



1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Agenda

Wednesday, October 21, 2026, 3:00 p.m.
Drescher Hall, Loft (3rd Floor, Room 300-E)

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

Meeting ID: 880 0868 5421

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Members:

Redelia Shaw, <i>Chair</i>	Rachel Demski	Walt Louie	Scott Silverman
Dione Hodges, <i>Vice Chair</i>	Catherine Haradon	Karol Lu	Bobby Simmons
Lourdes Arévalo	Aileen Huang	Jiale Ma (A.S.)	Briana Simmons
Jason Beardsley	Justice Isaacs	Emin Menachekanian	Lydia Strong
Walter Butler	Sharlene Joachim	Asunta Moisan	Olivia Vallejo
Susan Caggiano	Koda Kol	Jessica Rodriguez	Audra Wells
Evelyn Chantani	Jesus Lopez	Gabriel Sanchez (A.S.)	

Interested Parties:

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

Ex-Officio Members:

Vicenta Arrizon

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

I. Call to Order and Approval of Agenda

II. Public Comments

Two minutes is allotted to any member of the public who wishes to address the Committee.

III. Announcements

IV. Approval of Minutes (October 7, 2026).....4

V. Chair's Report

VI. Information Items

1. ASCCC Curriculum Committee Training and IDEAA Modules
2. Universal Design for Learning (UDL)
3. UC/Cal-GETC Updates
4. Common Course Numbering (CCN) Updates

VII. Action Items

Consent Agenda: Course Deactivations

- a. ENGL 30A Beginning Creative Writing
- b. ENGL 30B Advanced Creative Writing

Courses

- c. COMM C1004 Interpersonal Communication (formerly COM ST 35)
 - Changes: SLOs, course objectives, course content 6

Note: The template changes for COM ST 35 to COMM C1004 were approved by the Curriculum Committee on 12/03/2025. Prior to implementing the changes, additional revisions were requested by the UCs for transferability. The additional changes to SLOs, course objectives, and course content are what is listed for review/approval by the committee.

- d. CS 345 AI-Assisted Cloud Development
 - New Course 11
 - Distance Education (Fully Online/Hybrid) 12
 - Prerequisite: CS 320 Cloud Developer 14
- e. CS 420 Cloud Portfolio Skills Development
 - New Course 15
 - Distance Education (Fully Online/Hybrid) 16
 - Prerequisite: CS 405 Cloud Capstone I 18
- f. ECE 26 CA Preschool/Transitional Kindergarten Foundations 1
 - Changes: course name, course description, SLOs, course objectives, course content, methods of evaluation, textbooks, sample assignments 19
- g. ECE 27 CA Preschool/Transitional Kindergarten Foundations 2
 - Changes: course name, SLOs, course objectives, course content, methods of evaluation, textbooks, sample assignments 23
- h. ENGL 28 Intensive College Writing Skills
 - Changes: course description, SLOs, course objectives, course content, methods of evaluation, textbooks, sample assignments 26
 - Corequisite: ENGL C1000 29

Programs

- i. Cloud Computing AS/Certificate of Achievement
 - Changes: Required Courses: add CS 73A and CS 73B, units increased from 15 to 21 units; Total Units: increased from 27 to 33 units; SLO/PLO mapping 30

- j. Cloud Computing BS
 - Changes: Lower Division Major Coursework: remove CS 9A/CIS 9A, add CS 82D and CS 87A, units increased from 24 to 27 units; Upper Division Major Requirements: remove CS 340, add CS 345 and CS 420, increased units from 33 to 34 units 32
- k. 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 November 4, 2026.



1900 Pico Boulevard Santa Monica, CA 90405
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Curriculum Committee Minutes

Wednesday, October 7, 2026, 3:00 p.m.
Drescher Hall, Loft (3rd Floor, Room 300-E)
Zoom (guests/members of the public)

Members Present:

Redelia Shaw, <i>Chair</i>	Evelyn Chantani	Koda Kol	Jessica Rodriguez
Dione Hodges, <i>Vice Chair</i>	Rachel Demski	Jesus Lopez	Bobby Simmons
Lourdes Arévalo	Catherine Haradon	Walt Louie	Briana Simmons
Jason Beardsley	Aileen Huang	Karol Lu	Olivia Vallejo
Walter Butler	Justice Isaacs	Jiale Ma (A.S.)	Audra Wells
Susan Caggiano	Sharlene Joachim	Emin Menachekanian	

Members Absent:

Asunta Moisan*	Gabriel Sanchez (A.S.)	Scott Silverman	Lydia Strong
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**Attended via Zoom – voting members of the committee unable to attend in-person may join as a guest on zoom but cannot move or vote on action items.*

Others Present:

Esmeralda Martinez	Mark Tomasic	Roberta Wolin-Tupas
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(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 3:06 pm. Motion to approve the agenda with no revisions.

Motion made by: Walter Butler; **Seconded by:** Jason Beardsley

The motion passed unanimously.

II. Public Comments

None

III. Announcements

The Art Department has an exhibition at the Barrett Art Gallery: Living Echoes, an Art Faculty exhibition organized by students. For more information, visit the [Barrett Art Gallery website](#).

Media production student, and student of Chair, Redelia Shaw, John Kerwin, will be hosting a talk show "Kerwin at SMC: Live on the Quad" covered by the press: [The Argonaut](#) and the [Santa Monica Daily Press](#).

IV. Approval of Minutes (September 30, 2026)

Motion to approve the minutes of September 30, 2026 with no revisions.

Motion made by: Susan Caggiano; **Seconded by:** Dione Hodges

The motion passed unanimously.

V. Chair's Report

The Canvas shell has been updated with the activities from the last meeting, and new activities for course objectives vs. SLOs, and course outline of record review.

VI. Information Items

1. ASCCC Curriculum Committee Training and IDEAA Modules
If you're having issues logging in to the training Canvas shell, let us know. We're reaching out to the distance education team for information on linking SMC Canvas to the ASCCC Canvas.
2. Universal Design for Learning (UDL) – *Tabled for the October 21 meeting for time.*
3. UC/Cal-GETC Updates – *No updates for today's meeting.*
4. Common Course Numbering (CCN) Updates – *No updates for today's meeting.*
5. Associate Degree for Transfer (AA-T/AS-T) Updates
We'll be sending out emails to department chairs and curriculum representatives for updates as a result of the ADT template changes for Cal-GETC. Departments will need to review and submit the changes in META, but all the paperwork/upload process will be handled by Academic Affairs.
6. TOP to CIP Project Updates
The TOP to CIP course spreadsheets were sent to the departments. Please note, the coding options on each spreadsheet have been pre-filtered based on the crosswalk, credit, and the CTE status of each course and code. If you have questions, please reach out to Rachel Demski.
7. Student Learning Outcomes Refresher
A presentation and activity on student learning outcomes (SLO) and program learning outcomes (PLO) mapping. It's important to review and keep in mind PLOs when creating new courses and revising and updating existing course SLOs. For disciplines that do not currently have a program (degree/certificate) to map to (ex: transfer-focused courses), the focus on SLOs will be toward outcomes expected of the UC/CSU system. Via the [ASCCC Course Outline of Record Reference Guide](#): *"Given the importance of these links between the CSLOs and the PSLOs, faculty should begin course development and review of objectives and other elements of the COR with an analysis of how the CSLOs support student attainment of the PSLOs for those programs that include the course being reviewed."*

VII. Action Items

Courses

- a. ECE 75 Dance for Children: Creative Dance in the Pre-K and Elementary Classroom
(*same as DANCE 75*)
 - Changes: course description, SLOs, course objectives, course content, methods of presentation, textbooks, sample assignmentsMotion to approve the changes to ECE 75/DANCE 75 with no additional revisions.
Motion made by: Susan Caggiano; **Seconded by:** Dione Hodges

Programs

- b. 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: Bobby Simmons; **Seconded by:** Susan Caggiano
The motion passed unanimously.

VIII. New Business

None

IX. Old Business

None

X. Adjournment

Motion to adjourn the meeting at 4:40 pm.

Motion made by: Dione Hodges; **Seconded by:** Susan Caggiano
The motion passed unanimously.

Substantial Change:

COMMUNICATION STUDIES CCN C1004, Interpersonal Communication (*formerly COM ST 35*)

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 AreaL:	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:

1. Evaluate and apply research methods and theories of interpersonal communication.
2. 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.
3. Evaluate the influences of culture, gender, ethnicity, race, age, accessibility, and orientation on the development, maintenance, and dissolution of interpersonal relationships.
4. Critically assess and utilize ethical communication practices within interpersonal relationships as part of interpersonal communication competency.
5. Critically assess sources of conflict in interpersonal relationships and implement appropriate conflict management strategies.
6. *Explain and apply key interpersonal communication theories and methods.
7. *Analyze how social, cultural, and historical contexts shape interpersonal interactions.

8. *Evaluate interpersonal communication across diverse identities and cultural frameworks.
9. *Demonstrate an understanding of communication as a means of social construction and power negotiation.
10. *Interpret and critique academic research in the field of interpersonal communication.

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
4.760%	*Reflection and Integration 1. How interpersonal communication contributes to understanding human behavior and social interaction. 2. Student reflections on their positionality and its effect on communication. 3. Synthesizing theoretical, cultural, and historical perspectives on communication. 4. Emphasizing the value of diverse contributions and perspectives in shaping communication norms.
4.760%	*Applications of Research in Interpersonal Communication 1. Analysis of empirical studies in interpersonal behavior. 2. How communication research informs understanding of social behavior. 3. Cross-disciplinary approaches (e.g., communication & psychology, communication & sociology). 4. Case studies using communication theory to explain real-world phenomena.
4.760%	*Technology, Media, and Contemporary Communication 1. Digital communication and its effect on interpersonal interaction. 2. Social media and identity performance. 3. Media influence on norms and expectations in relationships. 4. Cross-cultural access and digital divides.
4.760%	*Power, Inequality, and Communication 1. Power, privilege, and marginalization in interpersonal settings. 2. Communication and social justice: language, voice, and representation. 3. Communication dynamics in hierarchical vs. egalitarian societies. 4. Influence of socioeconomic status, race, and gender on relational communication.
4.760%	*Relational Development and Communication Processes 1. Theories of relationship formation and maintenance. 2. Communication in different relational contexts: friendship, family, romance, workplace. 3. Conflict and negotiation strategies. 4. Communication ethics and relational responsibility.
4.760%	*Culture, Diversity, and Interpersonal Interaction 1. The impact of cultural diversity on communication. 2. Ethnocentrism, stereotyping, and communication barriers. 3. Communication competence in multicultural settings. 4. Globalization and intercultural communication challenges. 5. Case studies from diverse countries and cultures.
4.760%	*Verbal and Nonverbal Communication Across Cultures 1. Language as a cultural tool: semantics, pragmatics, and power.

	2. Nonverbal communication: cultural variation in gestures, eye contact, space. 3. High-context vs. low-context communication styles. 4. Gendered and racialized communication norms.
4.760%	*Identity, Self, and Society 1. The socially constructed self and its communication. 2. Intersectionality and identity: race, gender, class, sexuality, and culture. 3. Role of social identity in perception and interaction. 4. Influence of social institutions (family, education, religion) on identity and communication. 5. Power dynamics in interpersonal exchanges.
4.760%	*Historical and Cultural Foundations of Human Communication 1. Evolution of interpersonal communication across societies. 2. Oral traditions, written language, and the history of interpersonal meaning-making. 3. Influence of historical forces (colonialism, globalization, media) on communication practices. 4. Cultural norms and the development of communication codes.
4.760%	*Introduction to Interpersonal Communication as a Social Science Discipline: 1. Definition and scope of interpersonal communication. 2. Communication as a social and behavioral science. 3. Research methods in communication studies: a. Quantitative (surveys, experiments) b. Qualitative (interviews, ethnography) 4. Theoretical frameworks guiding the study of communication: a. Symbolic Interactionism b. Social Penetration Theory c. Expectancy Violations Theory d. Uncertainty Reduction Theory 5. Social scientific inquiry: a. Development of research questions and theoretically grounded hypotheses. b. Interpretation of descriptive and inferential findings in interpersonal communication research. c. Ethical considerations in research involving relationships, identity, privacy, disclosure, conflict, and vulnerable populations. d. Limitations in empirical evidence and research.
4.760%	Foundational theories, models, and research in interpersonal communication.
4.760%	Influences on identity development, and the impact of culture, race, ethnicity, gender, orientation, etc. on interpersonal communication.
4.760%	The role of perception in interpersonal communication; including theories such as Attribution Theory and Uncertainty Reduction Theory.
4.760%	Symbolic and linguistic attributes with respect to language in interpersonal communication.
5.000%	The role of emotions in communicating effectively; may include physiological, cognitive, and neurological theories.
4.760%	Nonverbal communication; may include principles and theories such as Expectancy Violation Theory.
4.760%	Listening; processes, styles, types, challenges, and responses.
4.760%	Interpersonal conflict theories; may include Face-Negotiation Theory and Accommodation Theory.
4.760%	Ethics in interpersonal communication; may include concepts such as navigating power, influence, bias, stereotyping, bullying, and the dark side of communication.

4.760%	Interpersonal climate (social tone of relationships) such as confirming/disconfirming messages, self-disclosure, and relational trust.
4.760%	Development, maintenance, and dissolution of various types of relationships; may include Social Penetration Theory, Attachment Theory, and Knapp's Relational Model.
100.200%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
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. *Evaluate and apply interpersonal communication theories and research methods to real-life or simulated interpersonal communication scenarios.
2. *Identify common sources of interpersonal conflict and implement appropriate conflict management strategies in diverse interpersonal situations.
3. *Critically assess and demonstrate ethical communication practices in various interpersonal contexts to enhance communication competency.
4. *Evaluate the impact of culture, gender, ethnicity, race, age, accessibility, and orientation on the development, maintenance, and dissolution of interpersonal relationships.
5. *Analyze how interpersonal communication creates, develops, and shapes personal and social identities, with attention to variables such as culture, gender, ethnicity, race, age, and orientation.

New Course:
COMPUTER SCIENCE 345, AI-Assisted Cloud Development

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
Prerequisite(s):	CS 320
Proposed Start:	Fall 2027
TOP/SAM Code:	070710 - Computer Programming / B - Advanced Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Computer Science
Program Impact:	Cloud Computing BS

Rationale

This is a new course for the Cloud Computing Bachelor of Science Degree.

I. Catalog Description

In this project-oriented course, students will learn how to build software using a new paradigm in software engineering called the AI-Driven Development Lifecycle approach. This approach has transformed the way cloud applications are designed and built, automating and accelerating modern software development workflows in both individual and enterprise environments.

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. Building Event-Driven Microservices : Leveraging Organizational Data at Scale, 1st, Adam Bellemare, O'Reilly Publishing © 2023, ISBN: 978-1492057888
2. Design Patterns for Cloud Native Applications, 1st, Kasun Indrasiri and Sriskandarajah Suhothayan, O'Reilly Publishing © 2023, ISBN: 978-1492090717
3. Cloud Architecture Patterns, 1st, Bill Wilder, O'Reilly Publishing © 2023, ISBN: 978-1449319779

III. Course Objectives

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

1. Build AI-assisted applications using structured workflows.
2. Generate production-quality code from specifications.
3. Analyze and improve AI-generated architecture.
4. Build maintainable enterprise software using AI tools.

IV. Methods of Presentation:

Distance Education, Lecture and Discussion, Discussion, Projects, Group Work

V. Course Content

<u>% of Course</u>	<u>Topic</u>
5.000%	Introduction to AI Native Software Development
5.000%	Principles of Spec-Driven Development
16.000%	Acceptance criteria and requirements

14.000%	Effective system architecture requirements
15.000%	AI-Assisted Implementation tasks
15.000%	Testing Specifications based on benchmarks
15.000%	Enterprise development requirements
15.000%	AI Governance and human review
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
30%	Final Project: Team Grade comprised of: Project Plan Presentation, Alpha Presentation and Beta Presentation
30%	Written assignments: Project documentation
30%	Oral Presentation: Prototype demonstration and Project video
10%	Other: Class discussions regarding implementation details, bugs, milestones and other project concerns
100%	Total

VII. Sample Assignments:

Assignment 1: Complete a standard spec-driven development cycle with AWS Kiro. Complete the requirements phase by letting Kiro complete interviews, research various ideas, and translate your prompt into structured user stories. Complete the design phase by letting Kiro propose a technical architecture, component design, and data model. Complete an assisted implementation phase by letting Kiro break the build into discrete, ordered tasks in a markdown file and approve them to allow Kiro to complete them.

Assignment 2: Critically review the generated product for accuracy and completeness. Refine your prompt to resolve any outstanding issues or concerns.

VIII. Student Learning Outcomes:

1. Evaluate design requirements, generate actionable implementation plans and review AI-generated code and other artifacts that result in a deployed application for use in a cloud platform.
2. Use an AI-powered development environment that supports spec-driven development, implementation, testing and deployment to create applications on a cloud platform.

CS 345 Distance Education Application

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

1a. Instructor - Student Interaction:

Students get feedback on their individual and group projects including how to improve and follow best practices. Feedback is provided by their peers and instructor.

1b. Student - Student Interaction:

Every week, students must post responses on to a threaded discussion board based on a stated prompt. They must comment on each other. Students are placed in groups to enable them to contribute as well as read all posted messages.

1c. Student - Content Interaction:

Each week, students get a lecture in the form of video and PDF files. They may also get additional videos to explain certain concepts. Additionally, there may be supporting files and documents added to each week's content.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Study and/or Review Sessions	Students will review other project implementations and critique the work of other teams.	20.00%
Online Lecture	Presentation slides with animation and annotations to explain the topics covered. Videos will be presented for special topics	20.00%
Written assignments	Students submit projects that document the various milestones of their work. They get individual feedback as well as samples and general comments from the whole class.	25.00%
Discussion Boards	Students post weekly answers to questions. Instructor will provide feedback and a grade based on posting.	10.00%
Project Presentation	Students complete a final project utilizing cloud services. The instructor will be providing individual feedback for each project.	25.00%

2. Organization of Content:

Using an online course management system, each week there will be a module instructions page which will lead students to other documents, and files in addition to the assigned work of a discussion message and an assignment/project or a quiz.

3. Assessments:

% of grade	Activity	Assessment Method
20.00%	Individual Projects	Students will be given instructional material and prompts related to the topic that is being covered. Each student submits a project to demonstrate their understand of those topics.
25.00%	Group Projects	Feedback on where the student can improve, in terms of the work done, presentation and how well students work with each other.
30.00%	Threaded Discussion	The Discussion board will facilitate questions and answers. Students may ask questions as well as answer them. Each week questions are posted in the Discussion board and each student is required to post a unique answer. Such answers are graded.
25.00%	Final Project	Students will get feedback on an organized final project.

4. Instructor's Technical Qualifications:

Instructors may be well-versed in using computers, the web, and course management systems (CMS) to interact with students via CMS messaging boards, email, and online video and chat meetings. Per ACCJC requirements, upper-division classes must be taught by faculty with at least a master's degree in Computer Science.

5. Student Support Services:

Through the syllabus and other related parts of the course shell, links to the following services will be provided: online tutoring and tutorials for online classes. Students will be informed of the technical support options and other related student support services, including counseling, financial aid, bookstore, library, Black Collegians Program/Umoja Community, Extended Opportunity Program & Services (EOPS), The Adelante Program, DREAM Program, SMC Tutoring Services, DSPS, Student Veterans, Career Services, Rotaract, Sustainable Works Org, Wellness Center, Food Insecurity Info, etc.

6. Accessibility Requirements:

The course management system, must be Section 508 compliant as well as any videos, images, tables must be properly captioned. All PDF's and other added files and documents must be Section 508 compliant.

7. Representative Online Lesson or Activity:

Complete a standard spec-driven development cycle with AWS Kiro. Complete the requirements phase by letting Kiro complete interviews, research various ideas, and translate your prompt into structured user stories. Complete the design phase by letting Kiro propose a technical architecture, component design, and data model. Complete an assisted implementation phase by letting Kiro break the build into discrete, ordered tasks in a markdown file and approve them to allow Kiro to complete them.

Prerequisite Checklist and Worksheet:
CS 345 AI-Assisted Cloud Development
Prerequisite: CS 320 Cloud Developer

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:

X Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, ...)
Complete the Prerequisite Worksheet

ENTRANCE SKILLS FOR CS 345 AI-Assisted Cloud Development

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

A)	Identify the use cases of different cloud services for application lifecycle management
B)	Build basic cloud-native applications using various cloud services
C)	Implement a continuous integration/continuous deployment cycle approach to the software development lifecycle

EXIT SKILLS (objectives) FOR CS 320 Cloud Developer

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

1.	Identify the use cases of different cloud services for application lifecycle management
2.	Build basic cloud-native applications using various cloud services
3.	Implement a continuous integration/continuous deployment cycle approach to the software development lifecycle

		ENTRANCE SKILLS FOR CS 345							
EXIT SKILLS FOR CS 320		A	B	C	D	E	F	G	H
	1	X							
	2		X						
	3			X					
	4								
	5								
	6								
	7								
	8								

New Course:
COMPUTER SCIENCE 420, Cloud Portfolio Skills Development

Units:	1.00
Total Instructional Hours (usually 18 per unit):	18.00
Hours per week (full semester equivalent) in Lecture:	1.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	36.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit – Degree Applicable
Prerequisite(s):	CS 405
Proposed Start:	Fall 2029
TOP/SAM Code:	070100 - Information Technology, General / C - Clearly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Industrial Relations
Program Impact:	Cloud Computing BS

Rationale

This has been recommended by our Advisory Board to be part of our Bachelor's degree program in Cloud Computing. Also, employment in the field of study upon graduation is an important metric that we will be following.

I. Catalog Description

This course prepares graduating Cloud Computing Bachelor Degree students with the skills needed to build an effective portfolio for cloud computing. Students develop a professional portfolio showcasing technical projects and develop the skill to communicate effectively about their portfolio projects in a professional setting.

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. Soft Skills for the Workplace, 3rd, Carol Votz, Goodheart-Willcox © 2025, ISBN: 979-8891187825
2. The Hard Truth About Soft Skills: Workplace Lessons Smart People Wish They'd Learned Sooner, 2nd, Peggy Klaus, Harper Business © 2024, ISBN: 978-0061284144

III. Course Objectives

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

1. Describe the cloud computing industry-sector landscape based on trends and market demands.
2. Create a professional portfolio for the cloud computing industry.
3. Produce presentations that clearly communicate technical topics to a range of audiences.

IV. Methods of Presentation:

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

V. Course Content

% of Course	Topic
35.000%	Portfolio development – documenting capstone/class projects on GitHub, writing project READMEs, creating a personal portfolio site to demonstrate technical expertise in cloud providing guides, diagrams and code to demonstrate the lessons learned.
30.000%	Professional visual and verbal communication skills for cloud technical portfolios

35.000%	Cloud career landscape – roles (cloud engineer, solutions architect, DevOps, SRE, security), typical pathways, salary ranges, employer types (startups, enterprise, MSPs, government), industry trends and market demand.
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
20%	Exams and Quizzes
30%	Final Project
20%	Written assignments
20%	Oral Presentation
10%	Research Projects
100%	Total

VII. Sample Assignments:

Research future employers: Research employers that may need or already have cloud computing professionals. Create a list of places where you can apply for work.

Self-evaluation: For each of your projects in your portfolio, answer the following questions: What is the project? How should this project be applied? What is the problem? What is the solution? How did you get to this outcome?

VIII. Student Learning Outcomes:

1. Evaluate portfolios using visual and verbal presentation skills in a professional setting.
2. Create and present a professional portfolio that meets department expectations and industry standards.

CS 420 Distance Education Application

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

1a. Instructor - Student Interaction:

Students get feedback on their assignments, which are assigned every other week, including how to improve and follow best practices. In the quizzes, which are assigned every other week, students get feedback on their errors and get suggestions on how to better study. In the weekly threaded discussions, students must post answers to given questions/prompts and they must provide unique answers. They get feedback on their answers, how complete they are, and what they can improve on. Students get feedback on their resume, cover letter and professional network from their peers and instructor.

1b. Student - Student Interaction:

Every week, students must post responses on to a threaded discussion board based on a stated prompt. They must comment on each other. Students are placed in groups to enable them to contribute as well as read all posted messages.

1c. Student - Content Interaction:

Each week, students get a lecture in the form of video and PDF files. They may also get additional videos to explain certain concepts. Additionally, there may be supporting files and documents added to each week's content.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Peer Feedback	Students provide critical feedback on other student's resume, cover letter and professional network.	10.00%

Project Presentation	Students complete a final project which is their resume, cover letter and professional network. The instructor will be providing individual feedback for each project.	30.00%
Written assignments	Students submit written assignments and get individual feedback as well as sample solutions and general comments from the whole class.	25.00%
Online Lecture	PowerPoint slides with animation and annotations to explain the topics covered. Videos will be presented for special topics.	20.00%
Discussion Boards	Students post weekly answers to questions. Instructor will provide feedback and a grade based on posting.	15.00%

2. Organization of Content:

Using an online course management system, each week there will be a module instructions page which will lead students to other documents, and files in addition to the assigned work of a discussion message and an assignment/project or a quiz.

3. Assessments:

% of grade	Activity	Assessment Method
20.00%	Final Exam	Students will complete a final exam
10.00%	Midterm	Students will complete a midterm exam
25.00%	Written Assignments	Each week, to ensure understanding of the material, students will complete written assignments which the instructor will score and provide further feedback
30.00%	Final Project	Students will get feedback on an organized final project which will include their cover letter, resume and professional network
15.00%	Threaded Discussion	The Discussion board will facilitate questions and answers. Students may ask questions as well as answer them. Each week questions are posted in the Discussion board and each student is required to post a unique answer. Such answers are graded.

4. Instructor's Technical Qualifications:

Instructors must be well versed in the use of computers, the web, and course management systems (CMS) to interact with students through the CMS messaging boards, email, and online video and chat meetings. As per ACCJC requirements, upper-division classes must be taught by faculty who hold at least a master's degree.

5. Student Support Services:

Through the syllabus and other related parts of the course shell, links to the following services will be provided: online tutoring and tutorials for online classes. Students will be informed of the technical support options and other related student support services, including counseling, financial aid, bookstore, library, Black Collegians Program/Umoja Community, Extended Opportunity Program & Services (EOPS), The Adelante Program, DREAM Program, SMC Tutoring Services, DSPS, Student Veterans, Career Services, Rotaract, Sustainable Works Org, Wellness Center, Food Insecurity Info, etc.

6. Accessibility Requirements:

The course management system, must be Section 508 complaint as well as any videos, images, tables must be properly captioned. All PDF's and other added files and documents must be Section 508 compliant.

7. Representative Online Lesson or Activity:

This is a "practice" run at finding a job that matches your cloud skills. The "job" must be a realistic one you can attain at your current level of experience. Start by researching available openings.

Write a few brief paragraphs that answer the following questions after gathering additional information.

A. State the field and the specific job you would like to have in the industry. Find companies you would like to work for and list at least 4.

B. Start doing research on both the position you desire and the companies by looking them up in the online directories. Be sure to check all companies' websites and use different search engines.

C. Select one primary company and find out:

What are their current products and customers?

Who are the principals of the company, and who might you need to meet for a job?

What is their address and phone number?

D. Describe how you went about gathering your research and highlight what you found about your job and your company. Look at other sites for job listings. Do research to figure out what position will launch your career.

Prerequisite Checklist and Worksheet:
CS 420 Cloud Portfolio Skills Development
Prerequisite: CS 405 Cloud Capstone I

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:

X Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, ...)
 Complete the Prerequisite Worksheet

ENTRANCE SKILLS FOR CS 420 Cloud Portfolio Skills Development

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

A)	Describe the structure, key services, and applications of the cloud computing industry.
B)	Create a professional portfolio for the cloud computing industry based upon an industry-provided design challenge.
C)	Produce presentations that clearly communicate technical topics.

EXIT SKILLS (objectives) FOR CS 405 Cloud Capstone I

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

1.	Working in teams, develop a design solution that addresses an industry-provided challenge.
2.	Design a secure and fault-tolerant programming solution utilizing principles of software assurance.
3.	Create a formal test plan emphasizing comprehensive test cases for data and code coverage.

		ENTRANCE SKILLS FOR CS 420							
EXIT SKILLS FOR CS 405		A	B	C	D	E	F	G	H
	1	X	X						
	2		X						
	3			X					
	4								
	5								
	6								
	7								
	8								

Substantial Change:
EARLY CHILDHOOD EDUCATION 26, CA Preschool/Transitional Kindergarten Foundations 1

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

Over the last decade, the California Department of Education (CDE) has made several changes in the delivery of early childhood services and the associated requirements for publicly funded programs, including implementing Transitional Kindergarten and creating and updating tools to support the preschool to Kindergarten continuum. In July 2025, the CDE mandated the use of the California Preschool/Transitional Kindergarten Learning Foundations and subsequently updated state-adopted assessment tools. Course updates incorporate these new tools and requirements.

I. Catalog Description

This course is an introduction to the California Preschool/Transitional Kindergarten Learning Foundations and associated Curriculum Frameworks. Domains covered in this course include: Social and Emotional Development, Language and Literacy Development, and Visual and Performing Arts. It provides practical strategies for implementing curriculum frameworks developed for each domain and may be used to satisfy required or professional development units for Child Development Permit holders, and/or preschool, transitional kindergarten, and early education teachers.

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. California Preschool Learning Foundations, Volume 2, California Department of Education, California Department of Education Press © 2010
2. California Preschool Learning Foundations, Volume 1, California Department of Education, California Department of Education Press © 2010, ISBN: 978-8011-1682-7
3. California Preschool/Transitional Kindergarten Learning Foundations, California Department of Education, California Department of Education © 2024
4. Preschool/Transitional Kindergarten DRDP (2025) An Early Childhood Developmental Continuum, California Department of Education, California Department of Education Press © 2026

III. Course Objectives

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

1. Define the roles of the California Preschool/Transitional Kindergarten Learning Foundations and associated Frameworks in the education of young children and their relationship to the Desired Results Developmental Profile (DRDP), California Common Core State Standards for kindergarten, and Content Standards for California Public Schools (kindergarten).
2. Use knowledge of the Approaches to Learning, Social/Emotional, Language/Literacy, and Visual and Performing Arts strands to select materials and plan meaningful experiences in the classroom to promote children's knowledge and abilities in each of these domains.
3. Describe opportunities to include practice of the following skills in daily routines and all areas of the curriculum: motivation to learn, executive functioning, goal-directed learning, social/emotional awareness, listening, speaking, reading, writing, language supports, performing arts, art appreciation and expression.
4. Describe the ways teachers collaborate with parents and other caregivers to support children in their development of language, reading, writing; artistic awareness and skills; appreciation and participation in music, dance, and dramatic play.

IV. Methods of Presentation:

Group Work, Lecture and Discussion, Observation and Demonstration, Online instructor-provided resources, Projects

V. Course Content

<u>% of Course</u>	<u>Topic</u>
15.000%	Introduction to the California Preschool Learning Foundations, includes Approaches to Learning, Social/Emotional Development, Language/Literacy, Visual and Performing Arts. • Purpose and use • Relationship to the content standards for California Public Schools (kindergarten) • Relationship to Desired Results Developmental Profile (DRDP)
20.000%	Implementation of the Foundations and Frameworks • Planning based on observation of children's interests, skills, and abilities • Daily experiences and routines as a vehicle to provide diverse opportunities for children to develop skills in each domain • Environments and materials that support each domain • Opportunities to practice skills from each domain in daily routines and across all areas of the curriculum
5.000%	Supporting English language learners in developing English literacy skills while concurrently developing skills in each of the domains.
5.000%	Partnering with parents and other caregivers to support development in Approaches to Learning, Social/Emotional Development, Language/Literacy, Visual and Performing Arts.
10.000%	Social and Emotional strands: • Self • Social interaction • Relationships
15.000%	Language and Literature strands Language • Language and speaking • Language use and conventions • Vocabulary • Grammar Literacy • Reading • Concepts about print • Phonological awareness • Alphabetics and word and/or print recognition • Literacy interest and response Writing • Writing strategies English Language Learner Strands • Listening • Speaking • Reading • Writing
10.000%	Approaches to Learning strands • Motivation to learn • Executive functioning • Goal-directed learning
10.000%	Performing Art strands • Music • Drama • Dance

10.000%	Visual Arts strand • Notice, respond, and engage (art appreciation) • Visual art skills • Straight and curved marks • Paintings and drawings • Clay and dough moldings and sculpture • Paper and collage • Motor control and use of art tools • Expression through visual arts
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
25%	Exams/Tests: Students will be evaluated on their knowledge of the strands through multiple choice and/or essay exams.
25%	Written assignments: Students will be evaluated on their ability to plan for experiences in each of the domains through written curriculum proposals.
25%	Other: Skill Demonstrations - Students will be evaluated on their descriptions of how opportunities for knowledge and skill development in each of the domains can be integrated into daily routines across all areas of the curriculum.
25%	Other: Problem Solving Demonstrations - Students will be evaluated on the ability to identify materials, tools, and activities, based on their observations of individual children.
100%	Total

VII. Sample Assignments:

Classroom Observation: Identify a preschool program to visit/observe and photograph the environment. Because the primary purpose of your observation is to collect photographs of the environment and materials used to support the visual and performing arts, you are encouraged to schedule an observation time when children are not present. This should eliminate the need to obtain photo releases. Depending on the level of access to the classroom/program afforded to you and how much time you are allowed for the visit, you may benefit from visiting and photographing multiple classrooms. Your instructor may offer you the option of conducting your observation visit(s) in pairs or groups of three. During the observation, look for examples of the environments and materials described on pages 45-48 of the California Preschool Curriculum Framework, Volume 2. Observe both the indoor and outdoor areas and be aware that a specific area may address more than one of the 13 environments and materials. You can also interview the teacher to learn why the environment and materials are selected and arranged the way they are, and how they support the children's exploration and development in visual art, music, drama, and dance. After completing your observations and interviews, use your photographs and notes to create a resource tool in a form that would be useful to your work with children (e.g., a physical or digital scrapbook).

Research, Write-up, and Report Out: Select three journal references from the list of References and Source Materials included in the California Preschool/Transitional Kindergarten Learning Foundations. The references should focus on one of the four strands. Write a short paper that includes summaries of each reference: 1) Title and author(s) of the article, 2) Publication information, Brief summary of the article, 3) Key findings that relate to one or more of the foundations in that strand, 4) How the article supports the student's understanding of the foundations in the strand. Share your share summary with the class.

VIII. Student Learning Outcomes:

1. Explain the roles of the California Preschool/Transitional Kindergarten Learning Foundations and associated Curriculum Frameworks in the education of young children and their relationship to the Desired Results Developmental Profile (DRDP), and Content Standards for California Public Schools (kindergarten).
2. Plan environments and experiences, based on observation of children, to support children's development of Approaches to Learning, Social/Emotional Development, Language/Literacy, and Visual and Performing Arts.

3. Describe how teachers can collaborate with parents and other caregivers to support children's development of skills in Approaches to Learning, Social/Emotional Development, Language/Literacy, and Visual and Performing Arts.

Substantial Change:
EARLY CHILDHOOD EDUCATION 27, CA Preschool/Transitional Kindergarten Foundations 2

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

Over the last decade, the California Department of Education (CDE) has made several changes in the delivery of early childhood services and the associated requirements for publicly funded programs, including implementing Transitional Kindergarten and creating and updating tools to support the preschool to Kindergarten continuum. In July 2025, the CDE mandated the use of the California Preschool/Transitional Kindergarten Learning Foundations and subsequently updated state-adopted assessment tools. Course updates incorporate these new tools and requirements.

I. Catalog Description

This course is an introduction to the California Preschool Learning Foundations and Curriculum Frameworks. Domains covered in this course include: History/Social Studies, Math, Science, Health, & Physical Development. This course provides practical strategies for implementing the curriculum frameworks developed for each domain and may be used to satisfy required or professional development units for Child Development Permit holders, and/or pre-school, transitional kindergarten, and early-primary teachers.

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. California Preschool Learning Foundations, Volume 2, California Department of Education, California Department of Education Press © 2010, ISBN: 9780801117084
2. California Preschool Learning Foundations, Volume 3, California Department of Education, California Department of Education Press © 2012, ISBN: 978-8011-1727-5
3. California Preschool/Transitional Kindergarten Learning Foundations, California Department of Education, California Department of Education © 2024
4. Preschool/Transitional Kindergarten DRDP (2025) An Early Childhood Developmental Continuum, California Department of Education, California Department of Education © 2026

III. Course Objectives

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

1. Define the roles of the California Preschool/Transitional Kindergarten Learning Foundations and associated Frameworks in the education of young children and their relationship to the Desired Results Developmental Profile (DRDP), California Common Core State Standards for kindergarten, and Content Standards for California Public Schools (kindergarten).
2. Use knowledge of the History/Social Studies, Math, Science, Health, and Physical Development strands to select/evaluate materials and plan meaningful experiences in the classroom to promote children's interests, knowledge, and abilities in each domain.
3. Describe opportunities to include practice of the following skills in daily routines and all areas of the curriculum: history/social studies concepts; the five math domains, scientific inquiry, and physical development opportunities.
4. Describe the way teachers collaborate with parents and other care givers to support children in their development of: meaningful history/social studies experiences, mathematics learning, scientific concepts, healthy habits, and physical development.
5. Describe the teacher's role in children's safety during school hours.
6. Describe various strategies to support English language learners in developing mathematical knowledge as they concurrently acquire English.
7. Suggest multiple ways to provide a mathematically rich environment.

IV. Methods of Presentation:

V. **Course Content**

% of Course	Topic
20.000%	Introduction to the California Preschool/Transitional Kindergarten Learning Foundations, includes History/Social Studies, Math, Science, Health, and Physical Development. • Purpose and use • Relationship to the California Common Core State Standards for Kindergarten and Content Standards for California Public Schools (kindergarten) • Relationship to Desired Results Developmental Profile (DRDP)
20.000%	Implementation of the Foundations and Frameworks: • Planning based on observation of children's interests, skills, and abilities • Daily experiences and routines as a vehicle to provide diverse opportunities for children to learn and apply skills in each domain • Opportunities to practice skills from each domain in daily routines and across all areas of the curriculum • Selection of topics and materials for culturally relevant/meaningful curriculum and rich environments in all domains • Recognizing and building on preschool children's natural interest in mathematics ◦ Teachable moments ◦ Language of math • Intentionally planned experiences ◦ Use of inquiry and exploration to foster problem solving and mathematical reasoning ◦ Hand-on opportunities to explore math concepts • Mathematics rich environments ◦ Integration of math-related materials into all areas of curriculum
5.000%	Supporting English language learners in developing knowledge and skills across domains as they concurrently acquire English.
5.000%	Partnering with parents and other caregivers to support children's learning and development in History/Social Studies, Math, Science, Health, and Physical Development.
10.000%	History and Social Studies strands: • Self and society (culture and diversity, relationships, social roles, and occupations) • Becoming a community member (civics) • Sense of time (history) • Sense of place (geography and ecology) • Marketplace (economics)
10.000%	Math strands: • Number sense • Algebra and functions • Measurement • Geometry • Mathematical reasoning
10.000%	Science strands: • Scientific inquiry • Physical science • Life science • Earth science
10.000%	Health strands: • Healthy habits • Safety

	• Nutrition
10.000%	Physical development strands: • Fundamental movement skills • Perceptual-Motor skills and movement concepts • Active physical play
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
25%	Exams/Tests: Students will be evaluated on their knowledge of the strands through multiple choice and/or essay exams.
25%	Written assignments: Students will be evaluated on the ability to plan for experiences in each of the domains through written curriculum proposals.
25%	Other: Skills Demonstrations - Students will be evaluated on their descriptions of how opportunities for knowledge and skill development in each of the domains can be integrated into daily routines across all areas of the curriculum.
25%	Other: Problem-Solving Demonstrations - Students will be evaluated on their ability to identify materials, tools, and activities, based on their observations of individual children.
100%	Total

VII. Sample Assignments:

Research, Write-up, and Reflection: Read the joint position statement by the National Association for the Education of Young Children and the National Council of Teachers of Mathematics; Early Childhood Mathematics: Promoting Good Beginnings. This is one of the sources for the 10 mathematics guiding principles. Downloaded the position statement from, <http://www.naeyc.org/positionstatements/mathematics>. After reading the full position statement, write a short paper that includes responses to the following questions: 1) What are the key points in this position statement? 2) Where do you see similarities between the position statement recommendations and the 10 guiding principles in the mathematics domain of the California Preschool/Transitional Kindergarten Learning Foundations? Where are there differences? 3) What additional clarification or information regarding mathematics and young children did you learn from this? 4) What similarities did you see between the learning paths in the position statement and the mathematics strands and sub-strands of the California Preschool/Transitional Kindergarten Learning Foundations? 5) What key messages from this position statement can you apply in your current or future work with young children?

Applying the PK/TK Foundations: Review the Physical Development Domain of the California Preschool/Transitional Kindergarten Learning Foundations. List each 60-month foundation in the Fundamental Movement Skills and your "focus" strand for this week. In 1-2 sentences, describe an activity or center extension that would support each foundation 1) in the classroom and 2) on the play yard.

VIII. Student Learning Outcomes:

1. Explain the roles of the California Preschool/Transitional Kindergarten Learning Foundations and Frameworks and associated Frameworks in the education of young children and their relationship to the Desired Results Developmental Profile (DRDP), and Content Standards for California Public Schools (kindergarten).
2. Plan environments and experiences, based on observation of children, to support children's development of History/Social Studies, Math, Science, Health, and Physical Development.
3. Describe how teachers can collaborate with parents and other caregivers to support children's development of skills in History/Social Studies, Math, Science, Health, and Physical Development.

Substantial Change: ENGLISH 28, Intensive College Writing Skills

Units:	2.00
Total Instructional Hours (usually 18 per unit):	36.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	72.00
Transferability:	None
Degree Applicability:	Credit - Degree Applicable
Corequisite(s):	ENGL C1000

Rationale

This update to ENG 28 revises the course to more explicitly reflect its function as a co-requisite support course paired with transfer-level ENGL C1000, clarifying the alignment between the two courses' content, learning outcomes, and instructional sequencing. In addition, the methods of instruction and content have been revised to incorporate principles of Universal Design for Learning (UDL) and culturally responsive pedagogy, ensuring that course materials, activities, and assessments are accessible to and reflective of the diverse student population enrolled in the co-requisite model. There are no changes to prerequisites, hours, or units.

I. Catalog Description

ENGL 28 is a corequisite support course taken concurrently with ENGL C1000: Academic Reading and Writing. The course provides additional academic support, scaffolding, and just-in-time interventions to help students succeed in college-level composition. Instruction emphasizes the writing process, active reading strategies, metacognitive awareness, and the academic habits of mind needed to succeed in college.

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. A Pocket Style Manual, 10, Hacker, Diana and Nancy Sommers, Bedford/St. Martin's © 2025, ISBN: 9781319413019
2. They Say/I Say, 6, Graff, Gerald and Cathy Birkenstein and Laura Davies, W.W. Norton & Co. © 2024, ISBN: 9781324070030
3. Reading and Writing Successfully in College: A Guide for Students (OER), Revised ed., edited by Vicky Gavin, Lynne, Patricia, ROTEL (Remixing Open Textbooks with an Equity Lens) Project © 2024, ISBN: 978-1-964276-30-4
4. Various (ed. by Diane Arieff). English C1000 + 28 Reader, N/A

III. Course Objectives

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

1. Apply prewriting strategies, including brainstorming, outlining, and mapping, to develop ideas and organization before drafting formal essays in ENGL C1000.
2. Use active reading strategies — including annotation, previewing, and paraphrasing — to prepare for and engage with texts assigned in ENGL C1000.
3. Use drafting, revision, and editing processes, including response to peer and instructor feedback, to strengthen drafts prior to submission in ENGL C1000.
4. Apply sentence-level editing strategies to address grammar, punctuation, mechanics, and formatting conventions in their own writing.
5. Integrate source material through paraphrase, summary, and quotation in preparation for the research and documentation requirements of ENGL C1000.
6. Reflect on academic habits and learning processes through structured journals and self-assessments.
7. Identify and cultivate academic habits, study skills, and metacognition to support ongoing success in college-level coursework—including critical awareness of how systemic barriers may affect access to campus resources, and strategies for navigating those barriers.
8. Recognize and draw on personal, cultural, and linguistic assets, and develop strategies for navigating college resources to build self-efficacy as an academic writer.

IV. Methods of Presentation:

Lecture and Discussion, Online instructor-provided resources, Critique, Group Work, Other Methods: Weekly announcements Video lectures (captioned) Video conferencing

V. **Course Content**

<u>% of Course</u>	<u>Topic</u>
20.000%	Metacognition, Academic Habits, and College Navigation
40.000%	Writing Process: Scaffolded Support for C1000 Essays
40.000%	Active Reading Strategies and Critical Comprehension
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
40%	Other Assessments 1. Reading Responses and Annotations — structured written responses, reading journals, and annotation assignments for texts assigned in C1000. 2. Peer Review Participation — written peer review feedback using structured protocols; revision notes documenting changes made in response to feedback.
40%	Class Work Writing Process Activities — prewriting, outlines, in-progress drafts, and revision documents tied directly to formal essays in ENGL C1000.
10%	Other Assessments Metacognitive Reflection — academic reflection journals, self-assessments, and growth mindset activities demonstrating awareness of personal learning process.
10%	Final exam Final Reflection/revision— end-of-semester written reflection and/or paper revision that demonstrates and reflects on growth as a reader and writer over the course of the term.
100%	Total

VII. **Sample Assignments:**

Community Cultural Wealth Introductory Project:

Using Tara Yosso's framework of Community Cultural Wealth, complete a creative introductory project (written, visual, or multimodal) illustrating one form of capital from your own lived experience: aspirational, linguistic, familial, social, navigational, or resistance capital. Write a 1–2 paragraph written reflection connecting your example to your goals as a college student. Note for faculty: This low-stakes assignment centers on student belonging and affirms the cultural capital they bring to campus, as well as introducing an asset-based mindset early in the semester.

Active Reading and Annotation Portfolio:

Submit a portfolio that includes a one-page reflection on how your reading strategies have developed based on annotations of 3–4 readings assigned and completed over the course of the semester in ENGL C1000. Please include your completed annotations which applied a consistent annotation protocol (marking main ideas, key evidence, confusing sections, and responding with questions or connections). Each annotation set may be accompanied by a 150–200 word reading response or identification of a key quote or theme to submit in the portfolio. Your grade will be assessed on completion and demonstrated engagement rather than correctness.

Writing Process Documentation (each Essay Cycle):

After completing assigned essays in C1000, submit a writing process reflection in ENGL 28 that includes items such as: a prewriting activity, a first draft, written peer review feedback given to a classmate or a reflection on feedback they received and how it was used, revision notes documenting what they changed between drafts and

why, and a brief self-assessment. These process documents are graded based on completeness and engagement with the writing and revision process.

Academic Reflection Journal:

In your course journal, keep an ongoing academic reflection journal with approximately 10 entries across the semester. You may address development of your growth mindset, your responses to feedback, any time management challenges you may be facing, connections you make between your experiences and course readings, and self-assessment of your development as a writer. As an informal assignment, your grade for this assignment is based on completion and substantive engagement (not on correctness or writing quality).

End-of-Semester Revisions and Reflection:

As a final assignment, select one essay from the semester in C1000 and revise it based on feedback. Then, write a 2–3 page reflection on what you have learned from how you revised the paper. Your reflection should address: (a) a specific area of the paper you have strengthened in the revision, (b) how these revisions reflect your growth as a writer and (c) how you plan to apply what you have learned in future coursework. Submit both the revised paper and your reflection response.

VIII. Student Learning Outcomes:

1. Develop metacognitive awareness of personal writing and learning processes to build academic confidence, persistence, and college navigation skills that will support ongoing success in ENGL C1000 and beyond.
2. Use scaffolded writing process activities such as prewriting, drafting, peer review, and revision to develop thesis-driven essays.
3. Apply active reading strategies to understand, annotate, and respond in writing to diverse college-level texts.

Corequisite Checklist and Worksheet: ENGL 28

Corequisite: ENGL C1000 Academic Reading and Writing

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

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

SECTION 2 – please explain how the corequisite will support the course and why it is necessary for students to succeed:

This course is designed to support students as part of the department's response to AB705 and later, AB1705. This co-requisite course supports students by providing additional activities and instruction in reading, writing and researching skills taught in ENG C1000.

**Santa Monica College
Program of Study
Cloud Computing AS/Certificate of Achievement**

This program provides students with the industry skills to understand, build and maintain applications for the cloud. These skills include the technical principles of the hardware and software requirements to run systems in the cloud including storage, database management, and software systems, while maintaining secure access.

Program Learning Outcomes:

Demonstrate a high level of competency in the different operational levels of cloud computing.

- CS 79A: Describe cloud services offered by different cloud providers
- CS 79A: Plan for cloud service implementations
- CS 79A: Utilize cloud services offered by different cloud providers
- CS 79B: Explain the differences between file-based, hierarchical, network, relational, and object-oriented databases and the many design principles that reduce redundancy and increase performance.
- CS 79B: Describe the use of a database management system language to apply the concepts by creating tables, populating them with data, retrieving data, creating indexes, and creating programs that manipulate data.
- CS 79C: Design, create and deploy applications using the AWS Console and Elastic Beanstalk
- CS 79C: Launch and monitor EC2 instances with the AWS Console.
- CS 79D: Deliver secure, resilient products that incorporate security principles into the design of their applications.
- CS 79D: Identify important security principles that web services applications must meet when deployed.
- CS 79E: Analyze AWS applications against the best practices developed for efficient applications.
- CS 79E: Demonstrate an understanding of the trade-offs involved in designing systems for AWS infrastructure.
- CS 79F: Select and justify the appropriate ML approach for a given business problem
- CS 79F: Identify appropriate AWS services to implement ML solutions.
- CS 79F: Design and implement scalable, cost-optimized, reliable, and secure ML solutions.
- CS 79Y: Describe the use of a database management system language to apply the concepts by creating tables, populating them with data, retrieving data, creating indexes, and creating programs that manipulate data.
- CS 79Y: Explain the differences between SQL and noSQL databases and the many design principles that reduce redundancy and increase performance.
- CS 79Z: . Create and deploy a Web App on Azure
- CS 79Z: Design and implement a serverless application on Azure
- CS 79Z: Deploy containerized applications on Azure

Develop programs in a variety of programming and scripting languages for various software and administrative tasks.

- CS 33: Apply various programming concepts including control flow, looping, conditional statements and elementary data structures to create software applications.
- CS 33: Design and create programs written in C#.
- CS 55: Apply various programming concepts, including control flow, looping, conditional statements, and elementary data structures provided by standard Java system libraries.
- CS 55: Identify data structures and employ the most suitable for implementing various abstract data types.
- CS 81: Students use Core and Client-Side JavaScript and the Document Object Model to build interactive, high-performance Web sites.
- CS 81: Students apply fundamental programming concepts to design and implement dynamic Web pages.
- CS 87A: Design, build, and debug programming projects in Python, applying logical analysis.
- CS 87A: Build data processing applications using the built-in functions of Python.

Required Courses - 21 units

Units: 21.0

CS 41 ^{DE} Linux Workstation Administration	3.0
or	
CS 43 Windows Network Administration	3.0

CS 70 ^{DE} Network Fundamentals and Architecture	3.0
CS 73A ^{DE} Fundamentals of Computer Security	3.0
CS 73B ^{DE} Computer Forensics Fundamentals	3.0
CS 79A ^{DE} Introduction to Cloud Computing	3.0
CS 81 ^{DE} Javascript Programming	3.0
CS 87A ^{DE} Python Programming	3.0

Choose 1 Track - 9 Units**Units: 9.0*****AWS 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

OR

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

Elective - Choose 1**Units: 3.0**

CS 55 ^{DE} Java Programming	3.0
CS 79E ^{DE} Best Practices in Amazon Web Services	3.0
CS 79F ^{DE} Machine Learning on AWS	3.0
CS 82 ASP.NET Programming in C#	3.0
CS 83R ^{DE} Server-Side Ruby Web Programming	3.0

Total: 33.0

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. All courses designated as an upper division major requirement must be completed with a minimum grade of "C" (or "P") for each course in the major.

Program Learning Outcomes:

Design, develop, and operate scalable cloud solutions that address and meet defined business needs.
 Employ and apply current practices, methodologies, tools, and processes utilized in the cloud computing industry.
 Critically analyze, construct, and deliver effective oral and written communications tailored to engage business and technology professionals working on cloud projects and enterprise technologies.
 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.

Lower Division Preparation For Admission Into The Program

Lower Division General Education Requirements

SMC AA GE - Area 1 - English Composition, Oral Communication and Critical Thinking	6.0
SMC AA GE - Area 2 - Mathematical Concepts and Quantitative Reasoning	4.0
STAT C1000 Introduction to Statistics (formerly MATH 54)	
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	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

Lower Division Major Coursework Units: 27.0

CS 4 ^{DE} Copiloting with Artificial Intelligence Tools	3.0
CS 41 ^{DE} Linux Workstation Administration	3.0
CS 70 ^{DE} Network Fundamentals and Architecture	3.0
CS 73A ^{DE} Fundamentals of Computer Security	3.0
CS 73B ^{DE} Computer Forensics Fundamentals	3.0
CS 79A ^{DE} Introduction to Cloud Computing	3.0
CS 81 ^{DE} Javascript Programming	3.0
CS 82D ^{DE} Generative Artificial Intelligence Fundamentals	3.0
CS 87A ^{DE} Python Programming	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

Elective Choice	Units: 3.0
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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
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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 ^{DE} Race, Gender, and Computing	3.0

Upper Division Major Requirements	Units: 34.0
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CS 315 ^{DE} Cloud Compliance	3.0
CS 320 ^{DE} Cloud Developer	3.0
CS 325 ^{DE} Ethics for IT Professionals	3.0
CS 330 ^{DE} Cloud Operations Technologies and Tools	3.0
CS 335 ^{DE} Cloud Infrastructure as Code	3.0
CS 345 AI-Assisted Cloud Development	3.0
CS 350 ^{DE} Collaboration Technologies and Tools	3.0
CS 405 ^{DE} Cloud Capstone I	3.0
CS 410 ^{DE} Cloud Capstone II	3.0
CS 420 Cloud Portfolio Skills Development	1.0
CS 440 ^{DE} Cloud Patterns	3.0
CS 450 ^{DE} Cloud Certification Bootcamp	3.0

Total: 120.0