to Weaving
   - New Course 7
   - Distance Education 9

b. ART 75 - Form and Information
   - Substantial Change: Hours (3 lecture/1 lab to 2 lecture/3 lab) no unit change, lab content 11

c. ESL 16A - The Noun System and Articles
   - Substantial Change: Hours/Units (1 lecture/0.5 lab to 2 lecture/0 lab, 1 unit to 2 units), methods of presentation, methods of evaluation 13

d. ESL 16B - Verb Tenses: Forms and Use
   - Substantial Change: Hours/Units (1 lecture/0.5 lab to 2 lecture/0 lab, 1 unit to 2 units), methods of presentation, methods of evaluation 15

e. ESL 16C - Sentence Structure and Punctuation
   - Substantial Change: Hours/Units (1 lecture/0.5 lab to 2 lecture/0 lab, 1 unit to 2 units), methods of presentation, methods of evaluation 17

f. ESL 19A - English Fundamentals 1
   - Substantial Change: Hours (4 lecture/1 lab to 3.5 lecture/1.5 lab) no unit change, lab content, methods of presentation, methods of evaluation 19

Common Course Numbering requires identical language in the following fields, from the Common Course Numbering templates: prefix, course number, course title, course description, minimum units, prerequisites/corequisites, course content, course objectives/outcomes, methods of evaluation, and textbooks. 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 requirements and are at the discretion of the department.

g. CDEV C1000 Child Growth and Development *(formerly PSYCH 11)*
   - Common Course Numbering Change (Effective Fall 2027) 21

h. MATH C2211 Calculus I: Late Transcendentals *(formerly MATH 7)*
   - Common Course Numbering Change (Effective Fall 2027) 24

i. MATH C2221 Calculus II: Late Transcendentals *(formerly MATH 7)*
   - Common Course Numbering Change (Effective Fall 2027) 27

Programs

j. Advanced English Language Skills (*formerly ESL*) Department Certificate
   - Substantial Change: change to department certificate name 30

k. Intermediate English Language Skills Department Certificate
   - New Program 31

l. Computer Business Applications
   - Mapping: updates to PLOs, mapping SLOs to PLOs..... 32

m. General Office
   - Mapping: updates to PLOs, mapping SLOs to PLOs..... 36

(Programs: Revisions)

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

VIII. New Business

IX. Old Business

X. Adjournment

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

The next Curriculum Committee meeting is March 18, 2026.

SANTA MONICA COLLEGE ACADEMIC SENATE
1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Minutes

Wednesday, February 18, 2026, 3:00 p.m.
Drescher Hall, Loft (3rd Floor, Room 300-E)
Zoom (guests/members of the public)

Members:

Redelia Shaw, *Chair*	Walter Butler	Catherine Haradon	Kevin Roberts
Dione Hodges, *Vice Chair*	Susan Caggiano	Aileen Huang	Scott Silverman
Lourdes Arévalo	Rachel Demski	Justice Isaacs	Bobby Simmons
Jason Beardsley	Susan Fila	Sharlene Joachim	Briana Simmons
Fariba Bolandhemat	Walker Griffy	Walt Louie	Audra Wells

Members Absent:

Evelyn Chantani	Jacqueline Monge	Lydia Strong*	Olivia Vallejo*
Jesus Lopez*			

**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:

Keith Graziadei	Liz Koenig	Jessica Rodriguez	Howard Stahl

(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 3:04 pm. Motion to approve the agenda with no revisions.
Motion made by: Fariba Bolandhemat; **Seconded by:** Walter Butler
The motion passed unanimously.

II. Public Comments
None

III. Announcements
Welcome back to the Curriculum Committee for Spring 2026! Happy Birthday to Redelia!

IV. Approval of Minutes
Motion to approve the minutes of December 3, 2025 with no revisions.
Motion made by: Bobby Simmons; **Seconded by:** Kevin Roberts
The motion passed with the following vote: Y: 17; N: 0: A: 1 (Susan Caggiano)

V. Chair's Report
The Curriculum Committee Canvas shell is updated. We have a new agenda layout to streamline action items. We should have updates regarding course deactivations soon pending discussions with department chairs. Additional updates will also be coming soon regarding the TOP to CIP code update project.

VI. Information Items

1. Common Course Numbering Updates – Susan Caggiano
    - Phase II(A) is fully implemented and will go "live" along with the Fall 2026 schedule of classes.
    - Phase II(B) is currently in process: we should see the remainder of the Phase II(B) SMC courses coming through in March – most have been entered in META already and launched.
    - Phase III is currently paused temporarily but with no estimated return date.
    - Phase IV is being developed by the Chancellor's Office estimated to be released in Spring or Fall 2026. However, templates won't be received until after Phase III has been resolved.

2. Cal-GETC Updates – Olivia Vallejo
    - We typically hear back on Cal-GETC decisions between April and June. We're still waiting to hear we can submit Phase II(B) CCN to Cal-GETC before UC approval, so it's important to ensure all Phase II(B) courses are approved by curriculum for UC submittal in June.
    - Counseling was able to work on Cal-GETC focused projects over the winter session, including updating and reviewing the catalog, the website, Stellic rules, and student outreach.

Non-Substantial Change

3. Cloud Computing Bachelor of Science TOP code change to "0708.00 Computer Infrastructure and Support" with CIP code "11.0902 Cloud Computing"

VII. Action Items

Consent Agenda: Deactivations

a. DANCE 7 Music for Dance
b. ECE 61 Teacher/Child Interactions
c. ECE 70 The Hanen Language Program
d. FRENCH 31A Practical French
e. GERMAN 31A Practical German
f. TURKSH 1 Elementary Turkish 1

Motion to approve consent agenda of course deactivations (DANCE 7, ECE 61, ECE 70, FRENCH 31A, GERMAN 31A, TURKSH 1) with no revisions.
Motion made by: Bobby Simmons; **Seconded by:** Scott Silverman
The motion passed unanimously.

Courses

g. ESL 902 English as a Second Language Level 2
    - Substantial Changes: SLOs, course objectives, course content, methods of presentation, methods of evaluation, textbooks, and sample assignments

Motion to approve changes to ESL 902 with additional revision to SLO #3 (change to "Demonostrate the qualities of an effective employee in the American workplace.") and Course Objectives (add a header for "Workplace Practices" with bullet points for "being punctual, cooperating with others, listening, following directions")
Motion made by: Scott Silverman; **Seconded by:** Susan Caggiano
The motion passed unanimously.

h. ESL 903 English as a Second Language Level 3
    - Substantial Changes: SLOs, course objectives, course content, methods of presentation, methods of evaluation, textbooks, and sample assignments

Motion to approve changes to ESL 903 with no additional revisions.
Motion made by: Jason Beardsley; **Seconded by:** Susan Caggiano
The motion passed unanimously.

i. ESL 904 English as a Second Language Level 4
    - Substantial Changes: SLOs, course objectives, course content, methods of presentation, methods of evaluation, textbooks, and sample assignments

Motion to approve changes to ESL 904 with no additional revisions.

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

j. ESL 905 English as a Second Language Level 5
   - Substantial Changes: SLOs, course objectives, course content, methods of presentation, methods of evaluation, textbooks, and sample assignments

   Motion to approve changes to ESL 905 with no additional revisions.
   Motion made by: Audra Wells; **Seconded by:** Scott Silverman
   The motion passed unanimously.

k. ESL 906 English as a Second Language Level 6
   - Substantial Changes: SLOs, course objectives, course content, methods of presentation, methods of evaluation, textbooks, and sample assignments

   Motion to approve changes to ESL 906 with no additional revisions.
   Motion made by: Susan Caggiano; **Seconded by:** Dione Hodges
   The motion passed unanimously.

l. ESL 980 ESL US Citizenship Test Preparation
   - Substantial Changes: SLOs, course objectives, course content, methods of presentation, methods of evaluation, textbooks, and sample assignments

   Motion to approve changes to ESL 980 with no additional revisions.
   Motion made by: Walter Butler; **Seconded by:** Scott Silverman
   The motion passed unanimously.

Program: Revisions

m. Changes to degrees, certificates, and program maps as a result of courses considered on this agenda
   Motion to approve changes to degrees, certificates, and program maps as a result of courses considered on this agenda.
   Motion made by: Jason Beardsley; **Seconded by:** Walker Griffy
   The motion passed unanimously.

VIII. New Business

- Curriculum Committee Meeting Time
  There is a survey in the canvas shell for submitting feedback about possibly moving the time of the Curriculum Committee meetings to earlier in the day on the 1st/3rd Wednesday. If the meeting time is changed, it would go into effect in Fall 2026.

IX. Old Business

None

X. Adjournment

Motion to adjourn the meeting at 3:57 pm.
Motion made by: Dione Hodges; **Seconded by:** Kevin Roberts
The motion passed unanimously.

New Course: ART 16, Introduction to Weaving

Units:	3.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	3.00
Arranged:	0.00
Outside-of-Class Hours:	72.00
Degree Applicability:	Credit – Degree Applicable
Proposed Start:	Fall 2027
TOP/SAM Code:	100200 - Art / E - Non-Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Art
Program Impact:	Art AA, Art History AA-T, Studio Arts AA-T

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

I. **Catalog Description**
Introduction to Weaving course teaches fundamental hand-weaving skills on floor, frame, and digital looms, covering loom setup, basic structures like plain weave and twill, material exploration fiber, color, texture, and finishing techniques, often resulting in small projects like scarves or tapestries, while also discussing weaving's historical and cultural significance

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. Beck Jobson and Ramona Barry. Textiles X Art: How Textiles Are Shaping Contemporary Art, Thames & Hudson

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Identify the components of a loom and explain their functions in the weaving process.
2. Demonstrate proper use of weaving tools and equipment while following safety procedures.
3. Design and produce a beginner-level woven project that reflects technical skill and creativity.

IV. **Methods of Presentation:**
Lecture and Discussion, Lab, Observation and Demonstration, Discussion, Critique, Projects

V. **Course Content**

% of Course	Topic
20.000%	Elements and concepts of 2D + 3D design as it applies to weaving
30.000%	Exploring materials and techniques
20.000%	Problem-solving using relationships of digital and analog elements and how they relate to various weaving techniques
20.000%	Presentation and critique of work, including detailed references to design concepts
10.000%	Contemporary trends in preparation for project

100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
30%	Class Participation In class activities.
30%	Exams and Quizzes Two exams, midterm and final.
30%	Projects Three to five projects.
10%	Homework
100%	Total

VII. **Sample Assignments:**

Foundations of the Loom — Plain Weave Exploration:
Develop foundational weaving skills by designing and producing a simple plain-weave textile on a frame loom. This project focuses on building fluency with core weaving techniques and structural awareness. Practice essential processes including: • Warping the loom and establishing vertical thread structure • Maintaining consistent and even tension • Controlling selvages and edge relationships • Applying the basic over–under weaving system Experiment with at least three different materials to investigate how fiber selection influences texture, weight, flexibility, and visual character. Consider how material choices shape both the appearance and tactile qualities of the textile. Successful completion of the project includes: • Accurate loom setup and execution of plain weave structure • Application of fundamental weaving techniques • Confident use of weaving tools and processes • Exploration of material effects on form and surface This project emphasizes technical development alongside curiosity and creative exploration. Prioritize strong craftsmanship while remaining open to discovery through material experimentation.

Texture + Materiality — Experimental Weaving with Mixed Media:
Move beyond traditional yarn by experimenting with unexpected materials in weaving. Explore options such as paper, wire, rope, plastic, found fabrics, natural objects, and other materials that introduce varied texture, structure, and visual interest. Investigate how unconventional materials create contrast, depth, and sculptural qualities within a woven composition. Apply techniques such as rya knots, soumak, and eccentric weft to develop dimension and extend the work beyond the surface. This project emphasizes weaving as a space for exploration and creative risk-taking. Experiment with combining materials and textural techniques in intentional ways while considering how structural systems and moments of improvisation interact. The resulting composition should reflect both thoughtful decision-making and expressive development.

Narrative Through Pattern — Color, Rhythm & Personal Story:
Design and weave a small tapestry that communicates a personal story or expresses a meaningful emotion. Use color, repeated patterns, and intentional marks to develop a design that conveys the idea clearly and thoughtfully. Experiment with approaches such as blending colors, building shapes with yarn, and applying simple tapestry weaving techniques to translate concept into form. Develop a sketch or color plan prior to weaving to guide design decisions and visual direction. This project emphasizes weaving as a tool for storytelling and self-expression, encouraging the exploration of how ideas and emotions can be transformed into strong visual patterns and woven imagery.

VIII. **Student Learning Outcomes:**

1. Identify and describe weaving terminology and basic concepts, including warp, weft, draft structure, and common weave patterns.
2. Evaluate and select fibers and yarns for a specific weaving project, justifying choices based on texture, weight, and structural properties.
3. Create an original woven project from concept to completion, incorporating a design plan, appropriate techniques, and reflective documentation of the process.

ART 16 Distance Education Application

☑ Fully Online

1a. Instructor - Student Interaction:
The instructor will be in regular contact with students. There will be a discussion for each individual topic as well as one for general questions concerning the course which the instructor will check daily and our goal is to respond to all questions within 24 hours. The instructor will send regular announcements to the class using the Announcement feature in the learning management system (LMS) in place at the beginning of every week, and during the week as needed, and will also send all announcements via email. The instructor will respond to students' comments and questions via discussion boards, email, and the mail option on the LMS. The instructor's contact information will be located both on the syllabus, as well as on the introduction discussion. The instructor will provide support as needed for course navigation - the instructor will send out a welcome letter before the class starts with information about course content, expectations, how to navigate online courses, and references for the students to review about online courses. During the class, the instructor will regularly communicate with students about assignments, quizzes, and exams. There will be clear and detailed instructions embedded in each module and activity, and the instructor will also contact students with important reminders and with key points. The instructor will provide feedback to students individually as well as to the entire class. For example, the instructor may post a general feedback message to the class about a topic. The instructor will also host weekly online office hours where students can talk one on one with each other about any questions or concerns they have. Instructors can also provide recorded info sessions for projects. Students receive feedback on individual and group assignments as well as through group critiques that happen asynchronously.

1b. Student - Student Interaction:
Students will communicate regularly with each other via the campus Learning Management System (LMS). Students will interact in a threaded discussion for each module for each assignment. Students will respond to a discussion topic and respond to each other. Student-student interaction is designed to reinforce the course material and learning outcomes and build a sense of community among learners. Students will be asked to collaborate and corroborate on assignments as well as participate in peer discussions and group critiques.

1c. Student - Content Interaction:
Students interact with course materials several times a week. Each module will have an overview, with all of the expectations, goals, and dates listed for that module. For each module, students will read any assigned material, watch the instructor's lecture and demonstration lecture notes, multimedia video lectures, in the LMS and web content. The instructor will provide a range of assignments and activities to address different learning styles. Other assignments may ask students to research a topic and report back to the class via discussion board or other method.

1d. Distance Ed Interactions:

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

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

structured and sequenced to allow students to better anticipate and manage their workload. A variety of modalities, such as text, audio, video, images and/or graphics, and 3D models are used to create student-centered learning. There will also be links provided on a regular basis that will bring to the attention of students current events that have relevance to the course.

3. Assessments:

% of grade	Activity	Assessment Method
30.00%	Discussion Board Assignments	View weekly content pages in the LMS and post a question/ response to the discussion board. Reply to a question posed by a peer on the discussion board. Students will be assessed on the quality, nuance, and depth of the questions that they post as well as on the thoughtfulness and accuracy of their responses to other students.
30.00%	Design Projects	Each week students are assigned a hands-on project that is designed to develop a particular skill or utilize a principle of design that was discussed in the weekly reading. Projects will be posted to discussion boards for critique and will be assessed on the basis of their completion, accuracy, professionalism, and inventiveness.
20.00%	Drafting Principle exam	An exam will be given on the basic designing weaving drafts. Students are assed on their ability to recognize and employ various compositional strategies.
20.00%	Comprehensive project	A comprehensive project is given at then end of the course. Students are graded on their ability to synthesize knowledge of key terms and concepts in the course.

4. Instructor's Technical Qualifications:
Faculty will be proficient in using video conferencing software and the campus LMS.

5. Student Support Services:
All of the same links to student support services that are included in model syllabus for the on ground classes will be included for the DE class

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

7. Representative Online Lesson or Activity:
Watch these 3 videos showing different techniques by 3 international fiber artists. They use a variety of methods to turn a drawn design into wonderful 2D and 3D tapestries, weavings and sculptures. They design with color, shape, form and texture.
(Provide links to captioned videos: Video 1, Video 2 and Video 3.)
You may search online for more artist working with paper, but I will be providing more advanced examples and instruction in the Part 2.

Substantial Change: ART 75, Form and Information

Units:	3.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	3.00
Arranged:	0.00
Outside-of-Class Hours:	72.00
Transferability:	Transfers to UC, CSU
Degree Applicability:	Credit - Degree Applicable
Proposed Start:	Fall 2027

Rationale
We are adjusting the teaching hours to 2 lectures and 3 labs to make the course a 5-hour course more in line with our other studio courses. Nothing else is changing.

I. **Catalog Description**
This course introduces fundamental concepts related to the design and fabrication of objects. Students utilize a combination of computational and mechanical tools to design, develop, refine, and construct physical forms. Through a combination of lectures, demonstrations, and hands on lab work, students develop the skills, toolsets, and experimental approaches needed for further study in the fields of sculpture, architecture, industrial design, 3D modeling, and contemporary multimedia studio art practice. In addition to lectures and readings on the historical and contemporary intersections of art and technology, topics of instruction include the safe operation of power tools, digital input and output paths, laser cutting, 3D printing, CNC routing and milling, and a survey of relevant 3D modeling software.

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. Generative Design, Hartmut Bohnacker, Benedikt Groß, Julia Laub, Princeton Architectural Press © 2012, ISBN: 9781616890773
2. Principles of 3 Dimensional Design, Wucius Wong , Van Nostrand Reinhold © 1976, ISBN: 978-0442295615
3. The Object, Edited by Antony Hudek, MIT Press © 2014, ISBN: 9780262525763
4. Systems, Edited by Edward A. Shanken, MIT Press © 2015, ISBN: 9780262527194
5. How to Think and Design in the Third Dimension, Jackson, Paul, Laurence King Publishing © 2024, ISBN: 1529432049
6. Rhinoceros . Robert McNeel & Associates, 5 for mac ed.
   Rhinoceros is primarily a free form surface modeler that utilizes the NURBS mathematical model.
7. Fusion . Autodesk, 360 ed.
   Fusion 360 is the first 3D CAD, CAM, and CAE tool of its kind that connects your entire product development process in a single cloud-based platform that works on PC, Mac, and mobile devices.
8. Processing. Processing Foundation, 3 ed.
   Processing is a flexible software sketchbook and a language for learning how to code within the context of the visual arts. Since 2001, Processing has promoted software literacy within the visual arts and visual literacy within technology. There are tens of thousands of students, artists, designers, researchers, and hobbyists who use Processing for learning and prototyping.

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Describe the historical intersections of art and technology.
2. Explain key theoretical concepts related to form, information, and digital processes.
3. Identify fundamental design elements and organizational principles in complex forms.
4. Apply precise measurement and quantitative reasoning to the design of three-dimensional forms.
5. Analyze geometric structures, modular systems, and curved surfaces in design contexts.
6. Develop digital models using industry-standard 3D modeling software.
7. Prepare digital files for CAD/CAM and digital fabrication workflows.
8. Fabricate three-dimensional objects using additive and subtractive production processes.
9. Utilize appropriate materials, tools, and shop safety procedures in studio production.
10. Participate in critique and discussion using design and visual analysis terminology.

IV. **Methods of Presentation:**

Group Work, Lab, Lecture and Discussion, Observation and Demonstration, Online instructor-provided resources, Projects, Visiting Lecturers, Critique, Field Trips

V. **Course Content**

% of Course	Topic
10.000%	Survey of the historical intersections of art and technology
10.000%	Shop safety and technical demonstration
20.000%	3D modeling software survey
10.000%	Designing and fabricating polyhedra
10.000%	Laser cutting
10.000%	3D printing
10.000%	CNC machining
10.000%	Curved surfaces
10.000%	Class discussion. Review of assigned readings and critique of student work.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
20%	Class Participation: Participation in class discussions, critiques, and lab time.
10%	Exams/Tests
20%	Oral Presentation
50%	Projects: Students are evaluated on the visual/material quality of 5-12 projects.
100%	Total

VII. **Sample Assignments:**

Serial Planes: Design and construct a three dimensional form from a series if incrementally differing two dimensional cross sections. Two dimensional shapes may be drawn in Illustrator, programmed with Processing, or generated from a 3D model using Slicer. Cut the two-dimensional planes out of wood, foamcore, acrylic, or other suitable planar material using the lasercutter, CNC router, or bandsaw as needed. Assemble the planes along a z axis with clear and specific relationships to one another. Use a box, base, spacers, or central dowel technique to make the connections between the planes. Photograph the finished object and upload the image to the course management software.

Algorithmic Terain: Write code that uses an algorithm to generate a 3 dimensional surface. Extrude and edit the surface using 3d modeling software. Output the surface using a cnc mill. Make a rubber mold of the milled surface. Cast plaster into the mold. De-mold the cured plaster and mount it on a wall.

VIII. **Student Learning Outcomes:**

1. Evaluate and articulate design decisions within historical, theoretical, and contemporary art-and-technology contexts.
2. Synthesize design elements, modular systems, and material constraints to produce resolved studio projects.
3. Develop and fabricate three-dimensional objects using digital modeling tools and CAD/CAM production workflows.
4. Analyze and apply design principles, quantitative reasoning, and geometric logic in the development of three-dimensional forms.

Substantial Change: ENGLISH FOR SECOND LANGUAGE SPEAKERS 16A, The Noun System and Articles

Units:	2.00
Total Instructional Hours (usually 18 per unit):	36.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	72.00
Transferability:	None
Degree Applicability:	Credit - Not Degree Applicable
Advisory:	Concurrent enrollment in ESL 11A or ESL 19A
Proposed Start:	Fall 2027

Rationale
Changes have been made to the lecture unit hours, lab hours, methods of presentation, and methods of evaluation to address partial lab hours. The ESL department decided that additional lecture hours were needed to meet all objectives and SLOs for ESL 16A.

I. **Catalog Description**
This course helps English language learners develop confidence and clarity in spoken and written English communication through a focus on the noun system and articles. Topics covered include count and non-count nouns, singular and plural forms, and proper and common nouns. The course also covers modifiers, quantifiers (such as possessives and demonstratives: this, that, these, those), articles (a, an, the), and subject-verb agreement.

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. Understanding and Using English Grammar, 5th, Azar, Betty Schrampfer, Pearson Longman © 2016, ISBN: 978-0134268828
2. Understanding and Using English Grammar: Workbook, 5th, Azar, Betty Schrampfer, Pearson Longman © 2016, ISBN: 978-0134275444
3. Grammar and Beyond 2, Zwier, L. and Reppen, R, Cambridge © 2012, ISBN: 9780521142964
4. Grammar Sense 2, Bland, S. and Pavlik, C, Oxford © 2012, ISBN: 9780294489133
5. Grammar and Beyond 2 Workbook, Zwier, L. and Holden, L.J, Cambridge © 2012, ISBN: 9780521279918
6. The Article Book, 1st Edition, Tom Cole, University of Michigan Press © 2000, ISBN: 9780472086399

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Apply regular and irregular plural nouns accurately.
2. Employ possessives and noun modifiers correctly.
3. Distinguish between count and non-count nouns.
4. Employ expressions of quantity and determiners with noun phrases correctly.
5. Employ the definite article accurately with identifiable noun phrases and with proper nouns.
6. Apply rules for articles correctly with nouns representing a group or category.
7. Construct sentences with correct articles in idiomatic expressions.
8. Apply correct verb agreement with count and non-count nouns and expressions of quantity.

IV. **Methods of Presentation:**
Other (Specify), Group Work, Lecture and Discussion, Discussion
Other Methods: Pair Work Multimedia

V. **Course Content**

% of Course	Topic
10.000%	Regular and Irregular Plural Nouns, Possessives, Nouns as Modifiers
15.000%	Count and Non-count Nouns

15.000%	Expressions of Quantity
15.000%	General Article Usage Overview
15.000%	Specific Article Usage (with Proper Nouns, Groups and Categories)
15.000%	Agreement (Subject-Verb, Expressions of Quantity)
5.000%	Idiomatic Expressions
10.000%	Review and Final Examination
100.000%	Total

VI. **Methods of Evaluation**

% of Course	**Topic**
20%	Final exam
25%	Homework
45%	Quizzes 6 to 7 total quizzes and writing assignments
10%	Oral Presentation
100%	Total

VII. **Sample Assignments:**

Sample Assignment 1: Describing a Place: Step 1: Choose a place that is meaningful to you (e.g. your home country, a local cafe, a beach, a park, a favorite room). Step 2: Make a list of nouns related to your place (objects, people, locations, etc). Label each noun as count or non-count, common or proper, singular or plural. Step 3: For at least 10 of your nouns, add appropriate modifiers and determiners. Step 4: Write a description of the place in 150-200 words. Be sure to use count nouns, non-count nouns, determiners, and articles correctly. Step 5: With a classmate, check your description for any errors. Step 6: Practice saying your description out loud with any necessary changes and present to the class.

Sample Assignment 2: Analyzing an Authentic Text: Step 1: Collect an authentic text of 100-200 words about a topic you are interested in (a newspaper article, a magazine article, a blog post or online recipe). Step 2: Highlight all of the nouns and articles. Step 3: Identify the proper nouns (write “P” above each one). Step 4: Identify whether the other nouns are count or non-count (write “C” or “NC” above each one). Step 5: Circle all the articles (a, an, the). Step 6: Answer these questions: How many count nouns did you find? How many non-count nouns? How did the writer use articles with proper nouns? With common nouns? Did anything surprise you about noun or article use? Step 7: Turn in your passage and questions.

VIII. **Student Learning Outcomes:**

1. Identify countable and non-countable and singular and plural nouns by analyzing their use in a passage.
2. Compose a paragraph on a given topic exhibiting correct use of count/non-count nouns, proper nouns, noun phrases, singular and plural forms, subject-verb agreement, and determiner-noun agreement.
3. Demonstrate correct use of count/non-count nouns, proper nouns, noun phrases, singular and plural forms, subject-verb agreement, and determiner-noun agreement in a brief presentation on a given topic.

Substantial Change: ENGLISH FOR SECOND LANGUAGE SPEAKERS 16B, Verb Tenses: Forms and Use

Units:	2.00
Total Instructional Hours (usually 18 per unit):	36.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	72.00
Transferability:	None
Degree Applicability:	Credit - Not Degree Applicable
Advisory(s):	ESL 11A Concurrent enrollment in ESL 11A.
Prerequisite(s):	ESL 10G Multiple Measures Placement / ESL Guided Self-Placement or ESL 10W
Proposed Start:	Fall 2027

Rationale
Changes have been made to the lecture unit hours, lab hours, methods of presentation, and methods of evaluation to address partial lab hours. The ESL department decided that additional lecture hours were needed to meet all objectives and SLOs for ESL 16B.

I. **Catalog Description**
This course helps English language learners to communicate effectively using correct verb forms including: present, past, future, perfects, passives, conditionals, and modals.

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. Understanding and Using English Grammar, 5th, Azar, Betty Schrampfer, Pearson Longman © 2016, ISBN: 978-0134268828
2. Understanding and Using English Grammar Workbook, 5th, Azar, Betty Schrampfer, Pearson Longman © 2016, ISBN: 978-0134275444
3. Understanding and Using English Grammar Chartbook, 4th, Azar, Betty Schrampfer, Pearson Longman © 2009, ISBN: 0132052105
4. Grammar and Beyond Essentials 2, Reppen, R., Cambridge © 2022, ISBN: 9781009212991
5. Grammar and Beyond 2 Workbook, Reppen, R., Cambridge © 2019, ISBN: 9781108697187
6. Grammar Sense 2, Bland, S. and Pavlik, C, Oxford © 2012, ISBN: 9780294489133

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Employ present, past, and future verb tense forms of English for both regular and irregular verbs to express actions and states of being in any given time frame in speaking and writing.
2. Distinguish between simple past and present perfect and use the appropriate verb form to express the appropriate aspect in speaking and writing.
3. Construct sentences with passive verbs to express actions in past, present and future time in speaking and writing.
4. Employ present time modals to express requests, permission, suggestions, advice, opinions, necessity, lack of necessity, obligations, and degrees of certainty in speaking and writing.
5. Construct sentences with past time modals to express degrees of certainty, regret, and belated advice in speaking and writing.
6. Apply conditionals to express real and unreal situations in the past, present, and future in speaking and writing.

IV. **Methods of Presentation:**
Group Work, Lecture and Discussion, Discussion, Other: Pair Work Multimedia

V. **Course Content**

% of Course	Topic

20.000%	Types of Verbs, Verb Forms, Introduction to Present and Past Time
5.000%	Adverbs of Time
10.000%	Introduction to Future Time
15.000%	Perfect Time (Present Perfect, Present Perfect Continuous)
20.000%	Present and Past Time Modals
10.000%	Passives
10.000%	Conditionals
10.000%	Review
100.000%	Total

VI. **Methods of Evaluation**

% of Course	**Topic**
20%	Final exam
25%	Homework
55%	Quizzes 6 to 7 total quizzes and writing assignments
100%	Total

VII. **Sample Assignments:**

Sample Assignment 1:

Step 1: Review your handout on modals for giving advice. Step 2: Write a paragraph of advice to a first time SMC student. Step 3: Review your paragraph with your group and check each other's paragraph for accurate use of modals. Step 4: Present your advice in a short speech to the class. Step 5: Answer questions from classmates about your advice.

Sample Assignment 2:

Step 1: Read a short reading passage and identify present perfect and present perfect continuous verbs, and locate the adverbs of time that signal the use of present perfect and present perfect continuous. Step 2: With the class, review your results. Step 3: Write 4-5 sentences using present perfect and present perfect continuous with appropriate adverbs of time on a similar topic.

VIII. **Student Learning Outcomes:**

1. Compose sentences and paragraphs using correct verb forms that agree with the subjects and denote the appropriate time frame and aspect.
2. Compose sentences using conditional forms to correctly express real and unreal conditions in the past and present.
3. Produce short speaking tasks using grammatically correct sentences with correct verb tenses on assigned topics while delivering brief speeches.
4. Use correct verb forms and tenses with spoken questions and comments in response to spoken topics.

Substantial Change: ENGLISH FOR SECOND LANGUAGE SPEAKERS 16C, Sentence Structure and Punctuation

Units:	2.00
Total Instructional Hours (usually 18 per unit):	36.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	72.00
Transferability:	None
Degree Applicability:	Credit - Not Degree Applicable
Advisory:	ESL 11A or concurrent enrollment in ESL 19A or ESL 19B.
Proposed Start:	Fall 2027

Rationale
Changes have been made to the lecture unit hours, lab hours, methods of presentation, and methods of evaluation to address partial lab hours. The ESL department decided that additional lecture hours were needed to meet all objectives and SLOs for ESL 16C.

I. **Catalog Description**
This course helps English language learners to construct grammatically correct sentences using appropriate punctuation. Students will learn to combine sentence elements (clauses and phrases) to produce effective sentences.

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. Great Writing 1, 5th, Folse, Keith S., April Muchmore-Vokoun, and Elena Vestri Solomon, Cengage National Geographic Learning © 2020, ISBN: 978-0357020821
2. Understanding and Using English Grammar, 5th Ed., Azar, B. and Stacy Hagen, Pearson © 2016, ISBN: 978-0134275253
3. Grammar in Context 3, 7th Ed., Elbaum, S., Cengage National Geographic Learning © 2021, ISBN: 978-0357140512

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Compose and edit simple, compound, and complex sentences including negatives and questions.
2. Use prepositional phrases.
3. Identify and produce basic adjective, adverbial, and noun clauses.
4. Apply appropriate punctuation and capitalization rules.
5. Use appropriate word order.

IV. **Methods of Presentation:**
Group Work, Lecture and Discussion, Discussion, Other: Pair Work Individual exercises Online discussion activities

V. **Course Content**

% of Course	Topic
10.000%	Grammar basics: parts of speech, sentence parts, and word order
40.000%	Sentence types and sentence combining
15.000%	Punctuation and Capitalization
10.000%	Prepositional Phrases
20.000%	Editing for grammar and mechanics

5.000%	Word forms and usage
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
20%	Homework
5%	Class Work
20%	Final exam
30%	Quizzes 6 to 7 total quizzes and writing assignments
25%	Written assignments
100%	Total

VII. **Sample Assignments:**

Sample Assignment #1: Step 1: Read the following paragraph. Please note that this paragraph consists of simple sentences only. Step 2: Combine the sentences into compound and/or complex sentences using appropriate cohesive markers. Step 3: Compare your sentences with a partner. Identify at least 2 compound sentences and 2 complex sentences in your partner's paragraphs.

Sample Assignment #2 - Adjective Clause Analysis: Step 1: Read the following ten sentences. Each sentence contains an adjective clause. Step 2: For each sentence, underline the adjective clause and circle the noun it modifies. Step 3: Compare your answers with your group members. Step 4: Working with your group members, discuss if each adjective clause needs commas around it (non-restrictive) or no commas (restrictive). Step 5: Write two of your sentences on the board based on the teacher's instructions.

VIII. **Student Learning Outcomes:**

1. Combine simple sentences to create compound and complex sentences using appropriate cohesive markers.
2. Compose a paragraph that demonstrates control over targeted sentence structure, punctuation, and capitalization.
3. Produce sentences using appropriate word order and incorporating prepositional phrases.

Substantial Change: ENGLISH FOR SECOND LANGUAGE SPEAKERS 19A, English Fundamentals 1

Units:	4.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	3.50
In-Class Lab:	1.50
Arranged:	0.00
Outside-of-Class Hours:	126.00
Transferability:	Transfers to UC, CSU
Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	ESL 11A or multiple measures placement
Proposed Start:	Fall 2027

Rationale
Changes have been made to the lecture unit hours, lab hours, methods of presentation, and lab content to address partial lab hours. No loss in overall instructional contact or time is lost with this change.

I. **Catalog Description**
This high-intermediate course helps English language learners improve their communication skills in a multicultural setting. It focuses on paragraph and essay writing, reading, academic vocabulary, critical thinking, and advanced grammar.

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. Grammar and Beyond 4, 2, Bunting, J.L., L. Diniz, R.Reppen, Cambridge © 2020, ISBN: 978-0-521-14301-1
2. Elements of Success 3, Ediger, A., L. Lee, Oxford © 2018, ISBN: 978-1-107-4957-9
3. Pathways 3, Reading, Writing, and Critical Thinking, 3, Vargo, M. and Blass, L., Cengage Learning © 2023, ISBN: 978-1133317104

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Use a variety of sentence types with correct punctuation and capitalization.
2. Plan, compose, and revise multi-paragraph essays with an introduction and a thesis statement, body paragraphs, transitional sentences, and a conclusion.
3. Produce on-topic responses to prompts.
4. Paraphrase key points from lectures and readings.
5. Use academic vocabulary, including common collocations and related word forms, in speaking and writing.
6. Analyze and explain main ideas and supporting details in speaking and writing.
7. Identify main ideas, supporting details, and the writer/speaker's purpose in a variety of sources.
8. Use reading and note-taking strategies.
9. Use the following in speaking and writing: active and passive verbs (including modals); noun clauses, adjective clauses; adverb clauses; real and unreal conditionals; and gerunds and infinitives.
10. Integrate information from assigned sources and class discussions to support ideas in writing and speaking assignments.
11. Explain opinions on assigned sources in speaking and writing, and share this information with the class.
12. Format assignments and cite sources.

IV. **Methods of Presentation:**
Lecture and Discussion, Distance Education, Projects, Group Work, Online instructor-provided resources, Other: Group and pair activities Writing Workshops during lab hours Multi-media

V. **Course Content**

% of Course	Topic
30.000%	Writing

20.000%	Grammar
20.000%	Reading and Critical Thinking
15.000%	Vocabulary
10.000%	Speaking
5.000%	Listening
100.000%	Total

VI. **Methods of Evaluation**

% of Course	**Topic**
25%	Final exam
15%	Homework
30%	In Class Writing Three in-class writing assignments that include introduction paragraphs, body paragraphs, and one 4-paragraph essay. The 30% will be divided among the three in-class writing assignments.
20%	Quizzes 4-5 quizzes
10%	Class Work In-class assignments (group work, presentations)
100%	Total

VII. **Sample Assignments:**

Sample Assignment #1: Step 1: Complete an assigned reading at home. Step 2: In groups, discuss three possible paraphrases of a sentence from the reading and identify which one is most accurately paraphrased without plagiarizing. Step 3: Each group analyzes a different assigned sentence to understand its meaning. Step 4: Put the reading aside and orally paraphrase the sentence before writing it down. Step 5: Each group presents the original sentence and its paraphrase to the class. Step 6: Provide feedback and modify the paraphrases as needed to create accurate paraphrases. Step 7: For homework, paraphrase several other sentences from the reading.

Sample Assignment #2: Step 1: Complete a reading assignment about the social characteristics of three different animal groups. Step 2: In groups, become “experts” on one of the animals by deciding whether five statements about their animal are true or false and provide evidence from the text to support their position. Step 3: Work together in groups to identify the main idea of the passage and summarize it in your own words. Step 4: Form new groups of three with one “expert” on each animal. Take turns presenting the most important ideas about your animal within your peer group. While one student shares their information, the group members take notes on a chart. You are encouraged to ask questions to clarify information. Step 5: Use the information from the chart to produce a variety of sentences that show similarities and differences between animal groups using coordinating conjunctions, subordinating conjunctions, and conjunctive adverbs. Step 6: Each group shares its sentences with the class, and the sentences are analyzed for accuracy and meaning.

VIII. **Student Learning Outcomes:**

1. Plan, draft, revise, and edit a well-organized, four-paragraph essay that uses information from class materials to support ideas.
2. Explain and respond to main ideas and supporting details in a text in speaking and writing.
3. Employ a variety of sentences, academic vocabulary, and advanced grammar, including adjective clauses, noun clauses, conditionals, gerunds and infinitives, and passives in speaking and writing.

Course Change CCN: CHILD DEVELOPMENT C1000, Child Growth and Development
(formerly PSYCH 11)

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:	CDEV 100
Transferability:	Transfers to UC, CSU
Cal-GETC Area:	4: Social and Behavioral Sciences
SMC GE Area:	4: Social and Behavioral Sciences
Degree Applicability:	Credit - Degree Applicable
Proposed Start:	Fall 2027

I. **Catalog Description**

Students examine the progression of development in the physical, cognitive, social, and emotional domains and identify developmental milestones for children from conception through adolescence. Emphasis is on interactions between biological processes, environmental, and cultural factors. Students may engage in various methods of observing children's development to evaluate individual differences and analyze developmental characteristics at various stages according to developmental theories. * Students will consider both typical and atypical development when examining developmental progression in childhood, and will reflect and draw from their own cultural backgrounds and lived experiences when exploring course topics and concepts.

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. Infants, Children, and Adolescents, 9th, Berk, Laura , Pearson Publishing © 2022, ISBN: 9781256654742
2. * Lifespan Development: A Psychological Perspective, 4th, Lally, Martha, Valentine-French, Suzanne , Open Textbook Library, https://open.umn.edu/opentextbooks/textbooks/540 © 2023
3. Child Growth and Development, Paris, J., Ricardo, A., Rymond, D., & Johnson, A. , Open Textbook Library, https://open.umn.edu/opentextbooks/textbooks/540 © 2024
4. The Developing Person Through Childhood and Adolescence, 13th , Berger, K, Worth Publishers © 2023
5. Child Development: A Cultural Approach, 2nd, Arnett, J., & Maynard, A, Pearson Education, Inc. © 2016
6. Scientific American: Child and Adolescent Development, 1st, Fuligni, A. S., Fuligni, A. J., & Bayne, J., Macmillan © 2024

III. **Course Objectives**

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

1. Identify the typical progression of development across all domains (* including physical, social-emotional, cognitive and language domains).
2. Describe the impact of multiple factors on development and well-being, including those related to biology, environment, and social interactions.
3. Summarize major theories of child development.
4. Apply objective and ethical techniques and skills when observing, interviewing, describing and evaluating behavior in children.
5. Differentiate characteristics of typical and atypical development.

IV. **Methods of Presentation:**

Group Work, Lecture and Discussion, Observation and Demonstration, Other (Specify)
Other Methods: Lectures, small and large group discussions, simulations, role play activities, videos, films, child observations, guest lecturers, small group activities

V. **Course Content**

% of Course	Topic

12.000%	Contemporary and historical theories of Child Development and Learning from a diverse representation of scholars.
24.000%	Influences on development: a. Biological factors i. Heredity and genetics ii. Maturation b. Environmental influences b. Supporting optimal development in school and at home d. Contexts of development i. Cultural ii. Socio-Economic iii. Historical Perspective iv. Societal e. Other influences including, but not limited to: i. Family and parenting ii. Schools and teachers iii. Community support and resources iv. Socio-political climate v. Multi-generational impacts
56.000%	Typical and Atypical Development from conception through Infancy, Toddlerhood, Early Childhood, Middle Childhood, and Adolescence a. Conception, prenatal development, and birth i. Influences on healthy conception, development, and birth ii. Cultural variations iii. Newborn care b. Physical i. Growth and health ii. Brain development iii. Fine and gross motor iv. Gender and sexuality c. Cognitive i. Learning differences and neurodiversity ii. Value of play iii. Memory iv. Processing skills v. Moral development vi. Language vii. Mono and multilingual learners viii. Literacy development * ix.intelligence and academic achievement d. Socioemotional i. Temperament ii. Attachment iii. Relationships 1. Peers and Friendships 2. Families iv. Role of play v. Self-Concept vi. Self-Esteem vii. Identity *1. Gender viii. Self-Regulation ix. Influence of guidance and discipline
2.000%	Risk Factors including, but not limited to: a. Forms of abuse and neglect b. Trauma c. Housing and food insecurity d. Substance abuse and addictions

	e. Mental health * f. Traditionally marginalized populations
6.000%	Observing Children:How and why a. Methodology b. Objective and subjective reporting c. Ethical considerations
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
5%	Class Participation
25%	Exams/Tests
30%	Papers Observations/Papers
40%	Quizzes
100%	Total

VII. **Sample Assignments:**

Research Involving Children:

In order to become familiar with the ethical and legal aspects of conducting experiments with children, students are asked to access sources that outline protections for research with children (e.g. https://www.hhs.gov/ohrp/regulations-and-policy/guidance/faq/children-research/index.html). Students will submit a response to the following questions: 1. What are children's ethical rights? 2. What does the law state (U.S; Supreme Court: Prince v. Massachusetts, 1944) state in regards to psychological experiments that require children to participate? 3. How can we guard the rights of children while still utilizing them as experimental subjects? 4. What are the pros and cons of allowing children to participate in experiments?

Observing & Young Children's Emotions:

Students will locate and observe young children in a group setting such as a park, playground, school, or in their own neighborhood. Students will carefully observe a child for an hour, during intervals of 5 -10 minutes. 1. For each observational interval, students will code the kind of emotion or emotions the child demonstrates and describe the situations and peers involved in the emotional displays. 2. Students will write a summary about a) how children express emotions, b) how expression of emotions varies in different situations, and c) how children might learn to express emotions from others.

VIII. **Student Learning Outcomes:**

1. * Explain children's development from conception through adolescence in the physical, social, emotional, and cognitive domains.
2. * Identify cultural, economic, political, historical contexts that impact children’s development and learning.
3. * Apply knowledge of development and major theoretical frameworks to child observations.

Course Change CCN: MATHEMATICS C2211, Calculus I: Late Transcendentals
(formerly MATH 7)

Units:	5.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	5.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	180.00
C-ID:	MATH 211
Transferability:	Transfers to UC, CSU
Cal-GETC Area:	2: Mathematical Concepts and Quantitative Reasoning
SMC GE Area:	2: Mathematical Concepts and Quantitative Reasoning
Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	Pre-calculus, or college algebra and trigonometry, or equivalent, or placement as determined by the college's multiple measures assessment process. *(MATH 2 or MATH 3 and MATH 4)
Proposed Start:	Fall 2027

I. **Catalog Description**

A first course in differential and integral calculus of a single variable. Topics include limits and continuity of functions, techniques and applications of differentiation, an introduction to integration, and the Fundamental Theorem of Calculus. This course is primarily intended for Science, Technology, Engineering, and Mathematics (STEM) majors.

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. Calculus Volume 1. OER: OpenStax. , Strang, G., Herman, E., et al., OpenStax © 2025
2. Calculus, 9th, Stewart, J., et al. , Cengage © 2021
3. Calculus, 3rd, Briggs, W., et al., Pearson © 2019
4. Thomas' Calculus, 15th, Hass, J., et al. , Pearson © 2023

III. **Course Objectives**

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

1. Compute the limit of a function.
2. Determine the continuity of a function.
3. Find the derivative of a function as a limit.
4. Find the equation of a tangent line to the graph of a function.
5. Compute derivatives using differentiation formulas.
6. Use differentiation to solve applications such as related rate problems and optimization problems.
7. Use implicit differentiation.
8. Graph functions using methods of calculus.
9. Evaluate a definite integral as a limit.
10. Evaluate integrals using the Fundamental Theorem of Calculus.
11. Apply integration to find areas and volumes.
12. *Evaluate limits using basic limit theorems and the epsilon-delta definition.
13. *State and apply the definition of continuity to determine a function's points of continuity and discontinuity.
14. *Integrate elementary functions using basic integral theorems and evaluate a definite integral as a limit using the definition of the definite integral.
15. *Solve derivative application problems including optimization, related rates, linearization, sketching graphs of functions and rectilinear motion.
16. *Solve integral application problems including area, volume, arc length and work.
17. *State and apply the Mean Value theorems, Extreme Value Theorem, Intermediate Value Theorem, Fundamental Theorem of Calculus, and Newton's Method.
18. *Verify that a function satisfies the hypotheses of the Inverse Function Theorem and use it to find the derivative of the inverse function at a number in the domain of the inverse.

IV. **Methods of Presentation:**

Group Work, Lecture and Discussion

V. **Course Content**

% of Course	Topic
9.000%	Limits: intuitive and precise definitions; computation using numerical, graphical, and algebraic approaches *One-sided limits, limits involving infinity
7.000%	Continuity and differentiability of functions *Definition and properties of continuous functions
3.000%	Derivative as a limit
6.000%	Interpretation of derivatives as slopes of tangent lines and rates of change
3.000%	Differentiation formulas: constants, power rule, product rule, quotient rule, and chain rule
3.000%	Derivatives of trigonometric functions * Trig limits
6.000%	Implicit differentiation, differentiation of inverse functions
9.000%	Applications of differentiation, including related rates and optimization * Differentials and linearization * Rectilinear motion, Newton's Method
3.000%	Higher-order derivatives
3.000%	Maximum and minimum values, Extreme Value Theorem
9.000%	Graphing functions using first and second derivatives, concavity, and asymptotes
6.000%	Mean Value Theorem *Mean Value Theorem for Differentiable Functions, First and Second Derivative Tests
3.000%	Antiderivatives and indefinite integrals
3.000%	Definite integrals as limits of Riemann sums
3.000%	Interpretation of the integral as area under a curve and net change
3.000%	Basic integration rules and properties of integrals *Mean Value Theorem for Definite Integrals
3.000%	Fundamental Theorem of Calculus
3.000%	Integration by substitution
15.000%	Applications of integration to areas between curves and volumes, including volumes of solids of revolution *Applications of definite integrals: area; volume of solids by slicing, disks, washers, and shells; arc length; work * Average value
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic

60%	Exams and Quizzes
30%	Final exam
10%	Other Assessments
100%	Total

Additional Assessment Information:
Students should demonstrate their mastery of the learning objectives and their ability to devise, organize, and present complete solutions to problems. Examples of potential methods of evaluation include, but are not limited to, exams, quizzes, homework, classwork, technology-based activities, laboratory work, projects, and research demonstrations. Methods of evaluation are at the discretion of local faculty.

*Closed-book, closed-notes exams will be given to determine the student's mastery of the material. A comprehensive closed-book, closed-notes final exam will be given to assess student learning outcomes and knowledge of course objectives. A non-graphing scientific calculator chosen from a department-approved list may be permitted during exams as long as it is not a substitute for obtaining exact answers by mathematical procedures. At the discretion of the instructor, homework, quizzes, collaborative learning activities, class participation, or projects may be part of the evaluation process.

VII. **Sample Assignments:**

1: Let $f(x) = 3x^4 – 4x^3 + 6$. Find the local extrema of f using the second derivative test when applicable. Find the intervals on which the graph of f is concave upward or is concave downward and find the x-coordinates of the points of inflection. Sketch the graph of f.

2: Let R be the region bounded by the graphs of y = x and y=x^2. Use definite integrals to find the volume of the solid generated if R is revolved about the y-axis using (a) cylindrical shells and (b) disks or washers.

VIII. **Student Learning Outcomes:**

1. *Evaluate and apply limits of a given algebraic or trigonometric function and prove basic limit statements.
2. *Differentiate a given algebraic or trigonometric function and solve application problems involving differentiation.
3. *Integrate a given algebraic or trigonometric function and solve application problems involving integration.

Course Change CCN: MATHEMATICS C2221, Calculus II: Late Transcendentals
(formerly MATH 8)

Units:	5.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	5.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	180.00
C-ID:	MATH 221
Transferability:	Transfers to UC, CSU
Cal-GETC Area:	2: Mathematical Concepts and Quantitative Reasoning
SMC GE Area:	2: Mathematical Concepts and Quantitative Reasoning
Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	Calculus I: Late Transcendentals (MATH C2211*formerly MATH 7), or equivalent, or placement as determined by the college's multiple measures assessment process.
Proposed Start:	Fall 2027

I. **Catalog Description**

A second course in differential and integral calculus of a single variable. Topics include applications of integration, techniques of integration, infinite sequences and series, and the calculus of parametric and polar equations. This course is primarily intended for Science, Technology, Engineering, and Mathematics (STEM) majors.

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. Calculus, 3rd, Briggs, W., et al., Pearson © 2019
2. Calculus, 9th, Stewart, James, Cengage Learning © 2021, ISBN: 9781285740621
3. Calculus Volume 2. OER: OpenStax., Strang, G., Herman, E., et al., OpenStax © 2025
4. Thomas' Calculus, 15th, Hass, J., et al. , Pearson © 2023

III. **Course Objectives**

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

1. 1. Evaluate indeterminate forms using L'Hôpital's Rule.
2. Find derivatives of transcendental functions.
3. Evaluate definite and indefinite integrals using a variety of integration formulas and techniques.
4. Use integration to solve applications such as work or length of a curve.
5. Evaluate improper integrals.
6. Determine convergence of sequences and series.
7. Represent functions as power series.
8. Graph, differentiate, and integrate functions in polar and parametric form.
9. *Differentiate and integrate hyperbolic, logarithmic, exponential, and inverse trigonometric functions.
10. *Evaluate integrals using techniques including integration by parts, partial fractions, trigonometric integrals, and trigonometric and other substitutions.
11. *Approximate values of definite integrals using numerical integration, including the techniques of the Trapezoidal and Simpson's Rules.
12. *Solve integral application problems including surface area of surfaces of revolution, moments and center of mass, and arc length of curves by differentiating and integrating functions defined by polar and parametric equations.
13. *Determine whether an infinite sequence converges or diverges.
14. *Analyze the relationship between an infinite series, the sequence of its terms, and the sequence of its partial sums.
15. *Determine whether an infinite series converges absolutely, converges conditionally or diverges using techniques including the Direct Comparison, Limit Comparison, Root, Ratio, Integral, p-series, Divergence and Alternating Series tests.
16. *Determine the radius and interval of convergence of a power series.
17. *Differentiate and integrate a convergent power series.
18. *Compute the sum of a convergent geometric series and a convergent telescoping series.
19. *Determine the Taylor series of a function at a point.

IV. **Methods of Presentation:**
Group Work, Lecture and Discussion

V. **Course Content**

% of Course	Topic
19.000%	Derivatives and integrals of inverse functions and transcendental functions, including inverse trigonometric, exponential, or logarithmic functions
6.000%	Indeterminate forms and L'Hôpital's Rule
12.000%	Techniques of integration, including integration by parts, trigonometric substitution, and partial fraction decomposition
3.000%	Numerical integration, including trapezoidal and Simpson's rules
6.000%	Improper integrals
8.000%	Additional applications of integration, such as work, volumes, arc length, area of a surface of revolution, moments and centers of mass, separable differential equations, growth and decay
6.000%	Introduction to sequences and series
9.000%	Multiple tests for convergence of sequences and series
6.000%	Power series, radius of convergence, interval of convergence
6.000%	Differentiation and integration of power series
6.000%	Taylor series expansion of functions
6.000%	Parametric equations and calculus with parametric curves
7.000%	Polar curves and calculus in polar coordinates
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
60%	Exams/Tests: 3 to 5 exams
30%	Final exam
10%	Other: Homework, quizzes, projects, class participation
100%	Total

Additional Assessment Information:
Students should demonstrate their mastery of the learning objectives and their ability to devise, organize, and present complete solutions to problems. Examples of potential methods of evaluation include, but are not limited to, exams, quizzes, homework, classwork, technology-based activities, laboratory work, projects, and research demonstrations. Methods of evaluation are at the discretion of local faculty.

*Closed-book, closed-notes exams will be given to determine the student's mastery of the material. A comprehensive closed-book, closed-notes final exam will be given to assess student learning outcomes and knowledge of course objectives. A non-graphing scientific calculator chosen from a department-approved list may be permitted during exams as long as it is not a substitute for obtaining exact answers by mathematical procedures. At the discretion of the instructor, homework, quizzes, collaborative learning activities, class participation, or projects may be part of the evaluation process.

VII. **Sample Assignments:**

Assignment #1: Determine whether the integral converges or diverges, and if it converges, find its value. ∫o∞ (cos x/(1+sin²x)) dx

Assignment #2: Find Taylor's formula with remainder for f(x) =log x, c=10, and n=2.

Assignment #3: Use problem 2 to approximate log (10.25) and estimate the error in the approximation by means of the Taylor remainder of f.

VIII. **Student Learning Outcomes:**

1. *Set up and solve applications problems involving limits, areas, volumes, arc length, indeterminate forms, center of mass and improper integrals using differentiation and integration techniques with transcendental functions.
2. *Determine the divergence or type of convergence of various infinite series, find the domain (interval of convergence) of power series and derive and apply Taylor series.
3. *Graph and analyze curves using parametric equations and/or polar coordinates and solve applications involving functions in either polar or parametric form.

Santa Monica College
Program Of Study
ESL - Advanced English Language Skills *(formerly ESL)* Department Certificate

The ESL - Advanced English Language Skills certificate is designed to prepare English Language learners (ELLs) for the academic rigor of transfer-level English (English C1000 or English C1000 + English 28). Students completing this certificate have achieved academic English reading and writing skills at an advanced, post-secondary level. To earn a certificate, students must complete the required courses as listed with a minimum grade of "C."

Program Learning Outcomes:
Plan, draft, and revise a well-supported multi-paragraph essay that establishes a clear point of view and integrates sources.

- ESL 19A: Plan, draft, revise, and edit a well-organized, four-paragraph essay that uses information from class materials to support ideas.
- ESL 19A: Employ a variety of sentences, academic vocabulary, and advanced grammar, including adjective clauses, noun clauses, conditionals, gerunds and infinitives, and passives in speaking and writing.
- ESL 19B: Plan, draft, and revise a well-supported, multi-paragraph essay that establishes a clear point of view and integrates sources.
- ESL 19B: Edit written work for cohesion, clarity, sentence variety, and grammatical accuracy.

Explain main ideas and supporting details and identify and discuss the purpose of academic texts in speaking and writing.

- ESL 19A: Explain and respond to main ideas and supporting details in a text in speaking and writing.
- ESL 19B: Analyze academic texts to understand main ideas, supporting details, and purpose, and explain them in speaking and in writing.

Employ a variety of sentences, appropriate academic vocabulary, and advanced grammar in speaking and writing.

- ESL 19A: Plan, draft, revise, and edit a well-organized, four-paragraph essay that uses information from class materials to support ideas.
- ESL 19A: Employ a variety of sentences, academic vocabulary, and advanced grammar, including adjective clauses, noun clauses, conditionals, gerunds and infinitives, and passives in speaking and writing.
- ESL 19B: Plan, draft, and revise a well-supported, multi-paragraph essay that establishes a clear point of view and integrates sources.
- ESL 19B: Edit written work for cohesion, clarity, sentence variety, and grammatical accuracy.

Edit written work for cohesion, clarity, sentence variety, and grammatical accuracy.

- ESL 19B: Edit written work for cohesion, clarity, sentence variety, and grammatical accuracy.

Required Courses	**Units: 8.0**
ESL 19A[DE] English Fundamentals 1	4.0
ESL 19B[DE] English Fundamentals 2	4.0
	Total: 8.0

Santa Monica College
Program Of Study
ESL - Intermediate English Language Skills Department Certificate

The ESL - Intermediate English Language Skills certificate is designed to prepare English Language learners (ELLs) for the academic work in advanced academic ESL courses. Students completing this certificate have achieved academic English reading and writing skills at an intermediate, post-secondary level. To earn a certificate, students must complete the required courses as listed with a minimum grade of "C".

Program Learning Outcomes:
Plan, organize, and deliver a short oral presentation.

- ESL 10G: Plan and deliver a 3-4 minute oral presentation on a familiar theme or topic.
- ESL 10G: Use basic grammatical structures (present, past, future tense, count and non-count nouns, and correct word order) to create sentences, questions, and responses.
- ESL 11A: Prepare and deliver a short presentation (e.g. 3-5 minutes) related to a unit topic either individually or with a group.

Produce grammatically accurate simple, compound, and complex sentences in speaking and writing incorporating appropriate academic vocabulary.

- ESL 10G: Use basic grammatical structures (present, past, future tense, count and non-count nouns, and correct word order) to create sentences, questions, and responses.
- ESL 10W: Compose 10 thematically-related grammatically accurate sentences under time constraints.
- ESL 10W: Incorporate target vocabulary in written work.
- ESL 11A: Produce grammatically accurate sentences of the following types: simple, compound, and complex.
- ESL 11A: Compose a well-developed paragraph within time constraints.

Plan and compose a well-developed paragraph.

- ESL 10G: Use basic grammatical structures (present, past, future tense, count and non-count nouns, and correct word order) to create sentences, questions, and responses.
- ESL 10W: Compose 10 thematically-related grammatically accurate sentences under time constraints.
- ESL 11A: Produce grammatically accurate sentences of the following types: simple, compound, and complex.
- ESL 11A: Compose a well-developed paragraph within time constraints.

Identify main ideas and supporting details in short reading passages and listening passages.

- ESL 10G: Use strategies to understand short listening passages.
- ESL 10W: Identify main ideas and supporting details in short reading passages.

Required Courses	**Units: 12.0**
ESL 10G[DE] Multiple Skills Preparation: Listening, Speaking, and Grammar	6.0
OR	
ESL 10W[DE] Multiple Skills Preparation: Reading and Writing	6.0

ESL 11A[DE] Basic English 1	6.0
	Total: 12.0

Santa Monica College
Program Of Study
Computer Business Applications AS/Certificate of Achievement

The core of this certificate program provides advanced computer skills and business concepts that can be applied in nearly every industry. Students will learn to use Microsoft Office products, as well as other computer software applications, that can be applied in business situations to create, edit, format and publish documents, spreadsheets, presentations and databases.
Students can select from three specializations within the Computer Business Applications Certificate program:

- Social Media Specialist students will be introduced to the finer points of the most popular social media applications, including search engine optimization, HTML and digital marketing.
- Office Finance Specialist students will develop the skills necessary to handle basic accounting and bookkeeping procedures for small businesses.
- Microsoft Office Specialist students will develop additional expertise in each of the Microsoft Office applications. This specialization assists in preparation for the Microsoft Office Specialist (MOS) certification exams.

Program Learning Outcomes:
Organize, analyze, and communicate business data by applying software applications to integrate information and support organizational objectives.

- 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 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 21: Students will classify, interpret and record financial data and prepare reports for small businesses
- ACCTG 21: Given a narrative and specific data for a typical small business, students will prepare a full set of books for a small business. This will entail analyzing and classifying business transactions, making ledger and journal entries, financial statements, worksheets and adjusting entries, bank reconciliations, payroll, specialized journals, and taxes.
- ACCTG 21: 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: Explain the fundamental principles of capitalism and the tools used to measure and manage the economy.
- BUS 1: Develop ethical business strategies for solving business problems in the areas of marketing, finance, human resources, investments, and management.
- 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 34: Demonstrate how social media can be strategically integrated into a traditional marketing communications campaign.
- BUS 34: Identify key issues and trends, such as threats or opportunities, for evolving and emerging social media platforms.
- BUS 34: 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.
- CIS 1: Students will compare and contrast the positive and negative impacts of technology on society, and evaluate current trends in personal privacy and computer security.
- CIS 1: Students will use browsers to access, evaluate and interpret ideas, images, and information, and use web-based applications to create documents and spreadsheets.
- CIS 30: Given data, students will create professional workbooks for financial analysis, including formulas and function, charts, and macros.
- CIS 30: Given data analysis project, students will set up, sort and query a worksheet database.
- CIS 32: Organize and analyze data to manage personal and business objectives.
- CIS 32: Create forms and reports based on underlying data for presentation in a professional environment.
- CIS 35A: Give the accounting data, enter financial data using QuickBooks Professional to create various financial statements and reports for service and merchandise entities.
- CIS 35A: Given specific data, process weekly payroll and prepare monthly, quarterly, and yearly payroll forms used by accountants and businesses.

- CIS 35B: Given the accounting data, enter financial data using QuickBooks Online to create various financial statements and reports for small business entities.
- CIS 35B: Given the accounting data, complete bank reconciliations and enter payroll using the tools offered through QuickBooks Online or its additional required Apps.
- CIS 37: Given information, create business letters, memos, and other documents according to established standards for a particular office environment.
- CIS 37: Given information, design flyers, newsletters, labels, and other business documentation used as marketing tools in an office environment.
- CIS 38: Given content information, students will use chart, tables,graphics, templates, and other objects to design animated professional presentation.
- CIS 38: Utilizing PowerPoint to create slide presentations, students enhance their ability to present professional ideas.
- CIS 39: Given client data, the student will configure and customize an e-mail account. As assessed by: successful transmission of email messages via a new account.
- CIS 39: Functioning as coordinator, the student will setup a meeting, track participants and resources and distribute agendas.
- CIS 4: Students use office software applications to analyze different types of business information, thus improving their professional decisions.
- CIS 4: Students will demonstrate an understanding of the most significant, essential and current concepts of information technology and how they are applied successfully within an organization.
- CIS 50: Given content information, students will use various multimedia elements to design a Website. As assessed by: projects and exams.
- CIS 50: Functioning as a Website creator, students will use HTML to create Web page with multimedia elements. As assessed by: projects and exams.
- CIS 70: Applying their knowledge of social media strategies, students will build a strong social media presence on the web, and produce a solid online foundation for managing content.
- CIS 70: Formulate, build, and deploy a podcast that is designed to be syndicated utilizing RSS feeds on a weekly episodic basis.
- OFTECH 1: Applying keyboard mastery skills, students will key alphabetic material at a minimum rate of 35 words a minute for five minutes with a maximum of 5 errors. As assessed by: Keyboarding Speed Tests
- OFTECH 1: Using word processing software (Microsoft Word), students will create and edit business letters, reports, memos, tables, and employment documents. As assessed by: Assignments and Tests
- OFTECH 10: Applying keyboard mastery skills, students will accurately key alphabetic characters, numbers, symbols, and punctuation marks. As assessed by: Assignments and Tests
- OFTECH 10: Applying speed building skills, students will increase speed a minimum of 5 words a minute, with a maximum of 5 errors, over the course-entry speed. As assessed by: Speed Tests
- OFTECH 5: Applying knowledge of English grammar, spelling, and punctuation, students will proofread and correct errors in business documents.
- OFTECH 5: Applying knowledge of roots, prefixes, and suffixes, students will expand their ability to define and use frequently misspelled words in written communications correctly.

Design and produce professional business communications by creating documents, presentations, reports, and correspondence that demonstrate proficiency in digital tools and workplace standards.

- CIS 1: Students will compare and contrast the positive and negative impacts of technology on society, and evaluate current trends in personal privacy and computer security.
- CIS 1: Students will use browsers to access, evaluate and interpret ideas, images, and information, and use web-based applications to create documents and spreadsheets.
- CIS 30: Create, sort, and query a worksheet database for a variety of data analysis projects.
- CIS 30: Given data, students will create professional workbooks for financial analysis, including formulas and function, charts, and macros.
- CIS 30: Given data analysis project, students will set up, sort and query a worksheet database.
- CIS 30: Create professional workbooks for financial analysis, including formulas and function, charts, and macros.
- CIS 32: Organize and analyze data to manage personal and business objectives.
- CIS 32: Organize and analyze data to manage personal and business objectives.
- CIS 32: Create forms and reports based on underlying data for presentation in a professional environment.
- CIS 32: Create forms and reports based on underlying data for presentation in a professional environment.
- CIS 37: Given information, create business letters, memos, and other documents according to established standards for a particular office environment.
- CIS 37: Given information, create business letters, memos, and other documents according to established standards for a particular office environment.

- CIS 37: Given information, design flyers, newsletters, labels, and other business documentation used as marketing tools in an office environment.
- CIS 37: Given information, design flyers, newsletters, labels, and other business documentation used as marketing tools in an office environment.
- CIS 38: Given content information, students will use chart, tables,graphics, templates, and other objects to design animated professional presentation.
- CIS 38: Utilizing PowerPoint to create slide presentations, students enhance their ability to present professional ideas.
- CIS 39: Given client data, the student will configure and customize an e-mail account. As assessed by: successful transmission of email messages via a new account.
- CIS 39: Given client data, the student will configure and customize an e-mail account. As assessed by: successful transmission of email messages via a new account.
- CIS 39: Functioning as coordinator, the student will setup a meeting, track participants and resources and distribute agendas.
- CIS 39: Functioning as coordinator, the student will setup a meeting, track participants and resources and distribute agendas.
- CIS 4: Demonstrate an understanding of the most significant, essential, and current concepts of information technology, as well as how these concepts are successfully applied within an organization.
- CIS 4: Students use office software applications to analyze different types of business information, thus improving their professional decisions.
- CIS 4: Students will demonstrate an understanding of the most significant, essential and current concepts of information technology and how they are applied successfully within an organization.
- CIS 4: Analyze different types of business information using office software applications to enhance professional decision-making.
- CIS 50: Given content information, students will use various multimedia elements to design a Website. As assessed by: projects and exams.
- CIS 50: Design a website utilizing multimedia elements.
- CIS 50: Functioning as a Website creator, students will use HTML to create Web page with multimedia elements. As assessed by: projects and exams.

Evaluate and implement data-driven business solutions by interpreting information and applying technology-based strategies to support decision-making in their area of concentration.

- CIS 35A: Give the accounting data, enter financial data using QuickBooks Professional to create various financial statements and reports for service and merchandise entities.
- CIS 35A: Give the accounting data, enter financial data using QuickBooks Professional to create various financial statements and reports for service and merchandise entities.
- CIS 35A: Given specific data, process weekly payroll and prepare monthly, quarterly, and yearly payroll forms used by accountants and businesses.
- CIS 35A: Given specific data, process weekly payroll and prepare monthly, quarterly, and yearly payroll forms used by accountants and businesses.
- CIS 35B: Given the accounting data, enter financial data using QuickBooks Online to create various financial statements and reports for small business entities.
- CIS 35B: Given the accounting data, enter financial data using QuickBooks Online to create various financial statements and reports for small business entities.
- CIS 35B: Given the accounting data, complete bank reconciliations and enter payroll using the tools offered through QuickBooks Online or its additional required Apps.
- CIS 35B: Given the accounting data, complete bank reconciliations and enter payroll using the tools offered through QuickBooks Online or its additional required Apps.
- CIS 50: Given content information, students will use various multimedia elements to design a Website. As assessed by: projects and exams.
- CIS 50: Design a website utilizing multimedia elements.
- CIS 50: Create websites using HTML with multimedia elements.
- CIS 50: Functioning as a Website creator, students will use HTML to create Web page with multimedia elements. As assessed by: projects and exams.
- CIS 70: Build a digital marketing campaign to promote an organization, brand, product, or service online.
- CIS 70: Applying their knowledge of social media strategies, students will build a strong social media presence on the web, and produce a solid online foundation for managing content.
- CIS 70: Formulate, build, and deploy a podcast that is designed to be syndicated utilizing RSS feeds on a weekly episodic basis.

- CIS 70: Implement content marketing, social media marketing, search engine marketing, and e-marketing tools and applications to create content.
- CIS 70: Build, formulate, and deploy a podcast designed to be syndicated episodically using RSS feeds.
- OFTECH 10: Improve touch-typing speed at a minimum of 5 words a minute, with a maximum of 5 errors, over the course-entry speed.
- OFTECH 10: Applying keyboard mastery skills, students will accurately key alphabetic characters, numbers, symbols, and punctuation marks. As assessed by: Assignments and Tests
- OFTECH 10: Applying speed building skills, students will increase speed a minimum of 5 words a minute, with a maximum of 5 errors, over the course-entry speed. As assessed by: Speed Tests
- OFTECH 10: Demonstrate touch-typing of alphabetic characters, numbers, symbols, and punctuation marks.
- OFTECH 5: Define and use frequently misspelled words in written communications correctly.
- OFTECH 5: Applying knowledge of English grammar, spelling, and punctuation, students will proofread and correct errors in business documents.
- OFTECH 5: Applying knowledge of roots, prefixes, and suffixes, students will expand their ability to define and use frequently misspelled words in written communications correctly.
- OFTECH 5: Proofread errors in business documents.

Required courses: (21 units)	**Units: 21.0**
BUS 1[DE] Introduction To Business	3.0
CIS 1[DE] Introduction to Computer Information Systems	3.0
CIS 4[DE] Business Information Systems with Applications	3.0
CIS 37[DE] Microsoft Word	3.0
CIS 39[DE] MS Outlook - Comprehensive Course	3.0
OFTECH 5[DE] English Skills for the Office	3.0

OFTECH 1[DE] Keyboarding I	3.0
OR	
OFTECH 10[DE] Skill Building on the Keyboard	3.0

Complete one of the following specialization tracks below based on your career interests: (9 units minimum)

	Units: 9.0
Track 1: Social Media Specialist	
BUS 34A[DE] Introduction to Digital Marketing	3.0
CIS 50[DE] Internet, HTML, and Web Design	3.0
CIS 70[DE] Digital Marketing Applications *(same as: BUS 34B)*	3.0
Track 2: Office Finance Specialist	
CIS 30[DE] Microsoft Excel	3.0

ACCTG 1[DE] Introduction to Financial Accounting	5.0
OR	
ACCTG 21[DE] Business Bookkeeping	3.0

CIS 35A[DE] QuickBooks Desktop	3.0
OR	
CIS 35B[DE] QuickBooks Online	3.0
Track 3: Microsoft Office Specialist	
CIS 30[DE] Microsoft Excel	3.0
CIS 32[DE] Microsoft Access	3.0
CIS 38[DE] Microsoft PowerPoint	3.0

Total: 30.0

Santa Monica College
Program Of Study
General Office AS/Certificate of Achievement

This program provides training in common skills used in the business office - keyboarding, computer applications, English, accounting, and business communications. General office workers obtain employment in many environments: corporate settings, government, schools, and hospitals. Related job titles include administrative assistant, executive assistant, executive secretary, office assistant, and secretary. After gaining some work experience or specialized skills, many workers transfer to jobs with higher pay or greater advancement potential.

Program Learning Outcomes:
Create and revise commonly used business documents.

- CIS 37: Given information, create business letters, memos, and other documents according to established standards for a particular office environment.
- CIS 37: Given information, design flyers, newsletters, labels, and other business documentation used as marketing tools in an office environment.
- CIS 39: Given client data, the student will configure and customize an e-mail account. As assessed by: successful transmission of email messages via a new account.
- CIS 39: Functioning as coordinator, the student will setup a meeting, track participants and resources and distribute agendas.
- OFTECH 1: Create and proofread business letters, reports, memos, tables, and employment documents.
- OFTECH 1: Improve touch-typing skills to achieve a minimum rate of 35 words a minute for five minutes with a maximum of 5 errors.
- OFTECH 10: Improve touch-typing speed at a minimum of 5 words a minute, with a maximum of 5 errors, over the course-entry speed.
- OFTECH 10: Demonstrate touch-typing of alphabetic characters, numbers, symbols, and punctuation marks.
- OFTECH 1A: Demonstrate beginning-level touch-typing skills.
- OFTECH 1A: Improve typing skills to achieve a minimum rate of 25 words a minute for two minutes with a maximum of 5 errors.
- OFTECH 1B: Create and proofread business letters, reports, and tables.
- OFTECH 1B: Build proficiency in typing skills to achieve a minimum rate of 30 words a minute for three minutes with a maximum of 5 errors.
- OFTECH 1C: Create and proofread business letters, reports, memos, and employment documents.
- OFTECH 1C: Build proficiency in typing skills to achieve a minimum rate of 35 words a minute for five minutes with a maximum of 5 errors.
- OFTECH 5: Define and use frequently misspelled words in written communications correctly.
- OFTECH 5: Proofread errors in business documents.
- OFTECH 9: Demonstrate touch-typing of 5 words a minute, 3-5-minutes, with a maximum of 5 errors, over course entry-level speed.
- OFTECH 9: Demonstrate touch-typing of alphabetic characters, numbers, symbols, and punctuation marks.

Perform basic bookkeeping and accounting tasks, such as classifying, recording and preparing financial documents of various kinds.

- 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 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 21: Students will classify, interpret and record financial data and prepare reports for small businesses
- ACCTG 21: Given a narrative and specific data for a typical small business, students will prepare a full set of books for a small business. This will entail analyzing and classifying business transactions, making ledger and journal entries, financial statements, worksheets and adjusting entries, bank reconciliations, payroll, specialized journals, and taxes.
- ACCTG 21: 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: 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: Write common business messages such as letters, memos, and e-mails that are clear, complete, concise, courteous, considerate, and correct.
- 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 32: Deliver a business presentation that is clear, complete, concise, considerate, and correct.
- CIS 30: Create, sort, and query a worksheet database for a variety of data analysis projects.
- CIS 30: Create professional workbooks for financial analysis, including formulas and function, charts, and macros.

Required Courses: (24 units)	**Units: 24.0**
ACCTG 1[DE] Introduction to Financial Accounting	5.0
OR	
ACCTG 21[DE] Business Bookkeeping	3.0

BUS 32[DE] Business Communications	3.0
CIS 1[DE] Introduction to Computer Information Systems	3.0
CIS 4[DE] Business Information Systems with Applications	3.0
CIS 30[DE] Microsoft Excel	3.0
CIS 37[DE] Microsoft Word	3.0
CIS 39[DE] MS Outlook - Comprehensive Course	3.0
OFTECH 5[DE] English Skills for the Office	3.0

Select 3 units from the following:	**Units: 3.0**
OFTECH 1[DE] Keyboarding I	3.0
OFTECH 1A[DE] Keyboarding 1A	1.0
OFTECH 1B[DE] Keyboarding 1B	1.0
OFTECH 1C[DE] Keyboarding 1C	1.0
OFTECH 9[DE] Keyboarding Improvement	1.0
OFTECH 10[DE] Skill Building on the Keyboard	3.0

Total: 27.0