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

Curriculum Committee Agenda

Wednesday, September 17, 2025, 3:00 p.m.
Drescher Hall, Loft (3rd Floor, Room 300-E)

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

Meeting ID: 880 0868 5421

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

Members:

Redelia Shaw, *Chair*	Evelyn Chantani	Sharlene Joachim	Briana Simmons
Dione Hodges, *Vice Chair*	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	Sheila Cordova	Maral Hyeler	Patricia Ramos
Clare Battista	Nathaniel Donahue	Matt Larcin	Jessica Rodriguez
Maria Bonin	David Duncan (A.S.)	Jamar London	Steven Sedky
Department Chairs	Kiersten Elliott	Maria Munoz	Esau Tovar
Nick Chambers	Tracie Hunter	Stacy Neal	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 (September 3, 2025) 3

V. Chair's Report

VI. Information Items

1. Common Course Numbering (CCN) Updates
2. Board Policy and Administrative Regulations
3. Course Deactivations
4. Curriculum Highlight: Hours and Units

VII. Action Items

(Consent Agenda: Program Maps)

a. Introduction to Engineering Certificate of Achievement Program Map 6
b. Engineering Electrical UC Transfer Program Map 7
c. Engineering Mech/Civil/Aero UC Transfer Program Map 8

(Courses: New)

d. FILM 4 History of World Cinema 9

(Courses: Global Citizenship)

e. FILM 4 History of World Cinema 11

(Courses: Distance Education)

f. FILM 4 History of World Cinema 11

(Courses: Substantial Changes)

g. CS 3 Introduction to Computer Systems 14
    - Changed: course content, methods of presentation, methods of evaluation, textbooks, sample assignments

h. MEDIA 11 Introduction to Electronic Media 17
    - Changed: course name (was "Introduction to Broadcasting"), course description, SLOs, course objectives, course content, methods of presentation, methods of evaluation, textbooks, sample assignments

(Programs: Revisions)

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

VIII. New Business

IX. Old Business

X. Adjournment

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

The next Curriculum Committee meeting is October 1, 2025.

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

Curriculum Committee Minutes

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

Members Present:

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

Members Absent

Aileen Huang	Lydia Strong*

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

Others Present:
Steven Sedky

(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 3:07 pm. Motion to approve the agenda with no revisions.
Motion made by: Kevin Roberts; **Seconded by:** Scott Silverman
The motion passed unanimously.

II. Public Comments
None

III. Announcements
None

IV. Approval of Minutes
Motion to approve the minutes of June 4, 2025 with corrections to VI. Information Items, 2. Cal-GETC Updates: Area 6: ETH ST 6 was denied; Area 4: POLS C1000 was approved *(POLS C1000 was originally denied due to a technical error which was corrected and approved.)*
Motion made by: Scott Silverman; **Seconded by:** Jason Beardsley
The motion passed with the following vote: Y 18; N 0; A 2 (Walker Griffy, Sharlene Joachim)

V. Chair's Report
Our goal is always quality curriculum and student success. This years priorities for curriculum includes: incorporation of IDEAAS throughout our curriculum, discussing a workflow for deactivating courses that are no longer offered, updates to Board Policies and Administrative Regulations governing curriculum, updating ADTs to reflect Cal-GETC and CCNs, discussing apportionment changes from the Chancellor's Office, and transitioning from TOP to CIP codes as TOP codes are scheduled to be retired Fall 2027.

VI. Information Items

1. Curriculum Information and Training
   - Welcome new and continuing members!
     - Welcome to all our new (Lourdes Arévalo, Catherine Haradon, Justice Isaacs, and Walt Louie) and returning committee members!

   - Common Course Numbering Faculty Lead
     - Our new Common Course Numbering faculty lead is Susan Caggiano, congratulations Susan!
     - This fall we'll be reviewing four additional courses from Phase II(A) from ECON and HIST
     - Phase II(B) and Phase III are due for implementation Fall 2027 – we'll want to finalize and approve II(B) and III in the Spring semester (60+ courses)
     - If your department has a course from an upcoming phase, start discussing with chairs now
     - Reach out to Susan if you have questions or need help
     - There will be a Phase IV (dates TBD), that will most likely include a revisiting of Phase I
     - An important part of submitting the CCNs is including "Part 2: Optional" language when available – during Phase I many CCNs were rejected for *only* including the template language; any sections in META where part 2 language is being used, indicate with an asterisk

   - Curriculum Tech Review Team
     - The tech review team meets every other week to discuss curriculum and assemble agendas for the committee: Redelia Shaw (Chair), Dione Hodges (Vice Chair), Rachel Demski (Curriculum Specialist), and Olivia Vallejo (Articulation Officer)

   - Curriculum Institute Recap
     - The Curriculum Institute had lots of information to be shared in future meetings.

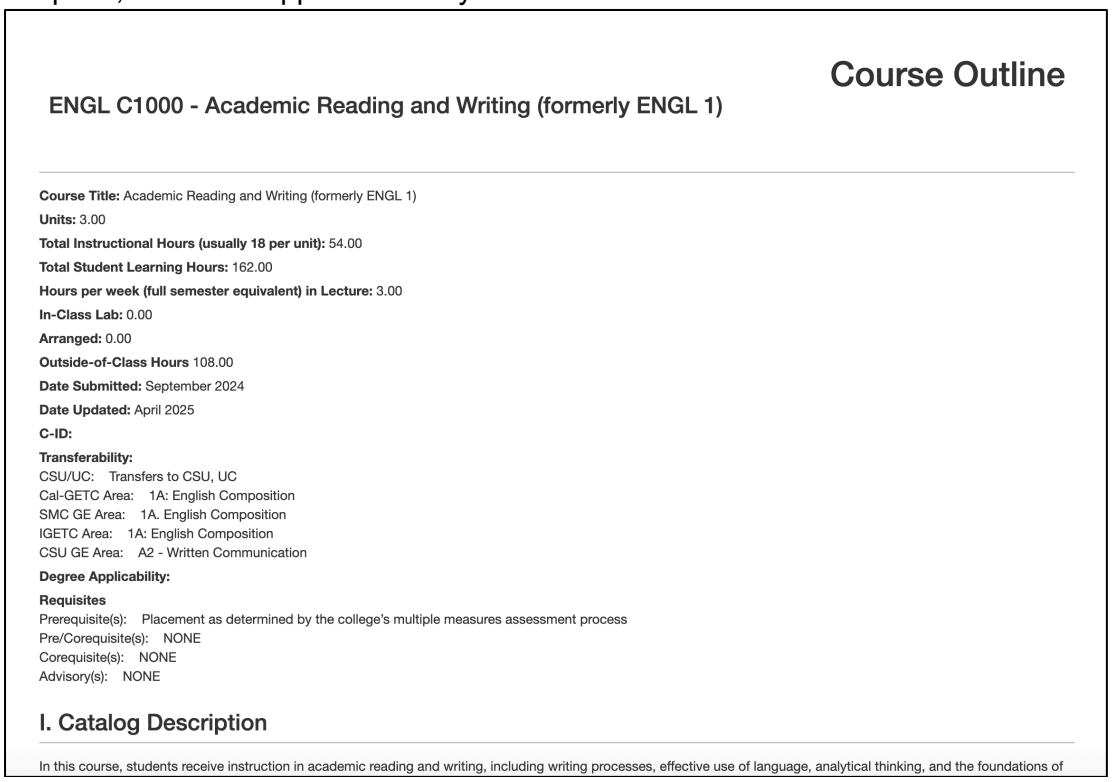
   - 2025-2026 Curriculum Timelines
     - Please review the curriculum approval timelines for 2025-2026, and share with your departments for deadlines and implementation dates
     - Page 2 of the timelines document provides an overview of the entire curriculum workflow (including the META workflow, local approvals, and implementation details)

   - Common Course Numbering Updates
     - Phase II(A) – effective Fall 2026: we'll be reviewing/approving the remaining Phase II(A) courses this Fall (ECON and HIST); the AHIS Phase II(A) courses were approved in Spring
     - Phase II(B) – effective Fall 2027: Phase II(B) templates are now available on the Chancellor's Office website; if your department(s) are part of Phase II(B), start discussing with your chairs
     - ADT Updates: all our ADTs need to be updated to reflect the Cal-GETC and CCN details; Redelia is working with the impacted department chairs to get the ADTs updated

   - Cal-GETC and State Updates
     - UC/Cal-GETC Updates: Olivia contacted departments who received approvals and denials, the AHIS CCN courses from Phase II(A) were approved for UC transfer and will be uploaded for Cal-GETC review and approval in December
     - Title 5 Updates: there are many updates coming to Title 5; as changes are made, we'll be discussing/announcing and making updates to curriculum (META), as needed
     - PCAH Updates: the 9th edition of the PCAH has not yet been released, however the Chancellor's Office announced the 9th edition will be an online "living" document. The 8th edition of the PCAH is available on the curriculum website (under "Resources") and in the canvas shell.

   - Deactivation of Courses
     - We'll be discussing/determining a workflow for deactivation of courses that haven't been offered

- META Updates
  - New Course Outline of Record Template/PDF: META has a new course outline of record template, which will appear in the system soon:



Course Outline

ENGL C1000 - Academic Reading and Writing (formerly ENGL 1)

Course Title: Academic Reading and Writing (formerly ENGL 1)
Units: 3.00
Total Instructional Hours (usually 18 per unit): 54.00
Total Student Learning Hours: 162.00
Hours per week (full semester equivalent) in Lecture: 3.00
In-Class Lab: 0.00
Arranged: 0.00
Outside-of-Class Hours 108.00
Date Submitted: September 2024
Date Updated: April 2025
C-ID:
Transferability:
CSU/UC: Transfers to CSU, UC
Cal-GETC Area: 1A: English Composition
SMC GE Area: 1A. English Composition
IGETC Area: 1A: English Composition
CSU GE Area: A2 - Written Communication
Degree Applicability:
Requisites
Prerequisite(s): Placement as determined by the college's multiple measures assessment process
Pre/Corequisite(s): NONE
Corequisite(s): NONE
Advisory(s): NONE

I. Catalog Description

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

- Curriculum Committee Training
  Overview of pages in the canvas shell providing details on the META proposal form, including information on how to incorporate IDEAAS when submitting curriculum. Another great resource is the META User Guide, which provides details on reviewing and approving proposals, workflows, links to resources, frequently asked questions, course and program proposal requirements, search functions, and report types

VII. Action Items
None

VIII. New Business
None

IX. Old Business
None

X. Adjournment
Motion to adjourn the meeting at 4:36 pm.
Motion made by: Scott Silverman; **Seconded by:** Bobby Simmons
The motion passed unanimously.

	Introduction to Engineering / CoA						N/A				
	Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such)	Priority order of PR or RE course(s) within each semester (used to develop a part-time student ed plan)	Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY	Satisfies GE Area and/or GC (specify area)	"Gateway" course? (based on definition)	# of Units	TOTAL weekly hours (full semester)	Course Advisory (must be in map prior); do NOT include "eligibility for English 1"	Course Prerequisites (P), Corequisite (C) (must be included in proper sequence)	Intersession Option? - YES -- (MAX of 8 units)	REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET
SEMESTER 1	MATH 2	1	PREREQ			5	15				
	ENGR 1	2	PR		YES	2	6				
SEMESTER 2	MATH 7	1	PR			5	15		MATH 2 (P)		
	RE	2	RE			3	9		VARIES		ENGR 11, 12, 16 or 21 (ENGR 11 unless has pre-reqs for other ENGR courses)
	TOTAL Semester 2					**8**	**24**				
SEMESTER 3	PHYSCS 21	1	PR			5	15		MATH 7 (P)		
	TOTAL Semester 3					**5**	**15**				
SEMESTER 4											
	TOTAL Semester 4					**0**	**0**				

This course sequence (program map) is for COUNSELOR USE ONLY. It is meant to assist in the preparation of student educational plans. Do NOT distribute this document to students.

	Engineering EE UC Transfer							~~IGETC (PARTIAL)~~ / SILVER 7				
	Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such)	Priority order of PR or RE course(s) within each semester (used to develop a part-time student ed plan)	Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY	Satisfies GE Area and/or GC (specify area)	Cal-GETC Fall 25	"Gateway" course? (based on definition)	# of Units	TOTAL weekly hours (full semester)	Course Advisory (must be in map prior); do NOT include "eligibility for English 1"	Course Prerequisites (P), Corequisite (C) (must be included in proper sequence)	Intersession Option? - YES -- (MAX of 8 units)	REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET
SEMESTER 1	MATH 2		GE / PREREQ	2	2		5	15				
	ENGR 1	1	PR			YES	2	6				
	ENGL C1000		GE	1A	1A		3	9			YES	
	CHEM 10		GE / PREREQ		5A / 5C		5	15				
	TOTAL Semester 1						**15**	**45**				
SEMESTER 2	MATH 7	1	PR				5	15		MATH 2 (P)		
	CHEM 11		PR	5A			5	15		CHEM 10 (P)		
	ENGL C1001		GE	1B	1B		3	9		ENGL C1000 (P)	YES	
	CS 3		EL / ADVISORY				3	9			YES	
	TOTAL Semester 2						**16**	**48**				
SEMESTER 3	MATH 8	1	PR				5	15		MATH 7 (P)		
	PHYSCS 20	3	EL			YES	2	6	MATH 2		YES	
	CS 50	4	ADVISORY				3	9	CS 3		YES	
	ENGR 11	2	PR				3	9		Math 2 (P)		
	GE		GE		3A or 3B		3	9			YES	
	TOTAL Semester 3						**16**	**48**				
SEMESTER 4	PHYSCS 21	1	PR			YES	5	15		MATH 7 (P)		
	MATH 11	2	PR				5	15		MATH 8 (P)		
	ENGR 12	3	PR				3	9				Or another GE if ENGR 12 is not needed for the AS Engineering or admission to transfer institution(s)
	GE		GE	3A or B	1C		3	9			YES	COMS C1000 or COM ST 21
	TOTAL Semester 4						**16**	**48**				
SEMESTER 5	PHYSCS 22	1	PR				5	15		PHYSCS 21 / MATH 8 (P)		
	MATH 15	2	PR				3	9		MATH 8 (P)		
	CS 52	3	PR				3	9	CS 50		YES	
	GE		GE	3A or B	3A or 3B		3	9			YES	
	TOTAL Semester 5						**14**	**42**				
SEMESTER 6	PHYSCS 23	1	PR				5	15		PHYSCS 21 / MATH 8 (P)		
	ENGR 21	2	PR				3	9		PHYSCS 22 (P) / MATH 15 (C)		
	ENGR 22	3	PR				1	3		ENGR 21 (C)		
	MATH 13	4	PR				3	9		MATH 8 (P)		
	GE		GE		4		3	9			YES	
	TOTAL Semester 6						**15**	**45**				

OVERALL COMMENTS:
Provides transfer requirements for top 4 transfer schools. This map include minimum GE for UC/CSU transfer. NOTE: **The map does not take the place of a counselor.** This is a general transfer map that outlines courses required by many institutions. It is highly recommended that you meet with an academic counselor for specific educational planning, as major requirements vary by institution and the specific engineering discipline.

	Engineering ME/Civil/Aerospace UC Transfer							~~IGETC (PARTIAL)~~ / SILVER 7				
	Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such)	Priority order of PR or RE course(s) within each semester (used to develop a part-time student ed plan)	Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY	Satisfies GE Area and/or GC (specify area)	Cal-GETC Fall 25	"Gateway" course? (based on definition)	# of Units	TOTAL weekly hours (full semester)	Course Advisory (must be in map prior); do NOT include "eligibility for English 1"	Course Prerequisites (P), Corequisite (C) (must be included in proper sequence)	Intersession Option? - YES -- (MAX of 8 units)	REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET
SEMESTER 1	MATH 2		GE / PREREQ	2	2		5	15				
	ENGR 1	1	PR			YES	2	6				
	ENGL C1000		GE	1A	1A		3	9			YES	
	CHEM 10		GE / PREREQ		5A / 5C		5	15				
	TOTAL Semester 1						**15**	**45**				
SEMESTER 2	MATH 7	1	PR				5	15		MATH 2 (P)		
	CHEM 11		PR	5A			5	15		CHEM 10 (P)		
	ENGL C1001		GE	1B	1B		3	9		ENGL C1000 (P)	YES	
	CS 3		EL / ADVISORY				3	9			YES	
	TOTAL Semester 2						**16**	**48**				
SEMESTER 3	MATH 8	1	PR				5	15		MATH 7 (P)		
	PHYSCS 20	3	EL			YES	2	6	MATH 2		YES	
	CS 50	4	ADVISORY				3	9	CS 3		YES	
	CHEM 12	2	PR				5	15		CHEM 11 (P)		
	TOTAL Semester 3						**15**	**45**				
SEMESTER 4	PHYSCS 21	1	PR			YES	5	15		MATH 7 (P)		
	MATH 11	2	PR				5	15		MATH 8 (P)		
	ENGR 11	3	PR				3	9			YES	or another GE if ENGR 11 is not needed
	GE		GE	3A or B	1C		3	9			YES	COMS C1000 or COM ST 21
	TOTAL Semester 4						**16**	**48**				
SEMESTER 5	PHYSCS 22	1	PR				5	15		PHYSCS 21 / MATH 8 (P)		
	MATH 15	2	PR				3	9		MATH 8 (P)		
	CS 52	3	PR				3	9	CS 50		YES	or ENGR 12 if CS is not needed
	GE		GE	3A or B	3A or 3B		3	9			YES	
	TOTAL Semester 5						**14**	**42**				
SEMESTER 6	PHYSCS 23	1	PR				5	15		PHYSCS 21 / MATH 8 (P)		
	ENGR 12	2	PR				3	9		PHYSCS 21 (P) / MATH 7 (C)		or ENGR 16 if needed (Spring offering only)
	MATH 13	4	PR				3	9		MATH 8 (P)		
	GE		GE		4		3	9			YES	
	TOTAL Semester 6						**14**	**42**				

OVERALL COMMENTS:
Provides transfer requirements for top 4 transfer schools. This map include minimum GE for UC/CSU transfer. NOTE: **The map does not take the place of a counselor.** This is a general transfer map that outlines courses required by many institutions. It is highly recommended that you meet with an academic counselor for specific educational planning, as major requirements vary by institution and the specific engineering discipline.

New Course: FILM STUDIES 4, History of World Cinema

Units:	3.00
Total Instructional Hours (usually 18 per unit):	72.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	1.00
Arranged:	0.00
Outside-of-Class Hours:	108.00

Transferability:	UC (pending), CSU
Cal-GETC Area:	Area 3A: Arts (pending)
SMC GE Area:	Area 3: Arts and Humanities; Area 7: Global Citizenship
Degree Applicability:	Credit – Degree Applicable
Proposed Start:	Fall 2026
TOP/SAM Code:	061210 - Film History and Criticism / E - Non-Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	List of suggested materials has been given to Librarian
Minimum Qualification:	Film Studies
Program Impact:	Film Production AS/Certificate of Achievement, Film Studies AA, Set Design and Art Direction for Film and TV Department Certificate

Rationale
Previously, 'History of Motion Pictures' (Film 2) could be themed as either 'American Cinema' or 'International Cinema.' This change creates a dedicated class on World Cinema so that students know exactly what they are signing up for, and 4 year institutions know exactly what students have already taken.

I. **Catalog Description**
This course examines the origins and development of cinema in different parts of the world since the 1890s. Students will explore how economics, war, colonialism, cultural traditions, artistic movements, and new technologies have shaped cinema in different contexts. The film industries from at least four different continents and language groups—not including the U.S. and English language—will be in focus.

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. World Cinema: A Critical Introduction, Shekar Deshpande and Meta Mezaj, Routledge © 2018, ISBN: 978-0415783576
2. Robert P. Kolker and Marsha Gordon. Film, Form, and Culture, 5th Edition, Routledge

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Identify the technological, industrial, creative, and social forces that have shaped cinema in different parts of the world since the 1890s.
2. Explain the different approaches to technique, style, story, and theme in a variety of countries at specific moments of their cinematic history.
3. Compare a variety of movements from film industries in different countries, and how innovations from one country have influenced filmmakers and audiences in others.
4. Analyze the complex relationships between economics, politics, cultural specificities, and cinema in a variety of contexts.
5. Evaluate the techniques, styles, stories, and themes used in the film industries of different countries in both written and presentation formats.

IV. **Methods of Presentation:**
Lecture and Discussion, Distance Education, Group Work, Projects, Lab, Other Methods: Screenings of feature-length films and short films

V. **Course Content**

% of Course	Topic
20.000%	Mexico and South America Argentina and the Cinema of Liberation. Brazil and Cinema Novo. The Golden Age of Mexican Cinema through Nuevo Cine Mexicana to today.
15.000%	Cinemas of the Asian Subcontinent The British Raj and the merging of British and Indian theatrical traditions. The centrality of epic poems the Ramayana and Mahabharata. The many film industries of India: Bollywood, Parallel Cinema, Tollywood, etc.
15.000%	Cinema in Africa Colonization, decolonization, and African cinemas, post 1950. Senegalese Cinema and the effort for independent filmmaking. Nigerian Cinema, and the role of petrol, faith, and new technologies in its growth. Egyptian Cinema and its ties to the Middle East.
20.000%	The Development of Cinema in Asia Early cinema in Japan, the Benshi, and post-WWII Japanese Cinema. Turmoil in China and the development of the 3 Chinese Cinemas. Korean Cinema under Japanese Occupation, through WWII to today.
15.000%	Early Developments in European Cinema The beginnings of cinematic language with Alice Guy and Georges Méliès. Weimar Germany, German Expressionism, and the impact of WWI. From Russian to Soviet Cinema in the 1920s. The impact of WWII on Europe and its colonies abroad. Italian Neo-Realism, the French New Wave and Left Bank.
15.000%	International Origins of Cinematic Technology Theorizing of the pinhole camera by Mozi (China), Aristotle (Greece) and others. The understanding of the optics, lenses and the human eye by Ibn Al-Haitham (Iraq). Leonardo da Vinci (Italy) and the innovation of the Camera Obscura. The development of early motion picture devices in the U.S. and France.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
25%	Exams/Tests
25%	Class Participation
25%	Papers
25%	Group Projects
100%	Total

VII. **Sample Assignments:**

Essay: Write an essay that details why the Soviets wanted a different approach to editing than what was in use in Europe and the U.S. in the 1920s. How did their approach to editing reflect the Marxist understanding of history, and the capacity of cinema to be revolutionary?

Essay: Write an essay that analyzes the ways the Senegalese film Touki Bouki has been received, from those who see it as ‘incoherent,’ to those who see it as inspired by the French New Wave, to those with an understanding of West African storytelling traditions.

Group Presentation: Craft a presentation that illustrates and explains the impact of an emerging technology—like synchronized sound in the multi-lingual context of the Indian film industries or streaming in the Nigerian film industry—at a given point in its history.

VIII. **Student Learning Outcomes:**

1. Identify key moments in the film industries of multiple different countries from their early beginnings to the present day.
2. Explain the economic, technological, creative, and cultural forces that have shaped international film industries throughout their respective histories.
3. Analyze films from different countries and various historical periods with context and clarity, both verbally and in writing.

Global Citizenship Application

Global Citizenship Category: Global Studies

- ☑ Course content is explored primarily through a global perspective and a comparative and/or analytical framework is used. At least two societies or cultures outside the United States and their global impact are explored.
- ☑ Course material has contemporary significance. For example, a course would not only examine a period of history but the ways in which that period of history impacts the way we live in the world today.
- ☑ Course content addresses at least two interconnected systems (such as cultural, ecological, economic, political, social and technological systems).

Outcomes that pertain to this Global Citizenship Category

- Identify key moments in the film industries of multiple different countries from their early beginnings to the present day.
- Explain the economic, technological, creative, and cultural forces that have shaped international film industries throughout their respective histories.
- Analyze films from different countries and various historical periods with context and clarity, both verbally and in writing.

Narrative

Unlike many film courses that assume America and Hollywood as the center of all things, this course begins with the concepts and innovations from multiple parts of the world that eventually lead to the motion picture. Each week explores a different country with their own unique sets of cultural, geographic, and historical forces at play, and colonization/decolonization are a repeated theme in the second half of the course. Case studies from at least 4 different continents and 4 different language groups (outside of English and the U.S.) are required by the course outline of record. While some cases are clearly rooted in history, the links to contemporary cinema and contemporary global issues are consistent throughout the course.

Departmental Vote: Yes 19; No; 0; Abstain 0; Not Voting 0

FILM 4 Distance Education Application

☑ Fully Online

1a. Instructor - Student Interaction:

The course will begin with a detailed welcome letter which includes pertinent details regarding the course and how the instructor will be in contact with the students. Each week the instructor will post announcements, reminders, or notes regarding assignments. Content pages will begin each module and will include key information and suggestions for how to approach content. Regular discussion boards will be posted, and the instructor will provide comments, input, and feedback just as in a traditional classroom setting. Additionally, constructive feedback will be provided on the homework in a time-frame adequate for students to adjust for the next assignment. The instructor will promptly respond to communication from students via email, the "General Questions" discussion board, and any other communication media used.

1b. Student - Student Interaction:

Students will engage in weekly discussion board groups where they will be required to reply to at least two students in the class. In the first module, for example, students are asked to introduce themselves and reply to at least two other students in class. From the beginning, a sense of belonging and community is established in the online classroom.

Throughout the course of the semester, students can help each other by posting replies and engage in a discussion in the "General Questions" discussion board. Instructors will respond in a timely manner which should be made clear in the course.

1c. Student - Content Interaction:
The classroom is organized into weekly course modules. Each weekly module consists of: learning objectives for each module, lectures (handouts or transcribed recordings), weekly discussion boards which reinforce the weekly concepts, and a reminder on what is due or what progress should be made during the week on the student work or projects.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Peer Feedback	Students will respond to their peers in the weekly class threaded class discussion, collaborate on projects, and peer-reviews of writing assignments.	20.00%
Written assignments	Students will complete two essays, one is a comparison of women in cinema representations from different eras and the second is a formative analysis of one film studied during the course.	5.00%
Exams	Weekly quizzes, one midterm and final exam to verify content retention through formative assessment.	20.00%
Project Presentation	Students will present one group project presentation virtually to demonstrate analysis and evaluation of course content.	5.00%
Discussion	Discussions happen in virtual (a)synchronous class to check comprehension, present a forum for dialogue, and allow for deeper analysis and evaluation of course content.	10.00%
Videos	Embedded videos are shown in class to illustrate course concepts. All videos will be compliant for accessibility and captioned.	10.00%
Online Lecture	Lecture Topics will be written files that are compliant for accessibility or video presentations which are captioned or a combination of both. Weekly lectures presented (a)synchronously.	20.00%
Study and/or Review Sessions	Meet with the instructor or in small groups for discussions, research for essays, or group project feedback.	5.00%
Discussion Boards	A discussion board will also be created for general questions, this includes class communication and instructor feedback.	5.00%

2. Organization of Content:
The instructor will lecture, demonstrate and give inspirational images or videos for students to use for project development. Rubrics are used to clarify instructor requirements for assignments. The online course system is sufficient in providing for these. Content is organized according to major content headings in the syllabus. Each module clearly states what the objectives are, and the assignments are consistent with the topic for that week. Due dates are given at the beginning of class to allow time for scheduling to complete the project. Assignments are given spaced throughout the semester.

3. Assessments:

% of grade	Activity	Assessment Method
25.00%	Writing Assignments	Students will complete two formal essays, one is a comparison of women in cinema representations from different eras and the second is a formative analysis of one film studied during the course.
25.00%	Projects	Projects submitted in the course LMS for comment and grading by the instructor. Weekly chatroom or discussion board participation allows students to discuss projects with each other and the instructor.
25.00%	Weekly Exercises	Students are divided into small groups and work on topics in the Collaboration areas of the course LMS. Digital online submission.
25.00%	Weekly Quizzes	Weekly Quizzes to verify understanding of topics and a final exam for retention of knowledge.

4. Instructor's Technical Qualifications:

The instructor uses the college's learning management system and all required technology for online delivery, such as building the course and using communication tools like discussion boards. The instructor has access to the technical support available to faculty and ensures the material and course content are accessible.

5. Student Support Services:
Links to the following should be provided: online tutoring, tutorials for online classes, and technical support.

6. Accessibility Requirements:
All content will be reviewed to ensure compliance is met. Videos shall be close captioned files and slideshows shall be reviewed for accessibility through the software and accessibility compliance review.

7. Representative Online Lesson or Activity:
Course Objective: Explain the different approaches to technique, style, story, and theme in a variety of countries at specific moments of their cinematic history.

In a small group, students will research and craft a presentation that explains why the Soviets wanted a different approach to editing than what was in use in Europe and the U.S. in the 1920s. Using a variety of clips they will examine the differences in the Soviet approach to editing and how it reflected the Marxist understanding of history, and the capacity of cinema to be 'revolutionary.'

Substantial Change: COMPUTER SCIENCE 3, Introduction To Computer Systems

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to UC, CSU
Degree Applicability:	Credit – Degree Applicable

I. **Catalog Description**

This is a beginning course intended for students who plan to take additional computer science courses. The course covers an introduction to programming concepts such as designing, coding and testing. Other concepts such as computer hardware, operating systems, compilers and databases are also discussed. The Internet and an introduction to cybersecurity and cloud computing are also included.

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. Information Systems for Business and Beyond, 3rd, David Bourgeois, James Smith, et al, Open Textbook Library (OER) © 2022, ISBN: https://ecampusontario.pressbooks.pub/informationsystemscdn
2. Introduction to Computer Science, 2nd, Jean-Claude Franchitti, et al., OpenStax (OER) © 2024, ISBN: 978-1-711471-83-9
3. Discovering Computers, 17th, Jennifer Campbell and Mark Ciampa, Cengage © 2022, ISBN: 978-0357675366

III. **Course Objectives**

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

1. Define fundamental computer concepts.
2. Plan, write, test and document computer programs.
3. Trace the execution of basic programs.
4. Recognize the capabilities of current day computers and the possibilities of future computers.
5. Recognize the uses of cloud computing and basic concepts of cybersecurity employed in industry today.

IV. **Methods of Presentation:**

Discussion, Lecture and Discussion, Online instructor-provided resources, Other Methods: PowerPoint demonstrations may be used to supplement lectures. Examples of problems and programming solutions will be provided with feedback when appropriate. Class discussions may be used to assess, clarify, and enhance student understanding. Assignments and quizzes will be explained via presentation and clarified by email and one-on-one discussion as needed. Threaded Discussions

V. **Course Content**

% of Course	Topic
10.000%	Loops and Repetition
10.000%	Decision Making, Logical Operations and Flow of Control
10.000%	Assignment Statements, Input and Output Statements
10.000%	Variables and Datatypes
10.000%	Programming Languages and Program Development
4.000%	Introduction to Cloud Computing and Cybersecurity
3.000%	Introduction to Computers

3.000%	The Internet and World Wide Web
3.000%	Application Software
4.000%	The Components of the System Unit
3.000%	Input
3.000%	Output
3.000%	Storage
4.000%	Operating Systems and Utility Programs
4.000%	Communications and Networks
4.000%	Database Management
3.000%	Computers and Society, Security, Privacy, and Ethics
3.000%	Information Systems Development
3.000%	Enterprise Computing and Management
3.000%	Computer Careers and Certification
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
30%	Final exam
15%	Homework
20%	Other: Midterm exam
25%	Other: 8 Programming Assignments
10%	Quizzes
100%	Total

VII. **Sample Assignments:**

Assignment 1: Create a program to acquire into variables the following input: Base Hours, Overtime Hours, Base Rate, Overtime Rate. It is a good idea to use variable names that are representative of their content. In the step above, make sure to apply the proper casting function (int or float) as needed. Calculate the total Base pay to be (Base Hours * Base Rate). Calculate the Overtime pay to be (Overtime Hours * Overtime Rate). Calculate the total pay then show the total base pay, the total overtime pay and the grand total pay while adding an appropriate prompt. Add comments showing your name, assignment number and Date. This would be your top level comments. You may add more in-line comments but do NOT comment on every line of code.

Assignment 2: Using the tags in the PDF file in the main page of this unit, create a web page that shows your name, email address, and major. In a bulleted list, show your interests and hobbies. In a numbered list show your future goals. You must list at least two bulleted items, and two numbered items. In a table, add 3 links to sites that interest you. Each link must be in a different cell. One of the text items must be in bold, another must be in italics and a third must be underlined. Increase the size of one text item and reduce the size of another. Use Notepad or TextEdit to complete this assignment, and do not add any other tags other than the ones shown above along with the ones to create a basic empty html page. Do not use a word processor to generate a web page. This will cause

many unnecessary tags. Ensure your page has no errors by testing it in a browser. For your privacy, use hypothetical information, and never include any real or sensitive data.

VIII. **Student Learning Outcomes:**

1. Identify a computer system's hardware, software, networking, and security components that securely and responsibly solve business problems.
2. Design, code, test, and debug software applications.
3. Evaluate and interpret ideas, images, and information in order to solve problems using modern computer programming and productivity tools and applications.

Substantial Change: MEDIA STUDIES 11, Introduction to Electronic Media

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to UC, CSU
Degree Applicability:	Credit - Degree Applicable

Rationale
Name change of the discipline. Program Review and FTVE Associate Degree for Transfer Students.

I. **Catalog Description**
Explore the fast-changing world of media—past, present, and future. Discover how radio, TV, film, streaming, podcasts, social media, and emerging technologies influence what we watch, hear, and share. Learn how these industries are built, how they affect culture, politics, and society, and how new trends like AI, digital platforms, and on-demand content are transforming careers in the field today.

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. Electronic Media: An Introduction, 11th, Gross, Lynne S., McGraw Hill © 2012, ISBN: 978-0073526164
2. Now Media The Evolution of Electronic Communication, 5th, Norman J. Medoff and Barbara K. Kaye, Routledge Focal Press © 2025, ISBN: 9781032704302

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Identify key developments in the history of major U.S. electronic media industries, especially their evolution as social, political, and economic forces in U.S. society.
2. Analyze issues of race, class, sexuality, ability, and gender as represented in both historic and contemporary media.
3. Describe the technical evolution of audio and video electronic media.
4. Identify the primary means of economic support and the target audiences for various electronic media.
5. Analyze the regulation of electronic media.
6. Define commonly used electronic communication technology.
7. Identify the business structure and revenue streams for each medium.
8. Describe a basic model of communication.
9. Evaluate information presented in various electronic media forms, using principles of media literacy.

IV. **Methods of Presentation:**
Lecture and Discussion, Projects, Visiting Lecturers, Group Work, Critique, Discussion, Distance Education, Online instructor-provided resources, Observation and Demonstration

V. **Course Content**

% of Course	Topic
6.250%	History, structure, and function of broadcasting and electronic media.
6.250%	Careers in telecommunications, new media technology, and growth opportunities, and job preparation.
6.250%	Recording, radio, and podcasting industries, as well as programming.
6.250%	Motion picture industry history, creation, and programming.
6.250%	Broadcast television industry history, creation, and programming.

6.250%	News and documentary creation and programming.
6.250%	Cable, satellite, and over-the-top TV (OTT) industries' history, present, and future.
6.250%	Media representations of race/ethnicity, gender, class, sexual orientation, and ability.
6.250%	Mobile and Internet communication, including social media.
6.250%	Emerging technologies include video games, virtual and augmented reality, and mobile entertainment.
6.250%	Digital media content creation.
6.250%	Electronic media as business and as art.
6.250%	Electronic media advertising.
6.250%	Media publicity, promotions, and audience engagement.
6.250%	Regulation and control of electronic media.
6.250%	Ethical and legal issues and their impact on electronic media.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
15%	Class Participation: In-class activities.
15%	Exams/Tests: Midterm and Final Exam.
20%	Group Projects: One Oral Media Research Project with Community Service Opportunity.
20%	Quizzes: 10 quizzes on weekly content.
15%	Written assignments: Two essays and two mini projects.
15%	Other: Written discussion on weekly content.
100%	Total

VII. **Sample Assignments:**

Network News Yesterday and Today: Objectives: Compare and contrast early broadcasting practices with those governed by current regulations. Discuss how economic factors influence the business of broadcasting. Assignment: Compare and contrast the representation of the news in the film Network (1976) to a modern-day news show program focusing your critical observations on the similarities in the movie with telecommunication practices in America today. Explain what Howard Beale means when he says "Television is not the truth, it is a goddam amusement park," consider what the movie suggests is the overall purpose and effect of television viewing. Examine how news divisions, over time, have transitioned to being financially answerable to ratings and advertising for the broadcast network corporation then and now. Critically analyze whether the conclusion of this film is an exaggeration or an accurate portrayal of what could happen on TV today. Use MLA format to cite examples to support your thesis. Online: Students are given the link to view accessible the film online, write their 3-4 page essay analysis, and submit it digitally through the course LMS.

Entertainment and News Weekly Discussions: Objectives: Evaluate information presented in various electronic media forms, using principles of media literacy. Assignment: Weekly discussions that are relevant to the lecture for the week. Discussions include articles and videos compliant for accessibility-related to current events and industry update articles from trade publications. Online: Students are grouped and work on research for the assignment in the collaboration areas of the LMS. Assignments are digitally submitted online through the course LMS.

VIII. **Student Learning Outcomes:**

1. Explain the historical and technical development of U.S. electronic media — including radio, television, film, the Internet, and emerging platforms — and describe how these industries have shaped and been shaped by diverse communities, cultures, and perspectives.
2. Analyze media content for its representations of race, class, gender, sexuality, ability, and other intersecting identities, using inclusive and anti-racist frameworks to assess how power, equity, and accessibility influence both the creation and reception of media.
3. Evaluate the cultural, social, and environmental impacts of established and emerging media technologies — such as streaming platforms, social media, cable, satellites, and wireless devices — considering sustainability, audience needs, and the ethical responsibilities of media professionals.