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

Curriculum Committee Agenda

Wednesday, December 3, 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*
Dione Hodges, *Vice Chair*
Lourdes Arévalo
Jason Beardsley
Fariba Bolandhemat
Walter Butler
Susan Caggiano
Evelyn Chantani
Rachel Demski
Susan Fila
Walker Griffy
Catherine Haradon
Bryan Hartanto (A.S.)
Aileen Huang
Justice Isaacs
Sharlene Joachim
Jesus Lopez
Walt Louie
Jacqueline Monge
Kevin Roberts
Scott Silverman
Bobby Simmons
Briana Simmons
Lydia Strong
Olivia Vallejo
Audra Wells
Associated Students Rep

Interested Parties:
Stephanie Amerian
Clare Battista
Maria Bonin
Department Chairs
Nick Chambers
Sheila Cordova
Nathaniel Donahue
Ailsa Ortiz (A.S.)
Kiersten Elliott
Tracie Hunter
Maral Hyeler
Matt Larcin
Jamar London
Kristin Lui-Martinez
Maria Munoz
Stacy Neal
Patricia Ramos
Jessica Rodriguez
Steven Sedky
Esau Tovar
Tammara Whitaker

Ex-Officio Members:
Vicenta Arrizon

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

I. Call to Order and Approval of Agenda

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

III. Announcements

IV. Approval of Minutes (November 19, 2025) 4

V. Chair's Report

VI. Information Items

(SLO Updates)

1. CIS 1 Introduction to Computer Information Systems
2. CIS 32 Microsoft Access
3. CIS 35A QuickBooks Desktop
4. CIS 35B QuickBooks Online
5. CIS 37 Microsoft Word
6. CIS 38 Microsoft PowerPoint
7. CIS 39 MS Outlook - Comprehensive Course
8. CS 315 Cloud Compliance
9. CS 320 Cloud Developer
10. CS 325 Ethics for IT Professionals
11. CS 330 Cloud Operations Technologies and Tools
12. CS 340 System Virtualization Fundamentals
13. CS 350 Collaboration Technologies and Tools
14. CS 405 Cloud Capstone I
15. CS 410 Cloud Capstone II
16. CS 440 Cloud Patterns
17. CS 450 Cloud Certification Bootcamp

VII. Action Items

(Courses: New)

a. NPMGMT 6 Work-Based Learning in Homeless Services 19

(Courses: Distance Education)

b. NPMGMT 6 Work-Based Learning in Homeless Services 21

(Courses: Common Course Numbering)

c. BIOL C1000 Introduction to Biology with Lab *(formerly BIOL 3)* 23
d. COMM C1004 Interpersonal Communication *(formerly COM ST 35)* 27
e. SOCI C1000 Introduction to Sociology *(formerly SOCIOL 1)* 30

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)

f. ARC 20 Studio 2: Architecture 33
   - Changed: SLOs, course objectives, textbooks
   - Removed: Advisories ARC 10 and ARC 11
   - Added: Prerequisites ARC 10 and ARC 11

g. ARC 30 Studio 3: Architecture 38
   - Changed: SLOs, course objectives
   - Removed: Advisory ARC 20

- Added: Prerequisite ARC 20

h. ARC 40 Studio 4: Architecture 41
- Changed: SLOs, course objectives, sample assignments
- Removed: Advisory ARC 30
- Added: Prerequisite ARC 30

i. IARC 20 Studio 2: Interior Architecture 45
- Changed: SLOs, course objectives, textbooks
- Removed: Advisory ARC 11
- Added: Prerequisite ARC 11

j. IARC 30 Studio 3: Interior Architecture 49
- Changed: SLOs, course objectives
- Removed: Advisories IARC 20, ARC 21
- Added: Prerequisites IARC 20, ARC 21

k. IARC 40 Studio 4: Interior Architecture 52
- Changed: SLOs, course objectives, textbooks
- Removed: Advisory ARC 30
- Added: Prerequisite IARC 30

l. FRENCH 4 Intermediate French II 56
- Changed: course description, SLOs, course objectives, course content, methods of presentation, methods of evaluation, textbooks, sample assignments

m. OFTECH 23 Medical Billing 59
- Changed: course name (removed "(MediSoft)"), course description, SLOs, course content, textbooks, sample assignments

(Programs: Revisions)

n. Cloud Computing BS 61
- Changed: Replaced CSU GE with SMC GE; mapped PLOs/SLOs

o. Interaction Design BS 64
- Changed: Upper Division Major Requirements: replaced IXD 430 with IXD 440; no change to units

p. 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 February 18, 2026.

SANTA MONICA COLLEGE ACADEMIC SENATE
1900 Pico Boulevard Santa Monica, CA 90405
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Curriculum Committee Minutes

Wednesday, November 19, 2025, 3:00 p.m.
Drescher Hall, Loft (3rd Floor, Room 300-E)

Members Present:

Redelia Shaw, *Chair*	Evelyn Chantani	Bryan Hartanto (A.S.)	Scott Silverman
Dione Hodges, *Vice Chair*	Rachel Demski	Aileen Huang	Bobby Simmons
Lourdes Arévalo	Susan Fila	Justice Isaacs	Briana Simmons
Fariba Bolandhemat	Walker Griffy	Sharlene Joachim	Olivia Vallejo
Walter Butler	Catherine Haradon	Kevin Roberts	Audra Wells
Susan Caggiano			

Members Absent:

Jason Beardsley	Jesus Lopez*	Jacqueline Monge*	Lydia Strong*
Walt Louie*			

**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:

Garen Baghdasarian	Sang Chi	Dorothy Chin	Karol Lu

(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 3:10 pm. Motion to approve the agenda with no revisions.
Motion made by: Scott Silverman; **Seconded by:** Susan Caggiano
The motion passed unanimously.

II. Public Comments
Bryan Hartanto shared a concern from the Associated Students, regarding the Biology course sequence being three courses instead of two courses. It is being discussed at the Life Sciences department.

III. Announcements
None

IV. Approval of Minutes
Motion to approve the minutes of November 5, 2025 with no revisions.
Motion made by: Kevin Roberts; **Seconded by:** Scott Silverman
The motion passed: Y: 16, N: 0; A: 3 (Walker Griffy, Sharlene Joachim, Audra Wells)

V. Chair's Report
A brief update on course deactivations – specific lists of courses that haven't been offered in 5+ years were shared with department chairs. We received good feedback from chairs with additional inquiries, questions, and considerations. This is an ongoing discussion still in the very early stages – as additional updates happen, they will be shared with the committee. There is no curriculum work, deadline, or policy that needs to be met at this time. Any proposals to be submitted, policy details, and deadlines (if applicable) are to be determined.

The Chancellor's Office recently shared a memo that the plan is to retire our current coding – TOP codes (Taxonomy of Programs) for federal CIP codes (Classification of Instructional Programs) by Fall 2027. We'll be sharing additional information soon, including what work needs to be done as part of the transition. Ideally, we'll be able to add CIP codes to our existing courses and programs administratively in META. We currently have a ticket in to META to add CIP codes to the course and program proposal screens, using the TOP-CIP "crosswalk" to help with selection of CIP codes.

VI. Information Items

1. Curriculum Highlight: Cal-GETC and Articulation – Olivia Vallejo
   Olivia presented on Articulation and the Cal-GETC, including the changes as compared to the IGETC and CSU GE, the review process, details on certification, and the submission process. Please see the full presentation on page 5.

2. Common Course Numbering Updates – Susan Caggiano
   There has been discussion Cal-GETC may restrict courses to only one area (not confirmed); however, it is recommended when submitting CCNs to express the qualities of any/all applicable Cal-GETC area(s) in Part 2: Optional sections. (Ex: if the original course met Area 3B and Area 4, include language supporting both areas in the optional additions.)

   Tomorrow (11/20) Susan is attending the last Q&A session of the CCN Workgroup for asking questions. If you have any inquiries, please email Susan tomorrow before 12:00pm.

   We also received notifications from Math, Biology, and a few other departments/disciplines that they're almost finished with Phase II(B) courses. Phase III will be sent out in separate batches of templates (specific dates TBD.) We'll need to get through all of Phase II(B) and Phase III by the end of the Spring 2026 semester for submissions to UC/Cal-GETC for implementation in Fall 2027.

VII. Action Items

(Courses: Substantial Changes)

a. AQUA 1 Introduction to Aquaculture: History, Ecology and Sustainability
   - Changed: SLOs, course objectives

   Motion to approve changes to AQUA 1 with no additional revisions.
   Motion made by: Scott Silverman; **Seconded by:** Kevin Roberts
   The motion passed unanimously.

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

   Motion to approve changes to AQUA 2 with no additional revisions.
   Motion made by: Scott Silverman; **Seconded by:** Audra Wells
   The motion passed unanimously.

c. AQUA 3 Microbiology and Genetics for Aquaculture
   - Changed: SLOs, course objectives

   Motion to approve changes to AQUA 3 with no additional revisions.
   Motion made by: Scott Silverman; **Seconded by:** Audra Wells
   The motion passed unanimously.

d. AQUA 4 Husbandry and Life Support in Aquaculture and Aquarium Science
   - Changed: SLOs, course objectives

   Motion to approve changes to AQUA 4 with no additional revisions.
   Motion made by: Bobby Simmons; **Seconded by:** Kevin Roberts
   The motion passed unanimously.

e. AQUA 5 Advanced Topics in Aquaculture
   - Changed: SLOs, course objectives

   Motion to approve changes to AQUA 5 with additional revision to method of evaluation "class participation" note from "points will be awarded for active participation in discussion boards" to "points will be awarded for active discussion and participation in class activities."
   Motion made by: Kevin Roberts; **Seconded by:** Scott Sivlerman
   The motion passed unanimously.

f. AQUA 10A SCUBA *(same as KIN PE 49D)*
   - Changed: course objectives

   Motion to approve changes to AQUA 10A/KIN PE 49D with additional revisions course objective #1 to change "demonstrate" to "develop" and remove "but not limited to"
   Motion made by: Scott Sivlerman; **Seconded by:** Kevin Roberts
   The motion passed unanimously.

g. ETH ST 8 Introduction to Asian American Studies
   - Changed: course description, SLOs, course objectives, course content, methods of evaluation, textbooks, sample assignments

   Motion to approve changes to ETH ST 8 with no additional revisions.
   Motion made by: Susan Caggiano; **Seconded by:** Aileen Huang
   The motion passed unanimously.

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

   Motion to approve changes to MCRBIO 1 with no additional revisions.
   Motion made by: Dione Hodges; **Seconded by:** Scott Silverman
   The motion passed unanimously.

   Motion to approve prerequisite addition of AQUA 3 for MCRBIO 1 with no additional revisions.
   Motion made by: Audra Wells; **Seconded by:** Scott Silverman
   The motion passed unanimously.

i. PSYCH 33 Introduction to Stress, Trauma, and Mental Health
   - Changed: course description, course objectives, methods of evaluation, sample assignments

   Motion to approve changes to PSYCH 33 with no additional revisions.
   Motion made by: Susan Caggiano; **Seconded by:** Walker Griffy
   The motion passed unanimously.

(Programs: New)

j. Sustainable Aquaculture Technology AS
   Motion to approve changes to the Sustainable Aquaculture Technology AS with no additional revisions.
   Motion made by: Scott Silverman; **Seconded by:** Kevin Roberts
   The motion passed unanimously.

(Programs: Revisions)

k. Aquaculture Technician I Certificate of Achievement
   - Changed: mapped SLOs/PLOs; 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."

Motion to approve changes to the Aquaculture Technician I Certificate of Achievement with no additional revisions.
Motion made by: Susan Caggiano; **Seconded by:** Scott Silverman
The motion passed unanimously.

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

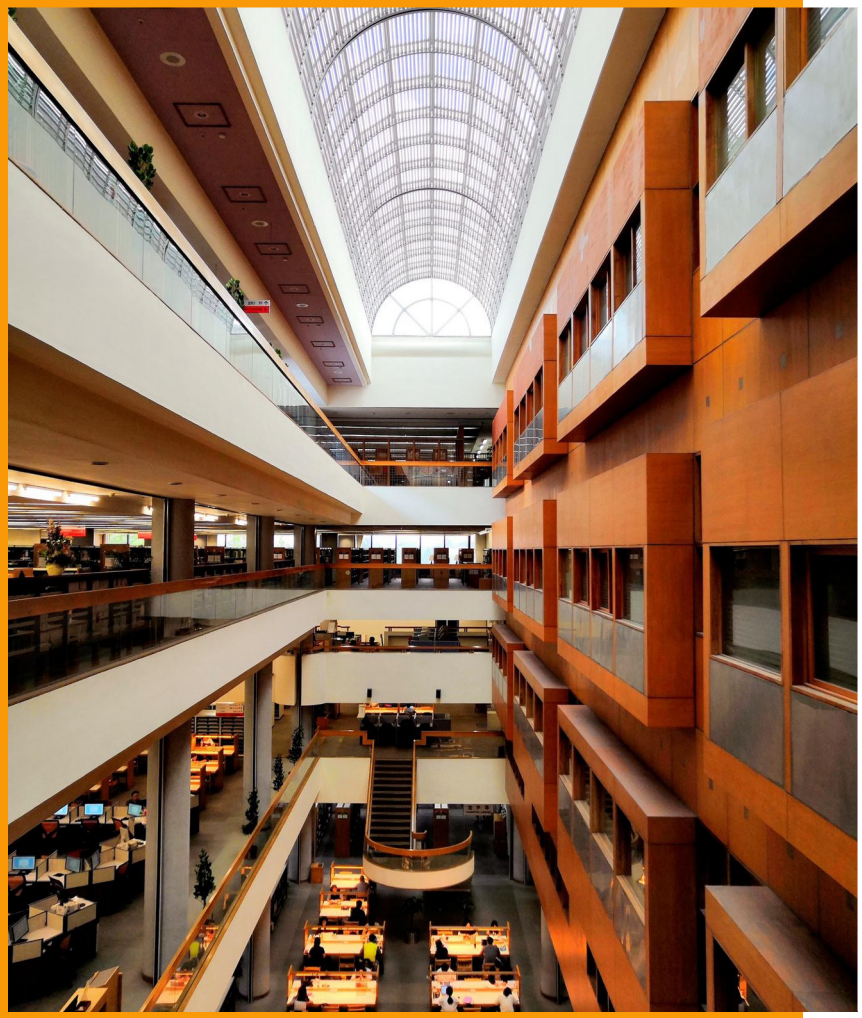
Motion to approve changes to the Aquaculture Technician II Certificate of Achievement with no additional revisions.
Motion made by: Scott Silverman; **Seconded by:** Kevin Roberts
The motion passed unanimously.

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

VIII. New Business
None

IX. Old Business
None

X. Adjournment
Motion to adjourn the meeting at 4:51 pm.
Motion made by: Kevin Roberts; **Seconded by:** Aileen Huang
The motion passed unanimously.



Articulation & Cal-GETC

Olivia Vallejo

11/19/25

Agenda

Articulation

Cal-GETC

Submission Process & Timelines

Articulation

Articulation involves formal agreements connecting comparable courses between sending and receiving institutions.

Most Common Types of Articulation:

- Courses Accepted for Baccalaureate Credit
- General Education-Breadth Agreements
- Course-to-Course (By Department) Agreements
- Lower Division Major Preparation Agreements

Cal-GETC Overview

- Assembly Bill 928 mandates Cal-GETC to streamline the transfer process for community college students.
- Cal-GETC replaces CSU GE Breadth and IGETC to unify general education for UC and CSU transfers.
- Cal-GETC comprises six areas covering 11 courses and 34 semester units to meet education requirements.

Differences from IGETC & CSU GE

- Oral communication now a required area.
- Adds Ethnic Studies.
- Cal-GETC removes the Language Other Than English requirement, but we can still certify.
- Cal-GETC removes CSU Area E (Lifelong Learning).
- While partial certification is technically not allowed, UC will accept partial certification so SMC has chosen to transcribe it.

Area	Proposed CalGETC Pathway	Proposed CCC Associate Degree GE Pathway	Proposed CCC Baccalaureate Degree GE Pathway (Lower Division)
1	English Composition (3/4) Critical Thinking and Composition (3/4) Oral Communication (3/4)	English Composition (3/4) Oral Communication and Critical Thinking (3/4)	English Composition (3/4) Oral Communication and Critical Thinking (3/4)
2	Mathematical Concepts and Quantitative Reasoning (3/4)	Mathematical Concepts and Quantitative Reasoning (3/4)	Mathematical Concepts and Quantitative Reasoning (3/4)
3	Arts (3/4) Humanities (3/4)	Arts and Humanities (3/4)	Arts and Humanities (3/4)
4	Social and Behavioral Sciences (6/8)	Social and Behavioral Sciences (3/4)	Social and Behavioral Sciences (3/4)
5	Physical Science (3/4) Biological Science (3/4) Laboratory (for Phys/Bio Science) (1/1)	Natural Sciences (3/4)	Natural Sciences (3/4)
	Lifelong Learning and Self-Development *Not required (CSU Upper Division GE)*	Lifelong Learning and Self-Development *Not required in current title 5 regulations*	Lifelong Learning and Self-Development *Not required in current title 5 regulations*
6	Language other than English (LOTE) *(Currently UC only, carries no units)*	Language other than English (LOTE) *Not required in current title 5 regulations*	Language other than English (LOTE) *Not required in current title 5 regulations*
7	Ethnic Studies (3/4)	Ethnic Studies (3/4)	Ethnic Studies (3/4)
	-	-	Additional units from above areas (6/8)
Total	**11 courses (34 semester/45 quarter units)**	**21 semester/28 quarter units**	**27 semester/36 quarter units**

Cal-GETC, AA GE, BA GE

Submission Process

UC Transfer Course Agreement (TCA)

- The UC TCA lists transferable CCC courses.
- The approval process is managed by UCOP *only*.
- New or modified courses are submitted via Assist every **June**. We typically receive a decision by **November**.
- Courses must align with UC lower-division standards including prerequisites, objectives, etc.
- There are regulations for specific subject areas.
- During this review process, the UC also gives a designation for the UC 7-Course Pattern (transfer admission eligibility). The UC just released the standards for this area!
- No formal appeal process.

Cal-GETC Submission Process

- Courses must be UC TCA-approved before Cal-GETC submission, with re-review required for substantive changes.
- Cal-GETC courses are submitted annually each **December** via ASSIST for review. We typically receive decisions by **May**.
- The UC will review the COR and any revision explanations.
- Courses need to adhere to Cal-GETC standards.

Cal-GETC Denials

- Appeals only allowed for technical reason.
- For denials of new courses, they will have to wait for resubmission for the next academic cycle.
- Courses already approved for Cal-GETC that are denied when re-reviewed have a 2-year phase out period.
- Common mistakes:

1. Incomplete COR (ex. Lab hours but no lab content).
2. Missing prerequisites
3. Incorrect units
4. Outdated textbooks (provide rationale if textbook is over 7 years)

- There are risks whenever a course is resubmitted.

Submission Timeline

✅ **Courses Approved** – Curriculum Committee 2025–2026
📅 **UC TCA Review** – June 2026 (approval by November 2026)
📄 **Cal-GETC Review** – December 2026 submission. Results in late spring 2027.
📚 **Courses Published** – Catalog before offering
📅 **Enrollment** – Spring 2028 (starts October)

New Course: NON-PROFIT MANAGEMENT 6, Work-Based Learning in Homeless Services

Units:	3.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	0.00
Arranged:	3.00
Outside-of-Class Hours:	72.00
Date Submitted:	October 2025

Transferability:	None
Degree Applicability:	Credit – Degree Applicable
Proposed Start:	Fall 2026
TOP/SAM Code:	210400 - Human Services / C - Clearly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Business; Management; Psychology; Sociology
Program Impact:	Homeless Service Work Certificate of Achievement

Rationale
This course is in alignment with career education goals for preparing students to enter the entry-level workforce. The target population is students interested in entering the non-profit management sector specifically for positions within the homeless response system.

I. **Catalog Description**
This course bridges theory and practice by combining in-class lectures on homelessness policy and service delivery with supervised field experience at community-based service provider sites, offering students an opportunity to apply academic learning to real-world settings.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
1. The Student Leadership Challenge: Five Practices for Becoming and Exemplary Leader, Fourth, James Kouzes and Barry Posner, The Leadership Challenge © 2024
2. Crucial Conversations, Kerry Patterson, Joseph Grenny, Ron McMillan, and Al Switzler, McGraw Hill © 2012
3. Jessica Trachtenberg. TBD, SMC Career Services
4. Dr. Stephen R. Covey. The 7 Habits of Highly Effective People - Card Deck, Franklin Covey

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Describe the structure, key components, and Interagency partnerships within the local homelessness response system.
2. Explain the core policies, best practices, and ethical standards that guide service delivery to individuals and families experiencing homelessness.
3. Learn basic safety, communication, and intervention techniques in simulated or supervised work-based settings to support client well-being and staff collaboration.
4. Engage in professional conduct, accountability, and cultural humility while interacting with clients, colleagues, and partner organizations.
5. Analyze and reflect on practicum experiences to identify lessons learned, strengths, and areas for professional growth in the context of homelessness services.

IIIb. **Arranged Hours Objectives:**
Upon completion of this course, the student will be able to:
1. Observe, practice, and develop skills that would facilitate gaining employment in the homeless services work sector.

IV. **Methods of Presentation:**

Field Experience, Lecture and Discussion, Observation and Demonstration, Discussion, Visiting Lecturers, Service Learning

IVb. **Arranged Hours Instructional Activities:**
Service Learning, Field Experience, Observation and Demonstration

V. **Course Content**

% of Course	Topic
20.000%	System navigation and collaborative partnerships
20.000%	Application of best practices
20.000%	Safety and intervention skill development
15.000%	Homeless services career pathways
25.000%	Professional conduct
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
30%	Other Assessments Work-based supervisor assessments (at least 2) of professional conduct within the workplace
20%	Homework Weekly reflective journal entries
20%	Written assignments In-class and assigned written assignments
20%	Exams/Tests Completion of safety and intervention skills training and passage of certicication exams/tests
10%	Final exam Final presentation
100%	Total

VII. **Sample Assignments:**
Client Case Notes: Create a mock casenote on how you and your work-based supervisor worked with at least one other public, nonprofit, or community-based partner to meet the needs of a particular client.
Safety and Intervention Training: Participate in interactive safety and intervention training modules (in-class or virtual).
Reflective Journal: Keep a weekly reflective journal to illustrate the impact of the work-based learning experiences on how you are shaping your career goals and aspirations within the homeless services sector.

VIII. **Student Learning Outcomes:**
1. Assist future clients navigate through the different agencies and programs that interact within the homelessness response system.
2. Interpret and apply relevant homeless services best practices (e.g. trauma-informed, harm reduction, motivational interviewing) to meet client needs.
3. Identify and describe key roles and responsibilities within the homeless service providers network to explore related career opportunities.

4. Apply safety and intervention skills to clients in crisis to ensure their personal safety and a safe environment.
5. Exhibit professional standards of behavior—punctuality, reliability, confidentiality, and teamwork.

NPMGMT 6 Distance Education Application

☑ Fully Online
☑ Online/Classroom Hybrid (not a delivery option when campus is closed)

1a. Instructor - Student Interaction:
The course will begin with a detailed welcome email, and a captioned video which includes pertinent details regarding the course and how the instructor will be in communication with the students. The instructor will also post a video on "Meet the Instructor" to personalize and humanize the course. The students will be asked to post a self-introduction video to the class. If the student doesn't feel comfortable showing face, then a typed message or an audio file will suffice as well. Each week, the instructor will post regular announcements and reminders regarding the assignments that need to be completed. Additionally, content pages will begin each module and will include key information and suggestions for how to approach content. Weekly discussion boards will be posted, and the instructor will provide comments, input and feedback just as is done in a traditional classroom environment. Additionally, constructive feedback will be provided on the homework essays and exams in addition to numerical scores. The instructor will promptly respond to communication from students via email, office hours, and through the "General Questions" discussion board for administrative type questions. The instructor will also respond in a timely manner to questions related to homework assignments and course content via the "Homework Q&A" discussion board, emails, and office hours.

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 the class. From the beginning, a sense of community is established in the virtual classroom. The students can also view and comment on each other's self-introduction posts.

1c. Student - Content Interaction:
The class is organized through weekly course modules. Each module will cover readings from the required textbooks. Students will read the selected texts for the course. Supplemental materials will also be provided via captioned lecture videos for each module and current articles and relevant websites on topics in the homeless response system. The above content is provided on a weekly basis.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Discussion Boards	Weekly discussion boards are posted to facilitate student-instructor and student-student interactions on various topics.	30.00%
Online Lecture	Students will watch captioned video lectures on topics chosen from the required texts. Or live lectures will be presented in a synchronous online class.	40.00%
Project Presentation	Students will conduct research on a specific demographic of the homeless population studied in class and construct a media presentation to be given in class or posted online.	10.00%
Study and/or Review Sessions	Prior to an exam, the instructor will host a review session via the Review Session Q&A Discussion Thread. The instructor will also host a live review session via videoconferencing (ex: Zoom) which will be recorded for later viewing. Students who are not able to attend the live review session can watch the recording at their own time, and review the comments posted on the Review Session Q&A Discussion Thread.	10.00%
Written assignments	Students will have at least three written assignments in the class. Prior to the due dates, students will have the opportunity to pose questions regarding the assignment instructions on the "Homework Q&A" discussion board. These questions will be visible to other students so that everyone can benefit from the answers. Additionally, the instructor will help answer questions individually via email.	10.00%

2. Organization of Content:

The content will be organized into weekly modules. Each module will capture a chapter in the required textbook. There will be a homework assignment, discussion topic and quiz under each module. There will also be a separate module for the midterm and for the final exam and report.

3. Assessments:

% of grade	Activity	Assessment Method
15.00%	Final	The multiple-choice final exam will test concepts and theories presented in the class.
10.00%	Final Report	The Final Report will be assessed based on critical thinking and application of course content
10.00%	Midterm	The multiple-choice midterm exam will test concepts and theories presented in the class up to that point.
20.00%	Presentation	The presentation will be assessed based on a detailed rubric
15.00%	Homework	Homework will be assessed based on application and completion.
30.00%	Discussion Boards	The discussion boards will be assessed based on participation, application, and completeness.

4. Instructor's Technical Qualifications:
Instructors will be familiar with the learning management system in place. They will also be aware of the technical support that is available for faculty. Knowledge of how to ensure that material is accessible is also vital.

5. Student Support Services:
The student will need access to a computer, WiFi network and a camera. Links to the following services should be provided: online tutoring and tutorials for online classes, technical support phone number and other related student support services including Santa Monica College library, the bookstore, counseling, health services, financial aid and other support services.

6. Accessibility Requirements:
The course will be designed to consider students with disabilities. This includes content pages, files, multi-media, as well as accommodations for those receiving DSPS services. Content pages will include appropriate headings, formatting and color contrast. Multi-media will be captioned and provide accurate transcripts. Reading order is correctly set so that content is presented in the proper sequence for screen readers and other assistive technologies.

7. Representative Online Lesson or Activity:
Objective: Identify best approaches to accessing trauma-informed services.

Review a case study and identify best approaches to accessing trauma-informed services. Present your findings and recommendations in a recorded and captioned video using presentation slides.

Course Change CCN: BIOLOGY C1000, Introduction to Biology with Lab

Units:	4.00
Total Instructional Hours (usually 18 per unit):	108.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	3.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to UC, CSU
Cal-GETC Area:	5B: Biological Science, 5C: Laboratory
SMC GE Area:	5: Natural Sciences
Degree Applicability:	Credit - Degree Applicable
Proposed Start:	Fall 2027

I. **Catalog Description**

This combined lecture and laboratory course provides the non-biology major with an introduction to living things and their environment. Students use experimentation and investigation to develop important critical thinking skills. Students learn about the process of science, the building blocks of life, the role and regulation of DNA, how populations change over time, the movement of energy within and between life forms, and how species interact with each other and their surroundings. By the end of the course, students will be able to apply an understanding of biological concepts to current issues and their impacts on society. *Students learn about current environmental issues and new developments in biological science as they relate to basic molecular and cellular biology, genetics, the anatomy and physiology of plants, animals and humans, the diversity of life, evolution, and ecology.

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. Concepts of Biology, current, Fowler, S., Wise, J., & Roush, R., OER: OpenStax. https://openstax.org/details/books/concepts-biology © 2024
2. Biology: The Essentials, 4th, Hoefnagels, M., McGraw Hill © 2021
3. Campbell Essential Biology, 7th, Taylor, M., Simon, E., Dickey, J., & Reece, J. , Pearson © 2020
4. Santa Monica College Life Science Department. Biology 3 Laboratory Manual, Santa Monica College
5. Bres, M., & Weisshaar, A.. Thinking About Biology: An Introductory Lab Manual (What's New in Biology), Pearson

III. **Course Objectives**

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

1. Demonstrate scientific literacy by evaluating social, ethical, and equity issues connected to biological sciences.
2. Describe how living things are made of smaller structures that work together to enable the organism to survive.
3. Compare how living things depend on each other and the physical environment as they interact to obtain, change, and exchange matter and energy.
4. Explain how the diversity of living things is the result of evolution of organisms through mechanisms such as heredity, random change, and natural selection.
5. Collaborate on laboratory investigations of the biological content using appropriate, safe methods and equipment.
6. *Explain the role of human life in the larger framework of global ecology and the evolutionary history of life on earth.
7. *Demonstrate a general understanding of basic biological concepts: including basic molecular and cellular biology, genetics, the anatomy and physiology of plants and animals including humans, the diversity of life, evolution, and ecology.
8. *Discuss the capabilities and limitations of the scientific process. Distinguish between science and pseudoscience utilizing critical thinking skills.
9. *Develop proficiency in scientific literacy to make informed decisions about issues with biological relevance, such as general health, medicine, nutrition, bioethics, and environmental concerns.

IV. **Methods of Presentation:**

Group Work, Lab, Lecture and Discussion, Observation and Demonstration, Projects, Other (Specify), Experiments, Field Trips, Discussion
Other Methods: The primary means of instruction are lecture presentation and laboratory experience. Videos are used in moderation to present materials, which may be more adequately treated by these methods. Slides, computer presentations, and other web-based instructional technologies may be used to illustrate the lectures and to clarify laboratory exercises. Demonstrations, models, and live organisms are used when available and appropriate. Students are provided with a variety of extracurricular activities, which may be assigned, optional, or extra credit. These include field trips, library assignments, web/internet searches, and exercises in environmental awareness. Hands-on activities are stressed in the laboratories. Many exercises are designed to provide experience with scientific methodology, in addition to teaching the biological concepts involved. Discussions and a cooperative learning environment are especially encouraged in the laboratory. Biology is a subject that has grown too large and much too complex for comprehensive presentation in a one-semester general biology course for non-majors. Since each instructor should integrate lecture presentations with the lab sequence that is shared by all instructors, there is typically a great deal of similarity with respect to the topics covered. The following table shows the sequence of laboratories for this course, associated with typical lecture topics that support them. Each instructor teaching Biology 3 covers different aspects of the broad subject area of general biology, usually placing emphasis on topics considered by him or her to be of greater interest or importance.

V. **Course Content**

% of Course	Topic
7.000%	The scientific method and the process of science Cellular chemistry and biochemistry Atoms and bonding
6.000%	Properties of water Structure and function of biological molecules
8.000%	Cell structure and function Cells, membranes, and organelles Prokaryotes versus eukaryotes Transport across the cell membrane
4.000%	Cellular metabolism Enzyme structure and function
8.000%	Photosynthesis Cellular respiration Fermentation
5.000%	Cellular division Prokaryotic binary fission Eukaryotic cell cycle Eukaryotic asexual reproduction (mitosis) Eukaryotic sexual reproduction (meiosis)
12.000%	DNA structure and function DNA replication Transcription and translation Regulation of gene expression The impact of mutations The impacts of biotechnology *Recent advances in genetics and molecular biology
7.000%	Principles of heredity Mendelian genetics Non-Mendelian genetics Application to human genetics
8.000%	Principles of evolution

	Evolutionary mechanisms Evolutionary evidence Speciation and classification The effect of extinction *Population genetics
14.000%	Survey of biodiversity across Domains *Bacteria, Archaea, Eukarya *Protista, Fungi, Plantae, Animalia (and animal diversity taxonomy)
6.000%	*Animal organ systems • Instructors may choose from among the eleven systems but they will always include those covered in lab
3.000%	*Plant anatomy and reproduction
12.000%	Principles of ecology Biosphere and biomes Population growth and regulation Community interactions Flow of energy and matter in ecosystems Human interactions with the biosphere Conservation biology and sustainability
100.000%	Total

VI. **Methods of Evaluation**

% of Course	**Topic**
4%	Class Participation *Class participation, such as in-class activities
43%	Exams/Tests *Exams/Tests *4 exams
17%	Final exam *Final exam
10%	Lab Reports *Lab Reports
6%	Papers *Papers
15%	Quizzes *Quizzes
5%	Research Projects *Research
100%	Total

VII. **Sample Assignments:**

Sample Assignment 1: Building a model of DNA, RNA, and a protein.:

Using the component parts of nucleotides (sugar, phosphate, base), synthesize a DNA model. Construct two parallel chains of 9 nucleotides with the complementary bases always opposite one another. Simulating transcription, construct a messenger RNA strand that is complementary to the DNA model you made. For translation, use the transfer RNAs, amino acids, and base cutouts to make three tRNAs that correspond with your mRNA molecule. Attach the appropriate anticodon to the bottom of each transfer RNA. Then use the codon table provided to

determine which amino acid is carried by that tRNA. Write in the name of the amino acid and attach it to the top of the tRNA.

Sample Assignment 2: Analysis of a scientific article.:

After reading the article, Chromosomal Chaos and Cancer by Peter Duesberg, answer the following questions: Describe the evolution of scientists' beliefs about the causes of cancer, beginning with the 1960s to Duesberg's present idea. What changes does an aneuploid cell experience that might make it more cancerous? The article outlines 6 features of carcinogenesis that Duesberg claims are unexplained by the gene mutation hypothesis of cancer development. Summarize the following feature, and then critique it. Is it really a valid point? Next, think of arguments against his statement: Cancer risk grows with age.

VIII. **Student Learning Outcomes:**

1. Apply the scientific method, including recognizing the elements of experimental design, gathering and analyzing data, and interpreting results.
2. *Apply biological concepts and the scientific method to evaluate and critique current media or scientific reports.

Course Change CCN: COMMUNICATION STUDIES CCN C1004, Interpersonal Communication

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
C-ID:	COMM 130

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

Rationale
Updating the COR to follow the CCN COMM C1004 template.

I. **Catalog Description**
This course covers theory, research, and application of ethical one-to-one communication practices in various and diverse interpersonal relationships including in personal, professional, and social situations. Specifically, students will study techniques for effective interpersonal communication with emphasis on developing awareness of one's own actions and their impact on relationships. Students will also analyze and practice verbal and nonverbal communication styles in one-to-one and small group situations and learn about diversity, culture, effective conflict resolution, use of language in personal and professional interactions, exercises in body language, self-disclosure, and positive/negative thinking to help them understand the power of the communication process.

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. Interpersonal Communication: Context and Connection, ASCCC Open educational Resources Initiative, OER: LibreTexts © 2025
2. Communication to Connect: Interpersonal Communication for Today, Department of Communication Studies, Austin Community College, OER: Department of Communication Studies, Austin Community College © 2021
3. Looking Out, Looking In, 16th, Adler, R., & Proctor II, R. , Wadsworth © 2022
4. Interpersonal Communication Textbook, Leonard, Victoria, OER: College of the Canyons © 2019
5. Interpersonal Communication: Everyday Encounters, 9th, Wood, J. , Wadsworth © 2020
6. Close Encounters: Communication in Relationships, 6th, Guerrero, Anderson & Afifi. , Sage © 2020
7. Interpersonal Communication: A Mindful Approach to Relationships, Wrench, Punyanunt-Carter, & Thweatt, OER: State University of New York © 2023
8. Interplay: The Process of Interpersonal Communication, 16th, Adler, R., & Proctor II, R. , Oxford University Press © 2023

III. **Course Objectives**
Upon completion of this course, the student will be able to:
Evaluate and apply research methods and theories of interpersonal communication.
Analyze the ways that communication can create, develop and shape perceptions of personal and social identities including variables such as but not limited to culture, gender, ethnicity, race, age, and orientation.
Evaluate the influences of culture, gender, ethnicity, race, age, accessibility, and orientation on the development, maintenance, and dissolution of interpersonal relationships.
Critically assess and utilize ethical communication practices within interpersonal relationships as part of interpersonal communication competency.
Critically assess sources of conflict in interpersonal relationships and implement appropriate conflict management strategies.

IV. **Methods of Presentation:**
Field Trips, Lecture and Discussion, Other (Specify)

Other Methods: In-class activities, such as: Lecture Small group discussion Directed class discussion Class experiential activities Demonstration, live and electronically recorded Student oral presentations Films, videotapes and other electronic reproductions Guest speakers Objective and essay tests of acquired skills and concepts Out-of-class activities may comprise a significant portion of the requirements of this course. These activities include: Field trips Required attendance at relevant outside activities Group projects and service learning activities Field observations of personal interpersonal communication interactions Evaluation of live and videotaped communication interactions

V. **Course Content**

% of Course	Topic
9.100%	Foundational theories, models, and research in interpersonal communication.
9.090%	Influences on identity development, and the impact of culture, race, ethnicity, gender, orientation, etc. on interpersonal communication.
9.090%	The role of perception in interpersonal communication; including theories such as Attribution Theory and Uncertainty Reduction Theory.
9.090%	Symbolic and linguistic attributes with respect to language in interpersonal communication.
9.090%	The role of emotions in communicating effectively; may include physiological, cognitive, and neurological theories.
9.090%	Nonverbal communication; may include principles and theories such as Expectancy Violation Theory.
9.090%	Listening; processes, styles, types, challenges, and responses.
9.090%	Interpersonal conflict theories; may include Face-Negotiation Theory and Accommodation Theory.
9.090%	Ethics in interpersonal communication; may include concepts such as navigating power, influence, bias, stereotyping, bullying, and the dark side of communication.
9.090%	Interpersonal climate (social tone of relationships) such as confirming/disconfirming messages, self-disclosure, and relational trust.
9.090%	Development, maintenance, and dissolution of various types of relationships; may include Social Penetration Theory, Attachment Theory, and Knapp's Relational Model.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
20%	Class Work
20%	Exams/Tests
20%	Other Assessments 10% Class Assignments and Participation/Discussion 10% Other
20%	Oral Presentation
20%	Papers Journals and Papers
100%	Total

VII. **Sample Assignments:**

Sample Assignment 1: Applying Concepts to Relationships:

Write an essay that answers the following questions, offer examples to support your points, and draw on at least six (6) concepts from the chapters and lectures to make sense of your past/current relationships. First, respond to this prompt: What is the role of self-disclosure in initiating/developing one of your current/past romantic relationships and/or a close friendship? When did you both start disclosing personal information about yourself? How did self-disclosure further or deteriorate your bonds? Then, pick two of the three relationships and prompts below (e.g., you can choose to write about romantic relationships and family relationships): 1. Romantic Relationships: Based on the Knapp model of relationship development (section 10.4), identify two stages you remember going through or are currently experiencing in one of your romantic relationships. What type of communication characterized these two stages? How did you move from one to the other? Please provide examples to support your answer. When answering this question, you can include other concepts introduced in the chapter (e.g., ghosting). Discuss two Relational Dialectical Tensions you are experiencing/experienced in this relationship. What did/do they look like in this relationship? How do/did you manage these tensions in this relationship? What strategy has been effective in managing these tensions? What could you have done/do better? Please note that each dialectic includes two terms (e.g., novelty/predictability is one dialectic — you'll need to pick another one, too). 2. Friendships: What do you consider to be the three most important characteristics of friendship? How is this reflected in current or past friendships? How do you support a friend's valued social identities? And, have your friends supported your valued social identities? How did this work impact your friendships (positively or negatively)? Based on the lecture, please discuss three (3) specific strategies of friendship maintenance you already employ. Which strategy can you improve on, and what specific actions do you want to take to work on it? 3. Family Relationships: Using Family Communication Patterns Theory, please discuss which family communication pattern best describes your family. Then, answer the following questions: Which topics are/were taboo or accepted in your family? How did this family communication pattern affect your identity development and bonds with family members? Family Stories — What are two family stories that are repeatedly told in your family? Define and explain each briefly. Then, address stories' impact had on your identity development and communication.

Sample Assignment 2: Knapp's Relational Model:

Write a paper exploring Knapp's Relational Model in real life or media. Option 1: Media Analysis: Select a relationship from a TV show, movie, book, or web series. Analyze how this relationship progresses through the 10 stages of Knapp's Relational Model (coming together & coming apart). Option 2: Real-Life Interview: Interview a person about their past or current relationship (friendship, romantic, or professional). Use their story to illustrate the progression through the 10 stages of Knapp's Relational Model (coming together & coming apart). In your paper's introduction, provide a brief overview of Knapp's Relational Model (10 stages divided into Coming Together and Coming Apart). In the body of your paper, you'll detail each stage as they apply to your chosen media or interview. First, do this by identifying if the relationship went through the stage. Then, describe behaviors or events that illustrate the stage. Make sure to support your claims by providing quotes or scenes (media) or paraphrased responses (interview). In your conclusion, reflect on how useful Knapp's model is in explaining relationship development and decline. Account for relational nuances by mentioning any stages that seemed skipped, blurred, or repeated.

VIII. **Student Learning Outcomes:**

1. *Analyze and apply various theories of interpersonal communication across diverse relational and social contexts.
2. *Demonstrate an awareness and understanding of positive and ethical interpersonal communication skills.
3. *Explain factors that influence the development, maintenance, and dissolution of interpersonal relationships.
4. *Examine different influences on identity development, including the impact of culture, race, ethnicity, gender, sexual orientation, etc.

Course Change CCN: SOCIOLOGY C1000, Introduction to Sociology

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
C-ID:	SOCI 110
Transferability:	Transfers to UC, CSU
Cal-GETC Area:	4: Social and Behavioral Sciences
SMC GE Area:	4: Social and Behavioral Sciences
Degree Applicability:	Credit - Degree Applicable
Proposed Start:	Fall 2027

I. **Catalog Description**

This course introduces students to Sociology: the study of people, groups, and institutions that shape people's lives. Through a mix of theory, research, and real-world examples, students explore key sociological concepts like culture, inequality, power, collective action, and social change. With content reflecting diverse histories and lived experiences, students make connections between their lives and the social forces that influence individual opportunities and choices. Students in this course will develop a critical lens that allows them to better understand and transform themselves and society. *Students are highly encouraged to complete Sociology C1000 (formerly SOCIOL 1) prior to enrolling in other sociology courses.

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. Sociology: A Down to Earth Approach, 15th, Henslin, James, Pearson © 2024
2. A Sociology Experiment, 3rd, Khan, S., Sharkey, P., & Sharp, G., CritReview © 2024
3. Terrible Magnificent Sociology, 2nd, Wade, L., Norton © 2025
4. Introduction to Sociology 3e, OER, Conerly, T., Holmes, K., Tamang, A., et al., OpenStax © 2024, ISBN: 9781938168413
5. May also include supplementary materials such as primary sources or readers.

III. **Course Objectives**

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

1. Define and apply the sociological imagination to everyday life.
2. Compare a variety of major sociological theories and concepts and apply them to socially-constructed dynamics.
3. Explain what makes sociology a social/behavioral science and the methods sociologists use to ethically conduct research.
4. Analyze the origins and processes of social inequality, systemic oppression, and social change using an intersectional approach.
5. Identify and evaluate the social forces and structures that shape, guide, and influence individual and group behaviors in society.
6. *Distinguish a sociological perspective from other academic fields.
7. *Distinguish between anecdotal evidence and systematic analysis of scientific data.

IV. **Methods of Presentation:**

Group Work, Lecture and Discussion, Service Learning, Field Experience, Field Trips

V. **Course Content**

% of Course	Topic
10.000%	The Sociological Imagination
10.000%	Sociological Theories and Paradigms

	• Classical Theories including Structural Functionalism, Conflict Theory, and Symbolic Interactionism • Contemporary Theories (such as Feminist Theory, Intersectionality, Queer Theory, Racial Formation Theory, and Social Exchange Theory)
10.000%	Sociological Research • Qualitative Methods • Quantitative Methods • Ethical Considerations
5.000%	Society and Culture
5.000%	Socialization and the Self
5.000%	Social Structure: Groups and Organizations
5.000%	Conformity, Deviance, and Social Control
30.000%	Stratification, such as: • Class and Socioeconomic Status • Race and Ethnicity • Sex, Gender, and Sexuality • Age • Disability • Global
10.000%	Social Institutions, such as: • Family • Education • Mass Media • Religion • Health and Medicine • Economy and Work • Politics and Government • Criminal Justice System
5.000%	Social Dynamics, such as: • Population • Urbanization • Globalization • Environment • Science and Technology
5.000%	Social Movements and Change
100.000%	Total

VI. **Methods of Evaluation**

% of Course	**Topic**
20%	Quizzes 2-4 quizzes
25%	Exams/Tests Midterm exam(s)
20%	Group Projects Group Projects / Written Assignments

10%	Class Participation *In class activities.
25%	Final exam
100%	Total

VII. **Sample Assignments:**

Sample Assignment #1:

Write an answer to the following questions: What is sociology? What does it mean to look at the world "sociologically"? Discuss what is meant by the sociological imagination; and demonstrate its usefulness in understanding society and the forces therein. What is meant by C. Wright Mills' phrase in The Promise of Sociology that "private troubles are often public issues." Give YOUR OWN concrete example of "thinking sociologically."

Sample Assignment #2:

Essay: In reference to any 2 articles from the class, identify what makes each article "sociological." (Why is each considered sociology?)

VIII. **Student Learning Outcomes:**

1. Demonstrate, through oral and/or written work, knowledge of the major sociological theories and their implications, as well as, sociological research methods
2. Demonstrate, through oral and/or written work, knowledge of sociological approaches to culture, socialization, social change and inequality—particularly in the areas of social class, race and ethnicity, and gender
3. Demonstrate the research, analytical, and communication skills necessary to present, orally and/or in writing, a sociological perspective regarding a given social issue.

Substantial Change: ARCHITECTURE 20, Studio 2: Architecture

Units:	3.00
Total Instructional Hours (usually 18 per unit):	108.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	4.00
Arranged:	0.00
Outside-of-Class Hours:	72.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit – Degree Applicable
Prerequisite(s):	ARC 10 ARC 11
Proposed Start:	Fall 2026

Rationale
Added a prerequisite to align with CSU requirements, updated the textbook to meet the 7-year requirement, and revised a Student Learning Outcome for Bloom's Taxonomy alignment.

I. **Catalog Description**
A studio course which focuses on the development of context and precedent while designing spaces and architectural forms. Simple built environments are developed using design principles in context with spatial relationships, human interaction, and materiality. Emphasis is placed on the design process and human experience. Visual and oral presentations are used in the development of a course portfolio.

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. Analyzing Architecture, 5th, Simon Unwin, Routledge © 2020, ISBN: 9780367524432
2. Interior Design Visual Presentation: A Guide to Graphics, Models, and Presentation Techniques, 6th, Maureen Mitton, Wiley © 2024, ISBN: 978-1394173570
3. An Introduction to Architecture, Francis Ching and James Eckler, Wiley © 2018, ISBN: 9781118142066

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Research methods for analyzing and evaluating design issues using written and graphic program analysis.
2. Research, analyze, and apply lessons from architectural case studies for a given design problem.
3. Incorporate basic site criteria and environmental factors that are influential to the design brief and design response.
4. Create comprehensive design concepts and implement design processes for more informed project design decisions.
5. Present design projects that include concepts, design process, and strong visual-verbal communication skills.

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

V. **Course Content**

% of Course	Topic
15.000%	Precedent or Case Studies
10.000%	Application of Design Elements and Principles
20.000%	Develop and utilize Design Processes and Concepts
20.000%	Site, building, and client analysis (Design Context)
15.000%	Human experience and interaction within spaces
10.000%	Drawing, measurements, materials

10.000%	Building Systems such as lighting
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
25%	Class Work Research and Analysis: 1 at 5% and 2 at 10% each
75%	Projects Projects - 1 at 10%, 1 at 10%, 1 at 25%, and 1 at 30%
100%	Total

VII. **Sample Assignments:**

Case Study:

In this project, you will explore real-world examples to inspire your own design work. Each of you will be assigned a specific client and a space to research and analyze. Your job is to understand the client's needs, study the space carefully, and think about how the two connect. You will also review a case study to see how other designers have approached similar challenges. Use what you learn from the case study and your own research to create a design that responds to both the client and the environment. This is your chance to take inspiration and make it your own, showing creativity while applying the design principles you observe. When your project is ready, you will present it to the class. Your presentation should clearly explain your design process, including your research, analysis, and how the case study influenced your decisions. Be sure to include drawings and visuals that help others understand your project, and provide a concept statement that ties together your ideas and final design. This assignment is about connecting research, analysis, and inspiration to create a thoughtful design that is both functional and meaningful.

Thoreau:

For this project, you will explore ideas from Thoreau's writing and use them to design a cabin for a specific site. Start by reading selected excerpts and thinking about how Thoreau describes living and interacting with the environment. Your design should respond to his ideas and reflect the kind of life someone might want to live in the space. You will also create a client profile that shows empathy for both Thoreau's perspective and the person who will actually use the cabin. This will help guide your design decisions and make sure the space feels personal and meaningful. Your project should consider environmental and site factors, the connection between inside and outside spaces, space planning, building form, and material choices. Think about how the site influences the design and how the cabin can create a thoughtful, intentional living experience. At the end, you will present your cabin design to the class. Be ready to explain your process, show how your research and client profile shaped your decisions, and use drawings or visuals to communicate your ideas clearly.

VIII. **Student Learning Outcomes:**

1. Analyze case studies and design briefs to identify and apply relevant design principles and processes.
2. Research, analyze, develop, design, and present design projects that include basic site criteria, human interaction with the built environment, and environmental considerations.

Prerequisite Checklist and Worksheet: ARC 20
Prerequisite: ARC 10

SECTION 1 - CONTENT REVIEW: If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or 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 prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or 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 necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

Type 1: Standard Prerequisite (required prerequisite at UC or CSU) **Complete the Prerequisite Worksheet**

X Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.

List schools here: Cal-Poly Pomona, Cal-Poly San Luis Obispo

ENTRANCE SKILLS FOR **ARC 20**

(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design
B)	Demonstrate an understanding of how to research, analyze and apply design fundamentals in the development of conceptual designs
C)	Apply principles of design through exploration of various surfaces, forms, and materials
D)	Demonstrate mastery of basic graphic skills in sketching, model-making, and fabrication techniques
E)	Analyze a comprehensive design concept using graphic skills and written and oral communication

EXIT SKILLS (objectives) FOR **ARC 10**

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

1.	Apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design
2.	Demonstrate an understanding of how to research, analyze and apply design fundamentals in the development of conceptual designs
3.	Apply principles of design through exploration of various surfaces, forms, and materials
4.	Demonstrate mastery of basic graphic skills in sketching, model-making, and fabrication techniques
5.	Analyze a comprehensive design concept using graphic skills and written and oral communication

	ENTRANCE SKILLS FOR (ARC 20)								
EXIT SKILLS FOR (ARC 10)		A	B	C	D	E	F	G	H
	1	X							
	2		X						
	3			X					
	4				X				
	5					X			
	6								
	7								
	8								

Prerequisite Checklist and Worksheet: ARC 20
Prerequisite: ARC 11

SECTION 1 - CONTENT REVIEW: If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or 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 prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or 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 necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

Type 1: Standard Prerequisite (required prerequisite at UC or CSU) **Complete the Prerequisite Worksheet**

X Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.

List schools here: Cal-Poly Pomona, Cal-Poly San Luis Obispo

ENTRANCE SKILLS FOR **ARC 20**

(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Develop illustration skills to visually convey ideas
B)	Demonstrate an understanding of the principles of various types of drawing techniques: one-point, two-point, and three-point perspective, axonometric, oblique, and isometric
C)	Develop perspective sketches from a variety of sources such as orthographic drawings, digital images or photography, and the built environment
D)	Observe, analyze, and develop drawings from sight
E)	Demonstrate an understanding of basic light logic
F)	Manipulate surface textures and materials, i.e. reflections, wood grain, glass, metal, plastic, soft and hard surfaces; with the use of different medias, such as markers, colored pencils, pastels, and ink

EXIT SKILLS (objectives) FOR **ARC 11**

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

1.	Develop illustration skills to visually convey ideas
2.	Demonstrate an understanding of the principles of various types of drawing techniques: one-point, two-point, and three-point perspective, axonometric, oblique, and isometric
3.	Develop perspective sketches from a variety of sources such as orthographic drawings, digital images or photography, and the built environment
4.	Observe, analyze, and develop drawings from sight
5.	Demonstrate an understanding of basic light logic
6.	Manipulate surface textures and materials, i.e. reflections, wood grain, glass, metal, plastic, soft and hard surfaces; with the use of different medias, such as markers, colored pencils, pastels, and ink

	ENTRANCE SKILLS FOR (ARC 20)								
EXIT SKILLS FOR (ARC 11)		A	B	C	D	E	F	G	H
	1	X							
	2		X						
	3			X					
	4				X				
	5					X			
	6						X		
	7								
	8								

Substantial Change: ARCHITECTURE 30, Studio 3: Architecture

Units:	3.00
Total Instructional Hours (usually 18 per unit):	108.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	4.00
Arranged:	0.00
Outside-of-Class Hours:	72.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit – Degree Applicable
Advisory(s):	ARC 21
Prerequisite(s):	ARC 20
Proposed Start:	Fall 2026

Rationale
Added a prerequisite to align with CSU requirements, updated the textbook to meet the 7-year requirement.

I. **Catalog Description**
An architectural studio course which focuses on an understanding of how environment and building systems informs architectural concepts. This course explores questions of concept, sustainability, culture, and social responsibility within the context of buildings which are responsive to the environment and people utilizing them. Students will also give visual and oral presentations which are used in the development of a course portfolio.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)

1. The Architect's Studio Companion: Rules of Thumb for Preliminary Design, 7, Edward Allen and Joseph Iano, Wiley © 2022, ISBN: 978-1119826804

III. **Course Objectives**
Upon completion of this course, the student will be able to:

1. Develop a comprehensive design concept based on site analysis which responds to environmental factors.
2. Create clear, cohesive design concepts that include human engagement with the built environment and design spaces to encourage specific activities or atmospheres.
3. Apply simple sustainable buildings systems including structural, enclosure, lighting, and ventilation to design projects.
4. Design a built environment with considerations such as program, space, enclosure, and circulation to achieve a creative and functional design.
5. Create clear, cohesive design presentations with an overall concept, logical reasoning, and strong visual-verbal communication skills.

IV. **Methods of Presentation:**
Field Experience, Lecture and Discussion, Lab, Observation and Demonstration, Critique, Projects, Field Trips, Group Work

V. **Course Content**

% of Course	Topic
15.000%	Develop a design concept based on the analysis of the site and client
10.000%	Human experience and interaction to form, site conditions, and spaces
10.000%	Acquire an understanding of client needs and wants

20.000%	Fundamental understanding of site conditions and design responses
20.000%	Designing the building envelope
15.000%	Understanding of appropriate basic Building Systems for a project: structural, lighting, and ventilation
10.000%	Develop a comprehensive concept statement and a professional visual, written, and verbal presentation.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
25%	Class Work Individual or group work including Research and Analysis
75%	Projects Projects: 1 at 10%, 1 at 10%, 1 at 25%, and 1 at 30%
100%	Total

VII. **Sample Assignments:**

Design a new Building through Redesign:

You will be asked to redesign and rethink about a specific commercial experience such as banking. What does a bank do for us? What do we want a bank space to provide? Is it necessary and how would we imagine a new banking experience? You will pull apart traditional thinking about banking through discussion, observation, and interview with a variety of demographics, precedent banks, and articles on trends in banking. You will analyze and rethink the banking experience then design spaces to support the activity and experience desired in the new space. Projects are presented to industry panel including designers and bank managers (or equal). Presentation shall include all drawings needed to fully understand the idea, a strong concept that is thoughtfully integrated with the design, and a professional oral presentation.

Standard Design?:

You will be given a reading on a philosophical theory in architecture then asked to take a position on that theory. Small groups will discuss the article and each student's perspective. This theory stance will be used to design an office building that reflects the client, site, and theory response. You will visit the site and note conditions for building construction. Mass and forms will be looked at in conjunction with concept of building and client type. Focus will be on building construction, master planning, design development, and concept integrity. The presentation shall contain drawings to fully describe the project and have a well thought out concept statement which is reflected in the final design. Design shall be consistent with client needs, site constraints, concept development, and theoretical approach. Projects are presented to the class. Grades are based on research, analysis, concept, design, structure, and a professional visual and oral presentation.

VIII. **Student Learning Outcomes:**

1. Research, analyze, develop, and design architectural projects incorporating architectural theories, client needs and wants, and building construction and systems.
2. Present projects in a thoughtful, professional manner showing a logical progression through the space, an appropriate concept, and an investigation of site, enclosure, and human experience.

Prerequisite Checklist and Worksheet: ARC 30
Prerequisite: ARC 20

SECTION 1 - CONTENT REVIEW: If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or 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 prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or 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 necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

Type 1: Standard Prerequisite (required prerequisite at UC or CSU) **Complete the Prerequisite Worksheet**

X Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.

List schools here: Cal-Poly Pomona, Cal-Poly San Luis Obispo

ENTRANCE SKILLS FOR **ARC 30**

(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Demonstrate the ability to think critically about design issues through written and graphic program analysis
B)	Research, analyze, and apply lessons learned from architectural case studies for a given design problem
C)	Conduct basic site research and analyze how site factors influence design responses
D)	Develop a comprehensive design concept that gives meaning to and informs all design decisions
E)	Demonstrate an understanding of concept, logic, and communication through presentations

EXIT SKILLS (objectives) FOR **ARC 20**

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

1.	Demonstrate the ability to think critically about design issues through written and graphic program analysis
2.	Research, analyze, and apply lessons learned from architectural case studies for a given design problem
3.	Conduct basic site research and analyze how site factors influence design responses
4.	Develop a comprehensive design concept that gives meaning to and informs all design decisions
5.	Demonstrate an understanding of concept, logic, and communication through presentations

	ENTRANCE SKILLS FOR (ARC 30)								
EXIT SKILLS FOR (ARC 20)		A	B	C	D	E	F	G	H
	1	X							
	2		X						
	3			X					
	4				X				
	5					X			
	6								
	7								
	8								

Substantial Change: ARCHITECTURE 40, Studio 4: Architecture

Units:	3.00
Total Instructional Hours (usually 18 per unit):	108.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	4.00
Arranged:	0.00
Outside-of-Class Hours:	72.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit – Degree Applicable
Advisory(s):	ARC 31
Prerequisite(s):	ARC 30
Proposed Start:	Fall 2026

Rationale
Added a prerequisite to align with CSU requirements, updated the textbook to meet the 7-year requirement.

I. **Catalog Description**
An architectural studio course which provides a creative framework to explore the development of commercial and mixed-use buildings within an urban setting. Urban sites are analyzed in terms of community, culture, economics, and sustainability. Projects balance structural, environmental, social, and programmatic strategies. Visual and oral presentations are used in the development of a course portfolio.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
1. The Architect's Studio Companion: Rule of Thumb for Preliminary Design, 7, Edward Allen and Joseph Iano, Wiley © 2022, ISBN: 978-1119826804

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Critically analyze social issues which affect architecture in urban areas.
2. Develop designs which are cognizant of the surrounding community, acknowledging and encouraging public engagement.
3. Develop master site and floor plans for large projects which include thoughtful circulation, wayfinding, and response to the site and urban environment.
4. Identify and incorporate enclosure systems appropriate for sustainable design and the project type.
5. Create clear, cohesive Professional design presentations with an overall concept, logical reasoning, environmental and site design considerations, and strong visual-verbal communication skills.

IV. **Methods of Presentation:**
Field Experience, Lecture and Discussion, Lab, Observation and Demonstration, Projects, Critique, Field Trips, Group Work

V. **Course Content**

% of Course	Topic
10.000%	Urban environments and density – how it affects architecture
15.000%	Research and analysis including community engagement
15.000%	Site and environmental factors: site analysis
15.000%	Site and building circulation: master plan
15.000%	Construction material and structural design

15.000%	Lighting and ventilation systems
15.000%	Code considerations and sustainability
100.000%	Total

VI. **Methods of Evaluation**

% of Course	**Topic**
25%	Class Work Individual or group work including Research and Analysis
75%	Projects 3 Projects: (2) large projects at 30% each and (1) project at 15%
100%	Total

VII. **Sample Assignments:**

Dole Building:

A large architectural project such as an office building for Dole Food Company, is given to you for the development and design of a new building. The building is to be built in downtown LA and will house a number of activities such as marketing, sales, director and manager offices, etc. A local building site is chosen and you will visit the site to record environmental conditions, do community research, and note design considerations. The building and site are designed to meet code considerations which include a community component because of its occupancy type and size. The building enclosure and form is designed based on inspiration from the product the company sells. The building shell is to be thoughtful, engaging, and appropriate for the company, community, and site. A master plan is developed with an understanding of the surrounding community, client adjacencies (program), circulation (both horizontal and vertical), and way finding. Drawings, renderings, and models are developed to communicate your design. Presentations are given for feedback, practice, and grading. The project is broken into parts: research report and schematic design; design development of site, skin, and master plan; and presentation – both visual and oral.

Research and Schematic Library:

A shorter project is given at the beginning of class to step through site investigation and thoughtful building construction and form. You will meet with people from the community to discuss wants and needs for the public facility (such as a library). What does a library look like today? What needs does the community have where it is being built? Investigation and research is the first part of the project and then the form, site configuration, and building enclosure are schematically designed and presented.

VIII. **Student Learning Outcomes:**

1. Research, analyze, develop, and design architectural projects including criteria for the environment, site, building, client, and building systems.
2. Present projects in a thoughtful, professional manner with a strong concept, a thorough investigation of the site and community, and understanding of building form and enclosure, client needs, and community connection.

Prerequisite Checklist and Worksheet: ARC 40
Prerequisite: ARC 30

SECTION 1 - CONTENT REVIEW: If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or 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 prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or 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 necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

Type 1: Standard Prerequisite (required prerequisite at UC or CSU) **Complete the Prerequisite Worksheet**

X Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.

List schools here: Cal-Poly Pomona, Cal-Poly San Luis Obispo

ENTRANCE SKILLS FOR **ARC 40**

(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Develop a comprehensive design concept based on site analysis which responds to environmental factors
B)	Demonstrate an understanding of how humans interact with the built environment and design spaces to encourage specific activities or atmospheres
C)	Apply knowledge of simple sustainable buildings systems including structural, enclosure, lighting, and ventilation
D)	Integrate fundamental building design considerations such as program, space, enclosure, and circulation to achieve a creative and functionally sound design
E)	Demonstrate understanding of concept, logic, communication, building considerations, and spatial interactions by presenting a cohesive project

EXIT SKILLS (objectives) FOR **ARC 30**

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

1.	Develop a comprehensive design concept based on site analysis which responds to environmental factors
2.	Demonstrate an understanding of how humans interact with the built environment and design spaces to encourage specific activities or atmospheres
3.	Apply knowledge of simple sustainable buildings systems including structural, enclosure, lighting, and ventilation
4.	Integrate fundamental building design considerations such as program, space, enclosure, and circulation to achieve a creative and functionally sound design
5.	Demonstrate understanding of concept, logic, communication, building considerations, and spatial interactions by presenting a cohesive project

	ENTRANCE SKILLS FOR (ARC 40)								
EXIT SKILLS FOR (ARC 30)		A	B	C	D	E	F	G	H
	1	X							
	2		X						
	3			X					
	4				X				
	5					X			
	6								
	7								
	8								

Substantial Change: INTERIOR ARCHITECTURAL DESIGN 20, Studio 2: Interior Architecture

Units:	3.00
Total Instructional Hours (usually 18 per unit):	108.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	4.00
Arranged:	0.00
Outside-of-Class Hours:	72.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	ARC 10 ARC 11
Proposed Start:	Fall 2026

Rationale
Added a prerequisite to align with CSU requirements, and updated the textbook to meet the 7-year requirement.

I. **Catalog Description**
A studio course which focuses on the development of context and precedent while designing interior architectural spaces and forms. Simple built environments are developed using design principles in context with spatial relationships, human interaction, and materiality. Emphasis is placed on the design process, human experience, and space planning. Visual and oral presentations are used in the development of a course portfolio.

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. Interior Design Illustrated, 4th , Ching, Francis and Bringgeli, Corky, Wiley © 2018, ISBN: 9781119468530
2. The Interior Plan: Concepts and Exercises, 3rd, Rengel, Roberto, Bloomsbury Academic © 2022, ISBN: 9781501369742
3. Interior Design Visual Presentation, 6th, Mitton, Maureen, Wiley © 2024, ISBN: 978-1394173570

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Identify and describe design issues through written and graphic program analysis.
2. Analyze site conditions through comprehensive research, including environmental, historical, and cultural factors, and evaluate how these factors influence design responses.
3. Create and develop a comprehensive design concept that gives meaning to all design decisions and guides effective space planning.
4. Create simple built environments that consider human interaction, using concepts developed from research and analysis.
5. Present design projects that include concept, logic, and communication.

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

V. **Course Content**

% of Course	Topic
10.000%	Case Studies
10.000%	Application of Design Elements and Principles
20.000%	Develop and utilize Design Processes and Concepts
10.000%	Site, building, and client analysis (Design Context)
20.000%	Human experience and interaction within spaces
20.000%	Space Planning, lighting, furnishing and material applications.

10.000%	Drawing, measurements, materials
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
25%	Research Projects Research and Analysis: 1 at 5% and 2 at 10% each
75%	Projects Projects - 1 at 15%, 1 at 30%, and 1 at 30%
100%	Total

VII. **Sample Assignments:**

Case Study:

For this project, you will explore real-world examples to inspire your own design work. Each of you will be assigned a client and a space to research and analyze. Your goal is to understand the client's needs, study the space, and think about how the two relate. You will also review a specific case study to see how other designers have approached similar challenges. Use what you learn from the case study and your own research to create a design that reflects the client and the environment of the space. At the end, you will present your project to the class. Your presentation should clearly explain your process, show how the case study influenced your design, and communicate how your final project responds to the client and the space. Include visuals, drawings, and a concept statement that ties everything together.

Retail Space:

In this project, you will work on a real-world design challenge with a specific client and site. Your first task is to explore the site thoroughly and research existing conditions, including the physical environment, surrounding context, and any constraints that could impact your design. At the same time, you will study the client's needs and goals for the project. This research will form the foundation for your design concept and guide your decisions throughout the project. Using your research, you will develop a design concept that responds to the client and the site while also reflecting your own creative approach. Your design should show a clear connection between the concept, the client's needs, and the realities of the site. Consider factors such as spatial organization, circulation, functionality, and how people will experience the space. Your final project will be presented to the class. The presentation should include drawings and visuals that fully communicate your ideas and illustrate how your concept was realized in the design. You should also prepare a concept statement that clearly explains the thinking behind your design and how it addresses the project requirements. Grades will be based on the thoroughness of your research, the quality of your analysis, the strength and originality of your concept, the clarity and functionality of your design, and the professionalism of both your visual and oral presentation. This is an opportunity to demonstrate not just your design skills but also your ability to connect research, concept, and execution in a meaningful way.

VIII. **Student Learning Outcomes:**

1. Demonstrate the ability to abstract and utilize design principles from case studies.
2. Research, analyze, develop, design, and present a series of design projects, while demonstrating an understanding of space planning and human interaction with the built environment.

Prerequisite Checklist and Worksheet: IARC 20
Prerequisite: ARC 11

SECTION 1 - CONTENT REVIEW: If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or 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 prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or 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 necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

Type 1: Standard Prerequisite (required prerequisite at UC or CSU) **Complete the Prerequisite Worksheet**

X Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.

List schools here: CSU Long Beach, CSU Northridge, CSU Fresno

ENTRANCE SKILLS FOR **(IARC 20)**

(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Develop illustration skills to visually convey ideas
B)	Demonstrate an understanding of the principles of various types of drawing techniques: one-point, two-point, and three-point perspective, axonometric, oblique, and isometric
C)	Develop perspective sketches from a variety of sources such as orthographic drawings, digital images or photography, and the built environment
D)	Observe, analyze, and develop drawings from sight
E)	Demonstrate an understanding of basic light logic
F)	Manipulate surface textures and materials, i.e. reflections, wood grain, glass, metal, plastic, soft and hard surfaces; with the use of different medias, such as markers, colored pencils, pastels, and ink

EXIT SKILLS (objectives) FOR **(ARC 11)**

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

1.	Develop illustration skills to visually convey ideas
2.	Demonstrate an understanding of the principles of various types of drawing techniques: one-point, two-point, and three-point perspective, axonometric, oblique, and isometric
3.	Develop perspective sketches from a variety of sources such as orthographic drawings, digital images or photography, and the built environment
4.	Observe, analyze, and develop drawings from sight
5.	Demonstrate an understanding of basic light logic
6.	Manipulate surface textures and materials, i.e. reflections, wood grain, glass, metal, plastic, soft and hard surfaces; with the use of different medias, such as markers, colored pencils, pastels, and ink

	ENTRANCE SKILLS FOR (IARC 20)								
EXIT SKILLS FOR (Arc 11)		A	B	C	D	E	F	G	H
	1	X							
	2		X						
	3			X					
	4				X				
	5					X			
	6						X		
	7								
	8								

Substantial Change: INTERIOR ARCHITECTURAL DESIGN 30, Studio 3: Interior Architecture

Units:	3.00
Total Instructional Hours (usually 18 per unit):	108.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	4.00
Arranged:	0.00
Outside-of-Class Hours:	72.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit - Degree Applicable
Advisory(s):	ARC 21
Prerequisite(s):	IARC 20
Proposed Start:	Fall 2026

Rationale
Added a prerequisite to align with CSU requirements, and revised a course objective for Bloom's Taxonomy alignment.

I. **Catalog Description**
Develop interior projects with an emphasis on concept development. Explore questions of sustainability, culture, and social responsibility within the context of buildings which are responsive to the environment and people utilizing them. Emphasis is placed on research, analysis, and conceptualization of ideas. Visual and oral presentations are used in the development of a course portfolio.

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. Designing Commercial Interiors, 3rd, Piotrowski, Christine, Wiley © 2016, ISBN: 978-1118882085
2. Interior Design Illustrated, 4th Edition, Francis Ching, Wiley © 2020, ISBN: 978-1119377207

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Create and develop a comprehensive design concept based on site analysis which responds to environmental factors.
2. Analyze how humans interact with the built environment and design spaces that intentionally foster specific activities and atmospheres.
3. Evaluate simple sustainable building systems and materials to determine their appropriateness for specific design contexts.
4. Integrate and evaluate fundamental building design considerations, including program, space, enclosure, and circulation, to develop creative and functionally effective designs.
5. Present design project that include concept, logic, communication, building considerations, and interactions or functions of the space.

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

V. **Course Content**

% of Course	Topic
10.000%	Develop a design concept based on the analysis of the site and client
10.000%	Human experience and interaction to form, site conditions, and spaces
10.000%	Acquire an understanding of client needs and wants
10.000%	Fundamental understanding of site conditions and design responses.

10.000%	Understanding of appropriate basic Building Systems for a project: structural, lighting, and ventilation
40.000%	Space Planning, lighting, furnishing and material applications.
10.000%	Develop a comprehensive concept statement and a professional visual, written, and verbal presentation.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
25%	Class Work Individual or group work including Research and Analysis
75%	Projects 15% Project 1, 30% Project 2, 30% Project 3
100%	Total

VII. **Sample Assignments:**

Case Study Research Analysis:

In this project, you will explore real-world examples to inspire your own design work. Each of you will be assigned a contemporary designer to research and analyze. Your goal is to dig into their work, understand the principles behind their designs, and think about what makes their projects successful. Using your case study as a starting point, you will create your own design project that responds to a specific client and fits the environment of the space. This is your chance to take what you learn from the case study and translate it into your own ideas, showing your personal interpretation and creativity. Your final project will be presented to the class. The presentation should clearly communicate your design process, explain how the case study influenced your work, and demonstrate how your design addresses both the client's needs and the character of the space. Make sure your project shows that you understand the design principles from your research and that you can creatively apply them in your own work.

Design Project:

In this project, you will work on a real design problem with a defined client and site. Your first step is to dive into the site and understand it thoroughly. This means researching existing conditions, considering sustainability and environmental impacts, and understanding the project requirements alongside the client's needs. All of this research will help you develop a strong concept for your design solution. From there, you will create a design that responds to your research and concept. Your final project should show a clear connection between your concept, the client's needs, and the realities of the site. Make sure your design is consistent, thoughtful, and well-structured. You will present your project to the class, so your presentation should clearly communicate your process, concept, and final design. Include all the drawings and visuals needed to fully explain your project, along with a concept statement that shows how your idea guided your decisions. Your grade will reflect your research, analysis, concept development, design quality, structure, and the professionalism of both your visuals and your oral presentation.

VIII. **Student Learning Outcomes:**

1. Research, analyze, develop, and design interior architectural projects with an understanding of design theories, client needs and wants, using constraints such as building construction and code requirements.
2. Create and present professional projects that demonstrate logical progression through the space, appropriate concepts, and investigation of site, enclosures, and human experience.

Prerequisite Checklist and Worksheet: IARC 30
Prerequisite: IARC 20

SECTION 1 - CONTENT REVIEW: If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or 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 prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or 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 necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

Type 1: Standard Prerequisite (required prerequisite at UC or CSU) **Complete the Prerequisite Worksheet**

X Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.

List schools here: CSU Long Beach, CSU Northridge, CSU Fresno

ENTRANCE SKILLS FOR **(IARC 30)**

(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Demonstrate the ability to think critically about design issues through written and graphic program analysis.
B)	Perform basic site research and understand how site factors influence design responses.
C)	Develop a comprehensive design concept that gives meaning to and informs all design decisions.
D)	Create simple built environments using concepts developed from research and analysis.
E)	Demonstrate an understanding of concept, logic, and communication through presentations

EXIT SKILLS (objectives) FOR **(IARC 20)**

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

1.	Demonstrate the ability to think critically about design issues through written and graphic program analysis.
2.	Perform basic site research and understand how site factors influence design responses.
3.	Develop a comprehensive design concept that gives meaning to and informs all design decisions.
4.	Create simple built environments using concepts developed from research and analysis.
5.	Demonstrate an understanding of concept, logic, and communication through presentations

	ENTRANCE SKILLS FOR (IARC 30)								
EXIT SKILLS FOR (IARC 20)		A	B	C	D	E	F	G	H
	1	X							
	2		X						
	3			X					
	4				X				
	5					X			
	6								
	7								
	8								

Substantial Change: INTERIOR ARCHITECTURAL DESIGN 40, Studio 4: Interior Architecture

Units:	3.00
Total Instructional Hours (usually 18 per unit):	108.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	4.00
Arranged:	0.00
Outside-of-Class Hours:	72.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit - Degree Applicable
Advisory(s):	ARC 31
Prerequisite(s):	IARC 30
Proposed Start:	Fall 2026

Rationale
Added a prerequisite to align with CSU requirements, updated the textbook to meet the 7-year requirement, and revised a course objective for Bloom's Taxonomy alignment.

I. **Catalog Description**
Further design exploration in commercial and mixed-use spaces with more complex programs. Existing building is analyzed in terms of program, building systems, structure, form, and sustainability. Emphasis is placed on research and analysis of social, cultural, and environmental issues while collaborating with industry partners. Visual and oral presentations are used in the development of a course portfolio.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
1. The Codes Guidebook for Interiors, 8th, Harmon, Sharon Koomen, Wiley © 2022, ISBN: 978-1119720959
2. Designing Commercial Interiors, Third, Piotrowski, Christine, Wiley © 2016, ISBN: 978-1118882085

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Evaluate how social issues shape urban interior and architectural spaces and use this understanding to inform design decisions.
2. Create and develop designs which are cognizant of the surrounding community, acknowledging and encouraging public engagement.
3. Create and develop design solutions for large projects which include thoughtful circulation, wayfinding, and response to the site and urban environment.
4. Select systems and materials appropriate for sustainable design and the project type.
5. Present design projects that include concept, logic, communication, design considerations, the environment, and site conditions by presenting a cohesive project.

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

V. **Course Content**

% of Course	Topic
10.000%	Develop a design concept based on the analysis of site, client and community engagement.
10.000%	Research and Analysis of program and client requirements with an emphasis on social, cultural, and environmental impact.
10.000%	Human experience and interaction to form, site conditions, and spaces
5.000%	Understanding of appropriate basic Building Systems for a project: structural, lighting, and ventilation

10.000%	Code considerations and sustainability
40.000%	Space Planning, lighting, furnishing and material applications.
5.000%	Industry partnership in project development, guest lecturer, field trip, or interviews.
10.000%	Develop a comprehensive concept statement and a professional visual, written, and verbal presentation.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
25%	Class Work: Individual or group work including Research and Analysis
75%	Projects: 3 Projects: (2) large projects at 30% each and (1) project at 15%
100%	Total

VII. **Sample Assignments:**

Cultural Center: A cultural group of your choice has raised funds to convert an existing site in Exposition Park into a museum and cultural center. The goal is to celebrate culture, connect with the community, and create a destination that supports the Park's plan to be more welcoming, connected, and sustainable. The site includes two small buildings that you will use in your design, along with a new connecting space that should feel bright, open, and airy. RESEARCH We will visit the site to study existing conditions and understand the surrounding community. You will gather information through site analysis, interviews with community members, and research on the culture you choose. This research will help you define what a culturally responsive and community-serving center could be in an urban Los Angeles setting. Your findings should guide your design choices and address real community needs. CONCEPT Your concept should grow directly from your research and clearly reflect the culture you are representing. It should address project requirements and community concerns, and it should remain consistent throughout your design. Use your concept as a tool to evaluate whether your project stays true to your ideas and goals. PRESENTATION You will present your project to a panel that may include designers and community members. Your presentation should include drawings that clearly communicate your idea, a strong concept that is integrated into your design, and a polished oral presentation that explains your process and final proposal.

Redesign the Banking Experience: For this project, you will rethink and redesign a familiar commercial experience: banking. Start by asking simple questions. What does a bank actually do for people? What should a bank space offer? Do we even need banks in the traditional form, and if not, what could a new kind of banking experience look like? Your goal is to imagine a version of banking that feels relevant, helpful, and meaningful for today's users. RESEARCH To get there, you will dig into how people currently interact with banks and how those interactions could be improved. This includes group discussions, site visits, observations, interviews with people from different backgrounds, and research on existing banks and current trends. The goal is to break away from old assumptions and understand what people actually need from a banking space. Your research will help you figure out what activities your redesigned bank should support and what kind of experience you want users to have when they walk through the door. DESIGN After your research, you will create a design that responds to your findings. Think about layout, flow, privacy, comfort, and how technology might change the space. Your concept should clearly guide your design decisions and reflect the new kind of banking experience you want to propose. PRESENTATION You will present your project to a panel that may include designers and bank managers or similar professionals. Your presentation should include drawings and visuals that clearly explain your ideas, along with a strong concept that connects your research to your final design. You will also give a polished oral presentation that walks the panel through your process and the banking experience you created.

VIII. **Student Learning Outcomes:**

1. Research, analyze, develop, and design Interior architectural projects with an understanding of the surrounding environment, site, building, client, and building systems.
2. Present professional design projects that articulate a clear concept, assess site and community contexts, and illustrate how building form, enclosure, client needs, and community ties shape the design.

Prerequisite Checklist and Worksheet: IARC 40
Prerequisite: IARC 30

SECTION 1 - CONTENT REVIEW: If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or 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 prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or 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 necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

Type 1: Standard Prerequisite (required prerequisite at UC or CSU) **Complete the Prerequisite Worksheet**

X Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.

List schools here: CSU Long Beach, CSU Northridge, CSU Fresno

ENTRANCE SKILLS FOR **(IARC 40)**

(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Develop a comprehensive design concept based on site analysis which responds to environmental factors
B)	Understand how humans interact with the built environment and design spaces to encourage specific activities or atmospheres
C)	Apply knowledge of simple sustainable buildings systems and materials
D)	Balance fundamental building design considerations such as program, space, enclosure and circulation to achieve a creative and functionally sound design
E)	Demonstrate understanding of concept, logic, communication, building considerations, and interactions or functions of the space by presenting a cohesive project

EXIT SKILLS (objectives) FOR **(IARC 30)**

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

1.	Develop a comprehensive design concept based on site analysis which responds to environmental factors
2.	Understand how humans interact with the built environment and design spaces to encourage specific activities or atmospheres
3.	Apply knowledge of simple sustainable buildings systems and materials
4.	Balance fundamental building design considerations such as program, space, enclosure and circulation to achieve a creative and functionally sound design
5.	Demonstrate understanding of concept, logic, communication, building considerations, and interactions or functions of the space by presenting a cohesive project

	ENTRANCE SKILLS FOR (IARC 40)								
EXIT SKILLS FOR (IARC 30)		A	B	C	D	E	F	G	H
	1	X							
	2		X						
	3			X					
	4				X				
	5					X			
	6								
	7								
	8								

Substantial Change: FRENCH 4, Intermediate French II

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 3

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 is designed to review functional French grammar with emphasis upon idiomatic constructions and expressions. Oral discussions are based on selected readings from contemporary French and Francophone literature and other types of media. This course is taught in French except in cases 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. Encore, Intermediate French, 2nd edition, Wynne Wong, et al, Cengage © 2020
2. OER textbook and H5P exercises through LibreTexts : Barnezet Parrish, Caren and Aurélie Chevant-Aksoy, Avant-Première : Advanced French Through Films, LibreTexts Humanities (OER), 2025. Access Link : https://human.libretexts.org/Bookshelves/Languages/French/Avant-Premiere_%3A_Advanced_French_Through_Films

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Refine and apply 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 intermediate level.
3. Develop critical skills at the 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:**
Other (Specify), Lecture and Discussion, Discussion, Projects, Online instructor-provided resources, Group Work
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 an intermediate level: This includes review of pronouns (direct, indirect, Y, EN), relative pronouns, subjunctive, past tenses, adverbs, gerund and present participle. Grammar practice is integrated with cultural exploration of French-speaking societies, focusing on education and work, art, nature and the environment and love and friendship, with cross-cultural comparisons to the U.S. and beyond.
25.000%	Speaking: Discussions and presentations on a variety of topics, sharing of people's own lived experiences, as well as describing 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, 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.
25.000%	Reading and Listening Comprehension activities: Interpretation and analysis of primary texts, such as short stories, poems, articles, songs, films, and other media, from textual, historical, and social perspectives. Students begin to draw inferences and make connections with less context.
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 Assessments 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 (art, education, professional life, music, nature and the environment...). 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.

Short essay :

In this chapter on art, we explored several French artists (such as Degas, Renoir, and Matisse) as well as examples of street art from across the French-speaking world. You will now choose one work of art from the list below (images provided): Bande de Pigeons — Jack Ardi La balançoire — Jean-Honoré Fragonard L'Absinthe — Edgar Degas Femmes de Tahiti — Paul Gauguin Le cadran scolaire — Robert Doisneau Your task is to step into the shoes of one person represented in the artwork and tell us more about your life. Please include the following: a) Introduction — Who are you? Where do you live? What do you do for a living? b) Your memories of that moment — Who was with you? How did you feel? What was happening that day? c) What happened afterward — What became of you? Are you still in contact with the other people in the artwork? Write a short essay of about 400 words. Remember to use both the past tenses and the present in your narration.

VIII. **Student Learning Outcomes:**

1. Accurately use targeted grammar structures and vocabulary at the 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 an 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: OFFICE TECHNOLOGY 23, Medical Billing

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

Rationale
We wish to remove all references to Medisoft software. We do not plan to use Medisoft software in the future and would like to update this course outline of record to coincide with these changes.

I. **Catalog Description**
The course introduces the basics of medical insurance billing and current payment methodologies in hospital and physician office settings. Students enter patient and case information, schedule appointments, process transactions, and produce reports and patient statements.

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. Let's Code It!, 3, Shelley Safian and Mary Johnson, McGraw Hill © 2024, ISBN: 9781266561115
2. CPT Professional 2025 and CPT Quickref App Bundle, 1, M.D. Jagmin, Christopher L., M.D. and Levy, Barbara S. , American Medical Association © 2025, ISBN: 978-1640163164

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Enter, edit, save, print, and retrieve patient information.
2. Backup patient records.
3. Process charge and payment transactions.
4. Create claims, reports and patient statements.
5. Schedule appointments.
6. Define terms related to insurance and computerized medical billing systems.

IV. **Methods of Presentation:**
Other Methods: Slide-Deck Presentations Self-Check Exercises Internet Activities

V. **Course Content**

% of Course	Topic
15.000%	Introduction to Medical Office Accounting and Patient Billing practices
15.000%	Working with Medical Office Databases and Electronic Health Records software
15.000%	Managing patient information and entering medical procedures into patient charts
15.000%	Data backup, recovery and restore policies and procedures
15.000%	Processing patient charges and payments, printing receipts and entering adjustments or corrections
15.000%	Producing reports and patient statements. Designing custom reports and reporting templates
5.000%	Creating, editing, proofing, reviewing and printing claims
5.000%	Scheduling patient appointments and printing provider schedules

100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
33%	Exams/Tests 3 Chapter Exams
15%	Final exam
16%	Other Simulation
36%	Written assignments 9 Assignments
100%	Total

VII. **Sample Assignments:**

Assignment 1:

Covering Chapter 1 Introduction to Patient Billing Pages 1-21 Select the correct answer by keying the appropriate letter in the answer column. (15 points) a. accounts receivable g. consumer-driven health plan m. general ledger s. Medicare b. case h. CPT-4 n. guarantor t. patient ledger c. cash payments i. database o. HIPAA Security Rule. u. procedure d. cash receipts j. day sheet (general or daily journal) p. HMO v. provider e. CHAMPVA k. diagnosis q. ICD-9-CM w. transactions f. CMS-1500 l. encounter form r. Medicaid/MediCal. x. TRICARE 1. __ is a listing of codes for medical services or procedures. 2. After three years of being unemployed, 35-year old Jack Jones, who has no military service, received __ to assist with his medical expenses. 3.After examining the patient and receiving the laboratory reports, the physicians __ was liver disease 4.A physical therapist can be described as a __. 5.Payment made by check for a new computer for the practice would be recorded in the __ journal. 6.All the activities for the patient Mary Smith would be listed in the __. 7.The __ is the paper form that is used to prepare a claim. 8. To see the names of all patients who were treated on a particular date, patients; charges, and patients receipts, you would look at the ___. 9.A flu injection is considered to be a __ 10.A check received from a patient would be recorded in the __ journal. 11.In a manual system a(n) ___ may be called a fee slip, routing slip, or superbill. 12.Eligible dependents of military personnel may use a ___ insurance carrier. 13.A __ is a grouping of procedures or transactions generally organized by type of treatment or insurance carrier 14.___ is a list of codes for medical diagnoses. 15.The ___ is intended to prevent unauthorized access to protected health care information.

Assignment 2:

Chapter 4 Assignment: The Forms (Patient Registration, the Superbill, and Hospital Sheet) 1. Explain the importance of a thoroughly completed patient registration form. 2. How might a provider present their hospital billing to the medical biller if a hospital sheet is not used? 3. Explain how the frequency of billing may vary from office to office, or if working for a medical billing company. 4. Why was the National Provider Identifier (NPI) number developed? 5. True or False: Is the term "signature on file" or "SOF" acceptable in all blocks requiring a signature? Note the need to cite the resources used to formulate your assignment submission using the American Psychological Association (APA) writing-style and document formatting guidelines established for this classroom.

VIII. **Student Learning Outcomes:**

1. Record and manipulate patient appointments with an Electronic Health Record (EHR) system.
2. Produce patient reports, statements and process claims with an Electronic Health Record (EHR) system.

Santa Monica College
Program of Study
Cloud Computing BS

Cloud computing is a major technology disrupter, changing countless industries. Cloud Computing delivers computing resources over the internet, replacing the reliance on local information technology infrastructure. Its impact has been profound, reshaping businesses' IT infrastructure due to its remarkable benefits in terms of flexibility, scalability, and cost-effectiveness. A degree in Cloud Computing offers an exceptional opportunity in response to the soaring demand in IT for cloud computing professionals. With organizations rapidly embracing cloud solutions, there is a significant need for skilled experts in cloud architecture, development, operations, security, and management. This is a four-year program with the lower division Cloud Computing Associates degree courses providing students with the skills necessary to enter the upper division courses in this exciting field.

Program Learning Outcomes:

- Design, develop, and operate scalable cloud solutions that address and meet defined business needs.
  - CS 315: Plan and respond to governance compliance concerns and identify audit issues.
  - CS 315: Ensure compliance with applicable laws and standards in their business domain, as required by relevant governmental regulators.
  - CS 320: Develop cloud services using application lifecycle management techniques.
  - CS 320: Build basic cloud-native applications and implement a continuous integration/continuous deployment cycle.
  - CS 405: Implement an industry-provided design challenge.
  - CS 405: Evaluate, test, and harden their implementation.
  - CS 410: Create and implement a design that reflects an industry standard that mimics a use case.
  - CS 410: Evaluate, test, and harden their implementation.
  - CS 440: Analyze real-world scenarios, identify appropriate cloud design patterns, and apply them to develop scalable, resilient, and efficient cloud-native solutions.
  - CS 440: Demonstrate competence in designing and implementing microservices architecture by creating modular, loosely coupled, and independently deployable applications.

- Employ and apply current practices, methodologies, tools, and processes utilized in the cloud computing industry.
  - CS 315: Plan and respond to governance compliance concerns and identify audit issues.
  - CS 315: Ensure compliance with applicable laws and standards in their business domain, as required by relevant governmental regulators.
  - CS 320: Develop cloud services using application lifecycle management techniques.
  - CS 320: Build basic cloud-native applications and implement a continuous integration/continuous deployment cycle.
  - CS 330: Use configuration management and automation tools to configure, maintain, and optimize cloud infrastructure components.
  - CS 330: Apply the fundamental principles that emphasize automation, continuous integration, and continuous delivery.
  - CS 335: Create comprehensive cloud resource policies and standards, and implement enforcement mechanisms inline with the best practices for security, cost, and performance.
  - CS 335: Design, implement, and deploy automated cloud tasks using scripting languages or cloud-native tools, demonstrating their ability to automate routine cloud operations or workflows.
  - CS 335: Automate and orchestrate applications using an infrastructure as code approach to cloud deployments.
  - CS 340: Employ modern virtualization technologies to develop cloud infrastructures.
  - CS 340: Optimize virtualization performance and action hypervisors.
  - CS 405: Implement an industry-provided design challenge.
  - CS 405: Evaluate, test, and harden their implementation.
  - CS 410: Create and implement a design that reflects an industry standard that mimics a use case.
  - CS 410: Evaluate, test, and harden their implementation.
  - CS 440: Analyze real-world scenarios, identify appropriate cloud design patterns, and apply them to develop scalable, resilient, and efficient cloud-native solutions.
  - CS 440: Demonstrate competence in designing and implementing microservices architecture by creating modular, loosely coupled, and independently deployable applications.

- Critically analyze, construct, and deliver effective oral and written communications tailored to engage business and technology professionals working on cloud projects and COM ST 310: Analyze, explain, and compare organizational and small group communication theories and their applicability to small and diverse workplace environments.
  - COM ST 310: Cooperate in teams to identify problems and solutions in diverse organizations and small groups.

- COM ST 310: Identify the problems that diverse American cultures and/or groups experience in different organizational settings and develop programmatic solutions for those problems.
- COM ST 310: Plan, prepare, and present well organized, clear, and creative presentations in groups.
- CS 325: Demonstrate knowledge of current models of information and computer ethics.
- CS 325: Apply ethical practices to the use of data across a variety of information technology tools.
- CS 350: Employ modern team collaboration tools.
- CS 350: Gain experience with modern tools for communication, connectivity, mobility, Crowd sourcing, productivity and messaging.
- ENGL 300: Apply discipline-specific historical, critical, and theoretical knowledge to create written work in a variety of genres and formats.
- ENGL 300: Determine and evaluate appropriate genre/media for presentations of writing and research.
- ENGL 300: Critically analyze communications according to the rhetorical expectations and vocabulary of the discipline.
- MEDIA 310: Students will be able to analyze the ways in which race, gender, and other identities currently and historically influence and shape the design, development, and use of technology.
- MEDIA 310: Students will be able to discern and evaluate the impacts of representation and inclusion issues in the technology industry, upon women, people of color, and other marginalized groups in society.

- Collaborate, contribute, and perform effectively as an individual contributor or as a member of an inclusive and diverse team, demonstrating teamwork, communication, and cultural awareness.
  - COM ST 310: Analyze, explain, and compare organizational and small group communication theories and their applicability to small and diverse workplace environments.
  - COM ST 310: Cooperate in teams to identify problems and solutions in diverse organizations and small groups.
  - COM ST 310: Identify the problems that diverse American cultures and/or groups experience in different organizational settings and develop programmatic solutions for those problems.
  - COM ST 310: Plan, prepare, and present well organized, clear, and creative presentations in groups.
  - CS 325: Demonstrate knowledge of current models of information and computer ethics.
  - CS 325: Apply ethical practices to the use of data across a variety of information technology tools.
  - CS 325: Differentiate the ethical issues and pitfalls in the professional practice of developing technologies, including AI (e.g. fairness, transparency, accountability), and learn about existing efforts to mitigate these issues.
  - CS 350: Employ modern team collaboration tools.
  - CS 350: Gain experience with modern tools for communication, connectivity, mobility, Crowd sourcing, productivity and messaging.
  - CS 440: Analyze real-world scenarios, identify appropriate cloud design patterns, and apply them to develop scalable, resilient, and efficient cloud-native solutions.
  - CS 440: Demonstrate competence in designing and implementing microservices architecture by creating modular, loosely coupled, and independently deployable applications.
  - CS 450: Prepare for an industry-recognized certification exam.
  - CS 450: Schedule and complete an industry-recognized certification exam.
  - ENGL 300: Determine and evaluate appropriate genre/media for presentations of writing and research.
  - ENGL 300: Critically analyze communications according to the rhetorical expectations and vocabulary of the discipline.
  - MEDIA 310: Students will be able to analyze the ways in which race, gender, and other identities currently and historically influence and shape the design, development, and use of technology.
  - MEDIA 310: Students will be able to discern and evaluate the impacts of representation and inclusion issues in the technology industry, upon women, people of color, and other marginalized groups in society.
  - STAT C1000: *When given a data set, analyze the data set and design a presentation of the information using tables, graphs and statistical calculations.
  - STAT C1000: *When given sample data, decide on and use appropriate estimation strategies to make inferences about the important characteristics of population data, including the mean, proportion and variation
  - STAT C1000: *When given sample data, decide on and use an appropriate test to reach conclusions about a hypothesis made about a population parameter.

Lower Division Preparation For Admission Into The Program	**Units: 60.0**
SMC AA GE - Area 1 - English Composition, Oral Communication and Critical Thinking	6.0
SMC AA GE - Area 2 - Mathematical Concepts and Quantitative Reasoning	3.0
SMC AA GE - Area 3 - Arts and Humanities	3.0
SMC AA GE - Area 4 - Social and Behavioral Sciences	3.0
SMC AA GE - Area 5 - Natural Sciences	3.0
SMC AA GE - Area 6 - Ethnic Studies	3.0
SMC AA GE - Area 7 - Global Citizenship	
CS 70[DE] Network Fundamentals and Architecture	3.0

CS 79A[DE] Introduction to Cloud Computing	3.0
CS 80[DE] Internet Programming	3.0
CS 87A[DE] Python Programming	3.0

Choose 1 Track	**Units: 9.0**
Microsoft Azure Track	
CS 33[DE] C # Programming	3.0
CS 79Y[DE] Microsoft Azure Database Essentials	3.0
CS 79Z[DE] Microsoft Azure Essentials	3.0
OR	
Amazon Web Services Track	
CS 79B[DE] Database Essentials in Amazon Web Services	3.0
CS 79C[DE] Compute Engines in Amazon Web Services	3.0
CS 79D[DE] Security in Amazon Web Services	3.0

Restricted Elective	**Units: 3.0**
CS 43 Windows Network Administration	3.0
CS 55[DE] Java Programming	3.0
CS 79E[DE] Best Practices in Amazon Web Services	3.0
CS 82 ASP.NET Programming in C#	3.0
CS 87B[DE] Advanced Python Programming	3.0
CS 83R[DE] Server-Side Ruby Web Programming	3.0

Lower Division Major Coursework	**Units: 18.0**
CS 9A[DE] Technology Project Management I *(same as: CIS 9A)*	3.0
CS 41[DE] Linux Workstation Administration	3.0
CS 60[DE] Database Concepts and Applications	3.0
CS 73A[DE] Fundamentals of Computer Security	3.0
CS 73B[DE] Computer Forensics Fundamentals	3.0
CS 81[DE] JavaScript Programming	3.0

Elective Choice	**Units: 3.0**
BUS 63[DE] Principles of Entrepreneurship	3.0
CIS 30T[DE] Tableau Desktop Essentials	3.0
CS 79F[DE] Machine Learning on AWS	3.0
CS 79X[DE] Data Science on Azure	3.0
CS 82A[DE] Introduction to Data Science	3.0

Upper Division General Education Coursework	**Units: 9.0**
COM ST 310[DE] Organizational and Small Group Communication	3.0
ENGL 300[DE] Advanced Writing and Critical Thinking in the Disciplines	3.0
MEDIA 310 Race, Gender, and Computing	3.0

Upper Division Major Requirements	**Units: 33.0**
CS 315 Cloud Compliance	3.0
CS 320 Cloud Developer	3.0
CS 325 Ethics for IT Professionals	3.0
CS 330 Cloud Operations Technologies and Tools	3.0
CS 335 Cloud Infrastructure As Code	3.0
CS 340 System Virtualization Fundamentals	3.0
CS 350 Collaboration Technologies and Tools	3.0
CS 405 Cloud Capstone I	3.0
CS 410 Cloud Capstone II	3.0
CS 440 Cloud Patterns	3.0
CS 450 Cloud Certification Bootcamp	3.0
	Total: 123.0

Santa Monica College
Program of Study
Interaction Design BS

Interaction Designers help create useful, meaningful, and delightful interactions between people and the products and services they encounter. They collaborate on the design of the behavior, organization, usability, and aesthetics of interactive systems. The discipline was developed in response to the need to provide seamless connections between high-tech systems and their users. By now, it is integral to the development of modern digital technology.
The Interaction Design Bachelor of Science degree program prepares students for a successful career in the rapidly developing media and technology fields. It covers a wide range of topics from visual design, user experience, multimedia, and technology, through hands-on project-based learning focused on building a strong portfolio of work. Students are also introduced to the fundamentals of adjacent fields of psychology, computer programming, product design, and architecture. This two-year program covers the junior and senior college years; applicants are expected to have relevant previous college experience before applying.

Program Learning Outcomes:
Upon completion of the program, students will demonstrate knowledge of Interaction Design/User Experience Design history, practices, methodologies, tools, and project-based processes in designing for the user.
Students will utilize human-centered design principles, user-testing outcomes, and ethnographic research insights, and will employ critical thinking, sketching, and iterative processes to define, develop, conceptualize, and solve problems.
Students will design and prototype correct affordances, interaction paradigms, and patterns for a range of platforms including web, mobile, and tangible systems.
Students will collaborate with customers and clients, and in team projects, brainstorming sessions, and in-class critiques.
Students will exhibit proficient visual, verbal, and written communication skills, particularly presentation skills necessary in the design industry.

Lower Division Preparation for the IxD Major	**Units: 30.0**
These courses, or equivalent, are required prior to enrollment in the IxD courses. SMC has several articulation agreements with other institutions for these courses.	
DESIGN 11[DE] Design Foundations *(formerly GR DES 31)*	3.0
DESIGN 12[DE] Typography 1 *(formerly GR DES 33)*	3.0
DESIGN 13[DE] Digital Design Tools *(formerly GR DES 18)*	3.0
DESIGN 23[DE] User Experience Design 1 *(formerly GR DES 61)*	3.0
DESIGN 31[DE] Interactive Advertising	3.0
DESIGN 32[DE] Communication Design	3.0
DESIGN 33[DE] User Experience Design 2 *(formerly GR DES 62)*	3.0
DESIGN 41[DE] Industry Project	3.0
DESIGN 42[DE] Information Design	3.0
DESIGN 43[DE] Design Portfolio *(formerly GR DES 67)*	3.0

Required Lower Division Courses	**Units: 31.0**
AHIS 3[DE] Global Art History Since 1860	3.0
OR	
AHIS (any AHIS course satisfies requirement; AHIS 3 highly recommended)	3.0

BUS 20[DE] Principles of Marketing	3.0
OR	
BUS 63[DE] Principles of Entrepreneurship	3.0

CIS 54[DE] Web Development and Scripting	3.0
OR	
CS 7[DE] Programming for Non-Computer Science Majors	3.0
OR	
CS 87A[DE] Python Programming	3.0

ARC 45[DE] Designing Spaces: Enhancing the Human Experience	3.0
ENGL C1000[DE] Academic Reading and Writing *(formerly ENGL 1)*	3.0
ENGL C1001[DE] Critical Thinking and Writing *(formerly ENGL 2)*	3.0
MEDIA 4[DE] Introduction to Game Studies[*]	3.0
MEDIA 20[DE] Introduction to Media Writing and Producing Short-Form Content	3.0
PSYC C1000[DE] General Psychology *(formerly PSYCH 1)*	3.0
STAT C1000[DE] Introduction to Statistics (formerly MATH 54)	4.0

Upper Division Major Requirements	**Units: 31.0**
IXD 310[DE] Interaction Design Studio 1	3.0
IXD 320[DE] History and Practice of Interaction Design	3.0
IXD 330[DE] Interaction Design Studio 2	3.0
IXD 360[DE] Product Design	3.0
IXD 410[DE] Project Management for Design	3.0
IXD 420[DE] Design for Social Innovation	3.0
IXD 440[DE] Interaction Design Client Project Studio	3.0
IXD 460[DE] Programming Design Systems	3.0
IXD 470[DE] Interaction Design Senior Studio	4.0
IXD 480[DE] Design for the Future	3.0

Upper Division General Education	**Units: 9.0**
ANTHRO 300 Ethnographic Research Methods for Designers	3.0
ENGL 300[DE] Advanced Writing and Critical Thinking in the Disciplines	3.0
PSYCH 320 Cognitive Psychology	3.0

Optional Internship or Independent Study	
DESIGN 90A Graphic Design Internship	1.0
DESIGN 90B Graphic Design Internship	2.0
DESIGN 90C Graphic Design Internship	3.0
IXD 481 Independent Studies in Interaction Design	1.0
IXD 482 Independent Studies in Interaction Design	2.0
IXD 483 Independent Studies in Interaction Design	3.0

[*] *or COM ST 16 only if taken prior to Fall 2016*

Total: 101.0