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

Curriculum Committee Agenda

Wednesday, November 5, 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

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

Members:

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

Interested Parties:

Stephanie Amerian	Sheila Cordova	Maral Hyeler	Patricia Ramos
Clare Battista	Nathaniel Donahue	Matt Larcin	Jessica Rodriguez
Maria Bonin	Ailsa Ortiz (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 (October 15, 2025) 3

V. Chair's Report

VI. Information Items

1. Curriculum Highlight: SLOs and Course Objectives

   Curriculum Committee members: please complete the following readings prior to the meeting to ensure alignment for the SLO/course objectives discussion
   - Guiding Principles for SLO Assessment (ASCCC) pages 4-6
   - SLO Terminology Glossary (ASCCC)
   - The Course Outline of Record: A Curriculum Reference Guide Revisited (ASCCC) pages 22-26

2. Common Course Numbering Updates

VII. Action Items

(Courses: Substantial Changes)

a. FRENCH 3 Intermediate French I 7
   - Changed: course description, SLOs, course objectives, course content, methods of presentation, textbooks, sample assignments

b. KOREAN 3 Intermediate Korean I 10
   - Changed: SLOs, course objectives, course content, methods of presentation, methods of evaluation, textbooks, sample assignments

(Programs: CSLO/PLO Mapping)

c. Computer Science AS/Certificate of Achievement 13
d. Medical Coding and Billing Specialist AS/Certificate of Achievement 15
e. Website Software Specialist AS/Certificate of Achievement 17

(Programs: Revisions)

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

VIII. New Business
- TBD

IX. Old Business
- TBD

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 November 19, 2025.

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

Curriculum Committee Minutes

Wednesday, October 15, 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	Jesus Lopez	Bobby Simmons
Lourdes Arévalo	Rachel Demski	Walt Louie	Briana Simmons
Fariba Bolandhemat	Walker Griffy	Jacqueline Monge	Thaddeus Phillips*
Walter Butler	Bryan Hartanto (A.S.)	Kevin Roberts	Audra Wells

**Thaddeus Phillips sitting in for Susan Fila*

Members Absent:

Jason Beardsley	Catherine Haradon*	Sharlene Joachim*	Olivia Vallejo
Susan Fila	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:

Clare Battista	Christina Gabler	Jennifer Hsieh	Eric Oifer
Sang Chi	Keith Graziadei		

(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 3:08 pm. Motion to approve the agenda with revisions to table all Aquaculture course revisions and programs (VII. Action Items. e. AQUA 1, f. AQUA 2, g. AQUA 3, h. AQUA 4, i. AQUA 5, k. MCRBIO 1, m. Sustainable Aquaculture Technology AS, n. Aquaculture Technician I Certificate of Achievement, and o. Aquaculture Technician II Certificate of Achievement.)
Motion made by: Scott Silverman; **Seconded by:** Audra Wells
The motion passed unanimously.

II. Public Comments

None

III. Announcements

- Dione Hodges: At the next meeting, Jason Beardsley will be presenting the next "Curriculum Highlight" training, focused on SLOs and course objectives. We'd like to prioritize alignment this year between discipline faculty, the tech review team and the curriculum committee to ensure communication and transparency on curricular expectations.

- Aileen Huang: We have a study abroad program for Winter 2026 in Madrid, Spain. It's a collaboration between Art History and Business – Aileen and Taneka Washington are the faculty co-leads. There are only have five seats left (from 24 spots.) If you can, promote the program to your students (in Canvas or via flyers). More information is available at smc.edu/studyabroad

IV. Approval of Minutes

Motion to approve the minutes of October 1, 2025 with no revisions.
Motion made by: Scott Silverman; **Seconded by:** Susan Caggiano
The motion passed with the following: Y: 16; N: 0; A: 1 (Bobby Simmons)

V. Chair's Report

A moment of silence in remembrance of Felicia Hudson.

We'll be providing discussions, trainings, and working as a committee to come up with guidelines on course objectives and student learning outcomes, while understanding the needs of specific disciplines. We want to be congruent and clear on the feedback we provide, especially as we begin integrating IDEAAS across our course outlines.

VI. Information Items

1. Common Course Numbering (CCN) Updates – Susan Caggiano

    - After today's meeting, we'll be done with Phase II(A)!
    - In the Spring, faculty will be reconvening to discuss and possibly revise Phase I courses.
    - Phase II(B) has approximately 15 course templates, which are available in the curriculum shell – reps are encouraged to work with their departments to get an early start on the changes. Reminder: if you have any questions, need any help or assistance, reach out to Susan.
    - Phase III is an additional 40-50 templates, that will be made available in February 2026. However, both Phase II(B) and Phase III are due for implementation by Fall 2027.
    - The ASCCC, Chancellor's Office, UCs, and CSUs are in discussion regarding articulation approval by template vs. by individual course. However, for Phase III the UC/Cal-GETC approval process will not have the "exception" granted to Phases I and II that allowed for Cal-GETC approval before UC submission/approval. Phase III courses will go through the "regular" approval timeline – where courses can only be submitted for UC review/approval in June, and Cal-GETC review/approval in December, only once UC approval has already been granted. Due to this change, all Phase III templates will need to be approved locally by April 2026.
    - Phase IV courses will be announced in the spring, but they are not part of the legislative deadline of Fall 2027. We will get additional guidance from the Chancellor's Office. They are also strongly encouraging colleges to use the CCN taxonomy (prefixes and course numbering without the "C") for all local/non-CCN courses.

VII. Action Items

(Courses: Common Course Numbering)

a. ECON C2001 Principles of Microeconomics
Motion to approve changes to ECON C2001 with no additional revisions.
Motion made by: Susan Caggiano; **Seconded by:** Bobby Simmons
The motion passed unanimously.

b. ECON C2002 Principles of Macroeconomics
Motion to approve changes to ECON C2002 with no additional revisions.
Motion made by: Susan Caggiano; **Seconded by:** Dione Hodges
The motion passed unanimously.

c. HIST C1001 United States History to 1877 *(formerly HIST 11)*
Motion to approve changes to HIST C1001 with no additional revisions.
Motion made by: Jesus Lopez; **Seconded by:** Walt Louie
The motion passed unanimously.

d. HIST C1002 United States History since 1865 *(formerly HIST 12)*
Motion to approve changes to HIST C1002 with no additional revisions.
Motion made by: Scott Silverman; **Seconded by:** Susan Caggiano
The motion passed unanimously.

Common Course Numbering requires identical language in the following fields, from the Common Course Numbering templates: prefix, course number, course title, course description, units, prerequisites/corequisites/advisories, 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: Substantial Changes)
~~e. AQUA 1 Introduction to Aquaculture: History, Ecology and Sustainability~~
- ~~Changed: SLOs, course objectives~~

~~f. AQUA 2 Applications in Aquaculture - System Design, Monitoring and Maintenance~~
- ~~Changed: SLOs, course objectives, sample assignments~~

~~g. AQUA 3 Microbiology and Genetics for Aquaculture~~
- ~~Changed: SLO, objectives~~

~~h. AQUA 4 Husbandry and Life Support in Aquaculture and Aquarium Science~~
- ~~Changed: SLO, objectives~~

~~i. AQUA 5 Advanced Topics in Aquaculture~~
- ~~Changed: SLO, objectives~~

AQUA 1, AQUA 2, AQUA 3, AQUA 4, AQUA 5 tabled with the approval of the agenda

j. ESL 14B Pronunciation: Rhythm and Intonation
- Changed: SLOs, course content, methods of evaluation, textbooks, sample assignments
- Changed prerequisite: from: ESL 10G *and* ESL 10W or placement in ESL 11A
  to: ESL 10G *or* ESL 10W or placement in ESL 11A

Motion to approve changes to ESL 14B with no additional revisions.
Motion made by: Susan Caggiano; **Seconded by:** Dione Hodges
The motion passed unanimously.

Motion to approve prerequisite changes to ESL 14B with no additional revisions.
Motion made by: Scott Silverman; **Seconded by:** Susan Caggiano
The motion passed unanimously.

~~k. MCRBIO 1 Fundamentals of Microbiology~~
- ~~Changed: lab content~~
- ~~Added Prerequisite: AQUA 3~~

MCRBIO 1 tabled with the approval of the agenda

(Programs: New)
l. Physics AS-T
Motion to approve Physics AS-T with additional revision to the "Programming" elective list to add additional electives to CS 55 of CS 30 or CS 52 or CS 87A under the AAM (Articulation Agreement by Major): CS 30 – UC Irvine, CS 52 – CSUN, CS 87A – Cal Poly Pomona
Motion made by: Scott Silverman; **Seconded by:** Bobby Simmons
The motion passed unanimously.

~~m. Sustainable Aquaculture Technology AS~~
Sustainable Aquaculture Technology AS tabled with the approval of the agenda

(Programs: Change)
~~n. Aquaculture Technician I Certificate of Achievement~~

~~Changed:~~
- ~~Required Courses: Added elective options for AQUA 88B (AQUA 90A or 90B or 90C or 88B)~~
- ~~Scuba Diving/First Aid Course: Added elective option of HEALTH 11 and note regarding certifications: "Note: AQUA 10 or industry equivalent. Credit for prior learning may be granted for students who hold recognized industry certifications. Acceptable documentation includes: NAUI Master Diver or equivalent; or NAUI Advanced Diver plus Rescue Diver certifications; or any dive certification combined with AAUS certification or equivalent; or First Aid/CPR certification equivalent to those issued by the American Heart Association, Red Cross, or comparable agencies. Please contact the life sciences department or counseling for more information."~~

~~o. Aquaculture Technician II Certificate of Achievement~~
- ~~Changed: program description, PLOs, mapped SLOs to PLOs~~

Aquaculture Technician I Certificate of Achievement and Aquaculture Technician II Certificate of Achievement tabled with the approval of the agenda

(Programs: Revisions)

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

VIII. New Business

- Student Learning Outcomes and Course Objectives
Discussion on SLOs and course objectives will be an ongoing project for the curriculum committee for 25-26 to ensure alignment, including creating guidance materials.

IX. Old Business

None

X. Adjournment

Motion to adjourn the meeting at 4:47 pm
Motion made by: Susan Caggiano; **Seconded by:** Bobby Simmons
The motion passed unanimously.

Substantial Change: FRENCH 3, Intermediate French I

Units:	5.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	5.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	180.00

Transferability:	Transfers to UC, CSU
Cal-GETC Area:	3B: Humanities
SMC GE Area:	3: Arts and Humanities, 7: Global Citizenship
Degree Applicability:	Credit – Degree Applicable
Advisory(s):	FRENCH 2

Rationale
Course Updates The course has undergone a comprehensive revision to ensure alignment with departmental goals, student learning needs, and current pedagogical standards. Key updates include: - Catalog Description: revised to more accurately reflect the content and expectations of an intermediate-level language course. - Student Learning Outcomes : updated with Bloom's taxonomy verbs to emphasize measurable learning and to reflect the application of skills in authentic contexts. - Course Objectives: refined to highlight broad learning goals rather than duplicating SLOs, providing a clearer distinction between intended outcomes and overarching aims. - Course Content: expanded to reflect a diverse, culturally rich approach that integrates the four language skills (listening, speaking, reading, writing) within a cultural framework. - Methods of Evaluation: adjusted to ensure all four skills are assessed equitably and to include a broader range of formative and summative assessments. - Sample Assignments: added to demonstrate authentic assessments that align with updated SLOs and highlight integration of multiple skills in communicative and cultural contexts.

I. **Catalog Description**
This course offers an in-depth review and practice of functional French grammar and vocabulary, with a strong emphasis on communication and cultural competency across the French-speaking world. Students will engage in dynamic discussions based on selected films and readings that reflect diverse Francophone perspectives. The course is conducted primarily in French, with limited use of English for clarification when necessary, at the discretion of the professor.

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. Wynne Wong, et al. Encore, Intermediate French (2nd edition), Cengage
2. OER textbook and H5P exercises through LibreTexts : Barnezet Parrish, Caren and Aurélie Chevant-Aksoy, Avant-Première : Intermediate French Through Films, LibreTexts Humanities (OER), 2025. Access Link : https://human.libretexts.org/Bookshelves/Languages/French/Avant-Premiere_%3A_Intermediate_French_Through_Films

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Refine and apply beginner–intermediate French grammar and vocabulary with accuracy in both oral and written communication.
2. Develop oral and written communication skills through discussion of familiar and abstract topics at the beginner-intermediate level.
3. Develop critical skills at the beginner–intermediate level through close reading and analysis of visual and literary texts from the French-speaking world.
4. Investigate and compare cultural perspectives of French-speaking societies as represented in literature, film, and media.

IV. **Methods of Presentation:**
Lecture and Discussion, Group Work, Online instructor-provided resources, Projects, Discussion, Other Methods: Lecture on grammar and cultural topics; written self-expression on designated topics; and intensive literary reading, discussion, and analysis in class

V. **Course Content**

% of Course	Topic
25.000%	Grammar practice at a beginner-intermediate level: This includes review of irregular and regular present tense verbs with stem changes, reflexive and reciprocal verbs, articles, adjectives and adverbs, articles, simple and complex negation, question formation, possessive and demonstrative adjectives, future tenses and conditional. Grammar practice is integrated with cultural exploration of French-speaking societies, focusing on identity, heritage, family, food, health, immigration, education, and professional life, with cross-cultural comparisons to the U.S. and beyond.
25.000%	Reading and Listening Comprehension activities : Students interpret and analyze primary texts such as short stories, poems, articles, songs, films and other media, from a textual, historical, and social perspective. Students begin to draw inferences and make connections with less context.
25.000%	Speaking: Students discuss and present a variety of topics and are able to share their own lived experience, as well as describe social, cultural and political issues, film, art, historical events, etc., from the French-speaking world.
25.000%	Writing practice : Through short written responses, journals, essays, and presentations, students expand vocabulary and grammar while exploring Francophone cultures—identity, heritage, family, food, health, immigration, education, and professional life—in comparison with the U.S. and beyond.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
15%	Class Participation Active participation through regular contributions
15%	Homework Ongoing weekly activities designed to strengthen grammar and vocabulary skills while developing cultural awareness
12%	Written assignments Writing assessments through short responses, journal entries, and compositions
13%	Other Evaluation of oral proficiency through targeted pronunciation activities, recorded video responses, and presentations
15%	Exams and Quizzes Chapter quizzes
10%	Exams/Tests Midterm exam or project
20%	Final exam can include a written exam and a presentation/interview
100%	Total

VII. **Sample Assignments:**

Oral Presentation:
*Apprends-moi!" (Teach me something !) You will give a presentation about something or someone you really like and want to share with your classmates and professor. It could be a practical talent (like building something, playing an instrument), or something more abstract (like an artist, a song, a film, a director, an activist, an athlete, etc.). You're encouraged to connect your choice to class themes (fashion, health, sports, food, multiculturalism, etc.). Please avoid topics that are too controversial or offensive. Your presentation should last about 5min and include a slideshow with an introduction (who you are and why you chose this topic), several slides with detailed content (biographical info, practical info about the person or thing, etc.) and a conclusion (suggestions/links for learning more about your subject). Additionally, during classmates' presentations, you will complete a document provided by the professor. You'll write what you liked best in each presentation and give suggestions for improvement. You will be graded on grammar, vocabulary, content and creativity, organization and media support, as well as the quality of your feedback on other presentations.
Video/Song analysis:
You just watched the film "La Brigade", which follows young migrants trying to survive in France while learning to become cooks. To deepen your understanding of migrant conditions in Europe, you will now listen to and analyze the song "Lampedusa" by Christophe Maé. 1) Watch the video → "Lampedusa" on YouTube Then, using a set of sentences provided, put the story from the video back in the correct order. 2) Lyrics analysis → You will read the lyrics and evaluate whether the following statements are True or False. For any that are false, correct them using information from the song. 3) Personal Reflection → Answer the following in your own words: - Did you like the song and video by Christophe Maé? Why or why not? - What parts of the song/video clearly show the difficult conditions migrants face in Europe? - Are there migrant populations in your own country? If so, what do you know about their conditions or experiences?

VIII. **Student Learning Outcomes:**

1. Accurately use targeted grammar structures and vocabulary at the beginner–intermediate level of French to comprehend, discuss, and write about personal, societal, and cultural topics.
2. Create and present original written, oral, and artistic works in French at a beginner-intermediate level.
3. Analyze and interpret cultural works from the French-speaking world (including literature, film, media and the arts) demonstrating awareness of their social, political, and historical contexts.
4. Compare and analyze Francophone cultural works, events, and lived experiences with those of their own and other cultures to explore how cultural practices shape identity and global perspectives.

Substantial Change: KOREAN 3, Intermediate Korean I

Units:	5.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	5.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	180.00
Transferability:	Transfers to UC, CSU
Cal-GETC Area:	3B: Humanities
SMC GE Area:	3: Arts and Humanities, 7: Global Citizenship
Degree Applicability:	Credit – Degree Applicable
Advisory(s):	KOREAN 2

Rationale
The revisions focus on the Student Learning Outcomes (SLOs), course objectives, course content, methods of evaluation, and sample assignments to strengthen the emphasis on the historical, literary, and cultural dimensions of the humanities.

I. **Catalog Description**
This course is a continuation of Korean 2 and further builds up a solid foundation to achieve practical commands in everyday social interactions. Engaging and comprehensive course materials are designed to encourage students to practice with interactive activities, immersive exercises, and real-life scenarios. The course also familiarizes students with different registers (spoken vs. written) and speech styles. By focusing on both linguistic and cultural aspects, the course equips students with the tools to communicate more confidently and effectively in Korean. This course is taught in Korean except in case of linguistic difficulty as determined by the professor.

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. Integrated Korean Workbook, Intermediate 1, 3rd, Mee-Jeong Park et al, University of Hawaii Press © 2020
2. Integrated Korean, Intermediate 1, 3rd, Young-Mee Cho et al, University of Hawaii Press © 2020

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Use intermediate-level Korean grammatical patterns and vocabulary in spoken and written contexts.
2. Read and discuss short Korean literary texts (short stories, poems, folktales, essays, or media excerpts) to enhance linguistic comprehension and cultural literacy.
3. Develop writing skills by creating a personal writing portfolio on topics covered in the course.
4. Demonstrate appropriate language use in both formal and informal situations through dialogues and presentations that reflect social and cultural norms.
5. Compare and analyze cultural similarities and differences between Korea and the students' own cultural background.

IV. **Methods of Presentation:**
Lecture and Discussion, Group Work, Distance Education, Online instructor-provided resources, Other Methods: Lecture on grammar, vocabulary, and cultural topics; speaking activities in pairs, small groups, and in choir; pronunciation; short reading and follow-up activities for comprehension; writing activities including dictations and compositions; oral and written practice in class; interviews; presentations and skits; self-correction of exercises

V. **Course Content**

% of Course	Topic
35.000%	**Linguistic Components at the Intermediate Level** 1. Grammar and sentence structures 2. Vocabulary development

20.000%	**Reading Korean Literary and Cultural Texts** Reading, interpreting, and discussing beginning-intermediate level Korean authentic texts (e.g., folktales, short stories, contemporary essays, or excerpts from modern novels).
15.000%	**Writing and Composition** • Developing paragraph-level writing skills. • Applying learned grammar and vocabulary in structured writing. • Composing short essays, reflections, and summaries on cultural or literary topics. • Revising and editing written work for accuracy and clarity.
15.000%	**Korean Culture, Traditions, and Society** Researching, presenting, and discussing Korean cultural and historical topics: • Korean calendars and holidays (lunar vs. solar) • Confucian traditions and family structures • Traditional arts (calligraphy, *pansori*, folk painting) • Modern Korean Wave (*Hallyu*) and global cultural influence
10.000%	**Listening and Speaking** • Engaging in short conversations on daily topics (school, family, hobbies, and travel) • Participating in role plays and oral interviews reflecting formal and informal registers • Listening comprehension using dialogues, interviews, and authentic media clips (e.g., news, dramas, films, or music)
5.000%	**Oral Performance** Preparing and delivering oral presentations and group projects on artistic or cultural topics related to the course.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	**Topic**
10%	Class Participation In class activities
10%	Other Pronunciation, spelling, vocabulary acquisition, discussion forum, and listening comprehension activities
15%	Homework
20%	Final exam Final written exam
10%	Quizzes Vocabulary quizzes
15%	Exams/Tests Midterm written tests
10%	Portfolios Writing portfolios
10%	Oral Presentation
100%	Total

VII. **Sample Assignments:**

Reading and Discussion:
Read a short Korean folktale (e.g., a simplified version of Heungbu and Nolbu). Then write a paragraph in Korean including the following. Focus on understanding the main events rather than every word. - Write 8-10 sentences about what happens in the story. - Identify one lesson or moral from the story. - Find 1-2 new words or expressions and use them in your own sentences.

Writing :
Write a short paragraph (8-10 sentences) in Korean about a Korean traditional holiday (e.g., Chuseok or Seollal), using simple sentence structures and vocabulary we practiced in class. Include the following: - The name of the holiday and when it happens - One activity you like or find interesting - One personal impression about the holiday - One similarity or difference with holidays in your country

Oral Presentation :
Work in pairs to present a Korean cultural custom (e.g., bowing, Hanbok, traditional food) by showing relevant visual aids, such as pictures or short video clips. Your presentation should include: - The name of the custom - Four or five sentences explaining what people do - One sentence about why it is important or interesting today

VIII. **Student Learning Outcomes:**

1. Demonstrate intermediate proficiency in spoken and written Korean, using appropriate grammatical structures, vocabulary, and culturally relevant expressions.
2. Interpret and analyze short Korean literary and cultural texts (e.g., folktales, poems, short stories, media) to identify main ideas, cultural references, and historical and social contexts.
3. Integrate cultural knowledge into communication by applying suitable speech styles and registers in everyday and culturally contextualized situations.
4. Compare and contrast Korean cultural products, practices, and perspectives with those of their own culture to demonstrate intercultural awareness and sensitivity.

Santa Monica College
Program of Study
Computer Science AS/Certificate of Achievement

Computer Science majors cover a broad spectrum of courses ranging from core computer science to a variety of branch fields of computer science. This major provides the student with the basic skills required of core computer science. Courses include programming in low-level and essential languages, computer hardware and data structures. Students finishing this major are well equipped to work in the field of computer science as well as transfer to a four-year degree program in this area.

Program Learning Outcomes:

- Develop software in a variety of programming and scripting languages, have experience creating and manipulating fundamental data structures, work with a variety of networking technologies, manage software projects and analyze digital systems.
  - CS 17: Recognize how high-level-language concepts such as control flow, looping, conditional statements, procedural abstraction, recursion, and arrays are handled by assembly language instructions.
  - CS 17: Design and create applications using assembly language instructions to solve specific programming problems.
  - CS 20A: Identify data structures and employ the most suitable for implementing various abstract data types.
  - CS 20A: Analyze the impact and influence that various design decisions have in the run-time cost of different computer programs.
  - CS 20A: Use and apply the different data structures presented in class by practicing the software techniques associated with large programming projects.
  - CS 20A: Design analyze the efficiency and performance of different data structures.
  - CS 20B: Identify data structures and employ the most suitable for implementing various abstract data types.
  - CS 20B: Design and analyze the efficiency and performance of different data structures.
  - CS 3: Identify a computer system's hardware, software, networking, and security components that securely and responsibly solve business problems.
  - CS 3: Design, code, test, and debug software applications.
  - CS 42: Design combinational circuits and sequential circuits which are foundational to the design of Computer Architecture.
  - CS 42: Create an Arithmetic Logic Unit, a full adder, shift register and utilize register transfer in their projects.
  - CS 50: Apply various programming concepts, including control flow, looping, conditional statements, and elementary data structures, including arrays, records, and files, to create software applications.
  - CS 50: Design and create applications using the C programming language and apply the C language to solve specific programming problems.
  - CS 50: Apply various programming concepts including control flow, looping, conditional statements and elementary data structures including arrays, records and files to create software components.
  - CS 50: Design and create applications using the C programming language.
  - CS 52: Define, explain and create object oriented programming design patterns in C++ programs.
  - CS 52: Create C++ computer applications using fundamental control flow structures including conditional statements, iteration statements, functions, and exceptions.
  - CS 55: Apply various programming concepts, including control flow, looping, conditional statements, and elementary data structures provided by standard Java system libraries.
  - CS 55: Identify data structures and employ the most suitable for implementing various abstract data types.

- Develop the quantitative and computational reasoning skills needed to develop software applications.
  - CS 20A: Compare the run-time tradeoffs of different data structures when programming applications to solve domain specific problems.
  - CS 20B: Compare the run-time tradeoffs of different data structures when programming applications to solve domain specific problems.
  - CS 3: Evaluate and interpret ideas, images, and information in order to solve problems using modern computer programming and productivity tools and applications.
  - CS 52: Use fundamental data types (i.e. integral and floating point), pointers, references, arrays and dynamic memory to implement memory safe programs.
  - MATH 7: Given an algebraic or trigonometric function, evaluate and apply limits and prove basic limit statements.
  - MATH 7: Given an algebraic or trigonometric function, differentiate the function and solve application problems involving differentiation.
  - MATH 7: Given an algebraic or trigonometric function, integrate the function and solve application problems involving integration.

Required Core Courses: (17 units)	**Units: 17.0**
CS 3[DE] Introduction To Computer Systems	3.0
CS 17[DE] Assembly Language Programming	3.0
CS 42[DE] Digital Logic	3.0
CS 50[DE] C Programming	3.0
MATH 7[DE] Calculus 1	5.0

Required Concentration Courses: Select one of the following groups: (6 units)	**Units: 6.0**
Group 1:	
CS 20A[DE] Data Structures with C++	3.0
CS 52[DE] C++ Programming	3.0
Group 2:	
CS 20B[DE] Data Structures with Java	3.0
CS 55[DE] Java Programming	3.0

Total: 23.0

Santa Monica College
Program of Study
Medical Coding and Billing Specialist AS/Certificate of Achievement

Medical Coding and Billing Specialists are primarily responsible for submitting documentation of patient medical care to insurance companies. Duties include billing insurance companies and patients; collecting payment for services; and documenting tests, treatments, and procedures, using correct medical terminology—referred to as "coding." This program provides the training that is required to perform these duties.

Program Learning Outcomes:

- Record and manipulate medical records and patients' medical records by assigning appropriate codes for reimbursement and billing purposes using an Electronic Health Record (EHR) system.
  - OFTECH 23: Record and manipulate patient appointments with an Electronic Health Record (EHR) system.
  - OFTECH 23: Record and manipulate patient appointments with an Electronic Health Record (EHR) system.
  - OFTECH 24: Assign appropriate codes for reimbursement and billing purposes with an Electronic Health Record (EHR) system.
  - OFTECH 24: Identify, describe, interpret, and apply knowledge of ICD-9-CM, CPT, and HCPCS coding procedures.
  - OFTECH 25: Identify various orthopedics, radiology, pathology, and laboratory procedures and the diagnostic and procedural billing codes that apply to them.
  - OFTECH 25: Assign appropriate codes for reimbursement and billing purposes with an Electronic Health Record (EHR) system.
  - OFTECH 26: Prepare health insurance claim forms by linking ICD-9-CM codes to the appropriate CPT codes that identify diagnoses and services or procedures rendered.
  - OFTECH 26: Assess the adequacy of patient record documentation to ensure that it supports ICD-9-CM code(s) and CPT code(s).
  - OFTECH 27: Organize, retrieve, and analyze medical documents.
  - OFTECH 27: Record patient appointments using manual and electronic systems as appropriate in a medical office setting.
  - OFTECH 28: Document physician orders using medical records and medical billing software.
  - OFTECH 28: Record patient data and document encounters using medical records and billing software.

- Use computer technology and typing skills in a hospital-patient setting.
  - CIS 4: Demonstrate an understanding of the most significant, essential, and current concepts of information technology, as well as how these concepts are successfully applied within an organization.
  - CIS 4: Analyze different types of business information using office software applications to enhance professional decision-making.
  - OFTECH 1: Create and proofread business letters, reports, memos, tables, and employment documents.
  - OFTECH 1: Improve touch-typing skills to achieve a minimum rate of 35 words a minute for five minutes with a maximum of 5 errors.
  - OFTECH 10: Improve touch-typing speed at a minimum of 5 words a minute, with a maximum of 5 errors, over the course-entry speed.
  - OFTECH 10: Demonstrate touch-typing of alphabetic characters, numbers, symbols, and punctuation marks.
  - OFTECH 1A: Demonstrate beginning-level touch-typing skills.
  - OFTECH 1A: Improve typing skills to achieve a minimum rate of 25 words a minute for two minutes with a maximum of 5 errors.
  - OFTECH 1B: Create and proofread business letters, reports, and tables.
  - OFTECH 1B: Build proficiency in typing skills to achieve a minimum rate of 30 words a minute for three minutes with a maximum of 5 errors.
  - OFTECH 1C: Create and proofread business letters, reports, memos, and employment documents.
  - OFTECH 1C: Build proficiency in typing skills to achieve a minimum rate of 35 words a minute for five minutes with a maximum of 5 errors.
  - OFTECH 5: Define and use frequently misspelled words in written communications correctly.
  - OFTECH 5: Proofread errors in business documents.
  - OFTECH 9: Demonstrate touch-typing of 5 words a minute, 3-5-minutes, with a maximum of 5 errors, over course entry-level speed.
  - OFTECH 9: Demonstrate touch-typing of alphabetic characters, numbers, symbols, and punctuation marks.

- Use the scientific method in a hospital-patient setting.
  - ANATMY 1: Name the systems of the human body, their general functions, the major organs that make up these systems and the general contribution each organ makes to the system.

- ANATMY 1: Identify microscopically and describe the structure and basic function of the tissue and cell types used to make up the major organs of the human body.
- ANATMY 1: Demonstrate confidence in their understanding of biological concepts and the scientific method to evaluate and critique current media or a scientific report.
- ANATMY 1: Each student will be able to independently: identify and safely use the basic instruments of dissection (scissors, scalpel, forceps, probe); perform the basic dissection techniques of identifying, exposing, and/or removing tissues and organs and other structures; demonstrate dissections to others (i.e. classmates and instructor).
- BIOL 2: Given a problem or set of conditions, write a hypothesis, and provide an experimental design, and identify dependent and independent variables, and control and experimental groups.
- BIOL 2: Apply knowledge of human biological concepts to issues of general health, medicine, nutrition, reproduction, environmental issues appearing in the current media.
- BIOL 2: Demonstrate confidence in their understanding of biological concepts and the scientific method to evaluate and critique current media or a scientific report.

Required Courses: (33 units)	**Units: 33.0**
ANATMY 1[DE] General Human Anatomy	4.0
OR	
BIOL 2[DE] Human Biology	3.0

CIS 4[DE] Business Information Systems with Applications	3.0
CIS 30[DE] Microsoft Excel	3.0
OFTECH 5[DE] English Skills for the Office	3.0
OFTECH 20[DE] Medical Vocabulary	3.0
OFTECH 23[DE] Medical Billing (Medisoft)	3.0
OFTECH 24[DE] Medical Coding/Billing 1	3.0
OFTECH 25[DE] Medical Coding/Billing 2	3.0
OFTECH 26[DE] Medical Coding/Billing 3	3.0
OFTECH 27[DE] Medical Office Procedures	3.0
OFTECH 28[DE] Electronic Health Records	3.0

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

Total: 36.0

Santa Monica College
Program of Study
Website Software Specialist AS/Certificate of Achievement

A Website Software Specialist designs, develops, and manages websites with the skills needed to be successful in today's job market. A Website Software Specialist needs to be knowledgeable in a variety of Internet technologies (HTML, CSS, JavaScript, and server-side scripting), as well as Web authoring applications such as Dreamweaver, Photoshop, and WordPress. They are primarily responsible for developing user friendly and interactive Web pages, integrating and optimizing different multimedia components, and implementing hosting, publishing, and development workflow strategies.

Program Learning Outcomes:

- Use a variety of Internet technologies and web-authoring tools to design and develop websites.
  - CIS 50: Given content information, students will use various multimedia elements to design a Website. As assessed by: projects and exams.
  - CIS 50: Functioning as a Website creator, students will use HTML to create Web page with multimedia elements. As assessed by: projects and exams.
  - CIS 50: Create websites using HTML with multimedia elements.
  - CIS 51: Rewrite HTML to comply with HTML5 standards, validate pages to meet current web and accessibility requirements, and use CSS to manage site-wide content, ensuring websites are easier to maintain and more accessible for all users.
  - CIS 51: Given content information, students will use HTML5 documents, and create inline, embedded, and linked style sheets to control the separation of content, look, structure, and feel of a Web site. As assessed by: quizzes and homework.
  - CIS 51: Acting as a Web page developer, students will rewrite HTML which adheres to HTML5 standards, validate pages to current Web and accessibility standards, and use CSS to manage site-wide content in Web sites, making them easier to maintain and more accessible to everyone. As assessed by: quizzes and homework.
  - CIS 51: Create inline, embedded, and linked stylesheets to control the separation of a website's content, look, structure, and feel.
  - CIS 54: Develop web pages using the fundamental components in the JavaScript programming language, including form data validation techniques and event handling using functions.
  - CIS 54: Implement client-side data storage and transmission techniques using cookies, hidden form fields, query strings, eXtensible Markup language (XML), JavaScript Object Notation (JSON), and Asynchronous JavaScript and XML (AJAX).
  - CIS 59A: Create professional Web pages using standard layouts, tables, layers, and stylesheets.
  - CIS 59A: Integrate multimedia, JavaScript, and DHTML components in a Web page.
  - CIS 60A: Modify images using selection, paths, shapes, transformations, and distortion tools.
  - CIS 60A: Apply Photoshop-type tools to create and modify text within images, effectively integrating typography into diverse visual projects.
  - CIS 67: Configure WordPress on a server, install themes and plugins and create new content.
  - CIS 67: Students will design and build a custom WordPress theme that will be built in full compliance with W3C standards, will have enhanced web typography, and will be customized with WordPress widgets and plugins.
  - CS 87A: Design, build, and debug programming projects in Python, applying logical analysis.

- Design, develop, and manage websites.
  - CIS 50: Functioning as a Website creator, students will use HTML to create Web page with multimedia elements. As assessed by: projects and exams.
  - CIS 51: Acting as a Web page developer, students will rewrite HTML which adheres to HTML5 standards, validate pages to current Web and accessibility standards, and use CSS to manage site-wide content in Web sites, making them easier to maintain and more accessible to everyone. As assessed by: quizzes and homework.
  - CIS 67: Acting as a WordPress site administrator, students will use WordPress to build out a complete content management system that will include blogs, webpages, a WordPress theme, WordPress plugins, chats, social sharing, and various forms of media and photo galleries.
  - CIS 70: Utilizing content marketing, social media marketing, search engine marketing and e-marketing tools and applications, students will build a digital marketing campaign to promote an organization, brand, product or service online.

- Use a variety of social media tools and applications to successfully maintain and market website content.
  - CIS 1: Students will compare and contrast the positive and negative impacts of technology on society, and evaluate current trends in personal privacy and computer security.
  - CIS 1: Students will use browsers to access, evaluate and interpret ideas, images, and information, and use web-based applications to create documents and spreadsheets.

- CIS 51: Acting as a Web page developer, students will rewrite HTML which adheres to HTML5 standards, validate pages to current Web and accessibility standards, and use CSS to manage site-wide content in Web sites, making them easier to maintain and more accessible to everyone. As assessed by: quizzes and homework.
- CIS 67: Acting as a WordPress site administrator, students will use WordPress to build out a complete content management system that will include blogs, webpages, a WordPress theme, WordPress plugins, chats, social sharing, and various forms of media and photo galleries.
- CIS 70: Utilizing content marketing, social media marketing, search engine marketing and e-marketing tools and applications, students will build a digital marketing campaign to promote an organization, brand, product or service online.

Required Core Courses: (27 units)	**Units: 27.0**
CIS 1[DE] Introduction to Computer Information Systems	3.0
CIS 50[DE] Internet, HTML, and Web Design	3.0
CIS 51[DE] HTML5, CSS3, and Accessibility	3.0
CIS 54[DE] Web Development and Scripting	3.0
CIS 59A[DE] Dreamweaver I	3.0
CIS 60A[DE] Photoshop I	3.0
CIS 67[DE] WordPress	3.0
CIS 70[DE] Digital Marketing Applications *(same as: BUS 34B)*	3.0
CS 87A[DE] Python Programming	3.0
	Total: 27.0