

Institutional Strategic Planning Council (ISPC)

May 1, 2013

1:00-3:00 (ST 107)

Attendees:

- **Attendees:** David Bobbitt, Melissa Bader, Dominique Hitchcock, Greg Aycock, Celia Brockenbrough, Gail Zwart, Ruth Leal, Diane Dieckmeyer, Deborah Tompsett-Makin, Debbie DiThomas, Jason Parks, Jim Thomas, Ruth Smith (Recorder)
- **Absentees:** Andy Aldasoro, Sharon Crasnow, Ruth Jones, Mark DeAsis, Mark Lewis, Shaunna Sutter
- **Guests:** Paul Parnell, Monica Green, Carol Farrar

Welcome: - Dr. Gail Zwart

Approval of Minutes: - Dr. Gail Zwart

Motion by Melissa Bader, second by Debbie DiThomas to approve the minutes for the April 17, 2013 meeting. Motion approved with one abstention.

I. Information Items:

A. Committee Rotations - Dr. Diane Dieckmeyer

- Discussion at last meeting indicated that the standing committees of the Academic Senate would report to the Academic Senate and other standing committees would report to the ISPC.
- The rotation schedule showing only the ISPC committees will be posted on the internet.
- The Academic Senate standing committees can report to ISPC since their work also affects strategic planning.
- Part of the annual update should be to include making sure the committee aligns with the Mission Statement.
- Standing committees should review their Purpose Statement. Are they still aligned with the mission statement?
- What challenges is the committee having and how can ISPC support them.
- Share with the ISPC what they have been working on.

B. FTES Subcommittee – Dr. Diane Dieckmeyer

- Meeting tomorrow with the district.
- Hoping to be able to add more FTES.
- BAM is discussing taking FTES into account for fund distribution. Changes will be discussed at each college strategic planning council.

- Doing presentation to the District Academic Cabinet regarding Norco's Enrollment Management process. (Melissa, Carol and Greg)
- Guiding principals will be discussed for possible revision.
- Will review committee membership from previous meeting and reconvene.
- Request to add an IDS to the committee membership.
- Discussion on process to or info needed to help make decisions.

II. Action Items

A. District Set Standards (2nd Reading) – Mr. David Bobbitt

Motion by Deborah Tompsett-Makin, second by Melissa Bader to approve the District Set Standards. Motion unanimously approved.

B. Approval of Institution Set Standards – Dr. Dieckmeyer and Dr. Aycock

Motion by Melissa Bader, second by Dominique Hitchcock to approve the Institution Set Standards. Motion passed, one opposed and two abstentions.

C. Smoking Policy – Mr. David Bobbitt

- BFPC discussed the policy in their meeting yesterday. They voted to send the policy forward to the ISPC with two recommendations:
 1. The campus should remain a smoking campus.
 2. Smoking areas should be moved out of the center of the campus.
- Discussed results from survey.
- Discussion on other laws that affect minors and smoking policy at Norco College.
- Suggestion to check with Ruth Adams regarding any legal obligations prior to voting.

Motion by Deborah Tompsett-Makin, second by Deborah DiThomas to table discussion and send to legal counsel for review prior to voting. Motion unanimously approved.

D. Spanish TMC – Dr. Dominique Hitchcock

- All three colleges worked on this.
- Impact on college is small. Will need to support offering Spanish 4 at Norco once per year. One additional class.
- This supports the mission of the college.

Motion by Jim Thomas, second by Deborah Tompsett-Makin to approve the Spanish TMC. Motion unanimously approved.

E. Nominations for ISPC Co-Chair(s) – Dr. Gail Zwart

- There has been discussion on possibly having “tri-chairs” of this committee. This would include a chair from classified staff.
- Gail Zwart was nominated by Melissa Bader and seconded by Deborah Tompsett-Makin.
- Submit your nominations – you can self-nominate.
- Voting will be at next meeting.

III. Open Hearing

- Next meeting is May 15. Final meeting will be May 29 instead of June 5. If there are no agenda items for May 29 that meeting will be cancelled.
- Lyn Greene and Andres Elizalde will be invited to attend the May 15 meeting.
- Discussion on the possibility of having a master college calendar.

Adjourned – 2:30

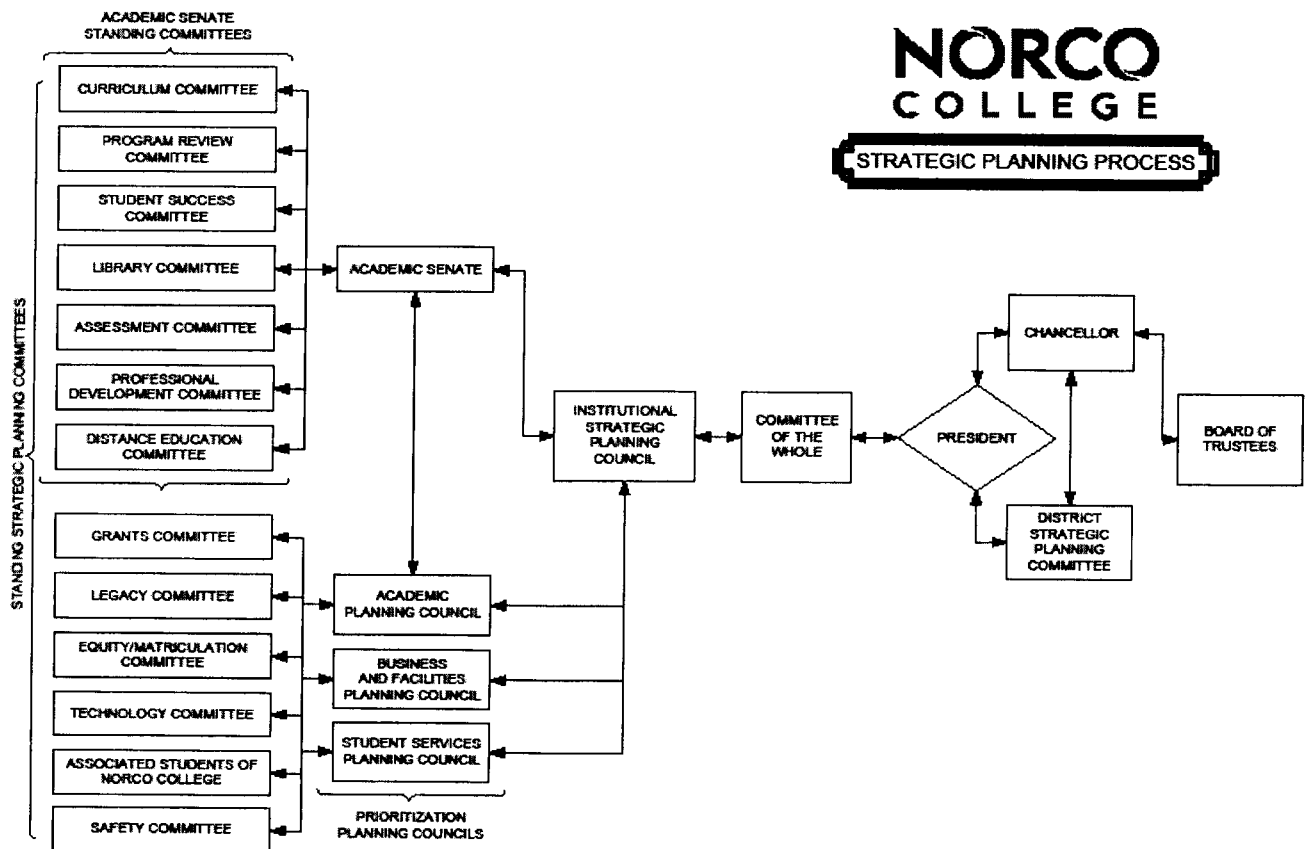
ROTATION OF ISPC STANDING COMMITTEES

April 24, 2013

1. The ISPC meeting schedule includes 7 meetings in each semester (Fall and Spring). Total of 14 meetings.
2. There are 6 Standing Strategic Planning Committees that report to the Prioritization Planning Councils.

Sample Reporting Rotation for each Semester (Fall and Spring):

- Meeting #1 – Grants Committee
- Meeting #2 – Legacy Committee
- Meeting #3 – Equity/Matriculation Committee
- Meeting #4 – Technology Committee
- Meeting #5 – Associated Students of Norco College
- Meeting #6 – Safety Committee



Norco College Enrollment Management Guiding Principles

1. Course offerings should maintain pipeline courses for our students
 - a. Since CTE has a well-established pipeline of course offerings; the percentage of CTE FTES will remain the same
 - b. In an effort to support our students in need of Basic Skills; the percentage of Basic Skills and non-transferable |non-basic skills FTES will remain the same
2. Course offerings in the Transfer-level category should reflect mandatory transfer requirements; especially focusing on CSU requirements.
 - a. The distribution of transfer level FTES (exclusive of CTE) will reflect proportionally the options for students to meet degree/transfer goal
3. Consideration (weight) should be given to courses satisfying more than one requirement AND courses that are single-option or near single-option requirement satisfiers (the “must-take” courses)
4. Given the disparity between the ISPC recommended distribution and the historical distribution; care should be exercised by those creating the schedule. It is recognized that it may take a few semesters to move toward achieving the recommended distribution
***Adopted by FTES Sub-Committee March 29, 2012/Approved by ISPC April 4, 2012*

The following Guiding Principles were developed specifically for SUM 2012:

- Course offerings should be made with continuing students or exiting students in mind.
- Course offerings should reflect graduation requirements (CSU, UC, AA, AS degree or certificate).
- Courses chosen should be courses which are single graduation requirements or courses that satisfy more than one area requirement.
- Courses chosen should relieve a roadblock or be part of a pipeline.
- Though no basic skills courses will be offered during the summer, the needs of basic skills students and incoming Freshman will be addressed via alternative interventions which are not FTES generating.
- Consideration was also given to facilities usage.

In addition, the sub-committee used criteria for the allocation that reflects, proportionally, the availability of options that fulfill the multiple requirements for transfer or degree completion.

***Approved by ISPC March 7, 2012*

Norco College FTES Distribution Plan

2013-14

SUM 13	117.24
Fall 13	2872.27
WIN 14	175.85
SPR 14	<u>2696.42</u>
TOTAL	5861.78

Norco College Smoking Policy

Community

Design Survey Collect Responses Analyze Results

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Default Report

Response Summary

Total Started Survey: 454
Total Finished Survey: 454 (100%)

PAGE: 1

1. The smoking policy at Norco College should:

[Create Chart](#) [Download](#)

Response	Response Percent	Response Count
Remain as is by allowing smoking in currently designated areas	43.2%	196
Move the designated smoking circle currently in the center of <u>campus</u> to another location on campus	22.9%	104
Be changed to prohibit smoking at Norco College	33.9%	154
answered question		454
skipped question		0

2. Please indicate:

[Create Chart](#) [Download](#)

Response	Response Percent	Response Count
Student	75.1%	341
Staff	13.9%	63
Faculty	11.0%	50
answered question		454
skipped question		0

3. Optional Question:

[Create Chart](#) [Download](#)

Response	Response Percent	Response Count
answered question		450
skipped question		4

3. Optional Question:	Create Chart	Download
I am a smoker	10.2%	46
Non-smoker	79.1%	356
Reformed smoker	10.7%	48
answered question		450
skipped question		4

4. Other comments	Download
	Response Count
Show Responses	154
answered question	154
skipped question	300

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RIVERSIDE COMMUNITY COLLEGE DISTRICT PROGRAM OUTLINE of RECORD

Spanish Associate in Arts for Transfer Degree

College: R ___ M ___ N X

PROGRAM PREREQUISITE:

none

SHORT DESCRIPTION of PROGRAM

The Associate in Arts in Spanish for Transfer is intended to satisfy the lower division requirements for the B.A. degree in Spanish at a CSU by developing not only high-intermediate language skills in listening, reading, speaking, and writing but also an understanding and appreciation of Hispanic cultures. This program of study will provide the student with sufficient academic basis from which to pursue either an advanced degree or a career in a broad range of fields.

The Associate in Spanish for Transfer degree will be awarded upon completion of coursework totaling 60 California State University (CSU) transferable units including the major requirements and the Intersegmental General Education Transfer Curriculum (IGETC) or California State University General Education (CSUGE) requirements with a minimum grade point average of 2.0. All courses in the major must be completed with a grade of "C" or better.

PROGRAM LEARNING OUTCOMES:

Upon successful completion of this program, students should be able to:

- Demonstrate critical thinking skills in Spanish by interpreting and articulating ideas, questions, opinions and information at the high-intermediate level, both orally and in writing.
- Analyze the practices, products and perspectives of the Spanish-speaking countries and peoples throughout the world through a comparison of Hispanic cultures and their own.

Required Courses (20 units)		Units
SPA 1 / 1H	Spanish 1 / Honors Spanish 1	5
SPA 2 / 2H	Spanish 2 / Honors Spanish 2	5
SPA 3 or 3N	Spanish 3 or Spanish 3N	5
SPA 4	Spanish 4	5
List A: Select a minimum of <u>one</u> course (3 units)		Units
SPA 8	Intermediate Conversation	3
SPA 11	Spanish Culture and Civilization	3
SPA 12	Latin American Culture and Civilization	3
Total Units		23

If a student places out of any course and is not awarded units for that course, the student will have to take additional units to compensate for the course/units needed to reach at least 18 total units in the major (per Title 5 regulations). **Appropriate course substitutions may be from List A or the courses listed below. Any other course substitution must be approved by the Spanish department.**

Introduction to Cultural Anthropology (3)	ANT-2	CSU Area D
Chicano/a or U.S. Latino History (3)	HIS-31	CSU Area C2 or D
Introduction to Sociology (3)	SOC-1	CSU Area D
Introduction to Race & Ethnicity (3)	SOC-10	CSU Area D
Introduction to Human Geography (3)	GEG-2	CSU Area D
Intercultural Communication (3)	COM-12	CSU Area D
Introduction to Language and Culture (3)	ANT-8	CSU Area D
History of Mexico (3)	HIS-25	CSU Area D

Possible four-semester sequence:

Fall 2014	Spring 2015	Fall 2016	Spring 2017
Spanish 1	Spanish 2	Spanish 3 Spanish 8 (Prerequisite SPA 2)	Spanish 4

Transfer Model Curriculum

CCC Major or Area of Emphasis: Spanish

CSU Major or Majors: Spanish

Total units 19-22 (all units are semester units)

Degree Type (indicate one): AA-T X OR AS-T _____

“Core” Courses: 16 units (minimum)

Note 1: Local departmental placement evaluation determines the course level where individual students begin the core courses.

Title (units)	C-ID Designation	Rationale (possible CSU GE)
Elementary Spanish I (4) ** (see note 2 below List A) and	C-ID SPAN 100 (draft)	Universally required for major; CSU Area C2
Elementary Spanish II (4) **and	C-ID SPAN 110 (draft)	Universally required; CSU Area C2
Intermediate Spanish I (4) OR Spanish for Heritage Speakers I (4) and	SPAN 200 or SPAN 220	Universally required; CSU Area C2
Intermediate Spanish II (4) OR Spanish for Heritage Speakers II (4)	SPAN 210 or SPAN 230	Universally required; CSU Area C2

List A: Select a minimum of one course (3 units) from the following:

Spanish Composition (3)	See example	CSU Area C2
Elementary or Intermediate Conversational Spanish-(3)	See example	CSU Area C2
Introduction to Spanish/Hispanic/Latin-American Literature (3)	See examples	CSU Area C2, D
Latin American/Spanish History (3)	See examples	CSU Area C2,D
Hispanic/Latino Culture and Civilization (3)	See examples	CSU Area C2, D
A course in Elementary or Intermediate level in other languages - Italian, French,	See examples	CSU Area C2

Latin or Portuguese ONLY in cases where local colleges do not offer Spanish courses beyond Intermediate Spanish (4)		
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****Note 2:** Students who are placed at a higher level than Elementary Spanish I will either have to take additional courses to substitute for the units they have placed out of and/or receive credit for those courses. Suggested course substitutions may be from List A or the courses suggested below:

Introduction to Ethnic Studies (3)	See example	CSU Area D
Introduction to Cultural Anthropology (3)	ANTH 120	CSU Area D
Chicano/a or U.S. Latino Studies (3)	See example	CSU Area C2, D
Chicano/a or U.S. Latino History (3)	See example	CSU Area C2 or D
Chicano/a or U.S. Latino Literature (3)	See example	CSU Area C2, D
Contemporary Latin-American Film (3)	See example	CSU Area C1,D
Modern Latin America (3)	See example	CSU Area D
Introduction to Sociology (3)	SOCI 110	CSU Area D
Introduction to Race & Ethnicity (3)	SOCI 150	CSU Area D
Introduction to Gender Studies (3)/Introduction to Gender (3)	See example SOCI 140	CSU Area D
Introduction to Human Geography (3)	GEOG 120	CSU Area D
Intercultural Communication (3)	COMM 150	CSU Area D
Introduction to Language and Culture (3)	ANTH 130 (draft)	CSU Area D
History of Mexico (3)	See example	CSU Area D

SAMPLE course descriptions from List A

Intermediate Conversational Spanish, 1st semester,

Emphasis on intermediate-level conversational practice: Grammar review as needed; readings from conversation textbook, newspapers, and magazines in Spanish. Prerequisite: Span 30B. Berkeley City College

Intermediate Conversational Spanish, 2nd semester

Emphasis on intermediate-level conversational practice: Grammar review as needed; readings from conversation textbook, newspapers, and magazines in Spanish. Prerequisite: Span 31A. Berkeley City College

Spanish Composition

Intermediate Spanish composition: Writing in Spanish, including writing strategies as well as recognition and self-correction of errors. 2 hours lecture, 3 hours lab. Prerequisite: SPAN 1B. Berkeley City College

Introduction to Hispanic Literature

Designed for Spanish native speakers and other linguistically qualified students who wish to improve their skills to a high-advanced level of reading, writing, and literary analysis. The emphasis is on critical thinking and reasoned support of ideas. Literary discussions will be an important component of the class, but writing composition will also be included, as well as exposure to international Hispanic culture. Napa Valley College

Latin American Literature

Contemporary Latin American literature through the reading of short stories and poetry from prominent Latin American writers: Carlos Fuentes, Gabriel Garcia Marquez, Julio Cortazar, Pablo Neruda and others. The course is taught in Spanish. 3 hours lecture. Recommended Preparation: Spanish 2A with grade C or better. Berkeley City College

Spanish Literature

Introduction to the literatures of Mexico, other Spanish-American countries and Spain. All reading and lectures are in Spanish. Mt. San Antonio College

Latin-American Novel

Contemporary Latin-American fiction through the reading of novels by prominent Latin-American writers. Course conducted in Spanish.

3 hours lecture. Recommended Preparation: Spanish 2A with grade C or better. Acceptable for credit: UC/CSU. Berkeley City College

History of the Americas through the 19th Century Wars of Independence

This course is a general historical survey of North, Central, and South America from the earliest civilizations through the 19th century wars of independence. The focus is on the roles played by political, economic, cultural, and religious forces in shaping the western hemisphere. Cosumnes River College

History of the Americas from the 19th Century Wars of Independence to the Present

This course is a general historical survey of North, Central, and South America from the wars of independence to the present day. Special emphasis is placed on a review of the North American colonies, the road to revolution, independence from England, and the constitutional period as well as subsequent Latin American - United States relations. This course satisfies the state requirements in United States history. Cosumnes River College

History of Mexico

This course is a general historical survey of Mexico from the earliest civilizations to the contemporary period. Emphasis is placed on the Spanish conquest, the War of Independence, the roles played by various leaders of Mexico, the Revolution of 1910, Reconstruction, and Mexico today. Cosumnes River College

Hispanic/Latino Culture and Civilization Examples

Civilization and Culture of Spain. The study of language, heritage, culture, traditions, music, art, literature, historic and current events of Spain. The course is conducted entirely in Spanish and students are expected to have knowledge of verb tenses and other grammatical structures. College of Marin

Civilization and Culture of Mexico and Central America

This class is a study of language, heritage, culture, traditions, music, art, literature, historic and current events of Mexico and Central American Countries. The course is conducted entirely in Spanish and students are expected to have knowledge of verb tenses and other grammatical structures. College of Marin

Introduction to Hispanic/Latino Literature

Designed for Spanish native speakers and other linguistically qualified students who wish to improve their skills to a high-advanced level of reading, writing, and literary analysis. The emphasis is on critical thinking and reasoned support of ideas. Literary discussions will be an important component of the class, but writing composition will also be included, as well as exposure to international Hispanic culture. Napa Valley College

Portuguese 1, Beginning Portuguese

First semester Portuguese listening, speaking, grammar, writing, reading, and vocabulary, Portuguese and Brazilian culture. Fresno City College

Portuguese 2, High-Beginning Portuguese

Second semester Portuguese listening, speaking, grammar, reading, writing, and vocabulary, Portuguese and Brazilian culture. Fresno City College

Portuguese 3, Intermediate Portuguese

Third semester Portuguese listening, speaking, grammar, reading, writing, vocabulary, Portuguese and Brazilian culture. Fresno City College

Portuguese 4, High-Intermediate Portuguese

Fourth semester Portuguese listening, speaking, grammar, reading, writing, vocabulary, Portuguese and Brazilian culture. Fresno City College

French 1, Beginning French

Beginning course in conversational and written French for non-native speakers. Introduction to pronunciation, vocabulary, idioms, grammar, basic composition, and exploration of the cultures of France and other Francophone countries and regions. Reedley College

French 2, High-Beginning French

Second-semester course in conversational and written French for non-native speakers. Development of grammatical structures and expansion of vocabulary. Further study of the cultures of France and other Francophone countries and regions. Introduction to the literary text. Reedley College

French 3, Intermediate French

Third-semester course in conversational and written French for non-native speakers. Review of basic grammar. Further development of oral skills and grammatical structures and continued expansion of vocabulary. Composition and discussion of short literary texts. Increasing emphasis on reading and writing as tools in exploring the cultures of France and other Francophone countries and regions. Reedley College

French 4, High-Intermediate French

Fourth-semester course in conversational and written French for non-native speakers. Development of proficiency of grammar and language usage. Continued exploration of current topics and cultures of France and Francophone countries and regions as reflected in the language and literature. Reedley College

Italian 1, Elementary Italian

Beginners course. Grammar, composition and reading. Practice in speaking and understanding Italian. City College of San Francisco

Italian 2, Continuation of Elementary Italian

Second semester course. Continuation of beginner's course in grammar, composition and reading. Practice in speaking and understanding Italian. City College of San Francisco

Italian 3A, Intermediate Italian

Review of grammar and composition; reading of cultural and literary materials. Constant practice in the use and comprehension of the spoken language. Conducted in Italian. City College of San Francisco

Italian 3B, Intermediate Italian

Review of grammar and composition; reading of cultural and literary materials. Constant practice in the use and comprehension of the spoken language. Conducted in Italian. City College of San Francisco

Italian 4A, Continuation of Intermediate Italian

Review of grammar with emphasis on writing; reading of cultural and/or literary materials. Constant practice in the use and comprehension of the spoken language. Conducted in Italian. City College of San Francisco

Italian 4B, Continuation of Intermediate Italian

Review of grammar with emphasis on writing; reading of cultural and/or literary materials. Constant practice in the use and comprehension of the spoken language. Conducted in Italian. City College of San Francisco

Latin 1

This course concentrates on developing basic skills in reading, writing, listening and pronouncing classical Latin. Emphasis is placed on vocabulary acquisition, elementary morphology and syntax, translation techniques and practice, and introduction to cultural and historical topics. Riverside City College

Latin 2

This course concentrates on developing intermediate skills in reading, writing, listening to and pronouncing classical Latin. Emphasis is placed on vocabulary, acquisition, basic morphology and syntax, translation techniques and practice, and introduction to culture and historical topics. Riverside City College

SAMPLE course substitutions

Introduction to Ethnic Studies

This course uses comparative methods to introduce the diverse institutional, cultural, and historical issues relating to the past and present life circumstances of Asian Americans, Mexican/Hispanic/Chicano/Latino Americans, Black Americans, Native Americans, and other recent immigrant groups in the U.S. This course is designed to introduce students to a broad field of ethnic studies content, such as multiculturalism, racism, ethnocentrism, cultural relativism, etc. Los Rios Community College District

Chicano/a or U.S. Latino Studies

A survey of U.S. History from the early Pre-Colonial Era through the Civil War with special emphasis on the contribution of the Mexican American. Included is a survey of the United States Constitution. L.A. City College

Chicano/a or U.S. Latino History

Historical survey of the Chicano people in the United States in which attention is given to social, political and economic background. Particular emphasis on the development of the Spanish-speaking peoples' economic, social and political experience in the United States, especially in the Southwest from the Mexican-American War to the present. Cuyamaca College

Introduction to Latin American/Chicano Literature

This course is a survey of literary analysis of folk, traditional, and contemporary Latin American/Chicano literature with critical analysis of representative works in all the literary genres: the essay, short stories, the novel, poetry, and drama. Copper Mountain College

Contemporary Latin American Film

A study of recent Latino film in the Americas in a historical and cultural context. Representation of Latino culture is examined in the context of the global Hollywood structure and in light of various national cinemas. Major social, cultural and aesthetic movements within Latino cinema are explored. Allan Hancock College

Modern Latin America

This course compares the nations and cultures of Latin America from the Early National Period to the present by studying the economic, social, political, and cultural evolution of the different regions, including Mexico, Central America, South America and the Caribbean. The region's changing interactions with and place in the international community and various other world factors are also explored. Emphasis is placed on the influence of various ethnic groups in the development of the different cultures of the region. Imperial Valley College

Latin American Literature

Contemporary Latin American literature through the reading of short stories and poetry from prominent Latin American writers: Carlos Fuentes, Gabriel Garcia Marquez, Julio Cortazar, Pablo Neruda and others. The course is taught in Spanish.3 hours lecture. Recommended Preparation: Spanish 2A with grade C or better. Berkeley City College

Introduction to Hispanic Literature

Designed for Spanish native speakers and other linguistically qualified students who wish to improve their skills to a high-advanced level of reading, writing, and literary analysis. The emphasis is on critical thinking and reasoned support of ideas. Literary discussions will be an important component of the class, but writing composition will also be included, as well as exposure to international Hispanic culture. Napa Valley College

Latin American Literature

Contemporary Latin American literature through the reading of short stories and poetry from prominent Latin American writers: Carlos Fuentes, Gabriel Garcia Marquez, Julio Cortazar, Pablo Neruda and others. The course is taught in Spanish.3 hours lecture. Recommended Preparation: Spanish 2A with grade C or better. Berkeley City College

Spanish Literature

Introduction to the literatures of Mexico, other Spanish-American countries and Spain. All reading and lectures are in Spanish. Mt. San Antonio College

Introduction to Gender Studies

This course is an interdisciplinary study of gender. Emphasis is placed on the theoretical approaches to studying gender. These approaches include examining the impact of race/ethnicity in gender roles, socialization of men and women, and the role of gender in major institutions (for example, the family, media, and education). This course is designed for developing critical thinking skills in exploring issues of gender through feminist analysis of structures of privilege and oppression. San Diego City College

Hispanic/Latino Culture and Civilization

Example 1- Civilization and Culture of Spain. The study of language, heritage, culture, traditions, music, art, literature, historic and current events of Spain. The course is conducted entirely in Spanish and students are expected to have knowledge of verb tenses and other grammatical structures. College of Marin

Civilization and Culture of Mexico and Central America

This class is a study of language, heritage, culture, traditions, music, art, literature, historic and current events of Mexico and Central American Countries. The course is conducted entirely in Spanish and students are expected to have knowledge of verb tenses and other grammatical structures. College of Marin