



1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Agenda

Wednesday, April 1, 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

One tap mobile
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Dial by your location

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

Members:

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

Interested Parties:

- | | | | |
|-------------------|----------------|----------------------|-------------------|
| Stephanie Amerian | Jessie Garcia | Liz Koenig | Tamika Phillips |
| Maria Bonin | Jose Hernandez | Kristin Lui-Martinez | Jessica Rodriguez |
| Department Chairs | Tracie Hunter | Maria Munoz | Steven Sedky |
| Nick Chambers | Maral Hyeler | Stacy Neal | Esau Tovar |
| Kiersten Elliott | Luis Jauregui | Ailsa Ortiz (A.S.) | 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 (March 18, 2026)	4
V. Chair's Report	
VI. Information Items	
1. Non-Substantial Change SWHS 95 Social Work and Human Services Fieldwork	
2. Common Course Numbering Updates	
3. Cal-GETC Updates	
4. TOP to CIP Project Updates	

VII. Action Items

Consent Agenda: Deactivations

- a. DANCE 9 Dance Productions
- b. DANCE 37 Beginning Pointe
- c. DANCE 38 Intermediate Pointe
- d. DANCE 55C Modern Dance Staging Techniques
- e. DANCE 57C World Dance Staging Techniques
- f. DANCE 87 Dance 87

Courses

g. ESL 911 Beginning Listening and Speaking	
• Substantial Changes: SLOs, course objectives, course content, methods of presentation, methods of evaluation, textbooks, sample assignments.....	14
h. ESL 913 Intermediate Listening and Speaking	
• Substantial Changes: SLOs, course objectives, course content, methods of presentation, methods of evaluation, textbooks, sample assignments.....	16
• Adding Advisory: ESL 911 Beginning Listening and Speaking.....	18
i. ESL 915 Advanced Listening and Speaking	
• Substantial Changes: SLOs, course objectives, course content, methods of presentation, methods of evaluation, textbooks	19
• Adding Advisory: ESL 913 Intermediate Listening and Speaking.....	21
j. ESL 961 Beginning Reading and Writing	
• Substantial Changes: SLOs, course objectives, course content, methods of presentation, methods of evaluation, textbooks, sample assignments.....	22
k. ESL 963 Intermediate Reading and Writing	
• Substantial Changes: SLOs, course objectives, course content, methods of presentation, methods of evaluation, textbooks	24
• Adding Advisory: ESL 961 Beginning Reading and Writing.....	26
l. ESL 965 Advanced Reading and Writing	
• Substantial Changes: SLOs, course objectives, course content, methods of presentation, methods of evaluation, textbooks, sample assignments.....	27
• Adding Advisory: ESL 963 Intermediate Reading and Writing.....	29

m. ESL 971 Beginning ESL Vocabulary	30
• Substantial Changes: SLOs, course objectives, course content, methods of presentation, methods of evaluation, textbooks, sample assignments	
n. ESL 973 Intermediate ESL Vocabulary	
• Substantial Changes: SLOs, objectives, course content, methods of presentation, methods of evaluation, textbooks, sample assignments	32
• Adding Advisory: ESL 971 Beginning ESL Vocabulary	34
o. ESL 975 Advanced ESL Vocabulary	
• Substantial Changes: SLOs, course objectives, course content, methods of presentation, methods of evaluation, textbooks, sample assignments.....	35
• Adding Advisory: ESL 973 Intermediate ESL Vocabulary	37

Programs

p. Homeless Service Work Certificate of Achievement	38
• Substantial Change: Required Courses: replacing NPMGMT 4 and NPMGMT 5 with NPMGMT 6, no change to units	
q. Liberal Arts – Arts and Humanities AA	39
• Substantial Change: removing “At least 1 course” from Arts/Humanities restriction	
r. Liberal Arts – Social and Behavioral Science AA	40
• Substantial Change: removing “At least 1 course” from Social/Behavioral Science restriction	
s. Changes to degrees, certificates, and program maps as a result of courses considered on this agenda	

VIII. New Business

- Updates to Administrative Regulation (AR) 4020 Curriculum Committee Structure, Functions, Responsibility, and Curriculum Approval Process 41
 - Additions to 5. Curriculum Committee Members: items F., G.
 - Additions to 6. Curriculum Committee Approval Process: items I., J.
- New Administrative Regulation (AR) 4020.1 Credit Hour 47
 - New AR to address specific hours to unit calculations

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 April 29, 2026.



1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Minutes

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

Members Present:

Redelia Shaw, <i>Chair</i>	Susan Caggiano	Justice Isaacs	Kevin Roberts
Dione Hodges, <i>Vice Chair</i>	Evelyn Chantani	Sharlene Joachim	Bobby Simmons
Lourdes Arévalo	Rachel Demski	Jesus Lopez	Briana Simmons
Jason Beardsley	Susan Fila	Walt Louie	Olivia Vallejo
Fariba Bolandhemat	Catherine Haradon	Jacqueline Monge	Audra Wells
Walter Butler	Aileen Huang		

Members Absent:

Walker Griffy	Scott Silverman*	Lydia Strong*	NAME
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**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.*

(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 3:15 pm. Motion to approve the agenda with no revisions.
Motion made by: Walter Butler; **Seconded by:** Fariba Bolandhemat
The motion passed unanimously.

II. Public Comments

None

III. Announcements

Fariba announced the Cloud Computing bachelor’s degree was approved by the Board of Governors! The next step will to be to submit to the Board of Trustees in April, and upload for Chancellor’s Office approval. Congratulations to the CSIS department!

IV. Approval of Minutes

Motion to approve the minutes of March 4, 2026 with no revisions.
Motion made by: Bobby Simmons; **Seconded by:** Susan Caggiano
The motion passed unanimously.

V. Chair’s Report

- The survey results for the curriculum meeting time are posted to the canvas shell. A second survey/vote will happen for the two times that tied in the initial survey (2-4pm and 3-5pm)
- For Women’s History Month, there are features on Jane Addams and Septima Poinsette Clark
- Today’s TOP-CIP presentation will be posted to the canvas shell soon for reference

VI. Information Items

1. Common Course Numbering Updates – Susan Caggiano
 - No major updates to CCN. The Chemistry Lab faculty surveys have gone out – Susan forwarded the survey to Jennifer Hsieh and Kevin Roberts
2. Cal-GETC Updates – Olivia Vallejo
 - No updates to Cal-GETC
3. TOP-CIP Transition Project Updates – Rachel Demski
 - An overview of the TOP to CIP code transition project, including the history, timelines, and work to be completed. Please see page 3 of the minutes for the presentation.

VII. Action Items

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.

Courses

- a. ANTH C1000 Introduction to Biological Anthropology with Lab (*formerly ANTHRO 5*)
 - Common Course Numbering Change (Effective Fall 2027)
Motion to approve common course numbering changes to ANTH C1000 (formerly ANTHRO 5) with no additional revisions.
Motion made by: Susan Caggiano; **Seconded by:** Bobby Simmons
The motion passed unanimously.
- b. ANTH C1001 Introduction to Biological Anthropology (*formerly ANTHRO 1*)
 - Common Course Numbering Change (Effective Fall 2027)
Motion to approve common course numbering changes to ANTH C1001 (formerly ANTHRO 1) with no additional revisions.
Motion made by: Bobby Simmons; **Seconded by:** Dione Hodges
The motion passed unanimously.
- c. 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:** Jesus Lopez
The motion passed unanimously.

VIII. New Business

None

IX. Old Business

None

X. Adjournment

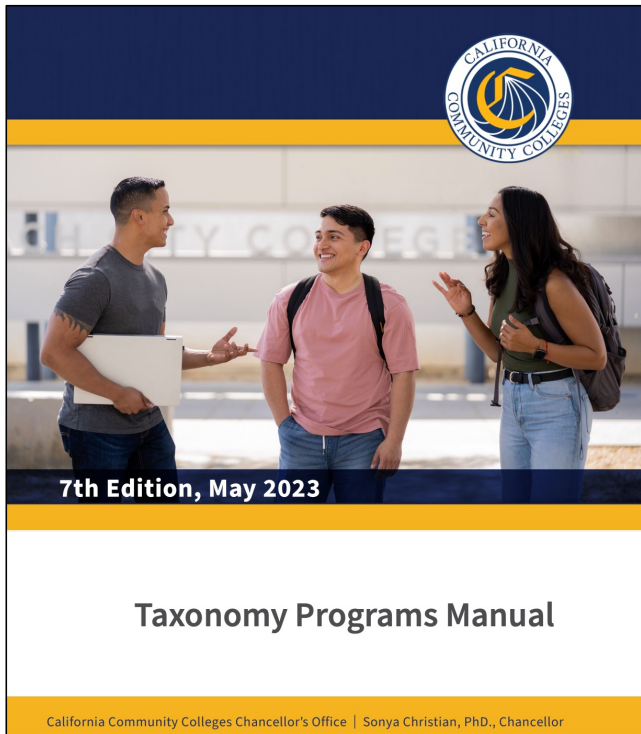
Motion to adjourn the meeting at 3:45 pm.

Motion made by: Kevin Roberts; **Seconded by:** Aileen Huang

The motion passed unanimously.

TOP to CIP Code Transition Project





CIP | THE CLASSIFICATION OF INSTRUCTIONAL PROGRAMS

CIP 2020 Change Year

Quick CIP Go

Search Options FAQs Resources Help Contact CIP Wizard

Browse CIP Codes

This is a full listing of all CIP codes in this version. (Note: Neither old location of codes that moved nor deleted codes are shown in this listing; that information may be viewed on other areas of this site.)

[Expand All](#) [Collapse All](#)

- 01) AGRICULTURAL/ANIMAL/PLANT/VETERINARY SCIENCE AND RELATED FIELDS.
- 03) NATURAL RESOURCES AND CONSERVATION.
- 04) ARCHITECTURE AND RELATED SERVICES.
- 05) AREA, ETHNIC, CULTURAL, GENDER, AND GROUP STUDIES.
- 09) COMMUNICATION, JOURNALISM, AND RELATED PROGRAMS.
- 10) COMMUNICATIONS TECHNOLOGIES/TECHNICIANS AND SUPPORT SERVICES.
- 11) COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES.
- 12) CULINARY, ENTERTAINMENT, AND PERSONAL SERVICES.
- 13) EDUCATION.
- 14) ENGINEERING.
- 15) ENGINEERING/ENGINEERING-RELATED TECHNOLOGIES/TECHNICIANS.
- 16) FOREIGN LANGUAGES, LITERATURES, AND LINGUISTICS.
- 19) FAMILY AND CONSUMER SCIENCES/HUMAN SCIENCES.
- 21) RESERVED.
- 22) LEGAL PROFESSIONS AND STUDIES.



The History

- **1973:** the CCCCO creates TOP Codes (Taxonomy of Programs) to organize curriculum of varying titles with shared content
 - Ex: FILM 1 at SMC / CINEMA 107 at LA Valley = TOP 0612.00 Film Studies
- **1979:** the federal government creates CIP Codes (Classification of Instructional Programs) with the same purpose as TOP codes
- **2013:** last update to TOP codes (no future updates planned)
- **2020:** last update to CIP codes (updated every 10 years – next update 2030)
- **2027:** retire TOP codes and move all courses/programs to CIP codes



TOP Codes vs. CIP Codes

TOP Codes

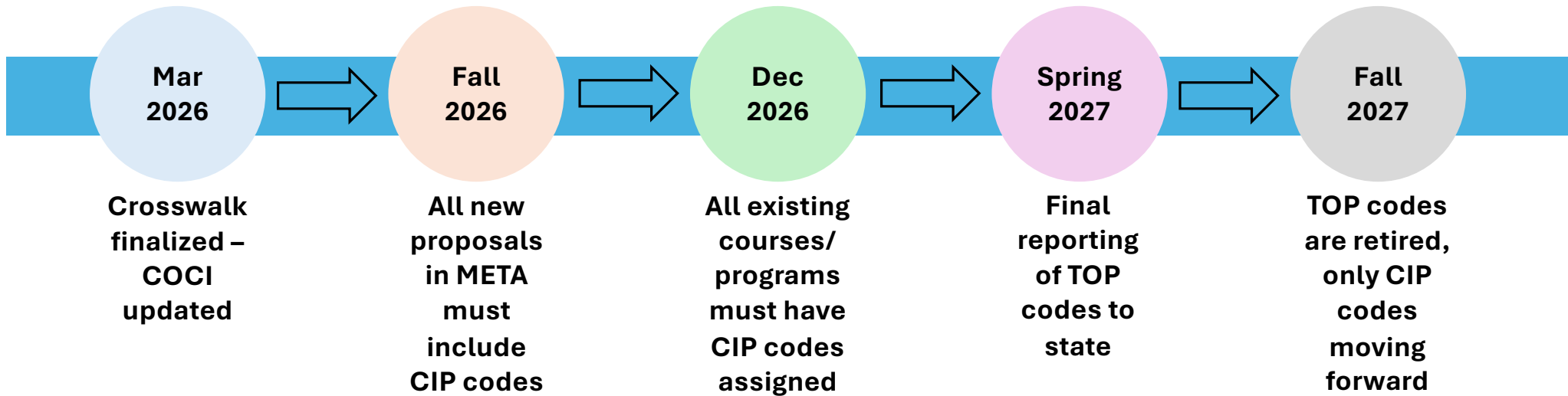
- 6 digit code: 0000.00
 - First two digits indicate discipline
 - Next two digits indicate subdiscipline
 - Last two digits indicate the field or specialty of the subdiscipline
- Ex:
 - 06 – Media and Communications
 - 0612 – Film Studies
 - 0612.00 – Film Studies
 - 0612.10 – Film History and Criticism
 - 0612.20 – Film Production

CIP Codes

- 6 digit code: 00.0000
 - First two digits indicate discipline
 - Next two digits indicate subdiscipline
 - Last two digits indicate the field or specialty of the subdiscipline
- Ex:
 - 50 – Visual and Performing Arts
 - 05.06 – Film/Video and Photographic Arts
 - 50.0601 – Film/Cinema Studies
 - 50.0602 – Cinematography and Film/Video Production
 - 50.0605 – Photography
 - 50.0607 – Documentary Production
 - 50.0699 – Film/Video and Photographic Arts, Other



The Timeline





The Work

Courses

- We have 2,000+ courses
- Each course needs to be updated across 3 systems
 - META
 - COCI
 - WebISIS

Programs

- We have 200+ programs
- Each course needs to be updated across 3 systems
 - META
 - COCI
 - WebISIS

All course and program files need to be manually updated

Current Status

- We're running a comparison between all courses/programs, their associated TOP, and how it aligns with the new crosswalk.

TOP Code - TOP Title ① ^	TOP Code CTE Flag	CIP Code - CIP Title ② ^	CIP CTE Flag
0612.20 - Film Production	CTE	32.0107 - Career Exploration/Awareness Skills	Noncredit CIP
0612.20 - Film Production	CTE	32.0111 - Workforce Development and Training	Noncredit CIP
0612.20 - Film Production	CTE	50.0504 - Playwriting and Screenwriting	Not CTE
0612.20 - Film Production	CTE	50.0602 - Cinematography and Film/Video Production	CTE
0612.20 - Film Production	CTE	50.0699 - Film/Video and Photographic Arts, Other	Other

- Many TOP codes have 1-to-1 alignments
Ex: while TOP code 0612.20 Film Production *could* align with five separate CIP codes, only one of the CIP codes is CTE



Questions?

- Do all courses/programs need to be resubmitted through curriculum?
 - No, we'll update all files on the admin side of META, COCI, and WebISIS
- Do SAM codes need to be updated?
 - Not at this time – we haven't received any directive that SAM codes will need to be reviewed/updated
- Will more information be available?
 - Yes! Once more data is finalized, we'll offering additional information and possible trainings
- What about CIP codes for statewide curriculum (ADTs, Common Course Numbering)?
 - CIP codes for ADTs and CCNs will be assigned automatically by the Chancellor's Office
- Who do I contact if I have questions?
 - Send an email to the tech review team (Redelia, Dee Dee, Rachel, and Olivia)

Substantial Change: ESL - NONCREDIT 911, Beginning Listening and Speaking

Units:	0.00
Total Instructional Hours (usually 18 per unit):	48.06
Hours per week (full semester equivalent) in Lecture:	2.67
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	96.12
Degree Applicability:	Noncredit
Proposed Start:	Fall 2026

I. Catalog Description

In this course, beginning ESL students focus on developing listening and speaking skills needed to communicate effectively in social, work, and academic contexts.

II. Examples of Appropriate Text or Other Required Reading:

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

1. Speak Now, Communicate with Confidence 1, Richards, J and Bohlke, D., Oxford University Press © 2022
2. Start Up 1 Student Book, K. Beatty, J. i Currie Santamaria, K Thompson , Pearson © 2021
3. Connectivity Foundations, Salow, J and Ascher, A, Pearson © 2020

III. Course Objectives

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

1. Use listening strategies (e.g., predicting, listening for key words) to identify the main idea and details in short passages.
2. Discriminate between questions and declarative statements.
3. Give and respond to step by step oral instructions.
4. Recount a short sequence of events in order.
5. Discuss familiar topics, experiences, or events using relevant facts and some details.
6. Ask and answer simple questions in a variety of familiar contexts (e.g. work, school, the community).
7. Use appropriate word order when forming questions/statements.
8. Use common linking words to connect events and ideas (e.g. first, after that, finally).
9. Pronounce new vocabulary correctly, paying attention to word stress, intonation, and word endings.
10. Use online platforms to locate information and present findings orally with guided support.

IV. Methods of Presentation:

Group Work, Lecture and Discussion, Online instructor-provided resources, Distance Education

V. Course Content

<u>% of Course</u>	<u>Topic</u>
40.000%	Speaking Conversations, discussions, short presentations, role plays on familiar topics covered in class (e.g. workplace, shopping, school, community, family, health, weather, telephone, social interaction, and safety)
35.000%	Listening Simple sentences, dialogs, conversations, phone messages, instructions, and/or brief audio/video segments on familiar topics (e.g. workplace, shopping, school, community, family, health, weather, telephone, social interaction, and safety).
15.000%	Grammar/Vocabulary Verb forms, simple present tense, simple past tense, present/past continuous tense, simple future, basic modals (can, should), adverbs of frequency, nouns (singular, plural, non-count) pronouns, adjectives, and prepositions.
10.000%	Pronunciation

	Rising and falling intonation (yes/no, WH questions), voiced and voiceless consonants (final "s"), word stress (ordinal and cardinal numbers), and lax and tense vowel sounds (letters of the alphabet).
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
10%	Oral Presentation (individual, small group)
10%	Exams/Tests
10%	Homework
35%	Class Work Assignments completed in class
35%	Class Participation Active participation in class discussions and activities
100%	Total

VII. **Sample Assignments:**

Give and Respond to Oral Directions:

1. Work with a group of 3 or 4. The teacher will give your group a card with a familiar task (e.g. brush your teeth, make a sandwich) and some props related to the the task. 2. Work with your group to create a sequence of step by step instructions to perform the task (e.g. Open the bag. Take out two pieces of bread. Pick up the knife). 3. Give directions to your partners. Use sequence words (First, after that, next, finally). Your partners should demonstrate by acting out/pantomiming each step. Switch roles. 4. Present your sequence to the class. 5. For extra practice, record yourself giving directions and share the recording in the LMS.

Favorite Restaurant Conversation Websearch:

1. Work with the class to brainstorm a list of favorite local restaurants that feature food from your country. 2. Use your phone or the school iPad to search for the web address of your favorite restaurants. 3. Work in cross-cultural groups of four. Show your group mates the website of your favorite restaurant. 4. Take turns asking and answering 'wh-' questions (e.g. What is it called? Where is it? What do they serve?) 5. Post the restaurant links to Padlet. 6. Tell the class which new restaurant you would like to visit and why.

VIII. **Student Learning Outcomes:**

1. Participate in simple conversations on familiar topics with diverse partners using appropriate English.
2. Identify and recount key information from listening to passages on familiar topics.

Substantial Change: ESL - NONCREDIT 913, Intermediate Listening and Speaking

Units:	0.00
Total Instructional Hours (usually 18 per unit):	48.06
Hours per week (full semester equivalent) in Lecture:	2.67
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	96.12
Degree Applicability:	Noncredit
Advisory(s):	ESL 911
Proposed Start:	Fall 2026

Rationale

This update eliminates, revises, and adds some course objectives, revises the SLO's for clarity, makes one SLO into a learning objective and updates the course textbook list.

I. Catalog Description

In this intermediate ESL course, students focus on developing listening and speaking skills needed to communicate effectively in social, work, and academic contexts.

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. Reflect 2 Listening and Speaking, Bygrave, J, National Geographic Learning © 2022
2. Speak Now. Communicate with Confidence 2, Richards, J and Bohlke, D, Oxford University Press © 2022
3. Connectivity 2, Salow, J and Ascher, A, Pearson © 2022

III. Course Objectives

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

1. Use listening strategies (e.g., setting a purpose, predicting content, using context clues) to improve comprehension of spoken texts.
2. Identify and use transition words and phrases in listening and speaking.(e.g. however, another reason is, for example).
3. Use strategies to confirm understanding of a conversation (e.g. by asking questions, paraphrasing main points).
4. Use appropriate language to agree and disagree in conversations and discussions.
5. Use signal phrases to introduce information (e.g., "Today I want to talk about..." or "One reason is...").
6. Use word stress and intonation patterns to convey meaning, ideas, and emotions in speaking.
7. Use academic and subject-specific vocabulary when speaking.
8. With guidance, use digital tools and online platforms to find simple information, exchange ideas, and explain information in one's own words.

IV. Methods of Presentation:

Group Work, Lecture and Discussion, Online instructor-provided resources, Distance Education, Projects

V. Course Content

% of Course	Topic
40.000%	Speaking Dialogs, role plays, conversations, interviews, and discussions. Group and individual presentations on content/topics covered in class (e.g. career/academic goals, employment, school, shopping, family, community, travel, culture, health, safety, technology).
35.000%	Listening: Dialogs, reports, conversations, phone messages, podcasts, interviews, instructions, guest speakers, lectures, audio/video segments on familiar topics covered in class (e.g. career/academic goals, culture/customs, employment, school, shopping, community, travel, health, safety, technology).

15.000%	Grammar/Vocabulary: Simple and continuous tenses in past, present, and future; perfect aspect in present & present continuous, present passive voice, real conditional with If-clauses, gerunds/infinitives, count/noncount nouns, comparative/superlative adjectives, tag questions and some academic and content-specific vocabulary.
10.000%	Pronunciation Intonation, sentence and word stress, connected speech, reduced speech, voiced and voiceless consonants (final "s", final -ed), and vowel sounds.
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
30%	Class Participation Active participation in class discussions and activities
10%	Exams/Tests Quizzes and exams.
5%	Group Projects
10%	Homework
15%	Oral Presentation Includes individual and group presentations
30%	Class Work Assignments completed in class
100%	Total

VII. Sample Assignments:

Cultural Presentation:

1. Work with the class to brainstorm a list of questions one might ask about a holiday or tradition (e.g. Where does it take place? When is it? Who celebrates it? What do people eat?) 2. Work with a group of 3 or 4 to select one international holiday or tradition (e.g. Nowruz, Chinese New Year, Dia de los Muertos). 3. With your group, prepare an oral presentation with visual support to describe the holiday or tradition. Be sure to answer the basic questions. Cite and include at least one fact in the presentation. 3. Share your group's findings with the class. Encourage questions and discussion to learn from each other's perspectives.

Agreeing and Disagreeing Conversation Game:

1. Work with a group of four. 2. Each student in the group will be given 4-5 cards-each with different conversational phrases (e.g. I couldn't agree more. I am afraid I have to disagree. Can I add something? That's a good point, but I am not sure I agree.). Work with your group to make sure everyone understands the phrases. 3. The teacher will display a controversial statement (e.g. Homework is a waste of time. Online learning is more efficient than learning in a classroom.). 4. Discuss your ideas on the topic for 5-7 minutes. In the discussion, try to appropriately use the phrase on your card and add a relevant reason for your opinion. When you do so, lay your card down on the desk. 5. When the instructor calls time, the student who has the fewest cards left in his hand is "the winner".

VIII. Student Learning Outcomes:

1. Determine the main idea and supporting details in informational listening passages.
2. Deliver an organized oral presentation on a familiar topic, incorporating simple guided research to support key points.

Advisory Checklist and Worksheet: ESL 913
Proposed Advisory: ESL 911

SECTION 1 - CONTENT REVIEW:

Criterion	N/A	Yes	No
1. Faculty with appropriate expertise have been involved in the determination of the advisory.		X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.		X	
3. Selection of this advisory is based on tests, the type and number of examinations, and grading criteria.	X		
4. Selection of this advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.		X	
5. The body of knowledge and/or skills which are recommended for success before enrollment have been specified in writing (see below).		X	
6. The course materials presented in this advisory have been reviewed and determined to teach knowledge or skills recommended for success in the course requiring this advisory.		X	
7. The body of knowledge and/or skills recommended for success in this course have been matched with the knowledge and skills developed by the advisory course.		X	
8. The body of knowledge and/or skills taught in the advisor are not an instructional unit of this course.		X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.		X	

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: ESL 913

(It is recommended that the student to be able to do or understand the following BEFORE entering the course)

A)	Ask and answer simple questions in a variety of familiar contexts (e.g. work, school, the community).
B)	Identify the main idea and a few details in a listening passage.
C)	Give and respond to step by step oral instructions.

EXIT SKILLS (objectives) FROM: ESL 911

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

1.	Ask and answer simple questions in a variety of familiar contexts (e.g. work, school, the community).
2.	Identify the main idea and a few details in a listening passage.
3.	Give and respond to step by step oral instructions.

		ENTRANCE SKILLS FOR: ESL 913							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: ESL 911	1	X							
	2		X						
	3			X					
	4								
	5								
	6								
	7								
	8								

Substantial Change: ESL - NONCREDIT 915, Advanced Listening and Speaking

Units:	0.00
Total Instructional Hours (usually 18 per unit):	48.06
Hours per week (full semester equivalent) in Lecture:	2.67
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	96.12
Degree Applicability:	Noncredit
Advisory(s):	ESL 913
Proposed Start:	Fall 2026

I. Catalog Description

In this advanced ESL course, students focus on developing listening and speaking skills needed to communicate effectively in social, work, and academic contexts.

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. Q Skills for Success 3: Listening and Speaking, Third, Craven, Sherman, and Zwiernicki, Oxford University Press © 2025, ISBN: 9780194819282
2. Speak Now. Communicate with Confidence 4, Fourth, Vargo, M, Oxford University Press © 2025, ISBN: 9780134280837
3. Reflect Listening and Speaking 3, Blass, L and Vargo, M, National Geographic Learning © 2022

III. Course Objectives

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

1. Analyze authentic listening texts to determine main ideas, specific details, complex transitions, and inferred vocabulary meaning.
2. Analyze a speaker's purpose, point of view, and emphasis by attending to register, stress, intonation, nonverbal cues, and word choice.
3. Paraphrase findings on a researched topic (e.g. a current event in the news) citing the source.
4. State an opinion and support it with evidence and facts.
5. Maintain extended discussions for a variety of purposes, using clarification and rephrasing strategies to ensure mutual understanding.
6. Adapt language to suit the level of formality appropriate for social, workplace, and academic settings.
7. Ask and answer questions about background, experience, skills, value to the employer, and career goals in a formal job interview.
8. Use digital platforms to collaborate, exchange information, and support ongoing independent learning.

IV. Methods of Presentation:

Lecture and Discussion, Online instructor-provided resources, Projects, Group Work, Distance Education

V. Course Content

% of Course	Topic
35.000%	Listening: Dialogues, conversations, guest speakers, phone messages, interviews, instructions, lectures, and/or podcasts. Extended audio/video segments on familiar and new topics covered in class (e.g. workplace/career readiness, education, news, travel, interpersonal skills, finance, shopping, health/safety, community, technology).
40.000%	Speaking: Dialogues, conversations, role plays, interviews, discussions, and individual/group oral presentations on content/topics covered in class (e.g. workplace/career readiness, education, news, travel, interpersonal skills, finance, shopping, health/safety, community, technology).
15.000%	Grammar and Vocabulary:

	Parts of speech, past/present/future simple, continuous, and perfect tenses, question forms, embedded questions/noun clauses, tag questions, passive voice, conditionals, connectors, and/or cohesive devices.
10.000%	Pronunciation: Rising and falling intonation, voiced and voiceless consonants, syllable stress, tense and lax vowel sounds, reduced forms, consonant clusters.
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
30%	Class Participation Active participation in class discussions and activities.
10%	Exams/Tests
5%	Group Projects
10%	Homework
30%	Class Work Assignments completed in class
15%	Oral Presentation
100%	Total

VII. Sample Assignments:

Presentation on a Current Event:

1. After a class discussion of news and current events and the use of passive voice, create a group of 4-5 students. 2. Select one current news event to research and discuss with your group. 3. Prepare an oral presentation with visual support in which you and your group introduce the news event, describe the news event, explain why the event is significant, offer an opinion on the event, and offer a conclusion. Each group member is responsible for one part of the presentation. 4. Add visuals to the Google Docs Slide Presentation. 5. Practice your presentation, including the transitions from one speaker to the next. 6. Deliver your presentation to the class.

Job Interview Practice :

1. Work with the class to brainstorm a list of common job interview questions. 2. Practice job interviews with a partner using the questions. 3. After practicing, join another pair of students. Listen to their job interviews and complete a job interview checklist (e.g. Did the interviewee introduce himself? Did the interviewee make eye contact?). 4. After the interviews are complete, offer feedback and suggestions to your partners.

VIII. Student Learning Outcomes:

1. Listen to an extended workplace or academic presentation and summarize the main ideas and key supporting details.
2. Prepare and deliver a well-organized oral presentation incorporating research and multimedia support.

Advisory Checklist and Worksheet: ESL 915
Proposed Advisory: ESL 913

SECTION 1 - CONTENT REVIEW:

Criterion	N/A	Yes	No
1. Faculty with appropriate expertise have been involved in the determination of the advisory.		X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.		X	
3. Selection of this advisory is based on tests, the type and number of examinations, and grading criteria.	X		
4. Selection of this advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.		X	
5. The body of knowledge and/or skills which are recommended for success before enrollment have been specified in writing (see below).		X	
6. The course materials presented in this advisory have been reviewed and determined to teach knowledge or skills recommended for success in the course requiring this advisory.		X	
7. The body of knowledge and/or skills recommended for success in this course have been matched with the knowledge and skills developed by the advisory course.		X	
8. The body of knowledge and/or skills taught in the advisor are not an instructional unit of this course.		X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.		X	

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: ESL 915

(It is recommended that the student to be able to do or understand the following BEFORE entering the course)

A)	Use listening strategies (e.g., setting a purpose, predicting content, using context clues) to improve comprehension of spoken texts.
B)	Use academic and subject-specific vocabulary when speaking.

EXIT SKILLS (objectives) FROM: ESL 913

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

1.	Use listening strategies (e.g., setting a purpose, predicting content, using context clues) to improve comprehension of spoken texts.
2.	Use academic and subject-specific vocabulary when speaking.

		ENTRANCE SKILLS FOR: ESL 915							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: ESL 913	1	X							
	2		X						
	3								
	4								
	5								
	6								
	7								
	8								

Substantial Change: ESL - NONCREDIT 961, Beginning Reading and Writing

Units:	0.00
Total Instructional Hours (usually 18 per unit):	48.06
Hours per week (full semester equivalent) in Lecture:	2.67
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	96.12
Degree Applicability:	Noncredit
Proposed Start:	Fall 2026

I. Catalog Description

This course is designed for the beginning ESL student. Students at this level will focus on developing their reading, vocabulary, and writing skills for success at work, school, and in the community. Students in this class learn to read a variety of texts and to write short notes and emails.

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. Reflect Reading and Writing 1 with Spark Platform, Pathare, G, National Geographic Learning © 2022
2. Q Reading and Writing Intro, 3rd, Bixby, Jennifer and Joe McVeigh, Oxford University Press © 2020
3. True Stories 2 Silver Edition, Heyer, Sandra., Pearson © 2020

III. Course Objectives

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

1. Identify basic features of texts and use reading strategies (skimming, scanning, previewing, predicting) and context clues to comprehend short readings and messages.
2. Interpret basic written instructions and directions.
3. Interpret simple charts, maps, and tables.
4. Interpret short narrative paragraphs on familiar topics.
5. Identify the sequence of events in simple narrative passage.
6. Interpret a short message or email and write a response.
7. Compose short texts (lists, notes, messages, and simple questions) on familiar topics using learned vocabulary.
8. Use basic linking words (e.g., first, next, also, and, but) to connect ideas in writing
9. Use a writing process (prewriting, drafting, editing) to produce connected sentences with attention to basic grammar, punctuation, and capitalization.
10. Access digital platforms (e.g. Canvas) to locate, share, and respond to information.

IV. Methods of Presentation:

Lecture and Discussion, Group Work, Online instructor-provided resources, Distance Education

V. Course Content

<u>% of Course</u>	<u>Topic</u>
30.000%	Reading: Informational texts, narratives, charts, forms, schedules, emails, notes, and instructions on topics covered in class (e.g. workplace, career, shopping, school, family, health, technology, culture, and/or safety).
20.000%	Vocabulary: Basic prefixes and suffixes, synonyms, and parts of speech.
30.000%	Writing: Sentences, questions, notes, lists, messages, and short compositions on familiar topics.
20.000%	Grammar:

	Verb forms, simple present/past, present/past progressive, singular/plural, pronouns, basic modals, adverbs of frequency, prepositions, sequence markers (first, then, finally), connectors (and, but, because), and basic punctuation and capitalization.
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
20%	Class Participation Active participation in class discussions and activities.
10%	Homework
20%	Exams/Tests
20%	Written assignments
30%	Class Work Assignments completed in class.
100%	Total

VII. **Sample Assignments:**

Sequencing Activity:

1. Work in a group of four students. The teacher will give you a set of 8-10 sentences written on separate strips. The sentences are out of order. 2. Use your understanding of time markers and connectors to arrange the sentences in the correct order. 3. When you finish, write the sentences in your notebook in the correct sequence and underline the time markers.

Round Robin-Writing Questions:

1. Work in group of four. 2. The teacher will give you one pencil and one piece of paper for each group. Take turns writing a question about a past event such as a vacation. (e.g What did you do? Where did you go? Who did you go with? Was it expensive?). Each student writes one question, and then passes the paper and pencil to the next student who will write a different question. 3. When the teacher calls time, look at the checklist on the board to edit your questions (e.g Does each question begin with a capital and end with a question mark? Does each question have a verb and a subject?). 4. Display your group's questions on the document camera. 5. For homework, share a picture of a vacation in the LMS. Ask and answer questions about your classmate's vacations.

VIII. **Student Learning Outcomes:**

1. Identify main ideas and a few key details in short readings on familiar topics.
2. Write six to eight connected sentences on a familiar topic.

Substantial Change: ESL - NONCREDIT 963, Intermediate Reading and Writing

Units:	0.00
Total Instructional Hours (usually 18 per unit):	48.06
Hours per week (full semester equivalent) in Lecture:	2.67
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	96.12
Degree Applicability:	Noncredit
Advisory(s):	ESL 961
Proposed Start:	Fall 2026

I. Catalog Description

This course is designed for the intermediate ESL student. The course focuses on improving vocabulary, reading and writing skills for success at work, school, and in the community. Students learn to read a variety of informational texts and to write paragraphs for a range of purposes.

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. North Star 1 Reading and Writing, 4th, Beaumont, John and Yancey, J., Pearson © 2019, ISBN: 978-0-1333-8216-7
2. Pathways Foundations Reading and Writing, 3rd, Blass, Laurie and Vargo, M. , National Geographic Learning © 2025
3. Reflect Reading and Writing 2 with Spark Platform, Donnalley Sherman, K, National Geographic Learning © 2022

III. Course Objectives

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

1. Select and use appropriate pre-reading, reading, and post-reading strategies for a given text.
2. Interpret charts, maps, graphs, and tables.
3. Distinguish fact from opinion in a text.
4. Analyze transition words, connectors, and word forms to determine meaning and relationships between ideas.
5. Identify and use details and examples from a text to illustrate and support the main idea or a claim.
6. Use correct paragraph format (indent, margins, title) in written work.
7. Compose correspondence (e.g. letter, memo, email) for a specific purpose.
8. Use the writing process (drafting, revising, and editing) to develop written work with appropriate organization, grammar, capitalization, punctuation, and spelling.
9. Locate and share information and written work using online sources and forums (e.g., Canvas).

IV. Methods of Presentation:

Group Work, Lecture and Discussion, Online instructor-provided resources, Distance Education

V. Course Content

<u>% of Course</u>	<u>Topic</u>
35.000%	Reading: Informational texts, narratives, charts, maps, forms, graphs, tables, and/or correspondence on topics covered in class (e.g. workplace/career readiness, education, news, travel, interpersonal skills, finance, shopping, health/safety, community, technology).
15.000%	Vocabulary: Prefixes and suffixes, synonyms, antonyms, parts of speech, word forms/word families, some content-specific and academic vocabulary.
35.000%	Writing: Paragraphs on familiar personal topics (e.g. a career goal, a past experience, an important person), topic sentences, supporting sentences, and concluding sentences.

15.000%	Grammar: Simple and continuous tenses in past, present, and future; perfect aspect in present and present continuous, present passive voice, real conditional with If-clauses; gerunds/infinitives, count/noncount nouns, and comparative/superlative adjectives.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
20%	Class Participation Active participation in class discussions and activities.
20%	Exams/Tests
10%	Homework
30%	Class Work Assignments completed in class.
20%	Written assignments
100%	Total

VII. **Sample Assignments:**

Group Pre-write/Brainstorm:

1. Work in a group of four. 2. Choose one student to be the writer, one student to be the speaker, one student to be the coach, and one student to be the timekeeper. 3. The coach will lead the discussion of the pros and cons of owning a pet. The timekeeper keeps time, as the writer writes the group's ideas on a piece of paper. After ten minutes, the timekeeper calls time. The speaker will share the group's ideas with the rest of the class. 4. Use the ideas brainstormed in class to help you create an outline for a paragraph on the pros (or cons) of owning a pet.

Peer Editing :

1. Exchange the draft of your paragraph with a partner. 2. Read your partner's paragraph. Use the peer editing checklist to give your partner feedback (Does each sentence begin with a capital and end with a period? Does every sentence have a subject and a verb? Are all the verbs in the correct tense?) 3. Share your feedback with your partner.

VIII. **Student Learning Outcomes:**

1. Read level-appropriate texts and identify the main idea and key supporting details.
2. Write a short paragraph with a main idea and supporting details.

**Advisory Checklist and Worksheet: ESL 963
Proposed Advisory: ESL 961**

SECTION 1 - CONTENT REVIEW:

Criterion	N/A	Yes	No
1. Faculty with appropriate expertise have been involved in the determination of the advisory.		X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.		X	
3. Selection of this advisory is based on tests, the type and number of examinations, and grading criteria.	X		
4. Selection of this advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.		X	
5. The body of knowledge and/or skills which are recommended for success before enrollment have been specified in writing (see below).		X	
6. The course materials presented in this advisory have been reviewed and determined to teach knowledge or skills recommended for success in the course requiring this advisory.		X	
7. The body of knowledge and/or skills recommended for success in this course have been matched with the knowledge and skills developed by the advisory course.		X	
8. The body of knowledge and/or skills taught in the advisor are not an instructional unit of this course.		X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.		X	

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: ESL 963

(It is recommended that the student to be able to do or understand the following BEFORE entering the course)

A)	Interpret short narrative paragraphs on familiar topics.
B)	Use a writing process (prewriting, drafting, editing) to produce connected sentences with attention to basic grammar, punctuation, and capitalization.

EXIT SKILLS (objectives) FROM: ESL 961

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

1.	Interpret short narrative paragraphs on familiar topics.
2.	Use a writing process (prewriting, drafting, editing) to produce connected sentences with attention to basic grammar, punctuation, and capitalization.

		ENTRANCE SKILLS FOR: ESL 963							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: ESL 961	1	X							
	2		X						
	3								
	4								
	5								
	6								
	7								
	8								

Substantial Change: ESL - NONCREDIT 965, Advanced Reading and Writing

Units:	0.00
Total Instructional Hours (usually 18 per unit):	48.06
Hours per week (full semester equivalent) in Lecture:	2.67
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	96.12
Degree Applicability:	Noncredit
Advisory(s):	ESL 963
Proposed Start:	Fall 2026

I. Catalog Description

This course is designed for the advanced ESL student. The course focuses on improving vocabulary, reading and writing skills for success at work, school, and in the community. Students learn to read a variety of informational texts and to write multi-paragraph compositions.

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. Reflect Reading and Writing 4 with Spark Platform, 1st, Lee, C, National Geographic Learning; Cengage © 2021, ISBN: 9781305251663
2. NorthStar 3: Reading and Writing, 5th , Barton, Laurie and Carolyn Dupaquier, Pearson © 2019, ISBN: 9780132940399
3. Q: Skills for Success 3 Reading & Writing, 3rd, C. Ward, M. Gramer, M. Craven, K. Sherman, L, Zwier, Oxford University Press © 2020

III. Course Objectives

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

1. Employ effective pre-reading, reading, and post-reading strategies to understand and analyze more complex text.
2. Identify and synthesize main ideas and key supporting details from one or more texts to write or speak about the topic.
3. Analyze and compare information from multiple sources and formats (e.g., websites, charts, graphs).
4. Cite textual evidence to support interpretation of a text.
5. Analyze the language of a text (syntax, word affixes, parts of speech, connectors) to interpret meaning.
6. Compose formal correspondence (e.g., letter, memo, email) in the appropriate format for a specific purpose.
7. Use the writing process to develop organized written work that supports main ideas with appropriate details, reasons, examples, and transitions.
8. Edit written work for grammatical form, word choice, sentence boundaries, and spelling.
9. Use digital sources and online platforms (e.g., Canvas) to locate, share, and collaboratively exchange information.

IV. Methods of Presentation:

Group Work, Lecture and Discussion, Online instructor-provided resources, Distance Education

V. Course Content

<u>% of Course</u>	<u>Topic</u>
35.000%	Reading: Informational texts from print and digital sources. Content-based reading topics may include workplace/career readiness, education, news, travel, interpersonal skills, finance, shopping, health/safety, community, and technology.
15.000%	Vocabulary: Prefixes and suffixes, synonyms, antonyms, word forms/word families, word choice, and/or collocations.

35.000%	Writing: Multi-paragraph compositions for a variety of purposes (to inform, describe, narrate, summarize, and/or persuade); theses, topic sentences, supporting sentences (examples, reasons, details), and conclusions.
15.000%	Grammar: Parts of speech, past/present/future simple, continuous, and perfect tenses, noun clauses, adjective clauses, passive voice, conditionals, connectors, cohesive devices, sentence structure, and sentence boundaries.
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
20%	Class Participation Active participation in class discussions and activities.
10%	Homework
20%	Written assignments
20%	Exams/Tests Tests and quizzes
30%	Class Work Assignments completed in class.
100%	Total

VII. Sample Assignments:

Vocabulary Poster Presentation:

Your teacher will give you one vocabulary word from this week's list (e.g., housing, family, jobs). Step 1. On a sheet of 8½ x 11 paper, make a poster that includes the following: The Word, Definition, Part of Speech, a Sample Sentence using the word, and an Illustration to show the meaning. Step 2: Practice reading your poster aloud to a partner. Step 3: Present your poster to the class using a document camera or other screen-sharing tool.

Pre- Writing Exercise:

1. Contribute to a class discussion on a polarizing topic (e.g. Everyone should get married. Cell phones should be allowed in class. Computers have made our lives worse). 2. Decide if you agree or disagree with the idea. Work with a partner to list as many reasons as you can think of for your position. 3. Work with your partner to rank the reasons from most important to least important. 4. Write the three most important reasons using language structures reviewed in class (e.g. Cell phones should be allowed because they can help students understand in class. Students sometimes need to keep in contact with family, so they should be allowed to use their phones in class. Since cell phones are a useful learning tool, they should be allowed in class). 5. Join another pair of students and exchange papers. Work as a group to edit the sentences. 6. Share your sentences with the class.

VIII. Student Learning Outcomes:

1. Summarize the main ideas and recount important details of a more complex text.
2. Write well-organized, correctly formatted multi-paragraph essays to inform, describe, narrate, or persuade.

Advisory Checklist and Worksheet: ESL 965
Proposed Advisory: ESL 963

SECTION 1 - CONTENT REVIEW:

Criterion	N/A	Yes	No
1. Faculty with appropriate expertise have been involved in the determination of the advisory.		X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.		X	
3. Selection of this advisory is based on tests, the type and number of examinations, and grading criteria.	X		
4. Selection of this advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.		X	
5. The body of knowledge and/or skills which are recommended for success before enrollment have been specified in writing (see below).		X	
6. The course materials presented in this advisory have been reviewed and determined to teach knowledge or skills recommended for success in the course requiring this advisory.		X	
7. The body of knowledge and/or skills recommended for success in this course have been matched with the knowledge and skills developed by the advisory course.		X	
8. The body of knowledge and/or skills taught in the advisor are not an instructional unit of this course.		X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.		X	

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: ESL 965

(It is recommended that the student to be able to do or understand the following BEFORE entering the course)

A)	Identify and use details and examples from a text to illustrate and support the main idea or a claim.
B)	Use the writing process (planning, drafting, revising, and editing) to develop written work with appropriate organization, grammar, capitalization, punctuation, and spelling.

EXIT SKILLS (objectives) FROM: ESL 963

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

1.	Identify and use details and examples from a text to illustrate and support the main idea or a claim.
2.	Use the writing process (planning, drafting, revising, and editing) to develop written work with appropriate organization, grammar, capitalization, punctuation, and spelling.

		ENTRANCE SKILLS FOR: ESL 965							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: ESL 963	1	X							
	2		X						
	3								
	4								
	5								
	6								
	7								
	8								

Substantial Change: ESL - NONCREDIT 971, Beginning ESL Vocabulary

Units:	0.00
Total Instructional Hours (usually 18 per unit):	48.06
Hours per week (full semester equivalent) in Lecture:	2.67
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	96.12
Degree Applicability:	Noncredit
Proposed Start:	Fall 2026

I. Catalog Description

In this beginning ESL course, students engage in listening, speaking, reading, and writing activities that focus on developing vocabulary needed to function effectively in social, work, and academic contexts. Students in this course are introduced to basic word learning skills and study skills.

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. Oxford Picture Dictionary Third Edition Plus., 3rd, Adelson-Goldstein and Norma Shapiro, Oxford University Press © 2024
2. Oxford Picture Dictionary Workbook High Beginning, 3rd, Fuchs, Marjorie, Oxford University Press © 2017
3. Password 1, 3rd, Butler, L, Pearson © 2017

III. Course Objectives

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

1. Use a picture dictionary or a learner's dictionary to learn word use, spelling, and definitions of new vocabulary.
2. Use strategies to learn and practice new vocabulary (e.g. word maps, vocabulary notebook, flash cards).
3. Identify and discuss basic elements of new vocabulary (e.g., meaning, part of speech)
4. Interpret common word forms, prefixes, and suffixes to understand the meaning of familiar vocabulary.
5. Pronounce new vocabulary with appropriate word stress and intonation.
6. Ask and answer questions about familiar topics using target vocabulary.
7. Write short texts about familiar topics using target vocabulary.
8. Distinguish commonly confused verbs (e.g, borrow/lend, look/watch, come/go).
9. Apply basic spelling patterns when using new vocabulary.

IV. Methods of Presentation:

Lecture and Discussion, Projects, Group Work, Online instructor-provided resources, Distance Education

V. Course Content

<u>% of Course</u>	<u>Topic</u>
20.000%	Listening: short dialogs, conversations, short audio and video segments.
40.000%	Speaking: dialogues, conversations, role plays, interviews, discussions, and individual/group presentations that utilize vocabulary related to topics covered in class (e.g.occupations, family, weather, people, health, clothing, shopping, food, hobbies, sports, recreation, transportation, community, housing, school).
30.000%	Reading: short readings, dialogs, conversations, learner's dictionary.
10.000%	Writing: sentences, journals, descriptions, and dialogues.
100.000%	Total

VI. Methods of Evaluation

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

20%	Class Participation Participation in classroom discussions and activities.
10%	Homework
30%	Class Work Assignments completed in class.
20%	Exams/Tests Quizzes and exams
10%	Written assignments
10%	Group Projects
100%	Total

VII. Sample Assignments:

Vocabulary Presentation:

Your teacher will give you one vocabulary word from this week's list (e.g., housing, family, jobs). Step 1. On a sheet of paper, make a poster that includes the following: The Word, Definition, Part of Speech, a Sample Sentence using the word, and an Illustration to show the meaning. Step 2: Practice reading your poster aloud to a partner. Step 3: Present your poster to the class using a document camera or other screen-sharing tool.

Round Table Label:

Your teacher will give you a worksheet with pictures of previously studied vocabulary items. Step 1. Get in a group of 3. Step 2: Take turns labeling one item in the picture at a time. Pass the paper to your partner. Step 3: Continue until you and your partners have labeled all the pictures. Step 4: Check your spelling in the picture dictionary.

VIII. Student Learning Outcomes:

1. Identify and apply effective strategies for basic word learning.
2. Identify and describe people, places, activities, and possessions using target vocabulary orally and in writing.

Substantial Change: ESL - NONCREDIT 973, Intermediate ESL Vocabulary

Units:	0.00
Total Instructional Hours (usually 18 per unit):	48.06
Hours per week (full semester equivalent) in Lecture:	2.67
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	96.12
Degree Applicability:	Noncredit
Advisory(s):	ESL 971
Proposed Start:	Fall 2026

Rationale

This course outline revision updates the course textbook list, revises the SLOS, revises and eliminates some course objectives, and adds one new course objective.

I. Catalog Description

In this intermediate ESL course, students engage in listening, speaking, reading, and writing activities that focus on acquiring vocabulary needed for social, work, and academic contexts. Students in this course expand their English language vocabulary while developing word learning and study strategies.

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. Reading for Today 3 Issues, 5th, Smith, Lorraine C. and Nancy Nici Mare, National Geographic Learning © 2016
2. Oxford Picture Dictionary Third Edition Plus, 3rd, Adelson-Goldstein and Norma Shapiro, Oxford University Press © 2024
3. English Vocabulary in Use: Pre-intermediate and Intermediate, S. Redman and L Edwards, Cambridge © 2017
4. Who Was Jackie Robinson?, G. Herman, Penguin Random House © 2011

III. Course Objectives

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

1. Use online and print vocabulary resources (e.g., learner's dictionaries, picture dictionaries, Quizlet) to determine meaning and practice new vocabulary.
2. Analyze common word forms, parts of speech, and prefixes and suffixes to understand the meaning and use of familiar vocabulary.
3. Use appropriate stress and intonation to pronounce new vocabulary clearly enough to be understood.
4. Use newly acquired vocabulary in speaking activities, including brief explanations of meaning and use.
5. Use common idiomatic expressions (e.g. No worries.) and phrasal verbs (e.g. Look it up) in conversation.
6. Read level-appropriate texts and apply strategies (e.g., context clues, word maps, flash cards) to identify and learn unfamiliar vocabulary.
7. Use newly acquired vocabulary accurately and appropriately in guided and independent writing activities.
8. Differentiate commonly confused words (e.g. two/to/too, your/you're).
9. Edit written work for spelling, word form and word choice.

IV. Methods of Presentation:

Group Work, Lecture and Discussion, Projects, Online instructor-provided resources, Distance Education

V. Course Content

<u>% of Course</u>	<u>Topic</u>
5.000%	Pronunciation: word stress, syllable stress (e.g. noun vs.verbs), intonation, connected speech, and vowels.
25.000%	Vocabulary/Grammar: prefixes/suffixes, word forms, common phrasal verbs and collocations, common idioms, synonyms, antonyms, compound nouns, compound adjectives, prepositions, adverbs of time and sequence.

25.000%	Speaking: dialogues, conversations role plays, interviews, discussions, and individual/group oral presentations) related to topics covered in class (e.g. work/career, education, news, travel/transportation, people, shopping, health/safety, community, technology).
25.000%	Reading: may include readings on a variety of topics to present vocabulary in context.
20.000%	Writing: journals, paragraphs, emails, business correspondence.
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
30%	Class Participation Active participation in class discussions and activities
20%	Class Work Assignments completed in class.
20%	Exams/Tests
10%	Written assignments
10%	Projects
10%	Homework
100%	Total

VII. Sample Assignments:

Vocabulary Review Activity:

1. Form groups of 4-8 students. 2. Choose a student from each group to sit in the "hot seat." The student in the hot seat should stand with their back to the board or screen so they cannot see it. 3. A vocabulary word will be written on the board or projected on the LCD. The hot seat student's group members will give clues about the word without saying the word itself. The student in the hot seat will guess as many words as possible in one minute. 4. The group that guesses the most words correctly in the time limit wins the round. 5. After the game, choose one vocabulary word from the list. Write a sentence using that word correctly. 6. Read your sentence aloud to the class or your group practicing accurate word stress and pronunciation.

Parts of Speech Group Activity:

1. Work with a group of four. Look at the picture your teacher has given you. Work with your group to write as many nouns as you see in the picture. 2. After three minutes, work to write as many verbs as you can. 3. After three minutes, brainstorm adjectives. 4. After three minutes, brainstorm adverbs. 5. Write five sentences about the picture using at least one word from each category. Label the nouns, adjectives, adverbs, and verbs. 6. Read your sentences aloud to practice pronunciation and stress patterns. 7. Share your sentences with the class.

VIII. Student Learning Outcomes:

1. Use newly learned vocabulary in conversations and short oral presentations, choosing words appropriately and pronouncing them clearly enough to be understood.
2. Compose a written text on a topic covered in class that incorporates appropriate target vocabulary.

Advisory Checklist and Worksheet: ESL 973
Proposed Advisory: ESL 971

SECTION 1 - CONTENT REVIEW:

Criterion	N/A	Yes	No
1. Faculty with appropriate expertise have been involved in the determination of the advisory.		X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.		X	
3. Selection of this advisory is based on tests, the type and number of examinations, and grading criteria.	X		
4. Selection of this advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.		X	
5. The body of knowledge and/or skills which are recommended for success before enrollment have been specified in writing (see below).		X	
6. The course materials presented in this advisory have been reviewed and determined to teach knowledge or skills recommended for success in the course requiring this advisory.		X	
7. The body of knowledge and/or skills recommended for success in this course have been matched with the knowledge and skills developed by the advisory course.		X	
8. The body of knowledge and/or skills taught in the advisor are not an instructional unit of this course.		X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.		X	

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: ESL 973

(It is recommended that the student to be able to do or understand the following BEFORE entering the course)

A)	Ask and answer questions about familiar topics using target vocabulary.
B)	Identify and discuss basic elements of new vocabulary (e.g., meaning, part of speech)

EXIT SKILLS (objectives) FROM: ESL 971

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

1.	Ask and answer questions about familiar topics using target vocabulary.
2.	Identify and discuss basic elements of new vocabulary (e.g., meaning, part of speech)

		ENTRANCE SKILLS FOR: ESL 973							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: ESL 971	1	X							
	2		X						
	3								
	4								
	5								
	6								
	7								
	8								

Substantial Change: ESL - NONCREDIT 975, Advanced ESL Vocabulary

Units:	0.00
Total Instructional Hours (usually 18 per unit):	48.06
Hours per week (full semester equivalent) in Lecture:	2.67
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	96.12
Degree Applicability:	Noncredit
Advisory(s):	ESL 973
Proposed Start:	Fall 2026

I. Catalog Description

In this advanced ESL course, students engage in listening, speaking, reading, and writing activities that focus on acquiring vocabulary needed to communicate effectively in social, work, and academic contexts. Students in this course expand their English language vocabulary while developing independent word learning and study strategies.

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. Reading for Today 4: Concepts, 4th, Smith, Lorraine C. and Nancy Nici Mare, Heinle Cengage © 2017
2. English Vocabulary in Use Upper-Intermediate, 4th, M. McCarthy and F. O'Dell, Cambridge © 2017
3. Contemporary Topics 2, Kisslinger, E, Pearson Learning © 2020

III. Course Objectives

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

1. Read and analyze a level-appropriate book or article to identify unfamiliar vocabulary.
2. Use online and print vocabulary resources (e.g. English dictionary, online thesaurus, Quizlet) for ongoing independent study of new vocabulary.
3. Apply a range of strategies (e.g., word maps, flash cards, spaced repetition, context clues, word analysis) to learn, retain, and infer the meaning of new vocabulary in reading, listening, and independent study activities.
4. Interpret and use common idioms, colloquial expressions, and collocations accurately in speaking and writing.
5. Present information on a career or academic topic of interest using academic and/or content-specific vocabulary.
6. Participate in discussions on a range of topics using appropriate academic vocabulary.
7. Use knowledge of roots, prefixes, and suffixes to read, understand, and correctly use complex multisyllabic words.
8. Write texts using target vocabulary to clearly show meaning and details.
9. Edit written work for spelling, word form and word choice.
10. Use stress, intonation, and rhythm accurately to convey meaning and emphasis in spoken academic language.

IV. Methods of Presentation:

Group Work, Lecture and Discussion, Projects, Online instructor-provided resources, Distance Education, Distance Education, Distance Education

V. Course Content

<u>% of Course</u>	<u>Topic</u>
5.000%	Pronunciation: Word stress, Sentence stress, intonation, and rhythm.
30.000%	Vocabulary/Grammar: Parts of speech, affixes, word families, colloquialisms, phrasal verbs, figurative language, idioms, collocations, transitive/intransitive verbs, synonyms, antonyms, connotations, participial adjectives, word forms, polysemy, and connectors.

20.000%	Speaking: Dialogues, conversations, role plays, interviews, discussions, debates, and individual/group oral presentations on topics covered in class (e.g. work/careers, education, news, media, interpersonal skills, science, business, culture, health/safety, community ,technology).
25.000%	Reading: Readings on a variety of topics to present and practice vocabulary in context.
20.000%	Writing: Journals, paragraphs, compositions, emails, business correspondence.
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
30%	Class Participation Active participation in class discussions and activities.
10%	Homework
10%	Oral Presentation
20%	Class Work Assignments completed in class.
20%	Written assignments
10%	Group Projects
100%	Total

VII. Sample Assignments:

Vocabulary Presentation:

1. Find your assigned slide in the Google Slide presentation. 2. Add your name, the vocabulary word, the part of speech, and a sample sentence which uses the vocabulary word to your assigned slide. Add an image that represents the vocabulary word. 3. When it is your turn, present your vocabulary word slide to the class. 4. Access the class slide presentation to review the vocabulary words before the quiz.

Exploring Culture Through Academic Vocabulary:

1. Read a short article or watch a video on a topic related to cultural diversity or inclusion (e.g., workplace inclusion, multicultural festivals, immigrant experiences) 2. Highlight or note the target vocabulary as you read or listen. 3. In small groups, discuss your reflections on the article/video, using the target vocabulary. 4. With your group, decide on one key takeaway using at least two target vocabulary words. Share your takeaway with the class.

VIII. Student Learning Outcomes:

1. Incorporate newly learned academic vocabulary appropriately into original written texts and oral presentations.
2. Select and use effective strategies to independently learn, retain, and apply academic vocabulary.

**Advisory Checklist and Worksheet: ESL 975
Proposed Advisory: ESL 973**

SECTION 1 - CONTENT REVIEW:

Criterion	N/A	Yes	No
1. Faculty with appropriate expertise have been involved in the determination of the advisory.		X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.		X	
3. Selection of this advisory is based on tests, the type and number of examinations, and grading criteria.	X		
4. Selection of this advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.		X	
5. The body of knowledge and/or skills which are recommended for success before enrollment have been specified in writing (see below).		X	
6. The course materials presented in this advisory have been reviewed and determined to teach knowledge or skills recommended for success in the course requiring this advisory.		X	
7. The body of knowledge and/or skills recommended for success in this course have been matched with the knowledge and skills developed by the advisory course.		X	
8. The body of knowledge and/or skills taught in the advisor are not an instructional unit of this course.		X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.		X	

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN:ESL 975

(It is recommended that the student to be able to do or understand the following BEFORE entering the course)

A)	Analyze common word forms, parts of speech, and prefixes and suffixes to understand the meaning and use of familiar vocabulary.
B)	Edit written work for spelling, word form and word choice.

EXIT SKILLS (objectives) FROM: ESL 973

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

1.	Analyze common word forms, parts of speech, and prefixes and suffixes to understand the meaning and use of familiar vocabulary.
2.	Edit written work for spelling, word form and word choice.

		ENTRANCE SKILLS FOR: ESL 975							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: ESL 973	1	X							
	2		X						
	3								
	4								
	5								
	6								
	7								
	8								

**Santa Monica College
Program of Study
Homeless Service Work Certificate of Achievement**

This industry-based certificate program is designed for students who are interested in entry-level positions in the homeless response system. This certificate consists of introductory workforce training within the homeless response system, health equity, effective practices, and field-based learning.

Students who successfully complete this program will develop a caring approach to human engagement as well as an understanding of funding sources, opportunities, and the guidelines for accessing these resources for employment in the non-profit ecosystem. They will see the importance of connecting authentic and effective relationships with oneself, their team, their community, and participants in this sector. Students also will gain an understanding of the framework involved in serving unhoused and formerly unhoused people by utilizing best practices and strategies. Finally, using crucial hands-on field experiences with frontline homeless services workers, students will become adept at navigating support systems within a collaborative teaching and learning environment.

Program Learning Outcomes:

Assign principles of dignity, respect, and trauma-informed care in participant engagement strategies.

- NPMGMT 1: Apply the understanding of historical policies and racial disparities within the homeless response system via a caring approach in serving the populations in this sector.
- NPMGMT 2: Evaluate the connection between social determinants of health and homelessness.
- NPMGMT 3: Facilitate interventions rooted in housing first and harm reduction principles.
- NPMGMT 6: Interpret and apply relevant homeless services best practices (e.g. trauma-informed, harm reduction, motivational interviewing) to meet client needs.
- NPMGMT 6: Analyze and reflect on practicum experiences to identify lessons learned, strengths, and areas for professional growth in the context of homelessness services.
- NPMGMT 6: Apply safety and intervention skills to clients in crisis to ensure their personal safety and a safe environment.
- NPMGMT 6: Exhibit professional standards of behavior—punctuality, reliability, confidentiality, and teamwork.

Explain and analyze the structure of homelessness service systems, including key nonprofit funding sources, program requirements, and guidelines for accessing housing and supportive service resources.

- NPMGMT 1: Describe how laws and policies at the local and national level affect unhoused people.
- NPMGMT 2: Describe what to expect when working on the frontlines with human beings living on the streets or in places not meant for human habitation.
- NPMGMT 6: Analyze and reflect on practicum experiences to identify lessons learned, strengths, and areas for professional growth in the context of homelessness services.

Apply effective service strategies and navigation skills to support unhoused and formerly unhoused individuals in accessing programs, housing opportunities, and community-based resources within the homelessness response system.

- NPMGMT 1: The student will be able to demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and their personal lives.
- NPMGMT 3: Facilitate interventions rooted in housing first and harm reduction principles.
- NPMGMT 3: Establish clear and concise documentation and data entry.
- NPMGMT 6: Identify and describe key roles and responsibilities within the homeless service providers network to explore related career opportunities.
- NPMGMT 6: Interpret and apply relevant homeless services best practices (e.g. trauma-informed, harm reduction, motivational interviewing) to meet client needs.
- NPMGMT 6: Apply safety and intervention skills to clients in crisis to ensure their personal safety and a safe environment.
- NPMGMT 6: Exhibit professional standards of behavior—punctuality, reliability, confidentiality, and teamwork.

Required Courses:

Units: 12.0

NPMGMT 1 Introduction to Workforce Training within the Homeless Response System	3.0
NPMGMT 2 Promoting Health Equity: Nonprofit Systems Management for Advocacy and Human Engagement	3.0
NPMGMT 3 Implementing Effective Practices in the Homeless Response System	3.0
NPMGMT 6 Work-Based Learning in Homeless Services	3.0

Total Units: 12.0

Santa Monica College
Program of Study
Liberal Arts – Arts and Humanities AA

A program that focuses on combined studies in art and humanities as distinguished from the social and behavioral sciences, with an emphasis on languages, literature, art, music, philosophy and religion. This major provides a broad education that can be used in a variety of careers including teaching. If you require any additional information on Teacher Preparation please see the Teacher Preparation guide found in the Transfer/Counseling Center or at www.smc.edu/articulation. For additional career possibilities, visit the Career Services Center on the main campus to utilize computerized career information systems and other valuable career resources.

Program Learning Outcomes:

Students completing a degree in Liberal Arts-Arts and Humanities will demonstrate through oral and written academic work knowledge of the arts and humanities and be prepared to pursue further study in a related major at the baccalaureate level. Students will be proficient in the research, analytical, and communication skills necessary to present a critical analysis.

Required Courses:

Units: 18.0

Select any 18 units from Area A: Arts and/or Area B: Humanities. Completing at least one course in each area is recommended, but not required.

Area A: Arts

- AHIS 1, 2, 3, 5, 6, 11, 15, 17, 18, 21, 22, 52 (same as PHOTO 52), 71, 72;
- ANIM 5 (formerly ET 61);
- ART 10A, 10B, 13, 20A, 20B, 40A, 40B, 43A, 43B;
- DANCE 2, 5, 6;
- ENGL 55;
- FILM 1, 2, 5, 6, 8, 9, 10, 11;
- IARC 15 (formerly INTARC 34);
- MUSIC 1, 29, 30, 31, 32, 33, 36, 37, 39, 60A, 60B, 66;
- PHOTO 52 (same as AHIS 52);
- TH ART 2, 5, 41

Area B: Humanities

- ASL 1, 2;
- ARABIC 1;
- CHINESE 1, 2, 3, 4, 8, 9;
- COM ST 12, 14;
- ENGL C1001 (formerly ENGL 2), 3, 4, 5, 6, 7, 8, 9, 10, 14, 15, 17, 18, 26 (same as HUM 26), 30A, 30B, 31, 32, 34, 38, 39, 40, 41, 45, 49, 50, 51 (same as REL ST 51), 52 (same as REL ST 52), 53, 54, 55, 56, 57, 58, 59, 61, 62;
- ENVRN 20 (same as PHILOS 20);
- FILM 7, 11 (same as ENGL 11);
- FRENCH 1, 2, 3, 4, 8; 9;
- GERMAN 1, 2, 3, 4, 8;
- HEBREW 1, 2, 3, 4, 8;
- HIST 1, 2, 3, 4, 5, 6, 10, 11, 12, 13, 14 (same as ENVRN 14), 15 (same as ECON 15), 16, 19, 20, 21, 22, 24, 25, 26, 27, 28, 29, 32 (same as ENVRN 32), 33, 34, 38, 39, 41, 42, 43, 47, 52, 53, 55, 62;
- HUM 9A, 26 (same as ENGL 26);
- ITAL 1, 2, 3, 4, 8;
- JAPAN 1, 2, 3, 4, 8; 9;
- KOREAN 1, 2, 3, 4;
- LING 1;
- PERSIN 1, 2;
- PHILOS 1, 2, 3, 4, 5, 6, 10, 11, 20 (same as ENVRN 20), 22, 23, 24, 41, 48, 51 (same as POL SC 51), 52 (same as POL SC 52);
- POL SC 51 (same as PHILOS 51), 52 (same as PHILOS 52);
- PORTGS 1; 2;
- REL ST 51 (same as ENGL 51), 52 (same as ENGL 52);
- RUSS 1, 2, 8;
- SPAN 1, 2, 3, 4, 8, 9, 11, 12, 20;
- TURKSH 1

Santa Monica College
Program of Study
Liberal Arts – Social & Behavioral Science AA

A program that focuses on the combined study of the social and behavioral sciences as distinguished from the arts and humanities, with an emphasis on economics, history, political science, psychology, sociology and anthropology. This major provides a broad education that can be used in a variety of careers including teaching.

Program Learning Outcomes:

Students completing a degree in Liberal Arts - Social & Behavioral Science will demonstrate through oral and written academic work knowledge of the social and behavioral sciences and be prepared to pursue further study in a related major at the baccalaureate level. Students will be proficient in the research, analytical, and communication skills necessary to present a critical analysis.

Required Courses:

Units: 18.0

Select any 18 units from Area A: Social Science and/or Area B: Behavioral Science. Completing at least one course in each area is recommended, but not required.

Area A: Social Science

- ADJUS 1, 2;
- COMST 9, 20, 30;
- ECON 1, 2, 5 (same as GLOBAL 5 and POL SC 5), 6, 8 (same as WGS 8), 15 (same as HIST 15);
- ENGL 32;
- ENVRN 4 (same as ECON 4), 7 (same as GEOG 7); 14 (same as HIST 14), 22 (same as POL SC 22); 32 (same as HIST 32);
- ETHST 1, 6, 7;
- GEOG 2, 7 (same as ENVRN 7), 8 (same as URBAN 8), 11 (same as GLOBAL 11), 14;
- GLOBAL 5 (same as ECON 5 and POL SC 5); 10, 11;
- HIST 1, 2, 3, 4, 5, 6, 10, 11, 12, 13, 14 (same as ENVRN 14), 15 (same as ECON 15), 16, 19, 20, 21, 22, 24, 25, 26, 28, 29, 32 (same as ENVRN 32), 33, 34, 38, 39, 41, 42, 43, 47, 52, 53, 55, 62;
- PHILOS 48, 51 (same as POL SC 51), 52 (same as POL SC 52);
- POLS C1000 (formerly POL SC 1); POL SC 2, 3, 5 (same as ECON 5 and GLOBAL 5), 7, 8, 11, 14, 21, 22 (same as ENVRN 22), 23, 24, 31, 47, 51 (same as PHILOS 51), 52 (same as PHILOS 52);
- SOCIOL 1, 1s, 2, 2s, 4, 12, 30, 31, 32, 33, 34;
- URBAN 8 (same as GEOG 8);
- WGS 10, 20, 30

Area B: Behavioral Science

- Select at least 1 course from the following: (3 units minimum required)
- ANTHRO 2, 3, 4, 7, 14, 19, 20, 21, 22;
- ASTRON 6;
- BUS 1;
- COMST 31, 35, 36, 37;
- ECE 11;
- ENVRN 40 (same as PSYCH 40);
- GLOBAL 3 (same as MEDIA 3);
- MEDIA 1, 3 (same as GLOBAL 3), 4, 10;
- NUTR 7;
- PSYC C1000 (formerly PSYCH 1); PSYCH 3, 5, 6, 7, 11, 12, 13, 14, 19, 25, 40 (same as ENVRN 40)



Administrative Regulation
Chapter 4 – Academic Affairs

AR 4020 CURRICULUM COMMITTEE STRUCTURE, FUNCTIONS, RESPONSIBILITY, AND CURRICULUM APPROVAL PROCESS

Per Title 5 § 55002, the Academic Senate Joint Curriculum Committee shall be established by the mutual agreement of the Academic Senate and college and/or district administration.

1. Committee Structure

A. The Curriculum Committee is a joint Academic Senate/administration committee in accordance with Board Policy 4020 and the Bylaws of the SMC Academic Senate to include five (5) administrators, nineteen (19) regular or contract faculty members, a Curriculum Specialist, and two (2) students. Each member has one vote with the exception of the non-voting Library faculty member, the Curriculum Specialist, and the committee chair, who votes only in the event of a tie vote.

- 1) Five administrators, including those most directly concerned with curriculum are appointed by the Superintendent/President or designee. One of the administrators will be designated to serve as vice-chair to the Committee.
- 2) Two students are selected according to the Bylaws of the SMC Associated Student Government.
- 3) Nineteen regular or contract faculty members are selected to serve on the Committee as specified below:
 - a) Fifteen regular or contract faculty members are elected by the following department(s) to staggered three-year terms according to the guidelines of elections specified in Academic Senate Bylaws:
 1. Art, Dance, Music, Theatre Arts
 2. Business
 3. Communication and Media Studies
 4. Cosmetology, Photo/Fashion
 5. Counseling
 6. Computer CSIS
 7. Design Technology
 8. Early Childhood Education, Psychology
 9. English
 10. English as a Second Language, Modern Language and Culture
 11. Health Science, Kinesiology/Physical Education
 12. History, Philosophy and Social Science
 13. Mathematics
 14. Physical Science, Life Science, Earth Science (Seat 1)
 15. Physical Science, Life Science, Earth Science (Seat 2)

- b) Two faculty members appointed by the Academic Senate President to one-year terms as specified below:
 - i. One Articulation Officer if said position is a faculty position.
 - ii. One At-Large member or Two At-Large members if Articulation Officer is not a faculty position.
 - c) One faculty Librarian appointed by the Academic Senate President to a one-year term as a non-voting member of the committee.
 - d) One additional faculty member is appointed by the Academic Senate President to a one-year term as chair of the committee (and votes only in the event of a tie.) The committee chair represents the Senate in all committee deliberations.
 - e) If any seat cannot be filled with a member from the appropriate department(s), a faculty member from another department will be appointed by the Academic Senate President as an additional At-Large member.
- 4) Curriculum Specialist – added as a non-voting member
- 5) Reconfiguration of the committee will be considered every three years (commencing Fall 2013) or anytime there is a reconfiguration of current departments.

2. Committee Functions

The functions of the Curriculum Committee, as detailed in the Academic Senate Constitution and Bylaws and in compliance with Title 5 (Section 51022a) and the Education Code Section 78016, include the following:

- A. to review and recommend to the Academic Senate action on existing and proposed curricula, courses, prerequisites, corequisites, advisories and programs;
- B. to encourage and recommend development of new curricula;
- C. to assist faculty in preparing curricular proposals to meet Title 5, other relevant regulations and district goals and objectives as stated in the college's mission;
- D. to disseminate curricular information and recommendations to the department chairs and the Academic Senate;
- E. to implement appropriate state-mandated regulations or policies that affect curriculum;
- F. to recommend to the Academic Senate additions, deletions, and modifications in general education patterns for degrees, the Intersegmental General Education Transfer Curriculum (IGETC), and the California State University (CSU) General Education Certification Requirements;
- G. to recommend to the Academic Senate proposals to implement curriculum transformation;
- H. to ensure that the Santa Monica College catalog contains only those courses offered on a regular basis;
- I. to request, consider, and respond to reports from various Academic Senate committees and college groups that have a direct bearing on matters of curriculum;
- J. to help ensure that the curriculum at Santa Monica College supports the college's mission, supports its goals, and meets the needs of its students;
- K. to approve alternative delivery methods;
- L. and to perform other duties assigned by the Academic Senate president with the advice and consent of the Senate.

3. What the Curriculum Committee Handles

The following items come before the Curriculum Committee for review and approval:

- A. credit and noncredit courses;
- B. changes in courses, which may include but are not limited to:
 - 1) prerequisites, corequisites and skills advisories,
 - 2) catalog description,
 - 3) content,
 - 4) objectives
 - 5) student learning outcomes
 - 6) lecture/lab/arranged hours,
 - 7) number of units;
 - 8) alternative delivery methods (e.g. distance education);
- C. credit and noncredit programs (i.e., degrees, certificates of achievement, and department certificates);
- D. changes in programs, which may include but are not limited to:
 - 1) prerequisite requirements (including admission criteria to a particular program),
 - 2) catalog description
 - 3) program learning outcomes
 - 4) requirements (units, structure, electives)
- E. deletion of courses;
- F. courses to be included in or deleted from local general education, IGETC, and CSU GE patterns;
- G. changes to or inclusion on the Disciplines List;
- H. repeatability of courses according to Title 5 standards;
- I. not-for-credit Community Services courses (review only; see BP 4400).

4. Committee Meetings

- A. A quorum must be present to conduct official committee business. A quorum consists of ten voting faculty members and three administrators. Student attendance is not necessary to achieve a quorum.
- B. The committee usually meets the first, third, and (when necessary) the fifth Wednesday of each month during the fall and spring semesters in the afternoon.
 - 1) Meetings are open to all who wish to attend.
 - 2) If extraordinary circumstances require it, special meetings may be called by the chair during the winter and summer sessions.
- C. Agendas are prepared by the Curriculum Committee chair and/or vice-chair.
 - 1) Agendas are distributed to committee members and are posted electronically and in the Academic Senate office (visible from the outside) at least seventy-two hours prior to each scheduled meeting.
 - 2) Included with the agenda sent to members of the Committee are the minutes of the previous meeting, the information for any courses and/or programs to be considered at the meeting, and any documents that will be discussed.

5. Curriculum Committee Members: Responsibilities and Participation Guidelines

Responsibilities

- A. Preparation for the meetings by reading beforehand all materials distributed with the agenda.
- B. Attendance at all meetings. In case of time conflict or illness, the member should notify the Curriculum Committee chair, vice chair, and/or the individual who serves as committee secretary.
- C. Familiarization with the documents most often referred to in committee work, especially:
 - 1) the SMC catalog and the SMC Vision and Mission Statement
 - 2) relevant Title 5 and Education Code regulations,
 - 3) general educational patterns for SMC, IGETC, and CSU,
 - 4) the Disciplines List,
 - 5) all relevant Board of Trustees policies and Administrative Regulations.
- D. Careful review of submitted Course Outlines of Record to determine (a) if they meet the criteria for any prerequisites, corequisites or advisories and (b) if they detail sufficiently the rationale for the course, the course materials, and the methods of presentation and evaluation.
- E. Report regularly to the constituency from which the member was elected.
- F. Members of the Curriculum Committee shall be provided with training regarding the rules, regulations, and local policies applicable to the approval of credit programs, including, but not limited to, the provisions of articles 6 and 7 of subchapter 1 of chapter 6 of division 6, and the Chancellor's Office Program and Course Approval Handbook, prepared, distributed, and maintained by the Chancellor consistent with subdivision 55000.5(a);
- G. The Superintendent/President, Chief Instructional Officer, President of the Academic Senate, and Chair of the Curriculum Committee shall annually certify to the Chancellor compliance with the requirements related to the approval of credit courses as described in Title 5 Section 55100.

Participation Guidelines

To assure positive, open, and effective discussions both between the committee and a proposer and within the committee itself, the Curriculum Committee member should:

- A. keep an open mind; listen to and carefully consider a proposer's or a committee member's responses;
- B. ask positive questions that elicit clarification and discussion; ask follow-up questions when appropriate.

6. Curriculum Committee Approval Process

- A. Faculty originate and submit proposals for new courses or programs or for changes to existing courses or programs via SMC's curriculum management system. The specific steps involved in the various approval processes are found on the Curriculum Committee website.
- B. Proposals are reviewed for approval and applicable feedback is given to the originator by the:
 - (1) Department Chair of the sponsoring department and, if applicable, the Department Chairs of other impacted departments;
 - (2) Departmental Curriculum Representative;
 - (3) Curriculum Chair, Vice Chair, and Articulation Officer;
 - (4) 508 Compliance Officer (if the proposal involves DE delivery);
 - (5) Librarian member of the Curriculum Committee; and
 - (6) (6) Departmental Faculty.

- C. Departmental faculty must vote in support of proposals in order for the approval process to continue. Votes are required and recorded for the following:
 - (1) New courses or programs or substantial changes (as published by the Curriculum Committee) to existing courses or programs;
 - (2) New prerequisites, corequisites, and/or advisories or changes to existing prerequisites, corequisites, and/or advisories (if applicable);
 - (3) Distance Education delivery (if applicable); and
 - (4) Global Citizenship (if applicable).
- D. The Curriculum Chair and/or Vice Chair determine that proposals are complete and in compliance with relevant regulations before placing proposals on the Curriculum Committee agenda.
- E. All department chairs receive notification of electronic access to the agenda at least 72 hours in advance of a scheduled meeting. If the proposal is an Action Item on the agenda, the originator(s) and the department chair or designee should attend the meeting at which the proposal is presented.
- F. After the presentation of the proposal, the Curriculum Committee discusses the proposal and votes to either
 - 1) recommend approval to the Academic Senate,
 - 2) recommend approval contingent upon completion of specific requested changes by a designated deadline,
 - 3) return the proposal to the department with recommendations for further development or revision,
 - 4) return it to the department with notification that the proposal has not been approved. If changes are requested and/or the proposal is returned to the department, the Curriculum Chair will notify the department chair within two days of the Committee's decision.
 - 1. Committee votes are required and recorded for the following:
 - i. New courses or programs or substantial changes to existing courses or programs;
 - ii. Prerequisites, corequisites, and/or advisories (if applicable);
 - iii. Distance Education delivery (if applicable); and
 - iv. Global Citizenship (if applicable).
 - 2. If a proposal is returned to the department without approval, the proposer(s) may request a meeting with the Curriculum Chair to discuss the reason(s) for non-approval. The proposal may be resubmitted to the Curriculum Committee.
- G. Any proposal approved by the Curriculum Committee is recommended by the Curriculum Chair for approval by the Academic Senate.
- H. Proposals approved by the Academic Senate are presented to the Board of Trustees for inclusion in the Santa Monica College curriculum pending Chancellor's Office approval (if required).
- I. All approved courses and programs will be reported to the California Community Colleges Chancellor's Office Curriculum Inventory, with the exception of department certificates.
- J. With the exception of department certificates, only courses and programs that have been approved by the California Community Colleges Chancellor's Office may be offered.

References:

Title 5 Sections 51021, 55000 et seq., and 55100 et seq.;
 34 Code of Federal Regulations Part 600.2;

ACCJC Accreditation Standard 2;
U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid
Programs under Title IV of the Higher Education Act of 1965, as amended

(Replaces former SMC AR 5110)

Reviewed and Revised: 7/22/08, 3/16/2016, 1/31/2017, 5/5/2022
Approved by the Curriculum Committee 10/01/03, 3/16/2016, 5/04/2022
Revised: Academic Senate approval 5/15/07, 5/17/2022,
Superintendent/President approval 7/30/07, 5/24/2022
Revised: June 2024 (references only)



Administrative Regulation
Chapter 4 – Academic Affairs

AR 4020.1 CREDIT HOUR

Credit Hour

The Curriculum Committee reviews all credit courses for compliance with credit hour calculations in accordance with Title 5 and Chancellor’s Office policy.

- Title 5 (§55002.5 (e)) allows credit hours to be awarded in increments of one unit or less. At Santa Monica College, the minimum unit of credit that may be awarded is .5 units.
- Title 5 (§55002.5 (a)) defines one credit hour of community college work (one unit of credit) as a minimum of 48 hours of total student work, which may include inside and outside-of-class hours.
- The Chancellor’s Office uses the following formula for determining units of credit for each course: (Total Contact Hours + Outside-of-class-hours) / Hours-per-unit-Divisor.
 - The hours-per-unit-divisor at Santa Monica College is 54.

The ratios of in-class to outside-of-class hours for each type of instructional activity shall be determined as follows:

Instructional Method	In-class Hours	Outside-of-class Hours	Units
Independent Study	0	54	1
Lecture	18	36	1
Laboratory	54	0	1

Work Experience Education

One semester unit of credit will be awarded for every 54 hours of work experience.

References:

Title 5 Sections 51021, 55000 et seq., and 55100 et seq.; 34 Code of Federal Regulations Part 600.2;

ACCJC Accreditation Standard 2;

U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended