



CURRICULUM COMMITTEE I MINUTES

Wednesday, Sept 16, 2015 | 3:00 p.m.

Loft Conference Room – Drescher Hall 300-E

Members Present:

Guido Davis Del Piccolo, <i>Chair</i>	Maral Hyeler	Walt Louie	Rachel Petrocelli
Jennifer Merlic, <i>Vice-Chair</i>	William Konya	Emin Menachekanian	Elaine Roque
Brenda Antrim (non-voting)	Helen LeDonne	Jenny Merlic	Gita Runkle
Ida Danzey	Karen Legg	Estela Narrie	Mark Tomasic
Sandra Hutchinson	Emily Lodmer	Darryl-Keith Ogata	Odemaris Valdivia
	Georgia Lorenz	James Pacchioli	

Members Absent:

David Shirinyan

Others Present:

Heather Bennett	Jamie Cavanaugh	Ron Furuyama
Suzanne Borghei	Steve Maldonado (AS)	

MINUTES

(Items for action are listed alphabetically; items for information are listed numerically)

I. Call to order:

The meeting was called to order at 3:10pm.

II. Public Comments*:

None.

III. Approval of Minutes:

The minutes of June 3, 2015 were approved as presented. The following members abstained: Emily Lodmer, Emin Menachekanian, Darryl-Keith Ogata, Rachel Petrocelli, Gita Runkle

IV. Chair's report:

- Guido welcomed new committee members and presented an orientation. He discussed goals for the upcoming semester including program verification and clean up.

V. Information Items:

(Course Updates)

1. DANCE 14 Beginning Modern Jazz Dance
2. DANCE 21 Asian Pacific Dance Survey
3. DANCE 25 African Dance
4. DANCE 31 Ballet 1
5. DANCE 32 Ballet 2
6. DANCE 34 Ballet 4
7. DANCE 35 Ballet 5
8. DANCE 36 Ballet 6
9. ECE 21 Observation And Assessment
10. GR DES 64 / ET 37 Digital Imaging For Design I

11. KIN PE 34A Karate
12. MATH 28 Calculus I for Business and Social Science

(SLO Update Only)

13. MATH 31 Elementary Algebra
14. MATH 81 Basic Arithmetic

VI. Action Items:

Consent Agenda – changes in prerequisites:

- a. Communication Studies AA-T Revision (addition of COM ST 36 as Restricted Elective in List C)
- b. Business Administration AS-T Revision (removal of MATH 21 (denied C-ID); increase in units from 28 to 29)

Motion made by: Karen Legg

Seconded by: Estela Narrie

The motion passed unanimously.

Course Reinstatement

- c. HIST 28 Modern Europe: 1914 to the Present (Reinstatement) - presented by Suzanne Borghei and Heather Bennett

Motion made by: Georgia Lorenz

Seconded by: Odemaris Valdivia

The motion passed unanimously.

- d. New Business:

- Jamie Cavanaugh presented an overview of the Interaction Design Bachelor Degree program including a projected timeline for implementation and the role of the Curriculum Committee in approving upcoming course proposals.

VII. Adjournment

The meeting adjourned at 5:10pm.

New SMC Course

Expanded Course Outline for GR DES 60 - Design Research

Course Cover	
Discipline	GR DES-GRAPHIC DESIGN
Course Number	60
Full Course Title	Design Research
Catalog Course Description	Design research allows designers to avoid making decisions based on personal opinion and to make decisions based on true user needs. This course will cover how to plan and conduct design research to uncover user needs and issues. Students will build their understanding of the design research process and will exit with the ability to develop and manage their own design research projects in client and professional environments. Additionally, students will build a small portfolio of real-world, user-centered design research documents that will enable them to demonstrate their research experience to both clients and employers.
Rationale	This course is an important foundation course and is required for all graphic design students.
Proposed Start	Year: 2016 Semester: Spring
Course Unit/Hours	
Credit Hours	Min: 2.00
Weekly Lecture Hours	Min: 1.00 (Sem: 18)
Weekly Laboratory Hours	Min: 2.00 (Sem: 36)
Weekly Arranged Hours	Min: 2.00 (Sem: 36)
Total Semester Instructional Hours	90.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Transfers to CSU	
Does NOT satisfy any area of IGETC:	
Does NOT satisfy any area of CSU GE:	
Does NOT satisfy any area of SMC GE:	
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	AS Degree -Graphic Design Certificate of Achievement -Graphic Design

Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Discuss ways to explore user experience and how research contributes to present-day design solutions.	
2. Describe the variety of design research methodologies and tools.	
3. Apply design research methods to facilitate problem solving.	
4. Create an effective design research plan and exercises.	
5. Test and administer design research exercises.	
6. Critique and analyze design research results.	
7. Communicate actionable insights from design research projects.	
8. Work effectively as part of a design research team.	
9. Identify leading design research resources in the industry.	
Arranged Hours Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Demonstrate how to conduct an interview and perform usability testing.	
Course Content	
30%	Core understanding of design research Why design research is valuable Primary vs. Secondary research Quantitative vs. Qualitative research Fieldwork best practices and how-tos Empathizing with users and stakeholders Understanding appropriate output for design research (personas, journey maps, reports, wireframes, infographics, etc)
30%	Preparing for research studies Understanding and analyzing different design research methodologies and knowing which to use to meet project objectives (interviews, observation, usability testing, group discussions, etc) Assessing design research tools Creating a design research plan
20%	Conducting research Uncovering user needs and issues
20%	Synthesizing results and reporting insights Analyzing and synthesizing research findings Organizing insights and findings into client-ready actionable deliverables Deriving and communicating business value from design research Delivering key insights and recommended actions Presentation and critique of research findings
Total: 100%	
Lab Content	
50%	Critiques
50%	Team Exercises

Total: 100%	
Arranged Hours Instructional Activities	
Methods	Other
Other Methods	The student will participate in online video tutorials and recommended resources related to design research methodologies.
Methods of Presentation	
Methods	Group Work Lecture and Discussion Observation and Demonstration
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 10% - Class Participation • 10% - Exams/Tests Final Exam • 30% - Homework Weekly Assignments • 50% - Projects Midterm Project 20%; Final Project 30% • 100% - Total
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
1. Lupton, Ellen. <i>Graphic Design Thinking</i> , ed. Princeton Architectural Press, 2011, ISBN: 978-1568989792.	
2. Martin, Bella and Hanington, Bruch. <i>Universal Methods of Design</i> , ed. Rockport Publishers, 2012, ISBN: 978-1592537561.	
3. Holsten, David. <i>Strategic Designer</i> , ed. HOW Books, 2011, ISBN: 978-600617999.	
4. Visocky O'Grady, Ken and Visocky O'Grady, Jenn. <i>A Designer's Research Manual</i> , ed. Rockport Publishers, 2009, ISBN: 978-1592535576.	
Assignments	
Sample Assignment	
<p>Over the semester students will conduct a field research project to solve a specific design problem. An example would be a campus-wide problem, such as recycling, transportation, or lack of interest in student government. Consider how Design Research can be a creative and active force for rethinking ideas about design and solutions.</p> <p>Assignment 1: Create an effective design research plan that outlines how you will understand the specific design problem, including:</p> <ul style="list-style-type: none"> • What methods you will use (interviews, observation, etc.)? • Where and when will you conduct the research? • How will you find the people to participate in the research? • What will be the schedule for the project? 	

Assignment 2: Complete the research project.

- Conduct the research
- Synthesize what you learned into insights
- Identify the key insights and how you can make them actionable (through wireframes, scenarios, personas, etc.)
- Present research and demonstrate how research informed the design solution.

Student Learning Outcomes

1. Exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.

2. Demonstrate an overall understanding of the design process and how design research fits into that process.

3. Build a variety of research methods and examples that they can utilize on design projects.

Minimum Qualification

Minimum Qualifications:	Graphic Arts
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Library

List of suggested materials has been given to librarian?	No
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Library has adequate materials to support course?	Yes
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New SMC Course

Expanded Course Outline for GR DES 62 - User Experience Design 2

Course Cover	
Discipline	GR DES-GRAPHIC DESIGN
Course Number	62
Full Course Title	User Experience Design 2
Catalog Course Description	This course will use knowledge acquired in User Experience Design 1 to research, critique, and design a project using UX methodologies at an advanced level. This class will cover the process, techniques and artifacts used within the UX field. Topics include qualitative versus quantitative research, interface design, interaction design, prototyping, and usability testing. Following a design process, students will collaborate to research, critique, and design a project using techniques such as storyboards, personas, experience/journey maps, card sorting, mental models, and collaborative design to prototype and test with users.
Rationale	This course is an important intermediate course in UX and is required for graphic design students who earn an AS degree with a UX concentration, or who earn an User Experience Design Department Certificate.
Proposal Information	
Proposed Start	Year: 2016 Semester: Spring
Course Unit/Hours	
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 2.00 (Sem: 36)
Weekly Laboratory Hours	Min: 1.00 (Sem: 18)
Weekly Arranged Hours	Min: 2.00 (Sem: 36)
Total Semester Instructional Hours	90.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Transfers to CSU	
Does NOT satisfy any area of IGETC:	
Does NOT satisfy any area of CSU GE:	
Does NOT satisfy any area of SMC GE:	

Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	AS Degree -Graphic Design Certificate of Achievement -Graphic Design Department Certificate -User Experience Design
Pre/Corequisites & Advisories	
Prerequisite GR DES 61	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Implement several UX methodologies at an intermediate/advanced level.	
2. Create storyboards, personas, experience/journey maps, card sorting, mental models, and collaborative design exercises.	
3. Describe what qualitative insight is and how it differs from quantitative information	
4. Conduct successful user-testing sessions to develop an iteration of a project.	
5. Synthesize information from testing session	
6. Create effective prototype of project based on user research.	
7. Manage and present a design process and solution as a group presentation.	
8. Work successfully as part of a team	
Arranged Hours Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Demonstrate how to conduct a user-testing session	
2. Collaborate and coordinate individual and team efforts towards the final team presentation	
Course Content	
40%	UX techniques: storyboards, personas, experience/journey maps, card sorting, mental models, and collaborative design. Qualitative vs. Quantitative research.
20%	Interaction and interface design patterns
20%	Sketching, prototyping and collaborative design
10%	Usability and user-testing
10%	Presentation and critique of projects
Total: 100%	
Lab Content	
50%	Critiques
50%	Team Exercises
Total: 100%	

Arranged Hours Instructional Activities	
Methods	Other
Other Methods	The student will participate in online video tutorials and recommended resources related to intermediate UX.
Methods of Presentation	
Methods	Critique Group Work Lecture and Discussion Projects
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 10% - Class Participation • 30% - Class Work Assignments • 60% - Projects Midterm Project; 30% Final Project 30% • 100% - Total
Appropriate Textbooks	
Textbooks	
1. McKay, Everett N.. <i>UI is Communication: How to Design Intuitive, User Centered Interfaces by Focusing on Effective Communication</i> , ed. Morgan Kaufmann, 2013, ISBN: 978-0123969804.	
2. Buley, Leah. <i>The User Experience Team of One: A Research and Design Survival Guide</i> , ed. Rosenfeld Media, 2013, ISBN: 978-1933820187.	
3. Unger, Russ. Chandler, Carolyn. <i>A Project Guide to UX Design: For user experience designers in the field or in the making</i> , ed. Voices That Matter. New Riders., 2012, ISBN: 978-0321815385.	
Assignments	
Assignment 1: Conduct a Storyboarding session.	
Identify the core research goals for the project. Create a storyboarding exercise for your participants. Test your storyboarding exercise with other students in the class before administering it. Perform storyboarding sessions with at least 3 people who are a part of your target audience.	
<ul style="list-style-type: none"> • What lessons did you learn from your storyboarding testing session that will help you administer more effective research? • What did you learn about your project from the storyboarding session with your participants? 	
Assignment 2: Create an Experience Map.	
Prepare a short presentation regarding the discovery and research for your project so far.	

In teams of 4-5 people, figure out the customer journey by arranging the key insights into a story. The team should group duplicate stickies and begin finding relationships among them.

What are your takeaways from this exercise? The takeaways summarize key findings from the experience mapping process. The takeaways signal which way you are recommending the organization head next. Your takeaways could include: strategic insights, recommendations, and design principles.

Student Learning Outcomes

1. Exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.
2. Demonstrate an understanding of UX techniques, such as storyboards, experience maps, card sorting, mental models, and collaborative design.

Minimum Qualification

Minimum Qualifications:	Graphic Arts
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Library

List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes

Prerequisite / Corequisite Checklist and Worksheet

GRAPHIC DESIGN 62

Prerequisite: GRAPHIC DESIGN 61; User Experience Design 1

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:

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

 x Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, ...)

Complete the Prerequisite Worksheet

Prerequisite Worksheet

ENTRANCE SKILLS FOR GRAPHIC DESIGN 62

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

A)	Identify and apply best practices for User Experience Design.
B)	Develop and create multiple user personas and use cases
C)	Conduct successful user-testing sessions to develop an iteration of a project
D)	Utilize UX methodologies and tools at a beginner level.

EXIT SKILLS (objectives) FOR GRAPHIC DESIGN 61

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

1.	Identify and apply best practices for User Experience Design.
2.	Develop and create multiple user personas and use cases
3.	Conduct successful user-testing sessions to develop an iteration of a project
4.	Utilize UX methodologies and tools at an intermediate level.

		ENTRANCE SKILLS FOR GR DES 62							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR GR DES 61	1	x							
	2		x						
	3			x					
	4				x				
	5								
	6								
	7								
	8								

Santa Monica College
Revision (SUBSTANTIAL Changes)
Expanded Course Outline for HEBREW 3 - Intermediate Hebrew 1

Course Cover	
Discipline	HEBREW-HEBREW
Course Number	3
Full Course Title	Intermediate Hebrew 1
Catalog Course Description	This course covers the linguistic, cultural and historical elements that are essential for acquiring Hebrew language at the intermediate level. Class discussions, writing assignments and tests are based on a variety of literary, cultural and historical readings and materials. This course provides an in depth review of the Hebrew grammar, verb system, idioms and vocabulary. Students develop a more sophisticated and structurally advanced writing skills. This course is taught in Hebrew except in cases of linguistic difficulty as determined by the professor.
Rationale	
Rationale	Hebrew 3 was last offered at SMC 40 years ago, so the previous course outline needs to be updated. SMC dual enrollment students who are currently enrolled in Hebrew 2 would like to continue their studies in Hebrew. The addition of this course to our curriculum would be advantageous to other SMC Hebrew students. The updated course would also enhance the recently approved certificate in African/Middle Eastern Studies.
Proposal Information	
Proposed Start	Year: 2016 Semester: Fall
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 5.00
Weekly Lecture Hours	Min: 5.00 (Sem: 90)
Weekly Laboratory Hours	Min: 0
Weekly Arranged Hours	Min: 0
Total Semester Instructional Hours	90.00
Load Factor	1.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP

Transfer/General Ed	
Transferability	
Transfers to UC (pending review) Transfers to CSU	
IGETC Area:	
(pending review)	
<ul style="list-style-type: none"> • IGETC Area 3: Arts and Humanities <ul style="list-style-type: none"> ○ 3B: Humanities 	
CSU GE Area:	
(pending review)	
<ul style="list-style-type: none"> • CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages <ul style="list-style-type: none"> ○ C2 - Humanities 	
SMC GE Area:	
<ul style="list-style-type: none"> • GENERAL EDUCATION PATTERN (SMC GE) <ul style="list-style-type: none"> ○ Area III: Humanities 	
Comparable Transfer Courses:	
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	AA Degree -Liberal Arts Department Certificate -African/Middle Eastern Studies
Pre/Corequisites & Advisories	
Prerequisite HEBREW 2 The prerequisite for this course is comparable to three years of high school Hebrew.	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Exhibit effective interpretive communication in Hebrew at the beginning intermediate level by understanding, interpreting, and analyzing what is heard, read, or viewed on a variety of topics.	
2. Display effective presentational communication in Hebrew at the beginning intermediate level by presenting information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.	
3. Demonstrate effective interpersonal communication in Hebrew at the beginning intermediate level by interacting and negotiating meaning in spoken or written	

conversations to share information, reactions, feelings, and opinions.	
4. Interact with cultural competence and understanding by relating cultural practices to perspectives and using Hebrew at the beginning intermediate level to investigate, explain, and reflect on the relationship between the practices and perspectives of the Hebrew speakers' cultures studied.	
5. Relate cultural products of the Hebrew-speaking world to perspectives by using Hebrew at the beginning intermediate level to investigate, explain, and reflect on the relationship between the products and perspectives of the Hebrew-speakers' cultures studied.	
6. Connect with other disciplines and acquire information and diverse perspectives in order to use Hebrew at the beginning intermediate level in academic and career-related situations by building, reinforcing, and expanding their knowledge of other disciplines while using Hebrew to develop critical thinking and to solve problems creatively.	
7. Develop insight into the nature of language and culture in order to interact with competence in Hebrew.	
8. Make language comparisons by using Hebrew to investigate, explain, and reflect on the nature of language through comparisons of Hebrew and their native language.	
9. Make cultural comparisons by using Hebrew to investigate, explain, and reflect on the concept of culture through comparisons of the diverse cultures of Hebrew speakers studied and their own.	
10. Communicate and interact with cultural competence at the beginning intermediate level in order to participate in Hebrew-speaking communities at home and around the world.	
11. Use Hebrew at the beginning intermediate level both within and beyond the classroom to interact and collaborate in their community and the globalized world.	
Arranged Hours Objectives	
Upon satisfactory completion of the course, students will be able to:	
Course Content	
52%	<p>Cultural topics pertaining to the Hebrew-speaking world are integrated into the grammatical and vocabulary activities that are identified in the course. In particular, cultural distinctions existing between the cultures of the Hebrew-speaking diaspora are made. In addition, comparisons between diverse Hebrew-speaking cultures and the US and other countries' cultures are made with respect to the topics covered in this course. These topics are covered via readings, literary analysis, listening comprehension activities, lectures, and grammatical and vocabulary exercises. The texts include, but are not limited to:</p> <ul style="list-style-type: none"> • “Hobezzah” by Etgar Keret • “First Snow in Jerusalem” by Eshkol Nevo • “A conversation with the Author Eshkol Nevo” - memoir • “In the Hotel” by Hanoch Levin - play • Center “Na Laga’at” in Tel Aviv • Interview with the Director • Vacation in Tel Aviv

	<ul style="list-style-type: none"> • Tel Aviv or Jerusalem • The movie “Eicha” • Song: You and Me will change the world • Biography of the author David Shahar • “All about Dreams “ by David Shahar (selected chapters)
28%	<p>Grammatical topics at the beginning intermediate level:</p> <ul style="list-style-type: none"> • conjugate proposition next to possessive nouns in plural • Verb structure "Nifa'al" active and passive forms • Verbs that have similar meaning (to say, to tell, to speak) • Classified verbs that has the letter Hey on the third space of the root • Verb structure Pe'el Hife'el • Verb constructs “Hitpae’el” and Pe’el • hypothetical conditional sentences • Gerund or verbal noun • Conjunctive • Adjectives for traits in “Pa’alan” pattern • Active and passive verbs • Review all the verb structures
20%	<p>Speaking, Reading, Listening, and Writing Skills:</p> <ul style="list-style-type: none"> • Pronunciation of Hebrew words • Conversations in Hebrew • Reading in Hebrew • Listening Comprehension • Writing • Translation from Hebrew into English
Total: 100%	
Methods of Presentation	
Methods	<p>Group Work Lecture and Discussion Other</p>
Other Methods	<p>This course is conducted in Hebrew. Students are required to engage in cooperative learning activities. Class discussions are based on material from the text to improve oral comprehension and fluency in responses. Vocabulary and idiomatic phrases are practiced in order to increase and enhance effective communication skills. Oral exposes and short written essays are assigned throughout the semester to improve students' knowledge of sentence structure and self-expression. The review of all tenses will be distributed throughout the semester. Students must give an</p>

	oral presentation.
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 10% - Class Participation and preparation for class • 35% - Exams/Tests 4 unit exams • 15% - Oral Presentation 1 oral presentation 5-7 minutes • 10% - Other Reading, recording and discussion board • 15% - Research Projects Final Project: Oral and Written • 15% - Written assignments 3-5 graded writing assignments • 100% - Total
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	MLA
Textbooks	
1. Ringvald, V., B. Porath, Y. Peleg, E. Shorr. . <i>Brandeis Modern Hebrew Intermediate to Advanced</i> , Pilot ed. University Press of New England, 2013, ISBN: 978-1-61168-447-6.	
Assignments	
Sample Assignment	
<ul style="list-style-type: none"> • Assignment #1: Translate the following passage from "Hobezzah" by Etgar Keret into English. • Assignment #2: Develop a two-page written composition on a memorable experience, trip, news report or historical event. • Assignment #3: Prepare and give an oral presentation on one of the cultural topics or social events discussed in one of the readings about Tel Aviv. • Assignment #4: Write a letter to a soldier who was drafted into the army. • Assignment #5: Write a critique of "Eicah." 	
Student Learning Outcomes	
1. Demonstrate an understanding of the Hebrew language and the diverse cultures of Hebrew-speaking people in the global setting by expressing, discussing, and defending their opinions and impressions in both written and spoken Hebrew.	
2. Communicate formally and informally in both oral and written forms, utilizing different tenses, forms and structures.	
Minimum Qualification	
Minimum Qualifications:	Foreign Languages (Masters Required)

Santa Monica College
Revision (SUBSTANTIAL Changes)
Expanded Course Outline for HEBREW 4 - Intermediate Hebrew 2

Course Cover	
Discipline	HEBREW-HEBREW
Course Number	4
Full Course Title	Intermediate Hebrew 2
Catalog Course Description	This course covers the linguistic, cultural and historical elements that are essential for acquiring Hebrew language at the high intermediate level. Class discussions, writing assignments and tests are based on a variety of films and readings from diverse literary genres. This course provides an in depth review of the Hebrew grammar, verb system, idioms and vocabulary. Students refine their writing skills. This course is taught in Hebrew except in cases of linguistic difficulty as determined by the professor.
Rationale	
Rationale	Hebrew 4 was last offered at SMC 40 years ago, so the previous course outline needs to be updated. SMC dual enrollment students who are currently enrolled in Hebrew 2 would like to continue their studies in Hebrew. The addition of this course to our curriculum would be advantageous to other SMC Hebrew students. The updated course would also enhance the recently approved certificate in African/Middle Eastern Studies.
Proposal Information	
Proposed Start	Year: 2016 Semester: Fall
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 5.00
Weekly Lecture Hours	Min: 5.00 (Sem: 90)
Weekly Laboratory Hours	Min: 0
Weekly Arranged Hours	Min: 0
Total Semester Instructional Hours	90.00
Load Factor	1.00

Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Transfers to UC (pending review) Transfers to CSU	
IGETC Area:	
(pending review)	
<ul style="list-style-type: none"> • IGETC Area 3: Arts and Humanities <ul style="list-style-type: none"> ○ 3B: Humanities 	
CSU GE Area:	
(pending review)	
<ul style="list-style-type: none"> • CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages <ul style="list-style-type: none"> ○ C2 - Humanities 	
SMC GE Area:	
<ul style="list-style-type: none"> • GENERAL EDUCATION PATTERN (SMC GE) <ul style="list-style-type: none"> ○ Area III: Humanities 	
Comparable Transfer Courses:	
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	AA Degree -Liberal Arts Department Certificate -African/Middle Eastern Studies
Pre/Corequisites & Advisories	
Prerequisite HEBREW 3 --The prerequisite for this course is comparable to four years of high school Hebrew.	
Content Review	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Exhibit effective interpretive communication in Hebrew at the high intermediate level by understanding, interpreting, and analyzing what is heard, read, or viewed on a variety of topics.	
2. Display effective presentational communication in Hebrew at the high intermediate level by presenting information, concepts, and ideas to inform, explain, persuade, and	

narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.	
3. Demonstrate effective interpersonal communication in Hebrew at the high intermediate level by interacting and negotiating meaning in spoken or written conversations to share information, reactions, feelings, and opinions.	
4. Interact with cultural competence and understanding by relating cultural practices to perspectives and using Hebrew at the high intermediate level to investigate, explain, and reflect on the relationship between the practices and perspectives of the Hebrew speakers' cultures studied.	
5. Relate cultural products of the Hebrew-speaking world to perspectives by using Hebrew at the high intermediate level to investigate, explain, and reflect on the relationship between the products and perspectives of the Hebrew-speakers' cultures studied.	
6. Connect with other disciplines and acquire information and diverse perspectives in order to use Hebrew at the high intermediate level in academic and career-related situations by building, reinforcing, and expanding their knowledge of other disciplines while using Hebrew to develop critical thinking and to solve problems creatively.	
7. Develop insight into the nature of language and culture in order to interact with competence in Hebrew at the high intermediate level.	
8. Make language comparisons by using Hebrew at the high intermediate level to investigate, explain, and reflect on the nature of language through comparisons of Hebrew and their native language.	
9. . Make cultural comparisons by using Hebrew at the high intermediate level to investigate, explain, and reflect on the concept of culture through comparisons of the diverse cultures of Hebrew speakers studied and their own.	
10. Communicate and interact with cultural competence at the high intermediate level in order to participate in Hebrew-speaking communities at home and around the world.	
11. Use Hebrew at the high intermediate level both within and beyond the classroom to interact and collaborate in their community and the globalized world	
Arranged Hours Objectives	
Upon satisfactory completion of the course, students will be able to:	
Course Content	
25%	Writing at the high intermediate level: In depth analyses of a variety of literary genres in Hebrew (prose, poetry, short novel); development of an understanding and appreciation of Modern Hebrew in various literary styles; and critique of Hebrew films.
20%	Speaking at the high intermediate level: Making predictions and stating major ideas in Hebrew; stating opinions regarding issues related to society and culture with supporting arguments; interacting with classmates in debates, dialogues, and discussions; using Hebrew at the high intermediate level both within and beyond the classroom to interact and collaborate in the community and the globalized world.
55%	Cultural topics pertaining to the Hebrew-speaking world are integrated

	<p>into the grammatical and vocabulary activities that are identified in the course. In particular, cultural distinctions existing between the cultures of the Hebrew-speaking diaspora are made. In addition, comparisons between diverse Hebrew-speaking cultures and the US and other countries' cultures are made with respect to the topics covered in this course. These topics are covered via readings, literary analysis, listening comprehension activities, lectures, and grammatical and vocabulary exercises. The texts include, but are not limited to:</p> <ul style="list-style-type: none"> • Haim Nachman Bialik, Hebrew National poet, Life and contribution. <ul style="list-style-type: none"> ◦ “Place me Under your Wing” "Hachnisini tahat Kanfech” • Nathan Alterman, Israeli poet, playwright, journalist and translator. <ul style="list-style-type: none"> ◦ “Silver Platter” "Magash Hakesef” • Short Stories: <ul style="list-style-type: none"> ◦ “The Bus Driver who Wanted to be God” by Etgar Keret ◦ “After Tu Bishvat” by Ruth Almog ◦ "Bringing in the Bride” by Shmuel Yosef Agnon • Film and Theater: <ul style="list-style-type: none"> ◦ “The Matchmaker” ◦ “Havdallah” By the Kamari Theater • Novel: <ul style="list-style-type: none"> ◦ “Poland is a Green Land” by Aharon Appelfeld
<p>Total: 100%</p>	
<p>Methods of Presentation</p>	
<p>Methods</p>	<p>Group Work Lecture and Discussion Other</p>
<p>Other Methods</p>	<p>This course is conducted in Hebrew. Students are required to engage in cooperative learning activities. Class discussions are based on material from the text to improve oral comprehension and fluency in responses. Vocabulary and idiomatic phrases are practiced in order to increase and enhance effective communication skills. Oral exposes and short written essays are assigned throughout the semester to improve students' knowledge of sentence structure and self-expression. The review of all tenses will be distributed throughout the semester. Students must give an oral presentation.</p>
<p>Methods of Evaluation</p>	
<p>Methods</p>	<ul style="list-style-type: none"> • 10% - Class Participation and preparation for class

	<ul style="list-style-type: none"> • 35% - Exams/Tests 4 unit exams • 15% - Oral Presentation 1 oral presentation 5-7 minutes • 10% - Other Reading, recording and discussion board • 15% - Research Projects Final Project: Oral and Written • 15% - Written assignments 3-5 graded writing assignments • 100% - Total
Additional Assessment Information (Optional)	
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	MLA
Textbooks	
1. Raizen, E.. <i>Modern Hebrew for Intermediate Students: A Multimedia Program</i> , 2nd ed. University of Texas Press , 2016, ISBN: 147730813X.	
Manuals	
<i>You have no manuals defined.</i>	
Periodicals	
<i>You have no periodicals defined.</i>	
Software	
<i>You have no software defined.</i>	
Other	
<i>You have no other defined.</i>	
Assignments	
Sample Assignment	
<p>Assignment 1: Select one of Haim Nachman Bialik's poems, and write an analysis of it in Hebrew.</p> <p>Assignment 2: Write a critique of the film "The Matchmaker" in Hebrew.</p> <p>Assignment 3: Analyze the short story, "After Tu Bishvat" according to the character type, opening and closure of the story, the events, and the narrator. Write your essay in Hebrew.</p>	

<p>Assignment 4: Develop a 3-5 page essay in Hebrew about “Poland is a Green Land.” Describe the plot, the author’s perspective, the characters, the historical background and the author's writing style.</p>	
<p>Student Learning Outcomes</p>	
<p>1. Demonstrate an understanding of the Hebrew language and the diverse cultures of Hebrew-speaking people in the global setting by expressing, discussing, and defending their opinions and impressions in both written and spoken Hebrew.</p>	
<p>2. Communicate formally and informally in both oral and written forms, utilizing different tenses, forms and structures.</p>	
<p>Minimum Qualification</p>	
<p>Minimum Qualifications:</p>	<p>Foreign Languages (Masters Required)</p>
<p>Library</p>	
<p>List of suggested materials has been given to librarian?</p>	<p>No</p>
<p>Library has adequate materials to support course?</p>	<p>No</p>
<p>Additional Comments/Information</p>	
<p>Attached Files</p>	
<p>No Files attached</p>	

EXISTING

GRAPHIC DESIGN

Associate in Science (AS) / Certificate of Achievement

(effective Summer, 2015)

Graphic Designers produce ideas and experiences with visual and textual content. The form of the communication can be physical or screen-based, and may include images, words, or graphic forms. The work can be logotypes, stationary, brochures, advertising, packaging, motion graphics, websites and many other types of projects. For additional career possibilities, visit the Career Services Center on the main campus to utilize career information systems and other valuable career resources.

Program Learning Outcomes:

Upon completion of the program, students will be able to solve a variety of communication problems utilizing imagery and typography, will possess fundamental graphic design skills as well as a working knowledge of current technology, and will have the ability to work successfully as an entry-level graphic designer.

Area of Emphasis

Required Courses: (29 units) (NOTE: GR DES 31 is the first course students should take)

		Units
GR DES 31	Graphic Design Studio 1	2
GR DES 18	Introduction to Design Applications	3
GR DES 33	Typography Design 1	2
GR DES 34	Publication And Page Design I	3
GR DES 35	Drawing For Graphic Design	2
GR DES 38	Digital Illustration 1	4
GR DES 41	Graphic Design Studio 2	2
GR DES 51	Graphic Design Studio III	2
GR DES 64 (<i>same as ET 37</i>)	Digital Imaging For Design I	3
GR DES 66	Web Design 2	3
PHOTO 1	Introduction To Photography	3

Electives (11 units minimum):

		Units
ET 34	Web Animation I	3
GR DES 43	Typography Design 2	2
GR DES 44	Publication and Page Design 2	3
GR DES 50	Graphic Design Portfolio Preparation	2
GR DES 54	Digital Illustration II	3
GR DES 61	User Experience Design	3
GR DES 65	Web Design 1	2
GR DES 67	Web Design 3	3
GR DES 71	Motion Graphics 1	3
GR DES 71B	Motion Graphics 2	3
GR DES 75	Mobile Design 1	3
GR DES 76	Mobile Design 2	3
GR DES 90A	Internship	1
GR DES 90B	Internship	2
GR DES 90C	Internship	3

Total Units for Area of Emphasis:

40

PID 232

REVISION 10/2015

GRAPHIC DESIGN

Associate in Science (AS) / Certificate of Achievement

(effective Not Specified, Not Specified)

Graphic Designers produce ideas and experiences with visual and textual content. The form of the communication can be physical or screen-based, and may include images, words, or graphic forms. The work can be logotypes, stationary, brochures, advertising, packaging, motion graphics, websites and many other types of projects. For additional career possibilities, visit the Career Services Center on the main campus to utilize career information systems and other valuable career resources.

Program Learning Outcomes:

Upon completion of the program, students will be able to solve a variety of communication problems utilizing imagery and typography, will possess fundamental graphic design skills as well as a working knowledge of current technology, and will have the ability to work successfully as an entry-level graphic designer.

Area of Emphasis

Required Courses: (28 units)

		Units
GR DES 31	Graphic Design Studio 1	2
GR DES 33	Typography Design 1	2
GR DES 35	Drawing For Graphic Design	2
GR DES 41	Graphic Design Studio 2	2
GR DES 43	Typography Design 2	2
GR DES 50	Portfolio and Professional Practices	2
GR DES 60	Design Research	2
GR DES 61	User Experience Design	3
GR DES 64 (<i>same as ET 37</i>)	Digital Imaging For Design I	3
GR DES 65	Web Design 1	2
GR DES 66	Web Design 2	3
GR DES 71	Motion Graphics 1	3

Required Concentration: Select one of the following two areas of concentration:

Print and Illustration Concentration (12 units)

		Units
GR DES 34	Publication And Page Design I	3
GR DES 38	Digital Illustration 1	4
GR DES 44	Publication and Page Design 2	3
GR DES 51	Graphic Design Studio III	2

User Experience Concentration (12 units)

		Units
GR DES 62	User Experience Design 2	3
GR DES 67	Web Design 3	3
GR DES 75	Mobile Design 1	3
GR DES 76	Mobile Design 2	3

Additional recommended courses (not required):

		Units
CIS 50	Internet, HTML, and Web Design	3

CIS 51	HTML5, CSS3, and Accessibility	3
CIS 54	Web Page Development And Scripting I	3
CIS 67	WordPress	3
GR DES 34	Publication And Page Design I	3
GR DES 38	Digital Illustration 1	4
GR DES 44	Publication and Page Design 2	3
GR DES 51	Graphic Design Studio III	2
GR DES 54	Digital Illustration II	3
GR DES 62	User Experience Design 2	3
GR DES 67	Web Design 3	3
GR DES 71B	Motion Graphics 2	3
GR DES 75	Mobile Design 1	3
GR DES 76	Mobile Design 2	3
GR DES 90A	Internship	1
GR DES 90B	Internship	2
GR DES 90C	Internship	3
PHOTO 1	Introduction To Photography	3

Total Units for Area of Emphasis:

40

PID 250

REVISION 10/2015 (reduction in units)

Website Software Specialist Associate in Science (AS) / Certificate of Achievement

(effective Not Specified, Not Specified)

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

Program Learning Outcomes:

Upon completion of this program, students will learn a variety of Internet technologies and web-authoring tools for website development and maintenance. Students will gain the necessary knowledge and skills for designing, developing, and managing websites.

Area of Emphasis

Required Core Courses: (18 units)		Units
CIS 1	Computer Concepts With Applications	3
CIS 50	Internet, HTML, and Web Design	3
CIS 51	HTML5, CSS3, and Accessibility	3
CIS 54	Web Page Development And Scripting I	3
CIS 59A	Dreamweaver I	3
CIS 60A	Photoshop I	3
Required Concentration Courses: (13 10 units)		Units
CIS 56	Web Media Production	3
CIS 57	Website Planning And Production	3
CIS 59B	Dreamweaver Ii	3
CIS 62A	Flash I	3
CIS 88A	Independent Studies In CIS	1
Select two of the following courses to total 34 units: (6 units)		Units
CIS 55	Advanced Webpage Development And Scripting	3
CIS 62B	Flash II	3
CIS 66	Flex	3
CIS 67	WordPress	3
CIS 70	Social Media Applications	3

Additional general education and graduation requirements for the Associate in Arts degree from Santa Monica College are listed on a separate sheet in the Transfer/Counseling Center, as well as online (go to www.smc.edu/articulation).

Total Units for Area of Emphasis: **37 34**

PID 243

REVISION 10/2015 (reduction in total units)

WEBSITE DEVELOPMENT MANAGEMENT

Department Certificate

(effective Not Specified, Not Specified)

A certificate in Website Development Management aims to provide Computer Information Systems students with the knowledge needed to develop website projects in a real-world setting. Students learn how to develop websites while applying the skills needed to plan and budget resources in development projects from conceptual design to deployment.

This Department Certificate involves satisfactory completion of the semester units of the area of emphasis (articulated below). At least 50% of the area of emphasis units must be completed at Santa Monica College. Each course in the area of emphasis must be completed with a grade of C or higher. Additional information for the Certificate is available at the Transfer/Counseling Center and online at www.smc.edu/articulation.

Catalog rights dictate that a student may satisfy the requirements of a degree or certificate by completing the general education and area of emphasis requirements in effect at any time of the student's continuous enrollment. Continuous enrollment is defined as enrollment in consecutive Fall and Spring semesters until completion.

Program Learning Outcomes:

Upon completion of the program, students will demonstrate how to develop website projects in a real-world setting. Students will develop websites while applying the skills needed to plan and budget resources in development projects from conceptual design to deployment.

Area of Emphasis

Required Courses: (16 13 units)

		Units
CS 9A (same as CIS 9A)	Technology Project Management I	3
CS 9B (same as CIS 9B)	Technology Project Management II	3
CIS 56	Web Media Production	3
CIS 57	Website Planning And Production	3
CIS 62A	Flash I	3
CIS 88A	Independent Studies In CIS	1

Total Units for Area of Emphasis:

16 13

PID 244



**SANTA MONICA COLLEGE BACCALAUREATE DEGREE
GENERAL EDUCATION REQUIREMENTS (effective Fall 2016)**
(39 minimum semester units including 6 units of **upper division coursework**)

A	ENGLISH LANGUAGE AND CRITICAL THINKING (9 semester or 12 quarter units, one course from each group):
A1	COMMUNICATION STUDIES 11 (formerly Speech 1), 12 [∇] (formerly Speech 2), 16 (formerly Speech 6), [21] [∇] (formerly Speech 11); SPEECH (1), (2) [∇] (satisfies area if completed Spring 2002 or later), (5) [∇] (satisfies area if completed Fall 2010 through Summer 2012), (6), (11)
A2	ENGLISH 1
A3	COMMUNICATION STUDIES [21] [∇] (formerly Speech 11); ENGLISH 2[∇] , 31, 300 ; BUSINESS 32 ; HISTORY 47 ; PHILOSOPHY 7, 9 (satisfies area if completed Fall 2011 or later); SPEECH (11) (satisfies area if completed Fall 2010 or later)
B	SCIENTIFIC INQUIRY AND QUANTITATIVE REASONING (9 semester units or 12 quarter units): One course is required from B1, one from B2 and one from B4; one course from B1 or B2 must include a lab (courses with a laboratory component are designated in B3):
	PHYSICAL SCIENCE COURSES
B1	ASTRONOMY 1, (1A), (1B), 2, 3, 4, 5 ; CHEMISTRY (1), (2), (3), 9 (satisfies Global Citizenship requirement if completed Spring 2013 or later), <u>10, 11, 12, (14), (15), (16), 21, 22, 24</u> (both 22 and 24 must be taken to fulfill lab requirement), <u>31</u> ; COMPUTER SCIENCE [10] (satisfies area if completed Spring 1988 thru Summer 1995) (same as Math 10); GEOGRAPHY 1, 3, 5 ; GEOLOGY 1, 4, 5 (satisfies area if completed Fall 2000 or later), 31; MATH [10] (same as CS 10); PHYSICS (1), (2), (3), 6, 7, 8, 9, 12, 14 (satisfies area if completed Fall 2000 or later), <u>21, 22, 23, 24</u>
	BIOLOGICAL SCIENCE COURSES
B2	ANATOMY 1[∇], 2 ; ANTHROPOLOGY 1, 5, (8) (satisfies area if completed prior to Fall 1997), 9 (satisfies area if completed Summer 2002 or later); BIOLOGY 2[∇], 3, 4, (6), (6A), (6B), (7), 9[∇], (12), 15, 15N, 21 (satisfies area if completed Fall 2000 or later), <u>22</u> (satisfies area if completed Fall 2000 or later), <u>23, (25), 75N</u> (satisfies area if completed Fall 2000 or later); BOTANY 1, 3 ; MICROBIOLOGY 1, (6) ; NUTRITION 1 (satisfies area if completed Fall 2011 or later); PHYSIOLOGY 3 ; PSYCHOLOGY 2 ; ZOOLOGY 5, 17
B3	PHYSICAL AND BIOLOGICAL SCIENCE COURSES WITH LABORATORY COMPONENT The underlined courses listed in Area B1 and B2 fulfill the lab requirement for Area B3.
	MATHEMATICS/QUANTITATIVE REASONING
B4	COMPUTER SCIENCE [10] (same as Math 10); MATH 2, 7, 8, [10] (same as CS 10), 11, 13, 15, 21, 22 (satisfies area if completed Fall 2000 or later), (23), (24), 26, 28, 29, (52), 54; PHILOSOPHY 9 (satisfies area if completed prior to Fall 1999)
C	ARTS AND HUMANITIES (9 semester units or 12 quarter units): At least one course in the Arts and one course in the Humanities:
	ARTS
C1	ARCHITECTURE (50) (same as AHIS 21 and Art 6), (51) (same as AHIS 51 and Art 7); ART (see AHIS) (1), (2), (3), (4), (5), ([6]) [∇] (same as AHIS 21 and Architecture 50), ([7]) [∇] (same as AHIS 22 and Architecture 51), (8), (9), (9A-9E), 10A, 10B, 13, 20A, 20B, 40A, 40B, (71), (72) , ([73]) [∇] (same as Photography 52), (79) (satisfies Global Citizenship requirement if completed Fall 2008 or later); ART HISTORY 1 (formerly Art 1), 2 (formerly Art 2), 3 (formerly Art 8), 5, 6, 11 (satisfies Global Citizenship requirement if completed Fall 2008 or later) (formerly Art 79), 15 (formerly Art 9), 17 (formerly Art 5), [18] [∇] , 21 (same as Art 6 and Architecture 50), 22 (same as Art 7 and Architecture 51), [52] (same as Art 73 and Photography 52), 71 (formerly Art 71), 72 (formerly Art 72); CINEMA (see Film Studies) (1), (2), (4), (5), (6) (satisfies area if completed Fall 2000 or later), (8), (9); DANCE 2, 5 ; ENGLISH [26][∇] (same as Humanities 26), [55] (same as Theatre Arts 7); ENTERTAINMENT TECHNOLOGY [61][∇] (satisfies area if completed Fall 2000 or later) (same as Graphic Design 74); FILM STUDIES 1, 2, 5 (satisfies area if completed prior to Fall 2009), 6 [∇] , 8, 9 (satisfies area if completed prior to Fall 2007); GRAPHIC DESIGN [74][∇] (satisfies area if completed Fall 2000 or later) (same as Entertainment Technology 61); HUMANITIES [26][∇] (same as English 26); INTERIOR ARCHITECTURAL DESIGN 41 ; MUSIC 1, 30, 31, 32, 33 (satisfies Global Citizenship requirement if completed Fall 2005 or later), 34, 35, 36 (satisfies Global Citizenship requirement if completed Fall 2009 or later), 37, 39, 60A, 60B; PHOTOGRAPHY [52][∇] (same as AHIS 52 and Art 73), THEATRE ARTS 2, 5, [7] (same as English 55), 41

HUMANITIES

AMERICAN SIGN LANGUAGE 1, 2; **ARABIC** 1; **ART HISTORY** [18][∇]; **CHINESE** 1, 2, 3 (satisfies area if completed Fall 2000 or later), 4, 8 (satisfies area if completed prior to Summer 1995), 9; **CINEMA** (see Film Studies) (7), (8) (satisfies area if completed prior to Fall 2005); **COMMUNICATION STUDIES** 12[∇] (formerly Speech 2), 14 (formerly Speech 4); **ECONOMICS** [15][∇] (same as History 15); **ENGLISH** 2[∇], 3, 4, 5, 6, 7, 8, 9, 10, 11[∇] (same as Film Studies 11), (12), (13), 14, 15, (16), 17 (satisfies area if completed Fall 2000 or later), 18, (19), (25), [26][∇] (same as Humanities 26), (27A-Z), [32][∇] (satisfies area if completed Fall 2000 or later) (same as History 30), 34, 38, 39, 40, 41, 45, 50, [51][∇] (same as Religious Studies 51), [52][∇] (same as Religious Studies 52), 53, 54, [55] (same as Theater Arts 7), 56, 57 (satisfies area if completed Fall 2000 or later), 58, 59; **ENVIRONMENTAL STUDIES** 14 (same as History 14), 20 (same as Philosophy 20); **FILM STUDIES** 5 (satisfies area if completed Fall 2005 or later), 6[∇] (satisfies area if completed Fall 2008 or later), 7, 11[∇] (same as English 11); **FRENCH** 1, 2, 3, 4, 8, (12); **GERMAN** 1, 2, 3, 4, 8; **HEBREW** 1, 2, (3), (4), 8; **HISTORY** 1[∇], 2[∇], 3[∇], 4[∇], 5[∇], 6[∇], 10[∇], 11[∇], 12[∇], 13[∇], 14 (same as Environmental Studies 14), [15][∇] (same as Economics 15), 16[∇], (17)[∇], (18)[∇], 19[∇], 20[∇], 21[∇], 22[∇], (23)[∇], 24[∇], 25[∇] (satisfies Global Citizenship requirement if completed Fall 2014 or later), 26[∇], 29[∇], [30][∇] (satisfies area if completed Fall 2000 or later) (same as English 32), 33[∇], 34[∇] (satisfies Global Citizenship requirement if completed Fall 2014 or later), (37)[∇], 38[∇] (satisfies area if completed prior to Fall 1998), 39[∇] (satisfies Global Citizenship requirement if completed Fall 2014 or later) (satisfies area if completed prior to Fall 1998), 41[∇], (42)[∇], 43[∇], 45[∇], 46[∇], [48][∇] (same as Philosophy 48), 52[∇], 53, 55[∇] (satisfied area if completed Fall 2000 or later), 62[∇]; **HUMANITIES** [26][∇] (same as English 26); **ITALIAN** 1, 2, 3 (satisfies area if completed Fall 2000 or later), 4, 8; **JAPANESE** 1, 2, 3, 4, 8, 9; **KOREAN** 1, 2, 3, 4; **PERSIAN** 1, 2 (satisfies area if completed Fall 1999 or later); **PHILOSOPHY** 1, 2, 3, 4, 5, 6 (satisfies area if completed Fall 2000 or later), 10 (satisfies area if completed Fall 2001 or later), 11[∇] (satisfies area if completed Fall 2007 or later), 20 (same as Environmental Studies 20), [22][∇] (same as Religious Studies 22), [23][∇] (same as Religious Studies 23), 24 (satisfies area if completed prior to Summer 1995 or Fall 2008 and later), 41 (satisfies area if completed prior to Summer 1995), [48][∇] (same as History 48), [51][∇] (same as Political Science 51), [52] (same as Political Science 52); **POLITICAL SCIENCE** [51][∇] (same as Philosophy 51), [52][∇] (same as Philosophy 52); **RELIGIOUS STUDIES** ([22][∇] (same as Philosophy 22), ([23][∇] (same as Philosophy 23), [51][∇] (same as English 51), [52][∇] (same as English 52); **RUSSIAN** 1, 2, 8; **SPANISH** 1, 2, 3, 4, 8, 9, 11 (satisfies area if completed Fall 2004 or later), 12, 20; **SPEECH** (see Communication Studies) (2)[∇] (satisfies area if completed Summer 2002 or later), (4) (satisfies area if completed Fall 2002 or later); **THEATRE ARTS** [7] (same as English 55); **TURKISH** 1

C2

D SOCIAL SCIENCES (9 semester units or 12-15 quarter units): Three courses selected from at least two disciplines:

ANTHROPOLOGY 2 (satisfies Global Citizenship requirement if completed Fall 2008 or later), 3, 4 (satisfies area if completed Fall 2000 or later), 7, (13), [14] (satisfies Global Citizenship requirement if completed Fall 2008 or later), 19, 20 (satisfies area if completed Fall 1992 or later), 21, 22; **ASTRONOMY** 6; **BUSINESS** 1 (satisfies area if completed prior to Fall 1986); **CHILD DEVELOPMENT** (11)[∇]; ([18]) (see Early Childhood Education) (same as Early Child Development 18 and Psychology 18); **COMMUNICATION** (see Media Studies) (1) (satisfies area if completed Summer 2003 or later), (10); **COMMUNICATION STUDIES** 31, 35 (formerly Speech 5), 37 (formerly Speech 7); **EARLY CHILDHOOD EDUCATION** 11 (satisfies area if completed Fall 2010 or later) (satisfies Global Citizenship requirement if completed Fall 2009 or later), [18] (same as Child Development 18 and Psychology 18); **ECONOMICS** 1, 2, [5] (satisfies Global Citizenship requirement if completed Spring 2008 or later) (same as Global Studies 5 and Political Science 5), 6, [15][∇] (same as History 15); **ENGLISH** [32][∇] (satisfies area if completed Fall 2000 or later) (same as History 30); **ENVIRONMENTAL STUDIES** [7] (satisfies area if completed Fall 2001 or later) (same as Geography 7), 14 (same as History 14), 22 (same as Political Science 22), 32 (same as History 32), 40 (satisfies Global Citizenship requirement if completed Fall 2011 or later) (same as Psychology 40); **ETHNIC STUDIES** (10); **GEOGRAPHY** 2, [7] (satisfies area if completed Fall 2001 or later) (same as Environmental Studies 7), [8] (satisfies area if completed prior to Spring 1995) (same as Urban Studies 8), 11 (same as Global Studies 11), 14; **GLOBAL STUDIES** [5] (satisfies Global Studies requirement if completes Spring 2008 or later) (same as Economics 5 and Political Science 5), 10, 11 (same as Geography 11); **HISTORY** 1[∇], 2[∇], 3[∇], 4[∇], 5[∇], 6[∇], 10[∇], 11[∇], 12[∇], 13[∇], 14 (same as Environmental Studies 14), [15][∇] (same as Economics 15), 16[∇], (17)[∇], (18)[∇], 19[∇], 20[∇], 21[∇], 22[∇], (23)[∇], 24[∇], 25[∇] (satisfies Global Citizenship requirement if completed Fall 2014 or later), 26[∇], ([28])[∇], 29[∇], [30][∇] (satisfies area if completed Fall 2000 or later) (same as English 32), 32 (satisfies Global Citizenship requirement if completed Fall 2014 or later) (same as Environmental studies 32), 33[∇], 34[∇] (satisfies Global Citizenship requirement if completed Fall 2014 or later), 37[∇] (satisfies area if completed prior to Fall 1995), 38[∇] (satisfies area if completed prior to Fall 1998), 39[∇] (satisfies area if

completed prior to Fall 1998), 41[∇], (42)[∇], 43[∇], 45[∇], 46[∇], 52[∇], 55[∇] (satisfies area if completed Fall 2000 or later), 62[∇]; **HOME ECONOMICS** (6); **MEDIA STUDIES** 1 (formerly Communication 1), **10** (formerly Communication 10); **NUTRITION** 7[∇]; **PHILOSOPHY** [48][∇] (same as History 48), [51] (same as Political Science 51), [52] (same as Political Science 52); **POLITICAL SCIENCE** 1, 2, 3, [5] (satisfies Global Citizenship requirement if Spring 2008 or later) (same as Economics 5 and Global Studies 5), 7, 8, 11 (satisfies area if completed Summer 2002 or later), 14, 21[∇], 22 (same as Environmental Studies 22), 23, [28][∇], 31, 47, [51][∇] (same as Philosophy 51), [52][∇] (same as Philosophy 52); **PSYCHOLOGY** 1[∇], 3, 6, 7, 11[∇], 13, 14 (satisfies area if completed Fall 1997 or later), [18] (same as Early Childhood Education 18), 19 (satisfies area if completed Spring 2007 or later), 25 (satisfies area if completed Fall 1997 or later), **40**, (satisfies Global Citizenship requirement if completed Fall 2011 or later) (same as Environmental Studies 40), **320**; **SOCIOLOGY** 1, **1 S**, 2, **2 S**, 4, 12 (satisfies area if completed Fall 2003 or later), (22), 30 (satisfies area if completed Fall 1998 or later), 31, 32, 33, 34; **SPANISH** 9, 20; **SPEECH** (see Communication Studies) (5)[∇] (satisfies area if completed Fall 2010 or later), (**7**); **URBAN STUDIES** [8] (satisfies area if completed prior to Spring 1995) (same as Geography 8); **WOMEN'S STUDIES** 10, 20, 30

E LIFELONG LEARNING AND SELF-DEVELOPMENT (3 semester units or 4-5 quarter units):

ANATOMY 1[∇] (does not satisfy Area E if completed Fall 1999 or later); **BILINGUAL STUDIES** 1; **BIOLOGY** 2[∇], 9[∇], (25); **COMMUNICATION** (see Media Studies) (1) (satisfies area if completed prior to Fall 1986); **COMMUNICATION STUDIES** 35 (formerly Speech 5) (satisfies area if completed Summer 2012 or before); **COUNSELING** 12, 20 (satisfies area if completed Fall 2002 or later), 30; **DANCE** 29; **ENGLISH** 31 (does not satisfy Area E if completed prior to Fall 1999); **HEALTH** 10 (satisfies area if completed Summer 1999 or later) (same as Nursing 60); **HOME ECONOMICS** (6), (11); **HUMAN DEVELOPMENT** (see Counseling) (12), (20); **MEDIA STUDIES** 1 (formerly Communication 1) (satisfies area if completed prior to Fall 1986); **NURSING** 60 (satisfies area if completed Summer 1999 or later) (same as Health 10); **NUTRITION** 1, 4, 9 (satisfies area if completed Fall 2002 or later); **PHYSICAL EDUCATION ACTIVITY COURSES** (2 unit limit); **KIN PE** 2, 4, 13 (satisfies if completed Fall 2007 or later), 14B, 14C; **PSYCHOLOGY** 1[∇], 3, 5, 6, 11[∇] (satisfies area if completed Fall 2005 or later), 13, 19 (satisfies area if completed Spring 2007 or later), 25; **SPEECH** (see Communication Studies) (5)[∇] (satisfies area if completed Summer 2012 or before)

The SMC Baccalaureate graduation requirements listed below are NOT part of the SMC BD GE requirements, but must be completed prior to degree conferral.

AMERICAN HISTORY AND INSTITUTIONS (3 semester units): One course selected from the following courses (may also be credited toward satisfying a GE requirement from Areas C or D):

U.S. ECONOMICS [15] (same as History 15); **ENVIRONMENTAL STUDIES** 14 (same as History 14); **HISTORY** 10 (satisfies area if completed Spring 2007 or later), 11, 12, 14 (same as Environmental Studies 14), [15] (same as Economics 15), 41 (satisfies area if completed Spring 2007 or later), 45 (satisfies area if completed Fall 2004 thru Summer 2008), 46 (satisfies area if completed Fall 2004 thru Summer 2008); **POLITICAL SCIENCE** 1

GLOBAL CITIZENSHIP (3 semester units): One course selected from the following courses (may also be credited toward satisfying a GE Area):

GC Anthropology 2, 14, 19, 21; **Art History** 6, 11, 72; **Astronomy** 6; **Biology** 9; **Business** 51; **Chemistry** 9; **Communication Studies** 14, 37; **Dance** 2, 57a; **Early Childhood Education** 11, 18, 19, 60; **Economics** 5; **English** 9, 10, 49; **Environmental Studies** 7, 14, 20, 22, 32, 40; **Film Studies** 7; **Geography** 7, 11, 14; **Global Studies** 3, 5, 10, 11; **Health** 60; **History** 6, 10, 14, 25, 32, 34, 39; **Linguistics** 1; **Media Studies** 3, 10; **Music** 33, 36, 37; **Nursing** 60; **Nutrition** 7; **Philosophy** 20; **Political Science** 5, 21, 22; **Portuguese** 1; **Psychology** 18, 40; **Recycling And Resource Management** 1; **SMC Study Abroad**; **Sociology** 1 S, 2 S, 34

[] This course is offered in two departments. Students may receive credit for only one course.

∇ Course may be listed in more than one area, but may not be certified in more than one area, with the exception of the American History & Institutions graduation requirement.

() Course in parenthesis is no longer offered

SMC Curriculum Committee Orientation to Upper Division Coursework

Lower-division courses generally focus on foundational theories, concepts, perspectives, principles, methods, and procedures of critical thinking in order to provide a broad basis for more advanced courses. The primary intent of lower-division coursework is to equip students with the general education needed for advanced study, to expose students to the breadth of different fields of study, and to provide a foundation for specialized upper-division coursework in professional fields. Lower-division courses generally have one or more of the following characteristics:

- **Breadth:** To acquaint students with the breadth of (inter) disciplinary fields in the arts, humanities, social sciences, and natural sciences, and to the historical and contemporary assumptions and practices of professional fields.
- **Foundation:** To develop specific occupational skills designed to lead directly to employment based on a two-year program of study and/or students become acquainted with principles, terms, methods, and perspectives of a discipline or professional field, as a basis for more advanced or specialized study.
- **Preparation:** To lay the foundation for upper-division coursework and to begin development of analytical thinking and theoretical application; lower-division courses may assume some basic entry-level knowledge, such as high school preparation in the field.
- **General Education:** To introduce essential skills of literacy (e.g., information gathering, reading, and writing), language, (e.g., oral communication and language and culture other than English), numeracy, and sciences to prepare for continuing work in any field of higher education.

Upper-division courses are specialized, in-depth, and advanced, and emphasize problem-solving, analytical thinking skills, and theoretical applications. These courses often build on the foundation provided by the skills and knowledge of lower-division education. Upper-division courses may require the student to synthesize topics from a variety of sources. Upper-division courses may also require greater responsibility, or independence on the part of the student. In addition, disciplines that depend heavily on prerequisites or the body of knowledge of lower-division education may properly be comprised primarily of upper-division courses. Such courses have one or more of the following purposes:

- **Depth/Focus:** The in-depth study or application of theories and methods and the understanding of their scope and limitations.
- **Specialization:** The development of specific intellectual and professional skills designed to lead to post-baccalaureate employment, graduate study, or professional school.
- **Preparation:** Upper-division courses may assume lower-division knowledge; prerequisites may include more general courses, student class standing, GPA requirements, or admission to a specialized program.
- **Refinement:** The refinement of essential skills associated with the baccalaureate.