**SANTA MONICA COLLEGE**
**ACADEMIC SENATE**

1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

# Curriculum Committee Agenda
## Wednesday, May 5, 2021, 3:00 p.m.
## Zoom Meeting
**Join from PC, Mac, Linux, iOS or Android: https://cccconfer.zoom.us/j/96106678770**

**Or iPhone one-tap (US Toll):  +16699006833,96106678770#  or +12532158782,96106678770#**

**Or Telephone:**
**Dial:**
**+1 669 900 6833 (US Toll)**
**+1 253 215 8782 (US Toll)**
**+1 346 248 7799 (US Toll)**
**+1 301 715 8592 (US Toll)**
**+1 312 626 6799 (US Toll)**
**+1 646 876 9923 (US Toll)**
**Meeting ID: 961 0667 8770**
**International numbers available: https://cccconfer.zoom.us/u/aBfwEr2T**

**Or Skype for Business (Lync):**
**SIP:96106678770@lync.zoom.us**

**Members:**

| | | | |
|---|---|---|---|
| Dana Nasser, *Chair* | Aurélie Chevant-Aksoy | Jacqueline Monge | Briana Simmons |
| Jason Beardsley, *Vice Chair* | Sheila Cordova | Estela Narrie | Lydia Strong |
| Brenda Antrim | Guido Davis Del Piccolo | Yvonne Ortega | Esau Tovar |
| Heather Bennett | Sharlene Joachim | Quyen Phung | Audra Wells |
| Fariba Bolandhemat | Emin Menachekanian | Patricia Ramos | Caden Gicking (A.S.) |
| Susan Caggiano | Jennifer Merlic | Scott Silverman | |

**Interested Parties:**

| | | | |
|---|---|---|---|
| Stephanie Amerian | Rachel Demski | Maral Hyeler | Estela Ruezga |
| Maria Bonin | Kiersten Elliott | Laura Manson | Tammara Whitaker |
| Dione Carter | Tracie Hunter | Stacy Neal | A.S. President |

**Ex-Officio Members:**
Nathaniel Donahue

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

I.   Call to Order and Approval of Agenda
II.  Public Comments *(Two minutes is allotted to any member of the public who wishes to address the Committee.)*
III. Announcements
IV. Approval of Minutes ................................................................................................................4
V.  Chair's Report

VI. Information Items

1. Redesign of the Student Experience

*(Non-Substantial Changes)*
2. ACCTG 10A Intermediate Accounting A
3. ACCTG 10B Intermediate Accounting B
4. ACCTG 10C Intermediate Accounting C

VII. Action Items

- Removed CIS 4 and MATH 28 from degree

aa.  Dance AA Degree
- Increased total Area of Emphasis units to 33 (was 29)
- Performance Courses: moved DANCE 55A and DANCE 57A to "Required Courses", DANCE 59A to "Additional Electives", Required Course units increased from 19 to 31
- Choreography: moved DANCE 60 and DANCE 61 to "Required Courses", DANCE 62 and DANCE 63 to "Additional Electives"

bb.  Changes to degrees and certificates as a result of courses considered on this agenda

VIII. New Business

IX.  Old Business

X.  Adjournment

*Please notify Dana Nasser or Jason Beardsley by email if you are unable to attend this meeting.*

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**ACADEMIC SENATE**

1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

# Curriculum Committee Minutes
## Wednesday, April 21, 2021, 3:00 p.m.
## Zoom Meeting

**Members Present:**

| | | | |
|---|---|---|---|
| Dana Nasser, *Chair* | Sheila Cordova | Jacqueline Monge | Scott Silverman |
| Brenda Antrim | Guido Davis Del Piccolo | Estela Narrie | Briana Simmons |
| Heather Bennett | Sharlene Joachim | Yvonne Ortega | Lydia Strong |
| Fariba Bolandhemat | Emin Menachekanian | Quyen Phung | Esau Tovar |
| Susan Caggiano | Jennifer Merlic | Patricia Ramos | Audra Wells |
| Aurélie Chevant-Aksoy | | | |

**Members Absent:**

Jason Beardsley          Caden Gicking (A.S.)

**Others Present:**

| | | | |
|---|---|---|---|
| Luis Andrade | Dr. Paul Jimenez | John Quevedo | James Thing |
| Kevin Chicas | Beatriz Magallon | Isaac A. Rodriguez Lupercio | Fabiola Valcin-Lewis |
| Rachel Demski | Marisol Moreno | Rebecca Romo | Alicia Villalpando |
| Jose Hernandez | Sara Nieves-Lucas | | |

*items are listed numerically; action items are listed alphabetically)*

### I. Call to Order and Approval of Agenda
The meeting was called to order at 3:03 pm. Motion to approve the agenda with no revisions.
**Motion made by:** Fariba Bolandhemat; **Seconded by:** Estela Narrie
The motion passed unanimously.

### II. Public Comments
John Quevedo, Marisol Moreno, Isaac Rodriguez Lupercio, Kevin Chicas, Rebecca Romo, Beatriz Magallon, Sara Nieves-Lucas, Dr. Paul Jimenez, Alicia Villalpando, and James Thing are here in support of COM ST 38.

### III. Announcements
Esau Tovar announced that we need volunteers for the Diploma Drive Through on Saturday, June 19th. It will be from 9:00am-5:00pm with several volunteer shifts available in three-hour blocks. If you're interested in signing up, please fill out the [volunteer form](#).

### IV. Approval of Minutes
Motion to approve the minutes of April 7 with no revisions.
**Motion made by:** Briana Simmons; **Seconded by:** Aurélie Chevant-Aksoy
The motion passed with the following vote: Y: 18; N: 0; A: 1 (Guido Davis Del Piccolo)

### V. Chair's Report
The Chair announced that we have three future meetings left this semester: May 5, May 19, and June 2. She asked the Curriculum Reps. to please check their curriculum queues every other day as many proposals are expected over the next few weeks.

She also let the committee members know that the Curriculum Virtual Institute will be held in July.

Registration details can be found on Curriculum Virtual Institute page on the Academic Senate website.

## VI. Information Items

1. Redesign of the Student Experience
   No update

2. Curriculum Training/Q&A
   Review of the Curriculum Deadlines. Estela clarified the time it takes for a course to receive UC transfer and GE credit – a course submitted now for UC, IGETC, and CSUGE would be submitted in June 2021 for UC transfer, we hear back in the Fall, and then it's submitted for IGETC/CSUGE in December, which we'll hear back about in May of 2022, so it would be effective Fall 2022.

   Overview of the Curriculum website, and the Resources page – where to find resources, the TOP code manual, META Workflow Types, the META Handbook, and more.

   *(Non-Substantial Changes)*
3. CS 86 Android Development
4. NURSNG 60/HEALTH 60 Multicultural Health and Healing Practices

## VII. Action Items

*(Courses: New)*
a. COM ST 38 Introduction to Latina/o/x Communication Studies
   Motion to approve COM ST 38 with revision to program applicability for Liberal Arts: Social and Behavioral Studies, and revision to SLO #1 from "Analyze, explain, and understand…" to ""Analyze, explain, and demonstrate an understanding of…"
   **Motion made by:** Esau Tovar; **Seconded by:** Jennifer Merlic
   The motion passed with the following vote: Y: 18; N: 0; A: 1 (Guido Davis Del Piccolo)

*(Courses: Distance Education)*
b. COM ST 38 Introduction to Latina/o/x Communication Studies
   Motion to approve distance education for COM ST 38 with revision to replace "Canvas" with "LMS".
   **Motion made by:** Estela Narrie; **Seconded by:** Esau Tovar
   The motion passed unanimously.

c. NURSNG 60/HEALTH 60 Multicultural Health and Healing Practices
   Motion to approve distance education for NURSNG 60/HEALTH 60 with no revisions.
   **Motion made by:** Audra Wells; **Seconded by:** Quyen Phung
   The motion passed unanimously.

*(Programs: Revisions)*
d. Changes to degrees and certificates as a result of courses considered on this agenda
   Motion to approve changes to degrees and certificates as a result of courses considered on this agenda.
   **Motion made by:** Susan Caggiano; **Seconded by:** Audra Wells
   The motion passed unanimously.

## VIII. New Business
   None

## IX. Old Business
   None

## X. Adjournment
   Motion to adjourn the meeting at 4:34 pm.
   **Motion made by:** Sheila Cordova; **Seconded by:** Scott Silverman
   The motion passed unanimously.

| | Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such) | Priority order of PR or RE course(s) within each semester (used to develop a part-time student ed plan) | Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY | Satisfies GE Area and/or GC (specify area) | "Gateway" course? (based on definition) | # of Units | TOTAL weekly hours (full semester) | Course Advisory (must be in map prior); do NOT include "eligibility for English 1" | Course Prerequisites (P), Corequisite (C) (must be included in proper sequence) | Intersession Option? -- YES -- (MAX of 8 units) | REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Digital Publishing CoA** | | | | | | | N/A | | | | |
| SEMESTER 1 | CIS 1 | 1 | ADVISORY | | | 3 | 9 | | | YES | Advised during intersession prior to 1st semester |
| | OFTECH (KEYBOARDING) | 2 | RE | | | 3 | 9 | | | YES | May also be 1-unit OFTECH Keyboarding course |
| | OFTECH 5 | 3 | PR | | | 3 | 9 | | | | |
| | CIS 36M | 4 | PR | | | 1 | 3 | | | | |
| | CIS 60A | 5 | PR | | YES | 3 | 9 | CIS 1 | | YES | |
| | **TOTAL Semester 1** | | | | | **13** | **39** | | | | |
| SEMESTER 2 | CIS 37 | 1 | PR | | | 3 | 9 | CIS 1 | | | |
| | CIS 38 | 2 | PR | | | 3 | 9 | CIS 1 | | YES | |
| | CIS 64 | 3 | PR | | | 3 | 9 | CIS 60A | | | |
| | CIS 40 | 4 | PR | | | 3 | 9 | CIS 1 | | | |
| | **TOTAL Semester 2** | | | | | **12** | **36** | | | | |

**OVERALL COMMENTS:**
OFTECH (KEYBOARDING) is: OFTECH 1 (3), OFTECH 1A, 1B, 1C, or 9 (1-unit each)
CIS 1 is advised during intersession prior to 1st semeester. May also be taken during first 8-weeks, with CIS 60A taken during 2nd 8-weeks.

**This course sequence (program map) is for COUNSELOR USE ONLY. It is meant to assist in the preparation of student educational plans. Do NOT distribute this document to students.**

| | International Business CoA | | | | | | General Education Pattern N/A | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Official Course Prefix and #** (if RE: identify only the "category"; If GE, or EL: indicate as such) | **Priority order of PR or RE course(s) within each semester (used to develop a part-time student ed plan)** | **Type of course** PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY | **Satisfies GE Area and/or GC (specify area)** | **"Gateway" course? (based on definition)** | **# of Units** | **TOTAL weekly hours (full semester)** | **Course Advisory (must be in map prior); do NOT include "eligibility for English 1"** | **Course Prerequisites (P), Corequisite (C) (must be included in proper sequence)** | **Intersession Option? - YES -- (MAX of 8 units)** | **REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET** |
| **SEMESTER 1** | BUS 1 | 1 | PR | | YES | 3 | 9 | | | YES | |
| | BUS 53 | 2 | PR | | | 3 | 9 | | | | |
| | RE | 3 | RE | | | 3 | 9 | | | | |
| | **TOTAL Semester 1** | | | | | **9** | **27** | | | | |
| **SEMESTER 2** | BUS 54 | 1 | PR | | | 3 | 9 | | | | |
| | RE | 2 | RE | | | 3 | 9 | | | YES | |
| | RE | 3 | RE | | | 3 | 9 | | | | |
| | **TOTAL Semester 2** | | | | | **9** | **27** | | | | |

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| | | Marketing CoA | | | | | | General Education Pattern N/A | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such) | Priority order of PR or RE course(s) within each semester (used to develop a part-time student ed plan) | Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY | Satisfies GE Area and/or GC (specify area) | "Gateway" course? (based on definition) | # of Units | TOTAL weekly hours (full semester) | Course Advisory (must be in map prior); do NOT include "eligibility for English 1" | Course Prerequisites (P), Corequisite (C) (must be included in proper sequence) | Intersession Option? -- YES -- (MAX of 8 units) | REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET |
| SEMESTER 1 | BUS 1 | 1 | PR | | YES | 3 | 9 | | | YES | |
| | BUS 20 | 2 | PR | | YES | 3 | 9 | | | | |
| | RE | 3 | RE | | | 3 | 9 | | | | |
| | TOTAL Semester 1 | | | | | 9 | 27 | | | | |
| SEMESTER 2 | RE | 1 | RE | | | 3 | 9 | | | YES | |
| | RE | 2 | RE | | | 3 | 9 | | | | |
| | RE | 3 | RE | | | 3 | 9 | | | | |
| | TOTAL Semester 2 | | | | | 9 | 27 | | | | |

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| | AS Respiratory Care (NOTE: this is page 1; semesters 1-4) | | | SMC GE | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such) | Priority order of PR or RE course(s) within each semester (used to develop a part-time student ed plan) | Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY | Satisfies GE Area and/or GC (specify area) | "Gateway" course? (based on definition) | # of Units | TOTAL weekly hours (full semester) | Course Advisory (must be in map prior); do NOT include "eligibility for English 1" | Course Prerequisites (P), Corequisite (C) (must be included in proper sequence) | Intersession Option? -- YES -- (MAX of 8 units) | REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET |
| SEMESTER 1 | ENGL 1 | 1 | GE / PREREQ | IV A | | 3 | 9 | | | YES | |
| | MATH | | GE | IV B | | 3 | 9 | | | YES | |
| | RES TH 1 | | EL | | YES | 2 | 6 | | | | |
| | CHEM 10 or 19 | 2 | GE / PREREQ | I | | 5 | 15 | | | | |
| | TOTAL Semester 1 | | | | | 13 | 39 | | | | |
| SEMESTER 2 | ANATMY 1 | 1 | PR / PREREQ | | | 5 | 15 | | ENGL 1 (P) | | |
| | GE | | GE | III | | 3 | 9 | | | YES | Recommended ENGL 2 |
| | COUNS 20 | | EL | | | 3 | 9 | | | YES | |
| | EL | | EL | | | 3 | 9 | | | | Consider additional transfer requirements |
| | TOTAL Semester 2 | | | | | 14 | 42 | | | | |
| SEMESTER 3 | PHYS 3 | 1 | PR / PREREQ | | | 4 | 12 | | ANAT 1 / CHEM 10 or 19 (P) | | |
| | GE | | GE | II B / GC | | 3 | 9 | | | YES | |
| | GE | | GE | II A / GC | | 3 | 9 | | | YES | |
| | EL | | EL | | | 3 | 9 | | | | Consider additional transfer requirements |
| | TOTAL Semester 3 | | | | | 13 | 39 | | | | |
| SEMESTER 4 | MCRBIO 1 | 1 | PR | | | 5 | 15 | | PHYS 3 / CHEM 10 or 19 (P) | | |
| | HEALTH 61 | 2 | PR | | | 3 | 9 | | | | |
| | EL | | EL | | | 3 | 9 | | | YES | Consider additional transfer requirements |
| | EL | | EL | | | 3 | 9 | | | YES | Consider additional transfer requirements |
| | TOTAL Semester 4 | | | | | 14 | 42 | | | | |

NOTE REGARDING SEMESTERS 1-4: RC pre-requisites are offered during intersessions which could allow for completion in a shorter time. It is advised that you meet with a Counselor for appropriate educational planning.

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| | AS Respiratory Care (NOTE: this is page 2 of this map; semesters 5-8) | | | | | | | SMC GE | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such) | Priority order of PR or RE course(s) within each semester (used to develop a part-time student ed plan) | Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY | Satisfies GE Area and/or GC (specify area) | "Gateway" course? (based on definition) | # of Units | TOTAL weekly hours (full semester) | Course Advisory (must be in map prior); do NOT include "eligibility for English 1" | Course Prerequisites (P), Corequisite (C) (must be included in proper sequence) | Intersession Option? -- YES -- (MAX of 8 units) | REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET |
| SEMESTER 5 (FALL) | RC 1 | | PR | | | 2 | 6 | | | | Weeks 1-8 |
| | RC 1L | | PR | | | 2 | 6 | | RC 1 ( C ) | | Weeks 1-8 |
| | RC 2 | | PR | | | 2 | 6 | | | | Weeks 1-8 |
| | RC 2L | | PR | | | 2 | 6 | | RC 2 ( C ) | | Weeks 1-8 |
| | RC 3 | | PR | | | 3 | 9 | | RC 1/1L; 2/2L (P) | | Weeks 9-17 |
| | RC 3L | | PR | | | 3 | 9 | | RC 3 ( C ) | | Weeks 9-17 |
| | RC 4 | | PR | | | 1 | 3 | | RC 2/2L (P)  RC 3/3L ( C ) | | Weeks 9-17 |
| | TOTAL Semester 5 | | | | | 15 | 45 | | | | |
| SEMESTER 6 (WINTER & SPRING) | RC 5 | | PR | | | 2 | 6 | | RC 4/4L (P) | YES | Must take in WINTER SESSION |
| | RC 5L | | PR | | | 2 | 6 | | RC 5 ( C ) | YES | Must take in WINTER SESSION |
| | TOTAL WINTER | | | | | 4 | 12 | | | | |
| | RC 6 | | PR | | | 2 | 6 | | RC 5/5L (P) | | Weeks 1-17 |
| | RC 6L | | PR | | | 3 | 9 | | RC 6 ( C ) | | Weeks 1-17 |
| | RC 7 | | PR | | | 2 | 6 | | RC 5/5L (P) | | Weeks 1-17 |
| | RC 7L | | PR | | | 4 | 12 | | RC 7; RC 6/6L ( C ) | | Weeks 1-17 |
| | RC 8 | | PR | | | 1 | 3 | | RC 5/5L (P) / RC 6/6L; 7/7L ( C ) | | Weeks 1-17 |
| | TOTAL Semester 6 | | | | | 12 | 36 | | | | |
| SEMESTER 7 (SUMMER & FALL) | RC 9 | | PR | | | 2 | 6 | | RC 6/6L; RC 7/7L ; RC 8/8L (P) | YES | Must take in SUMMER SESSION |
| | RC 9L | | PR | | | 3 | 9 | | RC 9 ( C ) | | Must take in SUMMER SESSION |
| | TOTAL SUMMER | | | | | 5 | 15 | | | | |
| | RC 10 | | PR | | | 2 | 6 | | RC 9 (P) | | Weeks 1-10 |
| | RC 10L | | PR | | | 3 | 9 | | RC 10; RC 11/11L; 12 ( C ) | | Weeks 1-10 |
| | RC 11 | | PR | | | 2 | 6 | | RC 9 (P) | | Weeks 1-10 |
| | RC 11L | | PR | | | 2.5 | 7.5 | | RC 11; RC 10/10L; 12 ( C ) | | Weeks 1-10 |
| | RC 12 | | PR | | | 2 | 6 | | RC 9 (P) ; RC 10/10L; 11/11L ( | | Weeks 1-10 |
| | RC 13 | | PR | | | 2 | 6 | | RC 10/10L; 11/11L (P) | | Weeks 11-17 |
| | RC 13L | | PR | | | 1 | 3 | | RC 13 ( C ) | | Weeks 11-17 |
| | TOTAL Semester 7 | | | | | 14.5 | 43.5 | | | | |
| SEMESTER 8 (SPRING) | RC 14 | | PR | | | 1 | 3 | | RC 12 (P) | | Weeks 1-8 |
| | RC 14L | | PR | | | 2 | 6 | | RC 14; 15/15L; 17 ( C ) | | Weeks 1-8 |
| | RC 15 | | PR | | | 2 | 6 | | RC 12 (P) | | Weeks 1-8 |
| | RC 15L | | PR | | | 2 | 6 | | RC 15; 14/14L; 17 ( C ) | | Weeks 1-8 |
| | RC 16 | | PR | | | 1 | 3 | | RC 15/15L (P); RC 17 ( C ) | | Weeks 9-17 |
| | RC 17 | | PR | | | 2 | 6 | | RC 12 (P) ; RC 14/14L, 15/15L, 16 ( C ) | | Weeks 1-17 |
| | RC 18 | | PR | | | 1 | 3 | | RC 15/15L (P) | | Weeks 9-17 |
| | TOTAL Semester 8 | | | | | 11 | 33 | | | | |

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# New Course: BUSINESS 57, Introduction to Lean Six Sigma

| Units: | 3.00 |
|---|---|
| **Total Instructional Hours (usually 18 per unit):** | 54.00 |
| **Hours per week (full semester equivalent) in Lecture:** | 3.00 |
| **In-Class Lab:** | 0.00 |
| **Arranged:** | 0.00 |
| **Outside-of-Class Hours:** | 108.00 |
| **Date Submitted:** | February 2021 |
| **Transferability:** | Transfers to CSU |
| **Degree Applicability:** | Credit – Degree Applicable |
| **Proposed Start:** | Spring 2022 |
| **TOP/SAM Code:** | 050800 - International Business and Trade / B - Advanced Occupational |
| **Grading:** | Letter Grade or P/NP |
| **Repeatability:** | No |
| **Library:** | Library has adequate materials to support course |
| **Minimum Qualification:** | Business Education |
| **Program Impact:** | Proposed for inclusion in an existing degree or certificate<br>• International Business Certificate of Achievement<br>• Logistics and Supply Chain Management AS/ Certificate of Achievement |

### Rationale

Per Global Trade and Logistics Advisory Board meeting. Students need to solve problems, critical thinking and innovation. Lean Six- Sigma strategy includes customer satisfaction and cost reduction. It leads to revenue growth and productivity improvements. Lean Six-Sigma certifications can lead to valuable career opportunities in a wide range of positions at a broad range of companies around the world. With more organizations adopting Lean Six-Sigma's versatile performance optimization methods, Yellow Belt & Green Belt certification is a powerful asset in today's job market. Companies like Amazon, Starbucks, Toyota train their employees on Lean Six-Sigma. With this new course we are not only training students to get a job. Students with this knowledge will be able to get a higher paying job.

## I. Catalog Description

This course introduces the basic concepts of performance improvement methods. Students will learn about Lean Six-Sigma and Human Centered Design (HCD) methodologies. Lean Six-Sigma is a method that relies on a collaborative team effort to improve performance by systematically removing waste, quality management and reducing variation. This course will cover these concepts as they apply to different industries. Students will have the option to earn a Lean Six-Sigma Yellow Belt Certification upon completing the course and passing the exam, if they choose to.

## II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Lean Six Sigma for Leaders: A practical guide for leaders to transform the way they run their organization., 1st, Martin Brenig-Jones, Jo Dowdall, John Wiley & Sons Inc © 2018, ISBN: 9781119374749
2. Measures of Success: React Less, Lead Better, Improve More., Mark Graban (Author), Donald J. Wheeler (Foreword), Constancy, Inc © 2019

## III. Course Objectives

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

1. Evaluate Lean-Six Sigma Concepts and the importance of a solid quality process.
2. Explain the developing role of lean, lean Six-Sigma, and Human Centered Design (HCD) methodologies.
3. Demonstrate an understanding of different work environments or industries that use Lean Six-Sigma, for example: Manufacturing, Services, Health Care, Consulting.
4. Demonstrate the ability to understand a situation, issue or problem by breaking it into smaller pieces and tracing its implications in a step-by-step manner.

5. Demonstrate an understanding of and use decision support tools in process and performance improvement. For example: 5S system, the seven wastes, value stream mapping kaizen, flow, visual work space and voice of the customer.
6. Explain the benefits and value added aspects of process improvement.
7. Analyze why lean, lean-six sigma, Human centered design and quality control are extremely important in an organization.
8. Demonstrate the ability to facilitate a group, and to prepare and present cogent business presentations.

IV. **Methods of Presentation:**
Distance Education, Field Experience, Lecture and Discussion, Observation and Demonstration, Discussion, Projects, Field Trips, Group Work, Online instructor-provided resources

V. **Course Content**

| % of Course | Topic |
|---|---|
| 10.000% | Lean Six Sigma Overview and Structure. |
| 20.000% | DMAIC (Define, Measure, Analyze, Improve and Control) data- driven improvement cycle used for improving and optimizing business processes and design. |
| 40.000% | Decision support tools in process. |
| 20.000% | Human Centered Design Module. |
| 10.000% | Improvement and Control Process. |
| 100.000% | Total |

VI. **Methods of Evaluation**

| % of Course | Topic |
|---|---|
| 20% | Projects: Critical Thinking-Discussions. |
| 50% | Written assignments: 4 - 5 assignments |
| 5% | Projects: Case Study Participation. |
| 25% | Quizzes |
| 100% | Total |

VII. **Sample Assignments:**
**Process Improvement using a SIPOC (suppliers, inputs, process, outputs and customers) improvement tool:** You will work in a team to identify all relevant elements of a process improvement project. You will analyze the customer need, the supplier selection, and the process to make a product. Analyze inputs such as: the request, the receipt to acknowledge the sale, equipment & customer interaction. Determine the process and analyzing the output of this process such as the completed purchase, the final product and customer satisfaction when the process is complete.

**Project Charter Analysis:** You will be given a case study to determine the objectives and constraints of a project. You will identify the main stakeholders, risks, benefits of the project and then present a short document that describes the project in its entirety- including an analysis and solutions for its improvement.

VIII. **Student Learning Outcomes:**
1. Students will learn to think in terms of Lean, a philosophy that aims to eliminate waste.
2. Given a problem, students will learn the six steps to a strong Lean foundation, including detailed questions to ask at each step to review current status of a project or process.
3. Students will demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.

# BUS 57 Distance Education Application

☑ Fully Online
☑ Hybrid

## 1a. Instructor - Student Interaction:

The course will start with an informative email. This email will help students understand the structure of the course and it will explain the material more clearly. The instructor will communicate frequently with students through announcements and posting questions and answers. Discussion boards will be posted and the instructor will provide comments, input and feedback like in a regular on-ground course. Additionally, constructive feedback will be provided on the homework assignments and exams. The instructor will promptly respond to communication from students via email and through the "Your Questions" discussion board.

## 1b. Student - Student Interaction:

Students will participate in discussion boards. In order to have an active online learning classroom, students will be required to reply to other students in the class. The first week of classes students are asked to introduce themselves and reply to at least two other students in the class. This is a good way to know each other. This "get to know you" activity is essential to the community building process in our online class. Throughout the class, they will discuss different Lean-Six Sigma concepts. Additionally, they will be able to participate in the "Your Questions" discussion board where they can help each other with questions as well as hear other general questions about the course content just as in an on-ground classroom. This makes the class interactive.

## 1c. Student - Content Interaction:

The course is a mix of discussions, collaboration, videos, and hands-on exercises with some brief video lectures. The class is organized by modules. Where each module includes a variety of pages with different topics. A variety of materials are offered for students to learn about Lean-Six Sigma concepts. Examples include the following: Videos, podcasts, case studies. Each topic includes: specific learning objectives for each topic, discussion boards that help students to check their understanding of the concepts. Finally, students will take three exams and solve two case studies.

## 1d. Distance Ed Interactions:

| Online class activities that promote class interaction and engagement | Brief Description | Percentage of Online Course Hours |
|---|---|---|
| Discussion Boards | Discussion Board Assignments - Students will share ideas in critical thinking discussions about different international marketing topics. They are graded based upon their responsiveness to the question and support provided. | 20.00% |
| Exams | -Exams/Tests - Exams will consist of multiple choice and essay questions. Feedback will be given on exams in addition to numerical scores. | 20.00% |
| Online Lecture | Different resources are presented to students: videos, articles, podcasts, critical thinking exercises and case studies. | 60.00% |

## 2. Organization of Content:

The course is organized through modules. Each module focuses on different topics. The first module provides an introduction to Lean Six-Sigma. Second module focuses on DMAIC (Define, Measure, Analyze, Improve and Control) data- driven improvement cycle used for improving and optimizing business processes and design. Each module provides learning objectives, an introduction to the topic, a summary of the whole module, videos, links to relevant articles, websites such as International Journal of Lean Six Sigma. Discussion boards are provided every week. Exams are spread out and administered every two to three weeks. Case studies are due week 4 and week 8. Class is taught at a reasonable pace.

## 3. Assessments:

| % of grade | Activity | Assessment Method |
|---|---|---|
| 20.00% | Threaded Discussions | Students will participate in at least 5 critical thinking discussions,"my questions" discussion board, sharing Lean Six-Sigma ideas discussion board. These discussions will help to |

| | | |
|---|---|---|
| | | promote student-teacher interaction and student-to student interaction on a variety of relevant Improvement Process tools. |
| 20.00% | Critical Thinking Exercises | Students will watch a video or listen to a podcast. They will be asked to take notes and be prepared to participate in individual or group discussions. |
| 60.00% | Lean Six-Sigma hands on projects | Students will develop learn how to use the Lean Six-Sigma like if they were working at a real company. Students will work on a variety of case studies. The content of these cases are real scenarios. By analyzing these scenarios, students can learn how to handle similar situations. (3-4 projects) |

## 4. Instructor's Technical Qualifications:

Instructors should have completed a comprehensive Lean Six-Sigma training or a certification. Also, a course in the LMS such as a Canvas course and received the appropriate certification. Additionally, instructors should be aware of the technical support that is available such as the Canvas technical support line. Knowledge of how to make sure the material is accessible is also critical for online instructors.

## 5. Student Support Services:

Links to the following services should be provided: Santa Monica College library, online tutoring, the bookstore, and tutorials for online classes.

## 6. Accessibility Requirements:

All videos have been closed captioned. Any additional videos or materials posted will be reviewed to make sure compliance is met.

## 7. Representative Online Lesson or Activity:

Learning Objective: Students will learn to think in terms of Lean, a philosophy that aims to eliminate waste.
Students will be given a real company scenario where students will have to improve customer service using the seven wastes of Lean.
Avoiding waste in the following areas: Inventory, Waiting Time, Defects, Overproduction, Motion, Transportation, and Over-processing.

# New Course: BUSINESS 86, Earned Value Management Systems

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

| | |
|---|---|
| Transferability: | Transfers to CSU |
| Degree Applicability: | Credit - Degree Applicable |
| Proposed Start: | Spring 2021 |
| TOP/SAM Code: | 051000 - Logistics and Materials Transportation / C - Clearly Occupational |
| Grading: | Letter Grade or P/NP |
| Repeatability: | No |
| Library: | Library has adequate materials to support course |
| Minimum Qualification: | Business<br>Management |
| Program Impact: | Proposed for inclusion in an existing degree or certificate<br>• Business AS<br>• Logistics and Supply Chain Management AS/Certificate of Achievement |

**Rationale**

Earned Value Management Systems (EVMS) is intertwined in all aspects of Global Trade and Logistics and Transportation and a myriad of industries. The objective of this curriculum is to enlighten students on Earned value skills and education. EVMS in the GTL arena will improve their overall knowledge of Earned value which will enhance their brand for full employment in our surrounding areas of employment. The Center for a COMPETITIVE Workforce in the LA and Orange County, along with PRO GTL Global trade Sector Analysis conducted primary research on the workforce development needs of the Global Trade and Logistics (GTL) sector in Los Angeles and Orange Counties. The region is a strategic location for international trade activities and employment opportunities due to its world-class ports, extensive infrastructure, large distribution and warehousing centers, manufacturing base and growing local job market. Our Southern California area has a robust Aerospace industry which Earned Value skills immensely for this growing industry. 1. Provides students with the skills to utilize the dynamics of Scheduling and Earned Value to optimize project success. 2. Students will demonstrate a level of competency of utilizing MS Project, an Industry wide skill. 3. Demonstrate an understanding of critical path and resource constraints. 4. Demonstrate an understanding of calculating and interpreting cost and schedule variances. 5. Plan and create network diagrams and demonstrate an understanding of earned value variances and performance indexes.

I. **Catalog Description**

This course introduces students to Earned Value Management Systems (EVMS). Earned Value Management Systems is a technique that combines measures of scope, cost and schedule for evaluating project progress. EVMS utilizes defined metrics and visual analytics to help track cost and schedule performance. This course will introduce how EVMS measures accomplished efforts against the plan for management to effectively make risk assessments. EVMS are utilized on a sundry of projects in the manufacturing, pharmaceutical, and high-tech industries.

II. **Examples of Appropriate Text or Other Required Reading:**

(include all publication dates; for transferable courses at least one text should have been published within the last five years)
1. <u>Project Management: A Systems Approach to Planning, Scheduling, and Controlling 12th Edition</u>, 12th edition, Harold Kerzner, WILEY © 2017
2. <u>Project Management: The Managerial Process</u>, 7th, Erik Larsen and Clifford Gray, McGraw Hill © 2018, ISBN: 9781259666094
3. <u>Operations and Management</u> , 15th , Robert Jacobs and Richard Chase, McGraw Hill © 2018, ISBN: 978-1-259-66610-0

4. <u>Earned value management Systems</u> , Everett EVMS Custom textbook from #2 and # 3, Erik Larsen and Clifford Gray and Richard Case and Robert Jacobs, McGraw Hill © 2021, ISBN: 9781307556872 and 1307556876

III. **Course Objectives**

Upon completion of this course, the student will be able to:
1. Identify the key concepts and terminology of Earned Value Management Systems
2. Analyze how the budget value of the work scheduled correlates to successful project completions
3. Evaluate planned cost, work performed and EAC(Estimate at Completion)
4. Utilize the Work Breakdown Structure and work packages to effectively manage the earned value process
5. Calculate Budgeted Cost for Work Performed (EV/Earned Value)
6. Prepare and analyze reports for contractor or Government contracts for supporting proactive decision making

IV. **Methods of Presentation:**

Lecture and Discussion, Lab, Observation and Demonstration, Critique, Projects, Field Trips, Visiting Lecturers, Group Work, Online instructor-provided resources, Distance Education, Discussion

V. **Course Content**

| % of Course | Topic |
| --- | --- |
| 25.000% | Earned Value Management Systems Overview |
| 20.000% | EVMS terminology and definitions |
| 25.000% | Calculation of Actual and Budgeted/Planned variances |
| 30.000% | EVMS to effectively make risk management decisions |
| 100.000% | Total |

VI. **Methods of Evaluation**

| % of Course | Topic |
| --- | --- |
| 20% | Quizzes |
| 20% | Class Participation |
| 60% | Written assignments: Case Studies/Written Assignments |
| 100% | Total |

VII. **Sample Assignments:**

**1.EVMS terminology/Definitions:** Define ACWP, BCWP and EAC and ETC and how are they utilized for planning and recommendations for the project managers to assess risks.

**2. Earned Value Case study:** Mary Fence is a large timber and Christmas tree farmer who is attending an earned value class in the spring, her off season. When the class topic came to earned value, she was perplexed. Isn't she using EV? each summer Mary hires crews to shear fields of Christmas trees for the coming holiday season. Shearing entails having a worker use a large machete to shear the branches of the tree into a nice, cone shaped tree. Mary describes her business as follows, I count the number of trees in the field (24,000), next, I agree on a contract lump sum for shearing with a crew boss for the whole field ($30, 000) . When the partial payment for work completed arrives 5 days later, I count actual sheared trees of 6000. I take the actual as a % of the total to be sheared, multiply the percent complete by total contract amount for the partial payment (6,000/30,000=25%, (.25 X 30,00=$75,000). Answer the following : Is she over, on, or below cost and schedule? Is Mary using earned value? Show calculations.

VIII. **Student Learning Outcomes:**
1. Demonstrate an understanding of strategies for computing planned cost, planned value, and earned value

2. Explain the dynamics of Earned Value Management Systems to optimize project success.
3. Demonstrate a level of understanding earned value management techniques, and knowledge on how to use it to improve tracking and management of projects.
4. Demonstrate an understanding of calculating and interpreting cost and schedule variances.
5. Plan and create network diagrams and demonstrate an understanding of earned value variances and performance indexes.

## BUS 86 Distance Education Application

☑ Fully Online
☑ Hybrid

### 1a. Instructor - Student Interaction:
The course will start with an informative email. This email will help students understand the structure of the course and it will explain the material more clearly. The instructor will communicate frequently with students through announcements and posting questions and answers. Discussion boards will be posted and the instructor will provide comments, input and feedback like in a regular on-ground course. Additionally, constructive feedback will be provided on the homework assignments and exams. The instructor will promptly respond to communication from students via email and through the "Your Questions" discussion board.

### 1b. Student - Student Interaction:
Students will participate in discussion boards. In order to have an active online learning classroom, students will be required to reply to other students in the class. The first week of classes students are asked to introduce themselves and reply to at least two other students in the class. This is a good way to know each other. This "get to know you" activity is essential to the community building process in our online class. Throughout the class, they will discuss different procurement concepts. Additionally, they will be able to participate in the "Your Questions" discussion board where they can help each other with questions as well as hear other general questions about the course content just as in an on-ground classroom. This makes the class interactive.

### 1c. Student - Content Interaction:
The course is a mix of discussions, collaboration, videos, and hands- on exercises with some brief video lectures. The class is organized by modules. where each module includes a variety of pages with different topics. A variety of materials are offered for students to learn about procurement concepts. Examples include the following: Videos, podcasts, case studies. Each topic includes: specific learning objectives for each topic, discussion boards that help students to check their understanding of the concepts. Finally, students will take four quizzes and solve two case studies.

### 1d. Distance Ed Interactions:

| Online class activities that promote class interaction and engagement | Brief Description | Percentage of Online Course Hours |
|---|---|---|
| Discussion Boards | Weekly Discussion boards will be posted to promote student-teacher interaction and student to student interaction on a variety of Earned Value Management Systems (EVMS) issues | 20.00% |
| Written assignments | Students will write two essays on relevant earned value management cases. The first essay will be a case of calculating EVMS variances from an industry dilemma/setback in the factory and how the student will present their data to high level management with recommendations for achieving optimal Earned Value fundamentals. For the second essay, students will prepare and analyze reports for a contractor or Government entity for recommendations on risk management decisions based on their EV calculations | 40.00% |
| Peer Feedback | In preparation for the students written assignments on their EVMS calculations, students will share ideas with their peers via a discussion board where they can gain valuable feedback and find other optional solutions on dealing with EVMS calculations and risk recommendations | 20.00% |
| Online Lecture | Students will watch video lectures on different aspects of EVMS that relates to each module in the textbook. Video lectures will hone in on critical Earned Value definitions for the student to absorb and share their thoughts and | 20.00% |

| | questions with other students on the topic on the 'general questions' discussion board so that the instructor can address them and clarify the topic. | |
|---|---|---|

## 2. Organization of Content:

The course is organized through modules. Each module focuses on different topics. The first module provides an introduction to the scope of Scheduling and Earned value and the dynamics of scheduling and Earned value relationship of schedule and budget. Each module provides learning objectives, an introduction to the topic, a summary of the whole module, videos, links to relevant articles, and Hands on learning and training on the Microsoft scheduling tool. Discussion boards are provided every three weeks. Exams/Quizzes are spread out and administered every four weeks. Case studies are due week 6 and 12. Class is taught at a reasonable pace.

## 3. Assessments:

| % of grade | Activity | Assessment Method |
|---|---|---|
| 20.00% | Exams/Quizzes | Exams will consist of essay questions and multiple choice. There will be 4 exams/tests. |
| 20.00% | Discussion Board Assignments and Class participation | Students will participate in at least 3 critical thinking discussions, "my questions" discussion board, sharing scheduling ideas and working on tool. These discussions will help to promote student- teacher interaction and student-to student interaction on a variety of relevant scheduling and Earned Value issues. |
| 60.00% | Written assignments and Scheduling tool LAB | Hands on assignments (3) where students are provided case studies where they solve real job simulations. A rubric is provided. |

## 4. Instructor's Technical Qualifications:

Instructors should have completed a comprehensive Canvas course and received the appropriate certification. Additionally, instructors should be aware of the technical support that is available such as the Canvas technical support line. Knowledge of how to make sure the material is accessible is also critical for online instructors.

## 5. Student Support Services:

Links to the following services should be provided: Santa Monica College library, online tutoring, the bookstore, and tutorials for online classes

## 6. Accessibility Requirements:

All of the videos have been closed captioned. Any additional videos or materials posted will be reviewed to make sure compliance is met.

## 7. Representative Online Lesson or Activity:

Learning Objective: "Explain the dynamics of Scheduling and Earned value to optimize project success". Students are asked to watch a video lecture and analyze a business owner who is hiring personnel and has a small business and faces a dilemma on cost and schedule . Students will analyze her cost and schedule and calculate her earned value methods for optimization to complete contract .
Students will provide an analysis of these methods and show their calculations .

# New Course: FRENCH 20, Francophone Cultures through Films

| | |
|---|---|
| **Units:** | 3.00 |
| **Total Instructional Hours (usually 18 per unit):** | 54.00 |
| **Hours per week (full semester equivalent) in Lecture:** | 3.00 |
| **In-Class Lab:** | 0.00 |
| **Arranged:** | 0.00 |
| **Outside-of-Class Hours:** | 108.00 |
| **Transferability:** | Transfers to CSU, UC (pending) |
| **IGETC** | 3A: Arts (pending review) |
| **CSUGE** | C1 - Arts, Dance, Music, Theater (pending review) |
| **SMCGE** | Area III: Humanities<br>Area V: Global Citizenship |
| **Degree Applicability:** | Credit - Degree Applicable |
| **Skills Advisory(s):** | FRENCH 3 |
| **Proposed Start:** | Spring 2021 |
| **TOP/SAM Code:** | 110200 - French / E - Non-Occupational |
| **Grading:** | Letter Grade or P/NP |
| **Repeatability:** | Yes |
| **Library:** | List of suggested materials has been given to Librarian |
| **Minimum Qualification:** | Foreign Languages No Minimum Qualifications For this Course |
| **Program Impact:** | Proposed for inclusion in a forthcoming degree or certificate<br>• African and Middle Eastern Studies Certificate of Achievement |

### Rationale

Film has proven to be an excellent medium for both the teaching of language and culture. This proposed course will push students to engage in advanced conversation that highlights the richness of Francophone cultures around the world, including their cinema. It will provide students skills to critically analyze films in French and to understand the historical, social and political issues central to some French-speaking countries. As the Mission Statement of Santa Monica College delineates, it is imperative that our students are sufficiently equipped with knowledge on diverse cultures of the world, appreciate them, and are aware of interconnectedness with different disciplines. They should also be able to use and analyze the knowledge and data that they have learned in order to make a sound judgments to fully participate in, and actively contribute to our globally connected world. This course will be suited for undergraduate students who are seeking their academic directions. Because this course has interdisciplinary contents, students will experience various academic disciplines, such as communication and media studies, history, sociology, anthropology, global studies, linguistics, literature, etc.

I. **Catalog Description**

The course examines the different cultures of the French-speaking world through the analysis of films. Students will not only learn some vocabulary pertinent to the analysis of films but they will also practice advanced conversation and study advanced grammar through written and spoken tasks. The films chosen for the course focus on the important issues that characterize the French-speaking world such as colonialism, diversity, immigration, and women's issues, among others. This course will be taught in French except in cases of linguistic difficulty as determined by the professor.

II. **Examples of Appropriate Text or Other Required Reading:**

(include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. <u>Francophone Cultures Through Film</u>, Boudraa Nabil and Cecile Accilien , Focus © 2013

III. **Course Objectives**

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

1. Identify specific vocabulary words to analyze films in French.
2. Evaluate key historical and political events that have shaped French-speaking countries.
3. Demontrate an understanding of contemporary issues faced by French and Francophone societies and their diasporas.

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

V. **Course Content**

| % of Course | Topic |
|---|---|
| 10.000% | Introduction to the French-speaking world and film analysis vocabulary. |
| 15.000% | Part 1: The colonial experience : study of the movie La rue cases nègres by Euzhan Palcy, set in Martinique in the 1930s. |
| 15.000% | Part 2. Struggles for Independence : colonization and decolonization. - Study of the movie "Indochine" by Régis Wargnier, which covers the period of French colonization of Vietnam and its people's fight for independence. |
| 15.000% | Part 3 : Dictatorship and exile - Study of the movie "Persepolis" by Marjane Satrapi, which portrays people's repression in Iran, and a young woman's experience of exile to Europe. |
| 15.000% | Part 4: The role of women in post-colonial societies - Study of the movie "Faat Kiné" by Ousmane Sembène, which represents the place of women in post-colonial Senegal. |
| 15.000% | Part 5 : Immigration and Education - study of the movie "Monsieur Lazhar" by Philippe Falardeau, which represents the experience of an Algerian immigrant teacher in Québec. |
| 15.000% | Part 6 : Multiculturalism and youth - study of the movie "Bande de filles" by Céline Sciamma, which portrays the life and struggles of teenage girls from immigrant families living in the ghetto areas in France. |
| 100.000% | Total |

VI. **Methods of Evaluation**

| % of Course | Topic |
|---|---|
| 10% | Class Participation |
| 15% | Oral Presentation |
| 25% | Homework: Canvas Homework (voice recordings, short written responses, Voicethread) |
| 25% | Papers: Compositions (x3) |
| 25% | Final exam |
| 100% | Total |

VII. **Sample Assignments:**
**Blog entry:** Pour cette réponse, vous devez mentionner 2 scènes et une citation du film pour illustrer vos idées. Pour ces réponses, vous pouvez vous aider de l'article pp 41-42. 1- Etudiez l'importance des personnages féminins maternels (la mère et la grand-mère pour Marjane) dans la formation de l'identité de Marjane. Qu'apprend-elle grâce à ces personnages féminins? Quelles images de la femme avons-nous ? 2- Quel rôle joue la religion dans la vie de Marjane ? À quels moments voyons-nous Dieu et pourquoi ? Comment est- ce que sa personnalité évolue entre le moment où elle est enfant et les derniers temps en Iran ? 3- Etudiez la représentation du corps féminin dans le film. Est-ce que le changement physique est tragique ou comique ? Pourquoi ? Est-ce que le changement physique (pensez au port du voile aussi et aux vêtements) affecte la vie sociale de Marjane et comment ?

**Composition :** Le film Indochine: Certains commentateurs décrivent le film comme une représentation nostalgique de l'Indochine française. D'autres le considèrent comme une critique de la colonisation française. Et enfin, d'autres le voient comme une aventure romantique qui minimise la situation politique. Et vous ? Choisissez un ou plusieurs de ces points de vue et justifiez votre opinion en donnant des exemples précis de scènes et en

analysant l'action et la représentation des personnages. Les consignes Votre composition doit : ❘ avoir un titre intéressant et original[SEP] ❘ faire 1 page ½ à 2 pages, Times 12pt, marge de 1inch[SEP] ❘ analyser au moins 3 scènes précises[SEP] ❘ contenir 1 citation précise du film[SEP] ❘ utiliser au moins 3 verbes avec l'infinitif (en gras dans votre composition) et 3 verbes aux temps du passé (soulignés dans votre composition)[SEP] Le format [SEP] Il faut organiser votre composition avec une introduction, des paragraphes, et une conclusion.[SEP] & Dans l'introduction : 1) commencez par une brève présentation du film 2) posez la question centrale à votre argumentation 3) expliquez comment vous allez répondre à cette question en décrivant brièvement les parties de votre argumentation[SEP] Ex : (1) Le film « Le fabuleux destin d'Amélie Poulain » raconte l'évolution de la vie d'Amélie Poulain à Paris. Elle découvre les mystères de la vie de différentes personnes et aide sans cesse les gens. (2) La question que l'on peut se poser ici est donc la suivante : « En aidant les autres, Amélie aide-t-elle plus les gens qu'elle-même ? » (3) En analysant sa relation avec son père, avec son voisin Mr Dufayel et son amoureux Nino, je démontrerai qu'Amélie, inconsciemment, en aidant les autres finit par s'aider elle-même et à trouver des réponses aux questions de sa propre vie. & Dans les paragraphes : 1) choisissez une idée par paragraphe (ce sont les idées introduites en (3) dans l'introduction) 2) donnez des exemples détaillés pour soutenir chaque idée : chaque scène doit être expliquée de manière critique et non pas seulement décrite et résumée ! & Dans la conclusion : 1) résumez votre analyse (deux phrases pour résumer votre idée principale) 2) faites un rapprochement avec un autre film ou texte qui parle de la même chose ; vous pouvez aussi poser une autre question ou bien ouvrir le sujet.[SEP] Ex: (1) Comme nous l'avons vu et démontré, en aidant différents personnages clés de sa vie, Amélie finit par comprendre l'impact émotionnel de sa relation avec son père, et par apprendre à faire confiance à ses émotions grâce à Mr Dufayel, et à ne plus se cacher des autres avec Nino. (2) Cette héroïne rappelle un peu d'autres femmes sensibles et maladroites comme Bridget Jones qui doit aussi faire un parcours émotionnel avant d'apprécier qui elle est et de trouver la personne qui lui convient.

VIII. **Student Learning Outcomes:**
1. Students will be able to demonstrate a high level of language proficiency in French in a variety of contexts.
2. Students will be able to demonstrate knowledge of French grammar and vocabulary to understand and analyze films.
3. Students will be able to identify key historical and political events and explain how they have shaped French-speaking countries.
4. Students will be able to analyze and contrast contemporary issues faced by French and Francophone societies and their diasporas.

**Global Citizenship**

**Global Citizenship Category: Global Studies**

**Course meets all of the following three criteria: (Please Check)**
- ☑ Course content is explored primarily through a global perspective and a comparative and/or analytical framework is used. At least two societies or cultures outside the United States and their global impact are explored.
- ☑ Course material has contemporary significance. For example, a course would not only examine a period of history but the ways in which that period of history impacts the way we live in the world today.
- ☑ Course content addresses at least two interconnected systems (such as cultural, ecological, economic, political, social and technological systems).

**Outcomes that pertain to this Global Citizenship Category**
- ☑ Students will be able to identify key historical and political events and explain how they have shaped French-speaking countries.
- ☑ Students will be able to analyze and contrast contemporary issues faced by French and Francophone societies and their diasporas.

**Narrative**
Course content is explored primarily through a global perspective, and a comparative and/or analytical framework is used. At least two societies or cultures outside the United States and their global impact are explored.
Course material has contemporary significance. For example, a course would not only examine a period of history but the ways in which that period of history impacts the way we live in the world today.
Course content addresses at least two interconnected systems (such as cultural, economic, political, and social systems).

**Department Vote:** Approved unanimously.

# FRENCH 20 Distance Education Application

☑ Fully Online

## 1a. Instructor - Student Interaction:
The instructor-student interactions will happen frequently in different ways. The instructor will post class updates, important deadline reminders, and other interesting cultural links through Announcements on the Learning Management System every other week and as needed. The instructor will also send important deadline reminders and immediate changes via email when needed. The instructor will respond to students' comments and questions via discussion boards, email, and the email option on the LMS. The instructor's contact information will be located both on the syllabus and in the LMS homepage. The instructor will provide support as needed for course navigation. The instructor will send out a welcome letter before the class starts with information about course content, expectations, how to navigate online courses, and references for the students to review about online courses. The instructor will have weekly lesson videos to teach content, and to remind students of assignments, quizzes, and exams. Exams and quizzes will be online or scheduled. There will be clear and detailed instructions embedded in each activity, and the instructor will also contact students with important reminders and key points. The instructor will provide individual feedback to student work weekly: written activities in the discussion forums, oral and listening practice assignments, quizzes, presentations and interviews. Individual feedback will occur via assignments comments, writing assessments, LMS messaging, conferencing, and office hour visits. The instructor will hold weekly online office hours in order to be more accessible and to provide additional help and support.

## 1b. Student - Student Interaction:
Students will engage in weekly threaded discussions where they will create an original post based on the topics selected by instructors, and students will be asked to respond to their classmates' original posts on VoiceThread or equivalent software and the LMS. Students will also interact with their classmates via a recording software every other week. Students will first respond to a prompt and record their answers. Then, they will have to record a response to one of their peers' comments. Lastly, students might also team-up and complete a project using a file-sharing system.

## 1c. Student - Content Interaction:
The students will have daily interaction with the course content, the assigned course materials, and assignments through the LMS. Students will complete weekly a variety of activities from the LMS that accompany recorded lessons and PDFs. The student will examine a variety of videos and other media and complete listening, writing and reading activities to assess their comprehension of the material covered. To ensure individualized learning, the instructor will assign activities that require individual grading and weekly feedback.

## 1d. Distance Ed Interactions:

| Online class activities that promote class interaction and engagement | Brief Description | Percentage of Online Course Hours |
|---|---|---|
| Online Lecture | Weekly recorded lessons / video lectures to learn, practice, and review course content. Students will have to complete a small survey/ open notes task after each recorded lesson. | 25.00% |
| Discussion Boards | On the LMS discussion forums, students will answer prompts on cultural topics and go more in depth with the topics seen in class. They will also interact with peers by posting comments on their posts. | 15.00% |
| Videos | As homework on the school LMS, students will be assigned video comprehension activities to test grammar accuracy, use of specific vocabulary and cultural awareness and analysis. Students might also record their own video presentation through the LMS. | 15.00% |
| Exams | Students will be tested after LMS units on cultural knowledge and vocabulary and grammar. The midterm, the final exam and unit quizzes will be administered on the LMS. | 25.00% |
| Written assignments | Students will complete written tasks created by the instructor on the school LMS to study specific topics. They will be assessed on grammar accuracy, use of specific vocabulary and cultural awareness and analysis. | 20.00% |

## 2. Organization of Content:

Content is organized into units based on specific cultural topics. Outcomes are included within each module and content is aligned with those outcomes. Content is delivered through a variety of accessible modalities including, but not limited to, assigned texts/ movies within LMS pages, external websites and texts, audio (with transcripts), captioned videos, and images with alternative text. A typical instructional unit includes (1) recorded lectures (2) support materials on the school LMS (3) graded assignments on the school LMS (4) discussion forum(s); (5) quiz or exam (6) other course-specific components as necessary. The material is presented through LMS and other technological tools asynchronously. Content pages will include links to recorded lessons or other content and videos placed along with text and images. Units will have a consistently structured and sequenced pattern to allow students to better anticipate and manage their workload. Assignment activities allow students to assess their performance and progress in each unit at their own pace within the general deadlines provided. Students will use discussion boards to give/get feedback from other students and the instructor. There will be a more summative assessment such as a quiz or an exam to evaluate student learning and proficiency at the conclusion of each unit. There will be opportunities to participate in synchronous office hours. There will also be links provided on a regular basis that will bring students' attention to current events and other cultural resources that have relevance to the course.

## 3. Assessments:

| % of grade | Activity | Assessment Method |
|------------|----------|-------------------|
| 20.00% | Threaded Discussions | Feedback with rubric and in comment section |
| 20.00% | Written assignments | Feedback with rubric and in comment section |
| 20.00% | Unit quizzes | Feedback in comment section |
| 15.00% | Final project | Feedback in comment section |
| 10.00% | Midterm project | Feedback in comment section |
| 15.00% | Video analysis exercises | Feedback in comment section |

## 4. Instructor's Technical Qualifications:
Instructors will need proficiency in the learning management system, and various other tools to produce recorded lessons/content. Instructors will need to know how to use web-based technologies to : host office hours, create and upload captioned videos, communicate with students, create announcements and discussion forums, create assignments requiring online submissions, manage grades, and create exams. Professional development in online teaching and the current LMS is highly encouraged and available through the college LMS and other trainings. Instructors should know how to get support from the IT department, the Distance Education Program, the Center for Teaching Excellence, and the LMS support hotline.

## 5. Student Support Services:
The instructor will provide information about and links to SMC key services for students : tutoring services, Financial Aid, the Center for Students with Disabilities, the Center for Wellness and Wellbeing, Campus Police, Title IX office, and the library. There will also be links and information about the college's LMS help features and the textbook's LMS help features. These resources will be incorporated in the syllabus and in the school's LMS (embedded links) and the instructor will refer to them in recorded lessons, office hours, and via messages/announcements when needed.

## 6. Accessibility Requirements:
The course will be designed in a manner that allows for easy readability for all students, including those using accessibility readers. All video content will be captioned, and instructors will use the LMS tools that aid and ensure accessibility. In the LMS: -assignments in the same categories will have the same format/structure. -content pages will consistently use heading styles. -lists will be created using bullets or the numbered list tool. -pages will have sufficient color contrast between the foreground and background. -hyperlinks will be embedded. -images will use alt text.

## 7. Representative Online Lesson or Activity:
Objective 3 : students will be able to understand contemporary issues faced by French and Francophone societies and their diasporas.

Format: Threaded Discussion on Canvas

Goal :
Practice expressing your opinion and ideas in French
Talk about the movie "Indochine"
Describe your favorite scenes and characters in the movie

Ecrivez votre réponse avant mardi 23h59. Dans votre réponse, répondez aux questions de la professeure :

-Décrivez votre scène préférée du film : à quel moment du film est cette scène ? Qu'est-ce qui se passe et qui sont les personnages ? Comment est-ce que cette scène influence le reste de l'histoire/ du film?
-Expliquez qui est votre personnage préféré dans le film et qui est le personnage que vous aimez le moins. Donnez des exemples précis de scènes et d'actions du personnage.

- Ecrivez une réponse d'environ 200-250 mots en français.

*Netiquette : Please remember to be courteous and respectful when posting online. While, in French class, we respect everyone's opinions and different belief systems, materials and posts that are considered offensive to certain groups of people and cultures will be taken down.

Reply to Peers
Avant jeudi 23h59, ajoutez des commentaires (add comments) aux réponses des personnes de la classe.
Ecrivez des commentaires intéressantes (des choses en commun, des différences ...). Répondez aux réponses de 2 personnes de la classe.

NOTE: I am looking for meaningful engagement, not a specific word count; try to really engage with the persons whose comments caught your attention.

Grading
Please see the grading rubric for guidance on what is expected for full credit. Click the snowman icon (3 vertical dots), then select "Show Rubric."Mobile users: Click Grades, then click into the Discussion. The rubric can then be found on the Grades tab.

# New Course: JOURNALISM 7, Engaging Audiences for Journalism and Social Media

| | |
|---|---|
| **Units:** | 4.00 |
| **Total Instructional Hours (usually 18 per unit):** | 108.00 |
| **Hours per week (full semester equivalent) in Lecture:** | 3.00 |
| **In-Class Lab:** | 0.00 |
| **Arranged:** | 3.00 |
| **Outside-of-Class Hours:** | 108.00 |
| **Date Submitted:** | January 2021 |
| **Transferability:** | Transfers to CSU |
| **\Degree Applicability:** | Credit - Degree Applicable |
| **Proposed Start:** | Fall 2021 |
| **TOP/SAM Code:** | 060200 - Journalism / C - Clearly Occupational |
| **Grading:** | Letter Grade or P/NP |
| **Repeatability:** | No |
| **Library:** | List of suggested materials has been given to Librarian |
| **Minimum Qualification:** | Journalism: Master's in journalism or communication with a specialization in journalism OR Bachelor's in either of the above AND Master's in English, history, communication, literature, composition, comparative literature, any social science, business, business administration, marketing, graphics or photography OR the equivalent |
| **Program Impact:** | Proposed for inclusion in an existing degree or certificate <br> • Journalism AA-T <br> • Journalism – Multimedia Storytelling AS |

### Rationale

Our Journalism Discipline Advisory Board recommended Audience Engagement as a category area of job opportunities for our journalism students, particularly as social media becomes the primary source of news. The target population for the course includes journalism and media students. This field also presents opportunities for upward mobility for low-income, first generation and/or Black and Latinx students. We would also like to have this class crosslisted as Media 25, which is a totally new, unused number for Media Production. So it would be a new class for Media as well.

I. **Catalog Description**

Student media practicum and lab where students produce engaging social media journalism content for the campus community. Students learn how to plan, pitch, innovate and execute news content pieces across the social and digital landscape. Students collaborate with student newsroom writers, photojournalists, designers and editors to develop audience engagement strategies following media industry best practices. Students use analytics and metrics to analyze how audiences engage with created content.

II. **Examples of Appropriate Text or Other Required Reading:**

(include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Social media analytics: A practical guidebook for journalists and other media professionals, Timo Lüge, DW Akademie © 2019, ISBN: https://www.dw.com/downloads/49615855/dwa-digital-analytics-toolkit2019.pdf
2. Mobile and Social Media Journalism, Anthony Adornato, CQ Press © 2017, ISBN: 978-1506357140
3. The Social Media Journalist Handbook, Yumi Wilson, Routledge © 2019, ISBN: 978-1138545700
4. Mobile Journalism, Robb Montgomery, self-published © 2020, ISBN: B08P1GYFZ3
5. The Associated Press Stylebook is a optional book for journalism classes at SMC. It is updated every year. The Associated Press Style Book, Associated Press, Associated Press © 2020, ISBN-13: 978-1541647572

III. **Course Objectives**

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

1. Plan and develop news and feature social media content for a campus community
2. Apply ethical principles to journalism social media content and audience engagement

3. Analyze which information should be the focus of social media/digital platform posts and organize information based on best practices for that platform
4. Determine the appropriate social media format that best tells a particular news or feature story and produce the content in that format
5. Plan and create news and feature stories across different digital platforms
6. Understand and apply analytics and metrics to social media content creation and evaluation of audience engagement with that content.
7. Apply journalistic ethical principles of accuracy and fairness in editing social media content
8. Meet and respect deadlines for media production across many platforms
9. Design social media content and write headlines to attract the reader and reflect news value
10. Apply team-building methods in working with writers, photographers, editors and staff to create social media content that engages audiences
11. Address concerns that arise when social media news coverage affects gender, racial or cultural issues

IIIb. **Arranged Hours Objectives:**
Upon completion of this course, the student will be able to:
1. Demonstrate an understanding of production work needed to prepare and execute journalism across multiple digital platforms.
2. Demonstrate an understanding of how to measure whether content is reaching an audience and how the audience is engaging with that content.

IV. **Methods of Presentation:**
Distance Education, Lecture and Discussion, Observation and Demonstration, Discussion, Critique, Projects, Experiments, Visiting Lecturers, Field Trips, Individualized Instruction, Group Work, Other (Specify)
Other Methods: Lectures and lecture-discussions. Trips to or virtual online participation in journalism conferences or related media companies in the local area. Weekly critiques of the published newspaper and online news site and related content produced by student reporters across multiple formats including print, video, photography and other digital content. Hands-on instruction and problem solving in the newsroom during production of media content. Guest speakers. Experiments such as testing out which headline performs better on a social media website.

IVb. **Arranged Hours Instructional Activities:**
Group Work, Projects, Distance Education

V. **Course Content**

| % of Course | Topic |
| --- | --- |
| 12.000% | Introduction, Basics of Journalism Writing and Visuals for Social Media Content |
| 6.000% | Corsair Guidelines: Overview of staff policies, print/online processes, SMC Corsair Style, AP Style |
| 7.000% | Creating social media strategy for audience engagement, understanding earned, managed and owned platforms |
| 6.000% | Math for journalists, understanding metrics, averages, percent change, polling, margins of error, other statistics |
| 6.000% | Understanding metrics dashboards and algorithms, including Google search results |
| 6.000% | Researching your news audience, segmentation and trends |
| 20.000% | Best practices for each media platform (Twitter, Facebook, Instagram, Tik-Tok, Youtube, newsletters, opt-in mobile notifications) |
| 6.000% | Design thinking and iteration, trial and error, A/B testing |
| 6.000% | Resolving staff conflicts; problem solving and collaboration |
| 6.000% | Preparing for journalistic competition; strategies for success in competitive social media news environments |

| | |
|---|---|
| 6.000% | Ethical issues in social media, including accuracy, fairness and dealing with gender, racial and cultural matters |
| 6.000% | Libel law, public records, shield laws and other legal issues related to social media news coverage |
| 7.000% | Evaluating the semester's audience strategies and metrics, providing advice for future newsroom staff |
| 100.000% | Total |

VI. **Methods of Evaluation**

| % of Course | Topic |
|---|---|
| 10% | Class Participation: Class Participation - Students evaluate all print and online media content produced by class and participate in weekly class reviews of this produced work. |
| 10% | Written assignments: Case study analysis of a professional newsroom's successful engagement practices |
| 10% | Papers: Creating a social media strategy for audience engagement |
| 10% | Final Project: End of semester analysis of social media strategy and audience engagement metrics/results |
| 60% | Portfolios: Portfolios - Students are evaluated on a quarterly basis on their contributions to social media production and audience analysis |
| 100% | Total |

VII. **Sample Assignments:**
**Social media strategy:** A student works with the writers and editors to develop a social media strategy to promote a student newsroom-produced story across multiple platforms, executes that strategy and then reports back on the metrics showing how the audience interacted with that story.

**Case study analysis and student media recommendations:** A student analyzes a case study of how a professional newsroom has achieved success using a particular platform (for example, Twitter) and then develops recommendations for the Corsair student newsroom or SMC student radio or TV based on that case study.

VIII. **Student Learning Outcomes:**
1. Identify stories to amplify across digital platforms, customize the content to maximize audience engagement and analyze the metrics showing how audiences engaged with that content
2. Work as a member of a team, including developing audience engagement strategies and collaborating with reporters, photographers, graphic designers and editors to produce news posts across multiple digital platforms, respond to audiences and meet deadlines.

## JOURN 7 Distance Education Application
☑ Fully Online
☑ Hybrid

**1a. Instructor - Student Interaction:**
· Commenting/Providing feedback on audience engagement strategies and metrics, other assignments, multi-platform content created for The Corsair, and bi-weekly critiques on the PDF editions and online platforms of The Corsair newspaper. · Sending frequent announcements to summarize the previous week or describe the next week. · Providing online or telephone office hours. · Mentoring Corsair Newspaper student leaders via one on one and group online meetings. · Working with student audience engagement staff via one on one meetings to help with story ideation, content creation and the functionality of working in a team environment. · Sending welcome communication 1-2 weeks before class begins, then house the email in Canvas in the Getting Started Module. · Offering an optional pre-semester online workshop to prepare students for the rigors, layout and software of the course.

**1b. Student - Student Interaction:**

● Student audience engagement staff at The Corsair are tasked with pitching content bi-weekly for The Corsair's social media and other digital platforms based on best practices and case studies of professional news outlets' audience engagement strategies. Students must make the case to get pitches approved by The Corsair student editorial leadership by using both professional newsroom and student newsroom examples of successful digital content. ● Peer learning groups created to help new students understand how to come up with content ideas, how to better understand analytics, how best to use graphic design elements in content, how to conduct background research for content, how to both give and receive constructive criticism and critique weekly and working in teams to create weekly audience engagement analytics presentation decks ● Student staff editors and audience engagement staff copy edit student staff writer content on a weekly basis to insure proper use of AP Style and accuracy of information ● WhatsApp class group created to facilitate interactions between student section editors of the newspaper, audience engagement staff and student staff writers, including setting content deadline dates, providing support during the content creation process and peer mentoring/shadowing opportunities on a daily basis

**1c. Student - Content Interaction:**
● Content is organized into visibly distinct learning units or modules based on weeks/major themes, etc. ● Page content is chunked in manageable segments using headings that facilitate online reading. ● Course makes use of multiple Course Management System (CMS) tools for weekly content delivery ● Tutorials for supplemental course software/applications (using text, still images, audio, and/or video)

**1d. Distance Ed Interactions:**

| Online class activities that promote class interaction and engagement | Brief Description | Percentage of Online Course Hours |
|---|---|---|
| Online Lecture | Weekly or biweekly lectures presented synchronously | 20.00% |
| Videos | Embedded videos in weekly or biweekly lectures | 5.00% |
| Discussion | Discussions happen in virtual asynchronous class and group meetings/chat groups | 5.00% |
| Class Debate | Students take part in bi-weekly critique sessions via Zoom facilitated by the instructor. In addition topics of current events/digital content are also discussed/debated weekly in virtual asynchronous classes | 10.00% |
| Written assignments | Students submit bi-weekly digital platform specific content, in addition to submitting bi-weekly story/content ideas via the application Camayak | 30.00% |
| Peer Feedback | Students peer edit/copy edit all content before publication on The Corsair's digital platforms | 20.00% |
| Other (describe) | Students learn how to use the Adobe Creative Suite including InDesign for newspaper layout, Premiere for multimedia editing, LIghtroom for photo editing and Photoshop and other software for graphic design. | 10.00% |

**2. Organization of Content:**
● Online course is organized into learning modules in Canvas, complimented by embedded videos, exercises and self-check quizzes ● Peer mentoring via student staff editors paired with student staff writers ● Bi-weekly content critiques/discussions via synchronous virtual class ● Current event discussions/debates via synchronous virtual class ● Peer Content review/copy editing via bi-weekly Corsair digital production days ● Bi-weekly use of Adobe Photoshop and other software for graphic design to be used in content for all digital platforms ● Bi-weekly use of Adobe Premiere for Corsair multimedia content editing ● Bi-weekly use of Adobe Lightroom for Photo editing ● Weekly use of Canva for graphic/infographic creation for Corsair newspaper's digital platforms ● Daily use of Squarespace content management system, including website/audience engagement analytics tools ● Daily use of social media platform content management and audience analytics (i.e. Google analytics, Parse.ly) ● Frequent guest speakers from Journalism/Communication Industries

**3. Assessments:**

| % of grade | Activity | Assessment Method |
|---|---|---|
| 30.00% | Bi-Weekly Content Submissions | Peer review, Points |
| 30.00% | Bi-Weekly Story Idea submissions | Story submission template document, points |
| 20.00% | Quizzes | Self-check quiz instrument embedded within textbook, Points |
| 20.00% | Group Work | Peer review, Points |

## 4. Instructor's Technical Qualifications:
Instructor will be proficient in the use of computer software/online platforms to communicate with students Instructor will have access to technology if needed and professional development

## 5. Student Support Services:
● Bookstore ● Library ● Financial Aid ● Writing Center ● Customer Support (Google Analytics, Parse.ly)

## 6. Accessibility Requirements:
Virtual lectures and lessons utilize electronic/online software transcriptions/closed captioning PowerPoints and course documents follow the DE Department's recommendations to make the course content accessible for students with disabilities Canvas course follows DE Department's recommendations to make the course content and virtual setting accessible for students with disabilities Videos used in the course include closed captioning

## 7. Representative Online Lesson or Activity:
Objective #3: Analyze which information should be the focus of social media/digital platform post(s) and organize information based on best practices for that platform

Sample Activity: Corsair Newspaper production day. This activity incorporates the use of design layout software, graphic design applications, online content management systems, peer review, social media content management, audience engagement analysis and team collaboration. During this bi-weekly activity students design editors, section editors, copy editors, photographers, writers and newspaper student managers use applications such as Zoom to collaborate virtually in the design layout of the newspaper. Students copy edit work previously submitted by their peers, including written articles, photographs and infographics. Audience engagement student staff create a spreadsheet of story content to be published and using case studies from professional news media outlets' audience engagement best practices determine how best to create digital platform-specific complimentary content to engage with The Corsair's audiences via Twitter, Facebook, Instagram, YouTube and TikTok. Students will then utilize software like Photoshop and applications like Canva to incorporate graphic design elements into digital content presentation. Once content is approved by Corsair student leadership, audience engagement staff will utilize social media post scheduling apps to insure content 'goes live' on Corsair digital platforms at times projected to reach the largest audiences for optimal engagement. Programs like Google analytics and Parse.ly will then be used to track audience engagement and content analytics. That information will be compiled by audience engagement staff teams into a powerpoint/keynote deck to be presented to the entire Corsair staff on a weekly or bi-weekly basis, as needed.

# Substantial Change: BUSINESS 55, Southern California's International Connections and Blue/Ocean Economy

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

### Rationale
This course is updated for new Southern California Connections as Southern California has become globally connected in the world economy. This course will provide students new avenues for career opportunities especially in the ocean economy with key ocean economy regional engagement and support student matriculation in our Certificate of Achievement in Logistics/Supply Chain Management. Student awareness will be enlightened with Interdisciplinary courses relatable with Ocean economy.

## I. Catalog Description
This course provides an overview of Southern California's economy, its people, and its emerging role in the ocean economy. Using a variety of tools, students will be introduced to the vital commercial, financial, and personal connections that make Southern California one of the most diverse and globally connected places in the world. Special attention is devoted to key ocean economy regional engagement opportunities and to enlighten students on how the Blue/Ocean economy ('sustainable use of ocean resources for economic growth, improved livelihoods, and jobs while preserving the health of ocean ecosystem.") is shaping the future of local, state, and global economies.

## II. Examples of Appropriate Text or Other Required Reading:
(include all publication dates; for transferable courses at least one text should have been published within the last five years)
1. ., "Southern California's International Connections," in Atlas of Southern California, Abraham F. Lowenthal, Michael Brownrigg, and L. Thomas Vest. Jr, (USC Southern California Studies Center © 1996
2. 1. Southern California, You're the Center of the Universe: The Economy and People of a Global Region (Stanford General Books, Flanigan, James , Stanford general Books © 2009, ISBN: ISBN-13 9780804756259
3. The Political Economy of Smog in Southern California, Fawcett, Jeffrey, Routledge Publisher © 2017, ISBN: ISBN 9781351621519
4. "Global Problems and the Culture of Capitalism" , 7th edition, Rachel Dowty, Richard H. Robbins , , Pearson Publisher © 2018, ISBN: ISBN -13 9780134737744
5. Milken Institute Center . Milken Institute Center for Regional Economics Engagement opportunities for Discussion, California's Ocean economy and the Future of Work, Milken Institute Center for Regional Economics
6. Los Angeles County Economic Development Corporation together with AltaSea . *The Ocean Economy in Los Angeles County, Economic Impact Analysis*, LAEDC Volume ONE 2020
7. scag.ca.gov. *Southern California Association of Governments (SCAG)Regional Briefing Book* , scag.ca.gov Volume 2020
8. Sedgwick, Shannon Hayes , Eric, Madrigal, Juan Girad, Arthur. *Center For A Competitive Workforce , 2017 -2022 Baseline Update LA & Orange County Community Colleges , Powering Economic Opportunity* , LAEDC Institute FOR APPLIED Economics Volume 2017-2022 Baseline 2017
9. Students will also have access to weekly packets of current articles and data from the following sources: Los Angeles Times, LA Area Chamber of Comm. And WORLD TRADE WEEK SOUTHERN CALIFORNIA , Los Angeles Business Journal, LA Area Econ. Dev. Corp, LA Regional Tech Alliance, LA Weekly, LAEDC, Global Trade Sector, www.globaltradeworkforce.com , LAOCRegional Consortium , Council of Supply Chain Management Professionals (CSCMP) weekly and quarterly reports and news articles

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

1. Define the key flows (goods, money, ideas, people) that make up Southern California's international connections, and to describe the impact that each has on the regional economy and society.
2. Distinguish between those elements of the region's international economy that depend on transshipment activities, and those that result from the local production or consumption of goods and services.
3. Identify the companies, industries, products, and partner nations that keep Southern California's international economy thriving; explain the factors behind their success.
4. Identify key institutions that facilitate international commerce in Southern California; identify the services provided by each, as well as their historical strengths and weaknesses.
5. Describe the institutions and factors that help make Southern California the leading destination for international commerce, foreign investment, and talented people in the Americas; analyze the major opportunities and challenges for each in the coming decade.
6. Make plausible/defensible predictions about the future of Southern California, and how trends are likely to impact personal career choices and prospects.

IV. **Methods of Presentation:**
Discussion, Lecture and Discussion, Other (Specify), Field Trips, Visiting Lecturers, Group Work, Online instructor-provided resources, Distance Education, Field Experience, Projects

V. **Course Content**

| % of Course | Topic |
|---|---|
| 5.000% | Goods, money, people and ideas: understanding the connections. |
| 5.000% | Introduction: The evolution of Southern California as a global region. |
| 10.000% | International trade: exports, imports, and transshipments in the Southern California economy. |
| 10.000% | Studios, Banks, Silicon Beach Companies and startups, Social Media companies in Southern California |
| 5.000% | The Cultural Mosaic: immigration, ethnicity, and multilingualism in Southern California. |
| 10.000% | Industry cluster , Aerospace and suppliers , Government and state funding |
| 10.000% | Infrastructure Issues : Alta Sea, Alameda Corridor, LA and Long Beach WORLD PORTS and LAX |
| 5.000% | Business Environment: competition from other cities and states "image" problems, tax and regulatory issues. |
| 5.000% | Political Structure: diffuse responsibilities, limited international authority, many jurisdictions. |
| 5.000% | Getting help for Going Global: Trade facilitators, regulators, and assistance organizations. |
| 30.000% | The Future of Southern California and the Ocean economy |
| 100.000% | Total |

VI. **Methods of Evaluation**

| % of Course | Topic |
|---|---|
| 30% | Simulation: Students will utilize a simulation model on how to get ocean economy products to customers |
| 25% | Exams/Tests: Quizzes in Canvas |
| 25% | Final Project: Explore a variety of careers in both the public and private sector by visiting an online international trade career guide www.globaltradecareers.com , prepare yourself with the skills that Southern California's companies are looking for using these 4 steps CHOOSE, EXPLORE. PREPARE, CONNECT and earn industry-certified digital badges through www.NexusEdge.com . Students will have peer reviews and discussion boards to generate collaborative learning. |

| 20% | Written assignments: Assignment/Discussion on the current condition of the So Cal economy and how the potential of Ocean /blue economy will accelerate the employment trends., |
|------|----------------------------------------------------------------------------------------------------------------------------------------|
| 100% | Total |

VII. **Sample Assignments:**
Complete a simulation model on how to get ocean economy products to customers:

Explore a variety of careers in both the public and private sector by visiting an online international trade career guide www.globaltradecareers.com , prepare yourself with the skills that Southern California's companies are looking for using these 4 steps CHOOSE, EXPLORE. PREPARE, CONNECT and earn industry-certified digital badges through www.NexusEdge.com

VIII. **Student Learning Outcomes:**
1. Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.
2. Explain the growth of Southern California Companies and it's future endeavors
3. Demonstrate the dynamics of the sundry of career paths in Southern California and explore the array of opportunities in the Ocean economy.

## BUS 55 Distance Education Application
☑ Fully Online
☑ Hybrid

**1a. Instructor - Student Interaction:**
The course will begin with a detailed "welcome letter" with information about the course and how the instructor will be in frequent communication with the students. The instructor will post regular and frequent announcements regarding assignments along with frequent reminders. Additionally, content pages will begin each module and will include summaries of key information and suggestions for how to approach content. Weekly discussion boards will be posted and the instructor will provide comments, input and feedback like in a regular on-ground course. Additionally, constructive feedback will be provided on the homework written assignments and exams in addition to numerical scores. The instructor will promptly respond to communication from students via email and through the "general questions" discussion board.

**1b. Student - Student Interaction:**
Students will engage in weekly discussion board groups and Peer Reviews where they will be required to reply to at least two students in the class. In the first module, for example, students are asked to introduce themselves and reply to at least two other students in the class. From the beginning, a sense of community is established in the virtual classroom. Throughout the class, they will discuss Southern California Connections and a plethora of career options Additionally, they will be able to participate in the "general questions" discussion board where they can help each other with questions as well as hear other general questions about the course content just as in an on-ground classroom.

**1c. Student - Content Interaction:**
The class is organized through weekly course modules. A wealth of material is offered for students to learn and explore the wealth of Southern California Connections globally and domestically. Students will engage in discussions, case studies and written assignments on a weekly basis. Students will take two quizzes and complete a simulation model.

**1d. Distance Ed Interactions:**

| Online class activities that promote class interaction and engagement | Brief Description | Percentage of Online Course Hours |
|---|---|---|
| Discussion Boards | Discussion boards will be posted to promote student-teacher interaction and student to student interaction on a variety of Southern California economy topics and potential Ocean Economy employment opportunities. | 25.00% |
| Online Lecture | Students will watch video lectures on different aspects of Southern California Careers and Connections that relates to each module in the textbook. Video | 25.00% |

| | lectures will hone in on critical terms for the student to absorb and share their thoughts and questions with other students on the topic on the 'general questions' discussion board so that the instructor can address them and clarify the topic. | |
|---|---|---|
| Other (describe) | Students will work on a simulation model on how to get ocean economy products to customers and work in groups to complete the simulation. | 30.00% |
| Written assignments | Explore a variety of careers in both the public and private sector by visiting an online international trade career guide www.globaltradecareers.com , prepare yourself with the skills that Southern California's companies are looking for using these 4 steps CHOOSE, EXPLORE. PREPARE, CONNECT and earn industry-certified digital badges through www.NexusEdge.com | 20.00% |

## 2. Organization of Content:

The course is organized through modules that focus on the Southern California International Connections, the major ports of LA , LAX the ocean economy and the vital commercial, financial, and personal connections that make Southern California diverse and globally connected. The first module provides an introduction of the Southern California economy and goods and services that are provided to the global world. Each module will address the course content as defined . To provide consistency and ensure that quality of instruction is provided, the following format is provided for each module: learning objectives, lecture video, PowerPoint summary slides, discussion board assignment, links to relevant articles, websites , current Southern California news articles, companies and emerging companies such as the Silicon Beach endeavors. Discussion boards/ Peer Reviews are provided on a weekly basis. There are 2 quizzes ,one at week 8 and the final on week 16. The written assignments, case studies and simulation model are spread out and administered every four weeks. Care is given to pacing the assignments reasonably.

## 3. Assessments:

| % of grade | Activity | Assessment Method |
|---|---|---|
| 30.00% | Exams/Quizzes | Exams/Quizzes will consist of multiple choice and/or short essay questions. Prior to exams, students are asked to post questions regarding the material on the "General Questions" discussion board. The instructor gives feedback and suggestions for how to succeed on the exam. Feedback is provided on the exams via the comments section in the Grade book. |
| 35.00% | Homework Assignments | Prior to the assignment due dates, the instructor will provide rubrics with grading details. Students will have the opportunity to pose questions on the "General Questions" discussion board where all students can participate. |
| 35.00% | Discussion Boards & Similar Activities | After watching a video or reading the textbook, students answer questions regarding the material. They are graded upon their responsiveness to the questions and support provided for their answers. A grading rubric is provided. Feedback is provided via the comments section in the grade book. |

## 4. Instructor's Technical Qualifications:

Instructors should have completed a comprehensive Canvas course and received the appropriate certification. Additionally, instructors should be aware of the technical support that is available such as the Canvas technical support line. Knowledge of how to make sure the material is accessible is also critical for online instructors.

## 5. Student Support Services:

Links to the following services should be provided:Santa Monica College Library, online tutoring, Canvas Smart Thinking, the bookstore, and tutorials for online classes.

## 6. Accessibility Requirements:

All of the videos have been closed captioned. Any additional videos or materials posted will be reviewed to make sure compliance is met.

## 7. Representative Online Lesson or Activity:

Threaded discussion on the Southern California economy and how the potential Ocean economy will accelerate the employment trends. Students discuss which factors and trends will affect employment . Students will discuss where the optimal acceleration occurs. Students will comment and review two other students' jobs acceleration discussion and exchange valuable ideas and pros and cons of jobs in aqua culture, Marine Transportation, Offshore Mineral Resources, Ship and Boat Building, Tourism and Recreation

# Substantial Change: COSMETOLOGY 21A, Hair Cutting 2

| | |
|---|---|
| **Units:** | 0.50 |
| **Total Instructional Hours (usually 18 per unit):** | 36.00 |
| **Hours per week (full semester equivalent) in Lecture:** | 0.00 |
| **In-Class Lab:** | 2.00 |
| **Arranged:** | 0.00 |
| **Outside-of-Class Hours:** | 0.00 |
| **Degree Applicability:** | Credit - Degree Applicable |
| **Prerequisite(s):** | COSM 11A |

## I. Catalog Description

This is the second hair cutting class required for all entering students who wish to be licensed for Cosmetology by the State of California. This course is the continuation of Cosmetology 11A. The students will learn more advanced techniques of haircutting with the use of may different types of cutting tools.

## II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Milady's Standard Cosmetology Practical Workbook, 2016, ., Milady Publishing Company © 2016, ISBN: 9781439059227
2. Milady's Standard Cosmetology Theory Workbook, 2016, ., Milady Publishing Company © 2016, ISBN: 9781439059234
3. Milady's Standard Textbook for Cosmetology, 2016, ., Milady Publishing Company © 2016, ISBN: 9781439059302
4. Milady Standard Barbering, 6th, Milady, Cengage © 2017, ISBN: 978-1-3051-0055-8
5. Milady Barbering Standard Exam Review, 6th, Milady, Cengage © 2017, ISBN: 9781305100671
6. Milady Standard Barbering Workbook, 6th, Milady, Cengage © 2017, ISBN: 978-1-305-10066-4

## III. Course Objectives

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

1. Demonstrate the proper use of a Sanitary Maintenance Area.
2. Master hair cutting techniques, creating and designing contemporary hair styles with haircutting tools.
3. Use proper application of implements and liquid tools.
4. Demonstrate safety procedures related to haircutting.
5. Identify the terminology related to all areas of haircutting.
6. Construct a layered hair cut form with a diagonal back
7. Create a graduated hair cut form
8. Construct a solid form hair cut with a diagonal back

## IV. Methods of Presentation:

Lecture and Discussion, Observation and Demonstration, Other (Specify)
Other Methods: Video/DVD, Guest Artist, Instructional Aids, Attendance at Trade Shows

## V. Course Content

| % of Course | Topic |
|---|---|
| 18.000% | Application of an increased layer hair cut |
| 18.000% | Application of a solid form hair cut with a diagonal back |
| 18.000% | Application of a graduation form hair cut with scissors |
| 18.000% | Application of a graduation form hair cut with razor |
| 18.000% | Demonstration of safety procedures as it pertains to hair cutting |
| 10.000% | Terminology related to hair cutting |

| | |
|---|---|
| 100.000% | Total |

## VI. Methods of Evaluation

| % of Course | Topic |
|---|---|
| 10% | Class Participation |
| 10% | Class Work |
| 20% | Exams/Tests |
| 25% | Final Performance |
| 25% | Final exam |
| 10% | Homework |
| 100% | Total |

## VII. Sample Assignments:

**#1:** Complete questions 50 - 75 in the Milady's Practical Workbook

**#2:** .Design a style book with different hairstyles that you have completed in the class room.

## VIII. Student Learning Outcomes:

1. Given appropriate tools the student will use and give examples of proper sanitation and disinfection techniques. Assessed by: In class demonstration according to state board guidelines
2. Given a person or mannequin the student will be able to demonstrate a hair cut using a combination of two of the four basic hair cuts. Assessed by: In class demonstration according to state board guidelines
3. Students will exhibit strong academic behavior as assessed by the College Honor Code of Conduct on all assignments and tests both written and practical.

# Prerequisite Checklist and Worksheet: COSM 21A, Hair Cutting 2
## Prerequisite: COSM 11A; Hair Cutting 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** |
|---|---|

**ENTRANCE SKILLS FOR COSM 21A**
*(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)*

| A) | Demonstrate the proper use of a variety of haircutting tools |
|---|---|
| B) | Construct a solid form, radius, graduated and layered haircut. |
| C) | Demonstrate an understanding of the reference points on the head. |
| D) | Demonstrate and understanding of angles, elevations and guidelines. |
| E) | Demonstrate the proper sanitary maintenance area in hair cutting |

**EXIT SKILLS (objectives) FOR COSM 11A**
*(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)*

| 1. | Demonstrate the proper use of a variety of haircutting tools |
|---|---|
| 2. | Construct a solid form, radius, graduated and layered haircut. |
| 3. | Demonstrate an understanding of the reference points on the head. |
| 4. | Demonstrate and understanding of angles, elevations and guidelines. |
| 5. | Demonstrate the proper sanitary maintenance area in hair cutting |

| EXIT SKILLS FOR (COSM 11A) | ENTRANCE SKILLS FOR ( COSM 21A ) | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | A | B | C | D | E | F | G | H |
| 1 | | X | | | | | | | |
| 2 | | | X | | | | | | |
| 3 | | | | X | | | | | |
| 4 | | | | | X | | | | |
| 5 | | | | | | X | | | |
| 6 | | | | | | | | | |
| 7 | | | | | | | | | |
| 8 | | | | | | | | | |

## Substantial Change: COSMETOLOGY 21B, Hair Styling 2

| | |
|---|---|
| **Units:** | 0.50 |
| **Total Instructional Hours (usually 18 per unit):** | 36.00 |
| **Hours per week (full semester equivalent) in Lecture:** | 0.00 |
| **In-Class Lab:** | 2.00 |
| **Arranged:** | 0.00 |
| **Outside-of-Class Hours:** | 0.00 |
| **Degree Applicability:** | Credit - Degree Applicable |
| **Prerequisite(s):** | COSM 11B |

I. **Catalog Description**
This is the second hair styling class required for all entering students who wish to be licensed for Barbering and/or Cosmetology by the State board of California. This course is a continuation of Cosmetology 11B. Students will continue to learn more hairstyling techniques and proper use of blow drying and electric curling iron.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last five years)
1. Milady's Standard Textbook for Cosmetology, 2016, ., Milady Publishing Company © 2016, ISBN: 9781439059302
2. Milady's Standard Cosmetology Theory Workbook, 2016, ., Milady Publishing Company © 2016, ISBN: 9781439059234
3. Milady's Standard Cosmetology Practical Workbook, 2016, ., Milady Publishing Company © 2016, ISBN: 9781439059227
4. Milady Standard Barbering, 6th, Milady, Cengage © 2017, ISBN: 978-1-3051-0055-8
5. Milady Barbering Standard Exam Review, 6th, Milady, Cengage © 2017, ISBN: 9781305100671
6. Milady Standard Barbering Workbook, 6th, Milady, Cengage © 2017, ISBN: 978-1-305-10066-4

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Demonstrate the proper use of an SMA (Sanitary Maintenance Area)
2. Explain and demonstrate the open and closed end of a finger wave.
3. Demonstrate the procedure for the placement of the four pin curl bases.
4. Apply the proper procedure for different placement of the roller.
5. Explain the use of implements, liquid tools and safety procedures pertaining to hair styling.
6. Explain the terminology that applies to hair styling.
7. Demonstrate the basic principles of round brush styling.
8. Demonstrate the proper use of thermal irons.

IV. **Methods of Presentation:**
Lecture and Discussion, Observation and Demonstration, Other (Specify)
Other Methods: Power Point, Video/DVD, Guest Artists, Information Sheets

V. **Course Content**

| % of Course | Topic |
|---|---|
| 20.000% | Terminology |
| 20.000% | Finger wave molding, pin curl and rollers |
| 20.000% | Basic set |
| 20.000% | The comb out |
| 20.000% | Thermal set |
| 100.000% | Total |

## VI. Methods of Evaluation

| % of Course | Topic |
|---|---|
| 10% | Class Participation |
| 20% | Exams/Tests |
| 25% | Final Performance |
| 25% | Final exam |
| 10% | Homework |
| 10% | Simulation |
| 100% | Total |

## VII. Sample Assignments:
**#1:** Create a style book in categories of short, medium and long hairstyles.
**#2:** Complete questions 1-25 in the Milady's Theory Workbook.

## VIII. Student Learning Outcomes:
1. Given appropriate tools the student will use and give examples of proper sanitation and disinfection techniques. Assessed by: In class demonstration according to state board guidelines
2. Given a client the student will list and demonstrate the basic principles of base control using a blow-dryer and round brush. Assessed by: In class demonstration according to state board guidelines
3. Given a client the student will demonstrate various blow-dry styling techniques and demonstrate the proper and safe use of thermal Irons. Assessed by: In class demonstration according to state board guidelines
4. Students will exhibit strong academic behavior as assessed by the College Honor Code of Conduct on all assignments and tests both written and practical

## Prerequisite Checklist and Worksheet: COSM 21B, Hairstyling 2
## Prerequisite: COSM 11B; Hairstyling 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** |
|---|---|

**ENTRANCE SKILLS FOR COSM 21B**
*(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)*

| A) | Develop the skills necessary to create proper shaping and finger waves |
|---|---|
| B) | Differentiate modular shapes and demonstrate the distribution of hair in square and triangular shapes for state board set. |
| C) | Explain and demonstrate the purpose of finger waving. |

**EXIT SKILLS FOR COSM 11B**
*(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)*

| 1. | Develop the skills necessary to create proper shaping and finger waves |
|---|---|
| 2. | Differentiate modular shapes and demonstrate the distribution of hair in square and triangular shapes for state board set. |
| 3. | Explain and demonstrate the purpose of finger waving. |

| | | ENTRANCE SKILLS FOR ( COSM 21B ) | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | A | B | C | D | E | F | G | H |
| EXIT SKILLS FOR ( COSM 11B ) | 1 | X | | | | | | | |
| | 2 | | X | | | | | | |
| | 3 | | | X | | | | | |
| | 4 | | | | | | | | |
| | 5 | | | | | | | | |
| | 6 | | | | | | | | |
| | 7 | | | | | | | | |
| | 8 | | | | | | | | |

*modified 09/26/2012*

# Substantial Change: COSMETOLOGY 21C, Hair Coloring 2

| | |
|---|---|
| **Units:** | 0.50 |
| **Total Instructional Hours (usually 18 per unit):** | 36.00 |
| **Hours per week (full semester equivalent) in Lecture:** | 0.00 |
| **In-Class Lab:** | 2.00 |
| **Arranged:** | 0.00 |
| **Outside-of-Class Hours:** | 0.00 |
| **Degree Applicability:** | Credit - Degree Applicable |
| **Prerequisite(s):** | COSM 11C |

I. **Catalog Description**

This is the second hair coloring class required for all entering students who wish to be licensed for Barbering and/or Cosmetology in the State of California. The student will learn how color affects our lives. They will learn the different types of hair color, including henna, tints, and bleaches. They will have hands on workshops and will learn salon foiling techniques. This class provides a complete foundation for color and bleaching procedures.

II. **Examples of Appropriate Text or Other Required Reading:**

(include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Milady's Standard Textbook for Cosmetology, 2016, ., Milady Publishing Company © 2016, ISBN: 9781439059302
2. Milady's Standard Cosmetology Practical Workbook, 2016, ., Milady Publishing Company © 2016, ISBN: 9781439059227
3. Milady's Standard Cosmetology Practical Workbook, 2016, ., Milady Publishing Company © 2016, ISBN: 9781439059234
4. Milady Standard Barbering, 6th, Milady, Cengage © 2017, ISBN: 978-1-3051-0055-8
5. Milady Barbering Standard Exam Review, 6th, Milady, Cengage © 2017, ISBN: 9781305100671
6. Milady Standard Barbering Workbook, 6th, Milady, Cengage © 2017, ISBN: 978-1-305-10066-4

III. **Course Objectives**

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

1. Identify the principles of color theory and relate them to hair color.
2. Explain level and tone and their role in formulating hair color.
3. List the four basic categories of hair color, explain their chemical effect on the hair, and give examples of their use.
4. Demonstrate color formulation using permanent hair color.
5. Demonstrate special effects of color using foils.

IV. **Methods of Presentation:**

Group Work, Lab, Lecture and Discussion, Observation and Demonstration, Other (Specify)
Other Methods: PowerPoint, Video/DVD, Guest Artists

V. **Course Content**

| % of Course | Topic |
|---|---|
| 20.000% | The principle of color theory |
| 20.000% | Formulating hair color with permanent hair color |
| 20.000% | Levels of hair color |
| 20.000% | Basic four categories of hair color and their chemical effects on the hair |
| 20.000% | Special effects of foil coloring |
| 100.000% | Total |

VI. **Methods of Evaluation**

| % of Course | Topic |
|---|---|
| 20% | Class Participation |
| 20% | Exams/Tests |
| 20% | Final Performance |
| 20% | Group Projects |
| 20% | Homework |
| 100% | Total |

VII. **Sample Assignments:**

**#1:** Create a book of color swatches using real hair including all 10 levels applied in color.

**#2:** Create a book of styles using different color levels.

VIII. **Student Learning Outcomes:**
1. Given appropriate tools the student will use and give examples of proper sanitation and disinfection techniques. Assessed by: In class demonstration according to state board guidelines.
2. Given a model in class the students will analyze and formulate permanent hair color. Assessed by: In class demonstration according to state board guidelines
3. Students will exhibit strong academic behavior as assessed by the College Honor Code of Conduct on all assignments and tests both written and practical

# Prerequisite Checklist and Worksheet: COSM 21C Hair Coloring 2
## Prerequisite: COSM 11C Hair Coloring 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**

**ENTRANCE SKILLS FOR COSM 21C**
*(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)*

| A) | Apply hair color correctly |
|---|---|
| B) | Demonstrate color applications (virgin bleach, virgin toner, tint back to natural, virgin tint lighter and darker, and retouch. |
| C) | Identify the principles of color theory and relate them to hair color. |
| D) | Explain level and tone and their role in formulation hair color. |

**EXIT SKILLS (objectives) FOR COSM 11C**
*(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)*

| 1. | Apply hair color correctly |
|---|---|
| 2. | Demonstrate color applications (virgin bleach, virgin toner, tint back to natural, virgin tint lighter and darker, and retouch. |
| 3. | Identify the principles of color theory and relate them to hair color. |
| 4. | Explain level and tone and their role in formulation hair color. |

| | | ENTRANCE SKILLS FOR ( COSM 21C ) | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | A | B | C | D | E | F | G | H |
| EXIT SKILLS FOR ( COSM 11C ) | 1 | X | | | | | | | |
| | 2 | | X | | | | | | |
| | 3 | | | X | | | | | |
| | 4 | | | | X | | | | |
| | 5 | | | | | | | | |
| | 6 | | | | | | | | |
| | 7 | | | | | | | | |
| | 8 | | | | | | | | |

*modified 09/26/2012*

# Substantial Change: COSMETOLOGY 21D, Permanent Waving 2

| | |
|---|---|
| **Units:** | 0.50 |
| **Total Instructional Hours (usually 18 per unit):** | 36.00 |
| **Hours per week (full semester equivalent) in Lecture:** | 0.00 |
| **In-Class Lab:** | 2.00 |
| **Arranged:** | 0.00 |
| **Outside-of-Class Hours:** | 0.00 |
| **Degree Applicability:** | Credit - Degree Applicable |
| **Prerequisite(s):** | COSM 11D |

I. **Catalog Description**

This is the second permanent waving class required for all entering students who wish to be licensed for Barbering and/or Cosmetology in the State of California. This course is a continuation of Cosmetology 11D. This course provides an approach to advanced permanent waving techniques using real products in a hands on workshop.

II. **Examples of Appropriate Text or Other Required Reading:**

(include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Milady's Standard Textbook for Cosmetology, 2016, ., Milady Publishing Company © 2016, ISBN: 9781439059302
2. Milady's Standard Cosmetology Practical Workbook, 2016, ., Milady Publishing Company © 2016, ISBN: 9781439059227
3. Milady's Standard Cosmetology Theory Workbook, 2016, ., Milady Publishing Company © 2016, ISBN: 9781439059234
4. Milady Standard Barbering, 6th, Milady, Cengage © 2017, ISBN: 978-1-3051-0055-8
5. Milady Barbering Standard Exam Review, 6th, Milady, Cengage © 2017, ISBN: 9781305100671
6. Milady Standard Barbering Workbook, 6th, Milady, Cengage © 2017, ISBN: 978-1-305-10066-4

III. **Course Objectives**

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

1. Demonstrate the sectioning and wrap a piggyback permanent wave
2. Explain the physical and chemical actions that take place during a permanent wave.
3. Demonstrate the sectioning and wrap a spiral permanent wave.
4. List and explain the factors of a hair analysis for a permanent wave.
5. Demonstrate the sectioning and wrap of a combination of a piggyback and spiral permanent wave.
6. Section and wrap a single halo permanent wave.
7. Describe and demonstrate the processing of a permanent wave and neutralizing on an in-class model or mannequin.

IV. **Methods of Presentation:**

Lab, Lecture and Discussion, Observation and Demonstration, Other (Specify)
Other Methods: Power Point, Video/DVD, Guest Artists

V. **Course Content**

| % of Course | Topic |
|---|---|
| 10.000% | Sectioning of a single halo permanent wave wrap |
| 10.000% | Sectioning of a double halo permanent wave wrap |
| 10.000% | Sectioning of a piggyback permanent wave wrap |
| 10.000% | Sectioning of a spiral permanent wave wrap |
| 10.000% | Sectioning of a brick permanent wave wrap |
| 10.000% | Review of chemistry of permanent waving, record keeping, patron protection, permanent wave tools, hair analysis, and composition of hair. |

| | |
|---|---|
| 40.000% | The processing and neutralizing using permanent wave solution on a mannequin. |
| 100.000% | Total |

VI. **Methods of Evaluation**

| % of Course | Topic |
|---|---|
| 20% | Class Participation |
| 20% | Exams/Tests |
| 20% | Final Performance |
| 20% | Final exam |
| 20% | Homework<br>Class assignments |
| 100% | Total |

VII. **Sample Assignments:**
    **#1:** Create a hairstyling book of short, medium and long styles for permanet waved hair.
    **#2:** Complete questions 50-75 in the Milady's Theory workbook, chapter 20.

VIII. **Student Learning Outcomes:**
    1. Given appropriate tools the student will use and give examples of proper sanitation and disinfection techniques. Assessed by: In class demonstration according to state board guidelines
    2. Given a client or mannequin the student will be able to demonstrate and describe a single halo wrap, double halo wrap, piggyback wrap, spiral wrap and brick wrap. Assessed by: In class demonstration according to state board guidelines
    3. Students will exhibit strong academic behavior as assessed by the college Honor code of Conduct on all assignments and tests both practical and written.

# Prerequisite Checklist and Worksheet: COSM 21D Permanent Waving 2
## Prerequisite: COSM 11D Permanent Waving 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.

<u> X </u> Type 2:  Sequential within and across disciplines (e.g., Physics 7, 8, 9, …)
**Complete the Prerequisite Worksheet**

**ENTRANCE SKILLS FOR COSM 21D**
*(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)*

| A) | Section and wrap a straight back permanent wave |
|---|---|
| B) | Operate a chemical permanent wave |
| C) | Demonstrate the processing of reformation using permanent wave solution |
| D) | Describe and explain the physical and chemical actions that take place during a permanent wave. |

**EXIT SKILLS (objectives) FOR COSM 11D**
*(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)*

| 1. | Section and wrap a straight back permanent wave |
|---|---|
| 2. | Operate a chemical permanent wave |
| 3. | Demonstrate the processing of reformation using permanent wave solution |
| 4. | Describe and explain the physical and chemical actions that take place during a permanent wave. |

| | | ENTRANCE SKILLS FOR (COSM 21D) | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | A | B | C | D | E | F | G | H |
| EXIT SKILLS FOR (COSM 11D) | 1 | X | | | | | | | |
| | 2 | | X | | | | | | |
| | 3 | | | X | | | | | |
| | 4 | | | | X | | | | |
| | 5 | | | | | | | | |
| | 6 | | | | | | | | |
| | 7 | | | | | | | | |
| | 8 | | | | | | | | |

# Substantial Change: COSMETOLOGY 26, Nail Care 2

| | |
|---|---|
| **Units:** | 0.50 |
| **Total Instructional Hours (usually 18 per unit):** | 36.00 |
| **Hours per week (full semester equivalent) in Lecture:** | 0.00 |
| **In-Class Lab:** | 2.00 |
| **Arranged:** | 0.00 |
| **Outside-of-Class Hours:** | 0.00 |
| **Degree Applicability:** | Credit - Degree Applicable |
| **Prerequisite(s):** | COSM 16 |

I. **Catalog Description**
   This is the second nail care class required for all entering students who wish to be licensed for Cosmetology and/or Nail Care by the State of California. The student will learn State Board Rules and regulations, safety techniques and sanitation for Nails Care as well as the application of nail tips, nail wraps, manicures and pedicures.

II. **Examples of Appropriate Text or Other Required Reading:**
   (include all publication dates; for transferable courses at least one text should have been published within the last five years)
   1. Standard Cosmetology Text, 2016, -, Milady's Publishing © 2016, ISBN: 9781439059302
   2. Standard Cosmetology Theory Workbook, 2016, -, Milady's Publishing © 2016, ISBN: 9781439059234
   3. Standard cosmetology Practical Workbook, 2016, -, Milady's Publishing © 2016, ISBN: 9781439059227

III. **Course Objectives**
   Upon completion of this course, the student will be able to:
   1. Practice Safety and sanitation rules
   2. Observe State board Rules and Regulations
   3. Demonstrate the proper application of nail tips
   4. Demonstrate a Nail Wrap

IV. **Methods of Presentation:**
   Lab, Lecture and Discussion, Observation and Demonstration, Other (Specify)
   Other Methods: Demonstrations Lecture/Power Point Guest Artists Hand outs Video/DVD

V. **Course Content**

| % of Course | Topic |
|---|---|
| 10.000% | Safety techniques and sanitation |
| 10.000% | State Board rules and regulations |
| 20.000% | Nail tip procedures |
| 20.000% | Manicure |
| 20.000% | Nail wraps |
| 20.000% | Pedicure |
| 100.000% | Total |

VI. **Methods of Evaluation**

| % of Course | Topic |
|---|---|
| 20% | Class Participation |
| 20% | Final Performance |

| | |
|---|---|
| 20% | Final exam |
| 20% | Homework |
| 20% | Quizzes |
| 100% | Total |

VII. **Sample Assignments:**
**#1:** Provide a notebook showing the different nail trends throughout the ages
**#2:** Perform a plain manicure Provide a written report explaining the history of manicures and how they have evolved in time

VIII. **Student Learning Outcomes:**
1. Given appropriate tools the student will use and give examples of proper sanitation and disinfection techniques. Assessed by: In class demonstration according to state board guidelines
2. Given a client the student will practice safety and sanitation rules, observe state Board Rules and Regulations while demonstrating the proper application of nail tips, nail wraps, and nail repairs. Assessed by: In class demonstration according to state board guidelines
3. Students will exhibit strong academic behavior as assessed by the College Honor Code of Conduct on all assignments and tests both written and practical

# Prerequisite Checklist and Worksheet: COSM 26 Nail Care 2
## Prerequisite: COSM 16 Nail Care 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** |

**ENTRANCE SKILLS FOR COSM 26**
*(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)*

| A) | Demonstrate the proper use of implements, cosmetics, and materials used in manicuring |
| B) | Recognize diseases of the nails that should not be treated in the beauty salon. |
| C) | Discuss how nails grow. |
| D) | List the various disorders and irregularities of nails. |

**EXIT SKILLS for COSM 16**
*(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)*

| 1. | Demonstrate the proper use of implements, cosmetics, and materials used in manicuring |
| 2. | Recognize diseases of the nails that should not be treated in the beauty salon. |
| 3. | Discuss how nails grow. |
| 4. | List the various disorders and irregularities of nails. |

| | | ENTRANCE SKILLS FOR ( COSM 26 ) | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | A | B | C | D | E | F | G | H |
| EXIT SKILLS FOR ( COSM 16 ) | 1 | X | | | | | | | |
| | 2 | | X | | | | | | |
| | 3 | | | X | | | | | |
| | 4 | | | | X | | | | |
| | 5 | | | | | | | | |
| | 6 | | | | | | | | |
| | 7 | | | | | | | | |
| | 8 | | | | | | | | |

*modified 09/26/2012*

# COUNS 41H, Roadmap to College Readiness

| | |
|---|---|
| **Units:** | 1.00 |
| **Total Instructional Hours (usually 18 per unit):** | 36.00 |
| **Hours per week (full semester equivalent) in Lecture:** | 1.00 |
| **In-Class Lab:** | 1.00 |
| **Arranged:** | 0.00 |
| **Outside-of-Class Hours:** | 36.00 |

## I. Catalog Description

This course is designed for students with a disability who wish to identify and implement tools for activities of daily living (ADL). Emphasis will be placed on skill acquisition for organization, goal setting, time management and lifestyle redesign as they relate to both home and community activities. Assessments of functional performance will be administered to provide behavioral feedback and encourage self-awareness. Skills necessary for successful community and college adaptation including self-advocacy training will be covered in this course. Students will gain greater insight to principles of consumer advocacy as well as a historical framework of the independent living movement in the U.S. and California.

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

1. <u>Federal Registry</u>, Americans with Disabilities Act, Amendments Act, . © 2008, ISBN: -;

## III. Course Objectives

Upon completion of this course, the student will be able to:
1. Encourage, set expectations for participation in class discussions.
2. Learn strategies for improving organization, memory, and time management skills.
3. Become aware of individual rights, responsibilities, and implications of ADA.
4. Become familiar with and utilize a variety of college and community resources.
5. Increase of self-awareness by identifying interests and strengths through a variety of assessments, written exercises.
6. Assess and acquire skills in daily living activities.
7. Assess and begin to develop advocacy assertiveness skills.
8. Identify and practice setting short and long term goals.

## IV. Methods of Presentation:

Field Trips, Group Work, Lecture and Discussion, Observation and Demonstration, Visiting Lecturers, Other:
•Lecture – 20% •Group discussion and problem solving – 35% •Guest speakers – 15% •Field trip – 10% •Guided practice and behavioral rehearsal – 20%

## V. Course Content

| <u>% of Course</u> | <u>Topic</u> |
|---|---|
| 5.000% | Principles of consumer advocacy and the independent living movement in the United States and California |
| 10.000% | Individual assessment of functional abilities |
| 15.000% | Independent living skills, money management, health and wellness |
| 5.000% | College/community mobility and resources skills |
| 5.000% | Social/recreational skills |
| 50.000% | Cognitive skills including time management, stress management, organizational strategies, memory strategies |
| 10.000% | Goal setting |
| 100.000% | Total |

## Vb. Lab Content:

| % of course | Topic |
|---|---|
| 100.00% | Individual and/or group support for completing final project and implementing taught strategies |
| 100.00% | Total |

**VI. Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)**

| Percentage | Evaluation Method |
|---|---|
| 20 % | Class Work - In-class exercises, binder checks |
| 30 % | Homework - Completion of written assignments |
| 20 % | Projects - Completion of final project |
| 30 % | Quizzes |
| 100 % | Total |

**VII. Sample Assignments:**

**Sample Assignment #1:** Students are required to write their thoughts and feelings in a journal or diary about stressful events and ways to cope with them. The objective of this assignment is to learn stress management strategies.

**Sample Assignment #2:** Students are required to keep track of their weekly schedule. The objective of this assignment is to learn time management strategies including how to set priorities.

**VIII. Student Learning Outcomes**
1. Students will demonstrate knowledge of how to effectively research and compile findings concerning one independent living topic of choice as assessed during the final class presentations.
2. Students will increase self-awareness and acquire skills in daily living activities through a variety of self-discovery assessments and written exercises.
3. Students will identify and practice setting short term and long term S.M.A.R.T. goals for success in academic and life pursuits.
4. Students will employ strategies for improving organizational skills.

# Substantial Change: MUSIC 64, Piano Ensemble

| | |
|---|---|
| **Units:** | 2.00 |
| **Total Instructional Hours (usually 18 per unit):** | 72.00 |
| **Hours per week (full semester equivalent) in Lecture:** | 1.00 |
| **In-Class Lab:** | 2.00 |
| **Arranged:** | 1.00 |
| **Outside-of-Class Hours:** | 36.00 |
| **Transferability:** | Transfers to CSU, UC |
| **Degree Applicability:** | Credit - Degree Applicable |
| **Skills Advisory(s):** | MUSIC 60C or equivalent |

**Rationale**
To update the course description in order to make it more inclusive of various skill levels. To expand skills advisory to 60C.

I. **Catalog Description**
This course is designed for students interested in performing standard literature by master composers for duo piano (2 players/2 pianos), piano duet (2 players/2piano), and piano quartet (4 players/2 pianos). It will cover music written for this medium from the 18th century to the present. There may be an opportunity for a public performance. Students should have the ability to sight read.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last five years)
   1. Keyboard Duets from the 16th century to the 20th century, Ferguson, Howard, Oxford University Press © 1995
   2. Music For More Than One Piano, Maurice Hinson, Indiana University Press © 2001
   3. The Piano Duet, Ernest Lubin, Grossman Publishers © 1976

III. **Course Objectives**
Upon completion of this course, the student will be able to:
   1. Increase musical experiences by sharing the joy of performing in ensemble, something usually reserved for orchestral and band instrumentalists, but basically needed by all instrumentalists
   2. Integrate repertoire for 2 or more players through performance and score study
   3. Increase awareness of musical structure by learning to listen objectively and by learning how to voice out or subdue parts to achieve a better aesthetic balance
   4. Examine how to match sounds (tone quality and volume) for better control and balance of parts
   5. Improve sight reading ability by keeping the rhythm going at a steady pace without stopping
   6. Engage in a cultural and emotional outlet through sharing musical experiences together in group performance

IIIb. **Arranged Hours Objectives:**
Upon completion of this course, the student will be able to:
   1. Develop and implement ensemble rehearsal techniques.
   2. Analyze and address the challenges of live performance such as memorization, performance etiquette, and performance anxiety

IV. **Methods of Presentation:**
Observation and Demonstration, Other (Specify), Group Work, Lecture and Discussion
Other Methods: A. Lecture-demonstration of performance practices in ensemble playing. B. Rehearse with students to teach how to economize time and get to the heart of the specific problems involved. C. Student performance to study the interpretation of literature. D. Possibly using records and tape (music minus one) for rehearsing alone.

IVb. **Arranged Hours Instructional Activities:**
Other (Specify), Lab, Group Work

Other Methods: Rehearsals for public performances Concerts

## V. Course Content

| % of Course | Topic |
|---|---|
| 25.000% | Interpretation of piano ensemble literature. A historical survey of piano ensemble music and its use in the preparation of symphonic works by major composers of the 18th and 19th centuries. |
| 25.000% | Rehearsal methods and procedures to economize time and to get to the specific performance requirements. Melodic, rhythmic and harmonic analysis of compositions being performed |
| 25.000% | A study of styles, both historical and musical, and their influence on interpretation. Sight reading studies to develop fluency and recognition of musical content. |
| 25.000% | Specific repertoire assigned by the instructor, calculated to suit the individual student's background and sight reading ability. |
| 100.000% | Total |

## Vb. Lab Content

| % of Course | Topic |
|---|---|
| 25.00% | Sight reading of piano ensemble literature and transcribed works |
| 50.00% | Developing piano ensemble teachniques such as balance of parts, listening to a partner, steadiness of tempo, ability to keep playing without stops |
| 25.00% | implementing performance anxiety skills to improve public performances |
| 100.00% | Total |

## VI. Methods of Evaluation

| % of Course | Topic |
|---|---|
| 20% | Class Participation: preparedness for performance workshops, being ready to discuss reading assignments |
| 20% | Total |

## VII. Sample Assignments:

**Read the chapter on the Romantic period:** 1. Describe the development of the piano duet/duo genre during the Romantic period 2. Which piano duet/duo piece form this period do you like and why? 3. List your favorite performers of this piece and explain why this interpretation is convincing to you? Read a chapter on the use of pedal in piano duets  Sight-read your partner's part

**Listening assignment:** Listen to the two duets perform "Galop" from Barber's "Souvenirs" listed below. 1. https://www.youtube.com/watch?v=FdqPzPzKs4M 2. https://www.youtube.com/watch?v=yNSrYIMUEJ8 Compare and contrast the two performances addressing the following points: tempo (please address differences of tempi in each individual section of the piece and all changes within sections) balance of parts (mention each section of the piece) dynamics (provide details about each section of the piece) phrasing pedal touch style character visual (stage presence) Which performance is more convincing to you and why?

## VIII. Student Learning Outcomes:

1. Demonstrate knowledge of piano ensemble repertoire by master composers from Baroque time to present day.
2. Demonstrate improved Sight-Reading skills.
3. Balance parts and volume of sound within pieces.

# DE for Non-DE Course: PSYCHOLOGY 7, Research Methods in Psychology

| | |
|---|---|
| **Units:** | 3.00 |
| **Total Instructional Hours (usually 18 per unit):** | 54.00 |
| **Hours per week (full semester equivalent) in Lecture:** | 3.00 |
| **In-Class Lab:** | 0.00 |
| **Arranged:** | 0.00 |
| **Outside-of-Class Hours:** | 108.00 |
| **C-ID:** | PSY 200 |
| **Transferability:** | Transfers to CSU, UC |
| **Degree Applicability:** | Credit - Degree Applicable |
| **IGETC** | 4I: Psychology |
| **CSUGE** | D9 - Psychology |
| **SMCGE** | Area II-B: Social Science (Group B)<br>Area IV-B: Language and Rationality (Group B) |
| **Prerequisite(s):** | PSYCH 1 |
| **Skills Advisory(s):** | Eligibility for English 1<br>MATH 54 |

**Rationale**

Research methods exposure and training is a critical component of competency at any level of psychology education. While this course has historically been an upper division course taught at 4-year institutions, there is a strong movement to offer a lower division version of this course particularly for transferring students. According to my most recent review, Los Angeles City College, East Los Angeles College, Pasadena City college, as well as many schools not in our area, are offering this exact course. This course is one of the core courses in the most recent transfer model curriculum for an AA-T degree in psychology. If we are to ever offer an AA-T in Psychology (which guarantees admittance to California State Universities, we need this course in our offerings. This course is of high utility to non psychology majors as well as it will provide general training in the evaluation of research which we are exposed to on a daily basis on the radio, newspapers, news, and commercials.

I. **Catalog Description**

This course surveys various psychological research methods with an emphasis on research design, experimental procedures, descriptive methods, instrumentation, as well as collection, analysis, interpretation and reporting of research data. Research design and methodology are examined in a variety of the sub disciplines of psychology. Ethical considerations for human and animal research are explored. Students are introduced to critical thinking and the application of the scientific method to psychological questions. The course contains both lecture and practical experiences via the formulation and completion of original research conducted in small groups. Various descriptive and inferential statistical approaches are explored and utilized to evaluate data.

II. **Examples of Appropriate Text or Other Required Reading:**

(include all publication dates; for transferable courses at least one text should have been published within the last five years)
1. Research Methods in Psychology, 9, Elmes, D. G., Kantowitz, G. H., Roediger III, H.L., Wadsworth © 2011, ISBN: 987-111135074
2. Research Methods in Psychology, 12, Morling, B., W.W. Norton & Co. © 2011, ISBN: 978-039393546
3. Publication Manual of the American Psychological Association, 6, American Psychological Association, American Psychological Association © 2009, ISBN: 978-1-4338-05
4. There are many journals that regularly offer articles that would be very relevant to this course such as: Journal of Experimental Psychology Journal of personality and Social Psychology Psychological Bulletin Neuropsychology Health Psychology Psychology of Addictive Behaviors

III. **Course Objectives**

Upon completion of this course, the student will be able to:
1. Explain the basic principles of the scientific method.
2. Critically evaluate research reports.
3. Synthesize a body of research findings.

4. Develop and test hypotheses.
5. Demonstrate knowledge of general research designs, experimental and non-experimental methods, and standard research practices.
6. Select appropriate research designs to test hypotheses.
7. Explain the ethical treatment of human and animal participants in research and the institutional requirements for conducting research.
8. Use systematic laboratory and/or field procedures for collecting and maintaining research data for analyses.
9. Assess the generalizability of study results.
10. Demonstrate proficiency in APA style.
11. Organize and communicate research findings in written form, using the standard APA format and with clear and concise language.
12. Prepare an oral presentation, using effective techniques for communicating findings to a group.

IV. **Methods of Presentation:**
Observation and Demonstration, Projects, Experiments, Lecture and Discussion

V. **Course Content**

| % of Course | Topic |
| --- | --- |
| 5.000% | Introduction<br>• Purpose and Presence of Research in our lives<br>• Critical Thinking<br>• Scientific vs. Non-Scientific approaches to knowledge<br>• Variability and why its key for scientific inquiry<br>• Hypothesis Development and evaluation<br>• Validity and reliability<br>• Scientific methods and its goals<br>• APA format |
| 5.000% | Ethics<br>• History<br>• Issues in Psychology<br>   o use of deception<br>   o greater good and minimal risk<br>   o risk/benefit ratio in research<br>• APA ethical standards<br>• Best practices in Psychology<br>• Issues unique to animal studies |
| 10.000% | General Considerations<br>• describing behavior (what is happening?) vs. finding relationships (what relates to what?), and identifying causality (what causes what?)<br>• Qualitative vs. Quantitative approaches<br>• Validity and Reliability<br>   o internal vs. external validity<br>   o correlation vs. causation<br>   o representative samples<br>   o taking advantage of randomness<br>• Operationalization of terms and variables<br>   o types of scales of measurement(nominal, ordinal, etc.) |
| 35.000% | Descriptive Methods<br>• Case Study<br>   o Design approaches<br>   o Advantages and Limitations<br>   o Ethical Considerations<br>   o Examples<br>• Laboratory Observation<br>   o Design approaches |

|  |  |
|---|---|
|  | <ul><li><ul><li>○ Advantages and Limitations</li><li>○ Ethical Considerations</li><li>○ Examples</li></ul></li><li>Naturalistic Observation<ul><li>○ Design approaches</li><li>○ Advantages and Limitations</li><li>○ Ethical Considerations</li><li>○ Examples</li></ul></li><li>Survey<ul><li>○ Design approaches</li><li>○ Advantages and Limitations</li><li>○ Ethical Considerations</li><li>○ Examples</li></ul></li><li>Archival<ul><li>○ Design approaches</li><li>○ Benefits and Limitations</li><li>○ Ethical Considerations</li><li>○ Examples</li></ul></li><li>Developmental designs (longitudinal and cross sectional)<ul><li>○ Design approaches</li><li>○ Benefits and Limitations</li><li>○ Ethical Considerations</li><li>○ Examples</li></ul></li><li>Data Analyses<ul><li>○ Descriptive Data</li><li>○ Correlation coefficient</li><li>○ chi square analysis</li></ul></li></ul> |
| 35.000% | Experimental Methods<ul><li>General<ul><li>○ Hypotheses in Experiments</li><li>○ Causality</li><li>○ Independent Variable</li><li>○ Dependent Variables</li><li>○ Within Group</li><li>○ Between Group</li></ul></li><li>Simple Designs<ul><li>○ formulation of simple designs</li><li>○ Main Effects</li><li>○ advantages and limitations</li><li>○ data analysis with t-tests and 1-way ANOVA's</li></ul></li><li>Complex Designs<ul><li>○ formulation of Complex designs</li><li>○ Mixed and Full Factorial Designs</li><li>○ Interaction Effects</li><li>○ advantages and limitations</li><li>○ data analysis with ANOVA's</li></ul></li><li>Experimental Control (avoiding and correcting for problems)<ul><li>○ why necessary</li><li>○ confounds and why they are lethal to experiments</li><li>○ counterbalancing</li><li>○ Latin square</li></ul></li><li>Quasi-Experimental designs</li></ul> |
| 10.000% | Presenting Findings in Writing and in Graphs and Figures<ul><li>Plagiarism</li><li>APA Style Research Paper<ul><li>○ Abstract</li><li>○ Introduction</li><li>○ Methods</li><li>○ Results</li></ul></li></ul> |

| | Discussion |
|---|---|
| | o Works Cited |
| | • Line, scatter and bar graphs |
| 100.000% | Total |

## VI. Methods of Evaluation

| % of Course | Topic |
|---|---|
| 20% | Final exam: There will be a cumulative Final Exam worth 20% of the final grade. |
| 15% | Group Projects: Groups will meet in and outside of class to formulate a hypothesis and research designs to test their hypothesis. |
| 15% | Homework: Students will provide critical reports on studies they come across on television, radio, or print. |
| 5% | In Class Writing: Students will be given periodic prompts to write short answers to. Prompts will relate directly to course material. Example: Should we continue to use animals in research? Why or Why not? |
| 10% | Oral Presentation: There will be a group presentation of the Group Project in the last week of the class. |
| 20% | Papers: Each student will be responsible for an APA style research paper resulting from the Group Project. |
| 15% | Written assignments: Students will write a report focused on methods and procedures of a study conducted by the instructor. |
| 100% | Total |

## VII. Sample Assignments:

**Major Group Assignment:** A significant piece of this course will involve a group project conducted in the second half of the semester. Students will be placed in groups by the instructor and asked to work together to formulate an experiment. The experiment will have explicit requirements such as having 1 independent variable with at least 2 levels and at least 2 Dependent Variables. There will be a group project which will serve as their research proposal. Ongoing feedback and assistance will be provided for all groups. The next phase of the group assignment will involve preparation of materials and procedures to conduct their experiment. Students will use each other in experiments. It is paramount that the instructor limit experiments to minimal invasiveness and stress. After collection of data, the students will work with the instructor on analyzing the data. The final piece of the group project will be a group presentation of the study from rational to interpretation of findings. Each member of the team will be required to write a unique APA style paper on the project. Plagiarism will be strictly monitored. Homework Assignment: As you go through your day watching TV, listening to the radio, seeing ads in print, or reading the newspaper or something online, identify a study that you hear about. The study does not have to be related to psychology. You need to state the hypothesis, methods, results, and interpretation of the study. At all steps, provide a critical analysis as to the appropriateness of the methods and interpretations. Did you find the study convincing? Why or Why not? What would be a logical "next step" in that line of research?

**Short answer writing prompts:** After learning about a concept related to research methods, such as validity, students are given a short one page summary of a published experiment that contains the details they need to apply the concepts they are learning to that experiment. Students will have an opportunity to discuss the experiment with fellow students and will be required to respond to short writing prompts that will allow deliberate practice and application of the concepts learned.

## VIII. Student Learning Outcomes:
1. Demonstrate a thorough understanding of numerous research methods used in modern psychological science.
2. Demonstrate understanding of the ethical challenges to conducting research with both human subjects and animals, and knowledge of current standards of ethical practice of psychological science.
3. Demonstrate critical analytic skills to evaluate research studies and claims made about research studies.

4. Demonstrate the ability to formulate a testable hypothesis, apply an appropriate research method to test the hypothesis, collect and analyze data, and interpret and present in writing and orally the findings of the study.

## PSYCH 7 Distance Education Application

☑ Fully Online

**1a. Instructor - Student Interaction:**
The instructor will initiate contact with students before the course begins through a welcome letter (or video) that explains important details about the course including course materials, start and end dates, reliable access to the internet and technology, instructions on how students will access the course via CMS, links to guides and support, and tips on how to be successful in the course. The instructor will also initiate contact at the beginning of the course with a warm and welcoming video, email, or announcement to students that introduces the course and the instructor, and directs students on where and how to get started. The instructor will maintain regular and effective instructor-initiated contact with students throughout the semester using a variety of CMS tools including: Announcements, Assignment (feedback), Discussion (comments), Grading (Message Students Who …), Pages, Email/Message, and GPS. • Announcements will be used at the beginning of each learning unit to announce the beginning of a new topic and assignments, and/or used to remind students of upcoming due dates. • At the beginning of each learning unit (module), instructor will introduce students to the new topic, the types of assignments, expected workload, and learning objectives on Pages • Instructor will comment and provide regular and constructive feedback on Assignments. • Instructor will use the Discussion tool (or similar) to post regular Discussion forums, and comment on and/or contribute to the discussion, or use the Discussion tool as a Q&A for student-initiated contact with the instructor. • Instructor will conduct office hours through Email/Message. • Instructor will use Message Students Who … through the Grading tool to send reminders to students about upcoming due dates, message and send kudos to students who earned a high score on a particular quiz/assignment, and reach out to students who earned a low score to offer support and/or provide additional resources. • Instructor will use GPS (early alert) to send kudos to students who are performing well, respond to student-raised flags, and connect students to resources as needed. • Instructor will use CMS inbox to email or respond to emails from students. • Instructor will use the Quiz tool (or similar) to anonymously survey students at the end of the course, and use Quiz tool (or iClickers) to poll/survey students as a just-in-time teaching strategy to determine if learning is occurring and tweak where necessary or to get the pulse of the class Students will be encouraged to initiate contact with the instructor throughout the semester with instructor contact information clearly posted and easy to find on the syllabus and homepage along with expected response times (within 24 hours) and through GPS. The instructor may also provide student-initiated contact opportunities through Chat, Discussion (Q&A), or Conference, where appropriate.

**1b. Student - Student Interaction:**
The instructor will provide opportunities for, and encourage, regular and effective student-initiated contact with other students, making use of a variety of CMS (and other) tools, methods, and assignments/activities. These include discussions (group, Q&A, open-ended prompts), group assignments, peer review, group chats (audio, video, written), or collaboration on documents using CMS tools, or group work through the creation of Student Lounge/Café using external tools. The idea behind using a variety of tools, methods, and assignments/activities is to accommodate a variety of communication styles and create an inclusive community of learners in the online environment. The instructor will also provide guidelines with each of these assignments/activities that explain the standard/required levels of student participation (both quantity and quality) and how that participation will be evaluated.

**1c. Student - Content Interaction:**
The instructor will provide frequent opportunities for students to interact with varied and substantial course content. This content will be chunked into manageable portions and sequenced in modules, making it easy for students to follow and navigate. Both the variety and organization of the content will encourage frequent student engagement with the course content, and facilitate student learning. The instructor will also include unit learning objectives (such as students will be able to define, explain, assess, apply, etc.) at the beginning of each module, and align the content, assignments, activities, and assessments to these learning objectives. In terms of variety of content and frequency of interaction, a typical module will include a combination of reading, video lesson, slide presentation, case studies, policy briefs, activity, deliberate practice, discussion Q&A, and poll/survey to gauge student learning in addition to frequent and varied formative and summative assessments (discussed below) The instructor will include instructions for learners to work with the content in meaningful ways such as explaining the purpose of a particular reading or resource, instructing students to take notes during a video or slide presentation, reminding students to keep important points in mind while reading, alerting students that they will be discussing or reporting on the content in a follow-up assignment, etc. The instructor will also offer individualized learning opportunities, such as providing resource pages or supplemental materials for remedial activities or recommendations for more advanced learning.

**1d. Distance Ed Interactions:**

| Online class activities that promote class interaction and engagement | Brief Description | Percentage of Online Course Hours |
|---|---|---|
| Chat Rooms | Live meeting via virtual meeting platforms (such as Zoom) breakout rooms for student-student and student-instructor live chat. | 5.00% |
| Discussion Boards | Student-student and student-instructor discussion boards on LMS (such as Canvas) to discuss content and assignments | 5.00% |
| Online Lecture | Live (recorded) or previously recorded lecture videos | 50.00% |
| Project Presentation | Presentation of experiment designed by student groups. | 10.00% |
| Written assignments | Variable assignments. | 15.00% |
| Other (describe) | Participation in and designing of experiments that can be conducted online. The experiments are chosen to illustrate aspects about research methods. | 5.00% |
| Study and/or Review Sessions | Recorded review sessions at four points in the semester to prepare students for the next section of the content. | 5.00% |
| Exams | Quizzes be given after each module to help students gauge understanding. | 5.00% |

## 2. Organization of Content:

The instructor will organize the content in meaningful and distinct learning units (modules) by week, topic, or major theme to facilitate student learning, and ensure that the course material is accessible and easy for students to navigate. This will reduce the cognitive load for students and facilitate student learning. The instructor will include unit learning objectives at the beginning of each module, and align the content, assignments, activities, and assessments to these objectives. The instructor will present content using a variety of modalities such as text (readings, slides), audio (podcast, interviews), video (lessons, lecture, presentations) and graphics (graphs, tables, charts, visuals, and banners), to facilitate student-centered learning. The instructor will use multiple CMS tools to deliver the content and streamline access to materials and activities for students. These tools include Pages to deliver reading, slides, and deliberate practice, and to embed or link to videos and audio, Discussion forums to deliver prompts on course content, Chat to deliver responses to questions, Collaboration and Groups to deliver student-created content, Quiz tool to deliver polls & surveys. The instructor will also use external apps to deliver lessons, responses to questions, and share documents, deliver polls & surveys, and FlipGrid, PlayPosit, AdobeSpark, Screencast-o-matic, or Explain Everything to deliver video and active learning video lessons. The instructor will include a course outline (schedule) and list all materials/tools required for student success, on the syllabus.

## 3. Assessments:

| % of grade | Activity | Assessment Method |
|---|---|---|
| 30.00% | Written assignments | Students will be given short APA style research papers resulting from experiments we design and conduct as a class. There will also be short answer responses or reaction papers. The assignments will be submitted through Canvas and feedback will be given in a timely manner though LMS. |
| 20.00% | Group projects | Students will be placed in small groups. The groups can communicate via Groups set up in LMS (such as Canvas) as well as during live meetings via a virtual meeting platform (such as Zoom) sessions when breakout rooms are used. They will be asked to complete reaction papers, respond to journal articles and prepare short answer responses. Written work will be submitted through LMS and feedback will be given in a timely manner through LMS. |
| 10.00% | Homework | Students will respond to short answer prompts and reflection pieces that are intended to help them gauge their understanding of the material. Assignments will be submitted via LMS and feedback will be provided in a timely manner via LMS such as Canvas. |
| 20.00% | Quizzes | Quizzes will be administered online through LMS such as Canvas. Instructors will be encouraged to allow students a window (12-24 hours) during which the exam may be started with a predetermined time limit. This strategy accommodates students in different time zones and with variable life pressures. Multiple choice, fill-in, short answer questions, and/or essays. |
| 15.00% | Presentations | Students will present their redesign of an experiment conducted in class with specific guidelines on what concepts to consider when redesigning an experiment. Students will present to instructor and classmates online. The depth, understanding of the research |

| | | |
|---|---|---|
| | | concepts, clarity, and quality of the presentation and the students response to questions will be the basis of the assessment. |
| 5.00% | Short answer writing prompts | Students will be given example experiments to apply the concepts from the class. They will be given short prompts that directly relate and apply the course material. The prompts will be given via an LMS or live meetings via virtual meeting platforms such as Zoom lectures and students will submit their responses via LMS. |

## 4. Instructor's Technical Qualifications:

The college's existing technology and CMS is sufficient for delivery of this course. Individual faculty would greatly benefit from additional professional development on equity-minded, effective online teaching practices, as well as professional development to enhance the technological skills of the faculty member.

## 5. Student Support Services:

The instructor will provide students with active links to student support and institutional services and policies, so that students do not have to leave the CMS to access these resources or learn about these policies. These resources and policies will be clearly labeled and easy to find, and the instructor will provide instructions about use and expectations, where appropriate. Resources and policies include: • Online Counseling • Disability Resources • Financial Aid • Bookstore • Online tutoring. • Canvas Resources and Technical Support • Title IX Policy & Resources • SMC Drop & Withdrawal Policies • Livesafe • Veteran's Resource Center • Resources for DREAMERS, DACAmented students, and undocumented students • Pronouns • Honor Code • Netiquette

## 6. Accessibility Requirements:

All content for the course will be 508 compliant using the tools provided by the college. For example: • Content Pages will consistently use heading styles such as Heading 2, Heading 3, etc. • Lists will be created using the Bullet or Numbered List tool in the rich text editor. • Links will not use non-descriptive phrases like CLICK HERE, for example. • Underlining will only be used to denote active hyperlinks. • There will be sufficient color contrast between foreground and background to meet Section 508 standards. • Visual elements (color, bolding, all caps) will not be used as the sole way to convey importance or meaning. • Images (including those used in Pages, Discussions, Quizzes and Assignments) will use descriptive alternative text

## 7. Representative Online Lesson or Activity:

Two course objectives are 1) develop and test hypotheses and 2) assess the generalizability of study results.
Assignment: Lab report on experiment "Be a juror".
Students are asked to participate in a replication of a classic experiment on the effect an eyewitness has on jurors potentially determining a guilty verdict (materials for this experiment were obtained from the APA Online Psychology Laboratory). For anyone who does not want to directly participate in the study, I provide a written summary of what happens during the experiment (typically all students choose to participate in the study). Prior to participating in the experiment students are asked to develop a hypothesis about the likelihood that the presence of an eye-witness testimony will affect participants verdicts (based on the lecture material (recorded lectures and/or live lectures).

After the data from our experiment has been collected, I provide a summary of the data, students are asked to determine whether our data supports their hypothesis. Furthermore, using information from the lecture material, what are some limitations to the generalizability of our results? Consider the demographics of our participants, the number of participants we tested as well as the three types of validity we have discussed in class. Submit reply through Canvas. Feedback will be given through comments on Canvas.

# DE for Non-DE Course: PSYCHOLOGY 13, Social Psychology

| | |
|---|---|
| **Units:** | 3.00 |
| **Total Instructional Hours (usually 18 per unit):** | 54.00 |
| **Hours per week (full semester equivalent) in Lecture:** | 3.00 |
| **In-Class Lab:** | 0.00 |
| **Arranged:** | 0.00 |
| **Outside-of-Class Hours:** | 108.00 |
| **C-ID:** | PSY 170 |
| **Transferability:** | Transfers to CSU, UC |
| **IGETC** | 4I: Psychology |
| **CSUGE** | D9 - Psychology<br>E - Lifelong Understanding and Self-Development |
| **SMCGE** | Area II-B: Social Science (Group B) |
| **Degree Applicability:** | Credit - Degree Applicable |
| **Skills Advisory(s):** | PSYCH 1 |

**Rationale**

Nothing has been updated or changed in terms of prerequisites, hours, or units.

I. **Catalog Description**

This course considers individual human behavior in relation to the social environment. The power of the situation, other individuals, and the social group will be examined. Emphasized topics include: aggression, prejudice and stereotypes, interpersonal attraction, attitudes and attitude change, conformity, group phenomena, gender roles, cultural norms, person perception, and social cognition.

II. **Examples of Appropriate Text or Other Required Reading:**

(include all publication dates; for transferable courses at least one text should have been published within the last five years)
1. The Social Animal, 11th , Aronson, E., with Aronson, J., Worth Publishers © 2011, ISBN: 1429233419
2. Readings About The Social Animal, 11th , Aronson, E., with Aronson, J., Worth Publishers © 2011, ISBN: 1429233427
3. Social Psychology, 8, Aronson, Wilson, & Akert, Pearson © 2013, ISBN: 9780205796625

III. **Course Objectives**

Upon completion of this course, the student will be able to:
1. Analyze elements of a scientific approach to understanding human behavior in a psycho-social context
2. Identify biological and cultural influences on social behavior
3. Discriminate between individual differences and sociocultural influences
4. Explain the major scientific studies which form the basis for current theories of social psychology
5. Describe the ways in which principles gleaned from social psychological research apply to real world problems and issues
6. Apply models of intervention into social behavior designed to address social problems (e.g., those based on gender, ethnic, racial, or cultural differences and those based on disability)
7. Compare basic concepts and theories across the areas of social psychology
8. Identify modern multidisciplinary approaches and applications of social psychology research and implementation

IV. **Methods of Presentation:**

Critique, Group Work, Lecture and Discussion, Observation and Demonstration, Projects, Visiting Lecturers, Other (Specify)
Other Methods: Lecture, lecture-discussion, DVD's, video-tape, guest speakers, interpersonal exercises

V. **Course Content**

| % of Course | Topic |
|---|---|
| 10.000% | Social Psychology Principles and Methodology<br>1. Methods of studying human interaction and the limitations of methodologies.<br>2. Introduction to basic principles in social psychology, major theoretical approaches, topics in social psychology which have not yet been researched empirically. |
| 10.000% | Conformity. Social conditions which promote conformity, individual's reasons for conforming, dangerous social consequences of obedience.<br>Culture norms<br>Gender roles<br>Multiculturalism |
| 10.000% | Mass Communication: Propaganda, and Persuasion<br>The effects of mass communication on group behavior and beliefs of individuals, factors which affect attitude change, power of propaganda. |
| 10.000% | Attitudes, attitude formation, and attitude change<br>Social cognition |
| 10.000% | Human Aggression and prosocial behavior. Social conditions that affect the occurrence of interpersonal aggression and violence, and the influence of culture on aggression. Methods of controlling violence.<br>Authority and obedience |
| 15.000% | Prejudice. Causes and developmental sources of prejudice, such as competition, scapegoating, and authoritarian child rearing. The relationship of social pressure toward conformity and prejudice. |
| 10.000% | Attraction. Factors that contribute to attraction and the development of friendship, admiration, and romantic attachment. The role of brain physiology in sexual and obsessive attraction. |
| 15.000% | Interpersonal Communication. Role of verbal and non-verbal behavior in the quality of interpersonal communication, cross-cultural communication skills and conflicts, self-disclosure.<br>Group Processes and decision making |
| 10.000% | Self- concept<br>Person perception<br>Social and physical environments |
| 100.000% | Total |

VI. **Methods of Evaluation**

| % of Course | Topic |
|---|---|
| 50% | Exams/Tests: minimum of 4 examinations |
| 20% | Final exam |
| 10% | Projects |
| 20% | Written assignments |
| 100% | Total |

VII. **Sample Assignments:**
1) After reading an extra book (such as "Our Inner Ape"), students write an essay that requires a comparison of human and non-human social behavior.2) Students turn in a reaction paper, to each of six (6) chapters, take a chapter quiz, and engage in a discussion (small group and whole class) of each chapter.3)Students break a social norm and write their observation of their experience, applying terminology and concepts from our discussion of conformity.4)Students complete a random act of kindness and complete an observational report on the consequences of this action for themselves and the recipient of this action.5)Students choose a current event and

explicate this event, applying the principles of social psychology. Sample events are provided, but students may choose their own examples as appropriate.

**Book Report:** Extra Credit: You may earn up to 10 points of extra credit by reading a popular book from a list of 3 approved readings. A copy of each of these books should be available ON RESERVE in the library by the 4th week of class. They also may be available at local libraries and over the internet. If you choose to do a book, you must turn in responses to a brief tutorial on plagiarism provided by the University of Southern Mississippi along with your report. Please ask me about this tutorial if it is not discussed in class. Readings to be Announced Extra Credit Book INSTRUCTIONS: After each chapter, HAND WRITE a very brief summary of the chapter indicating what you thought the main points were and your reaction to the points made. Hard to read reports will not be read. To receive full credit, your report should end up being 8-10 pages. NOTE: Each semester students do not follow these instructions and do not get full credit. This is truly unfortunate. These reports are due 2 weeks before the final exam. Late reports will not be read.

VIII. **Student Learning Outcomes:**
1. Demonstrate an understanding that because humans evolved in social groups they are powerfully influenced by their social relationships.
2. Demonstrate an understanding of the biopsychosocial approach, that emotions and behaviors are the outcomes of the interaction between individual, environmental (social), and biological variables.

## PSYCH 13 Distance Education Application

☑ Fully Online

### 1a. Instructor - Student Interaction:
The instructor will initiate contact with students before the course begins through a welcome letter (or video) that explains important details about the course including course materials, start and end dates, reliable access to the internet and technology, instructions on how students will access the course via CMS, links to guides and support, and tips on how to be successful in the course. The instructor will also initiate contact at the beginning of the course with a warm and welcoming video, email, or announcement to students that introduces the course and the instructor, and directs students on where and how to get started. The instructor will maintain regular and effective instructor-initiated contact with students throughout the semester using a variety of CMS tools including: Announcements, Assignment (feedback), Discussion (comments), Grading (Message Students Who …), Pages, Email/Message, and GPS. • Announcements will be used at the beginning of each learning unit to announce the beginning of a new topic and assignments, and/or used to remind students of upcoming due dates. • At the beginning of each learning unit (module), instructor will introduce students to the new topic, the types of assignments, expected workload, and learning objectives on Pages • Instructor will comment and provide regular and constructive feedback on Assignments. • Instructor will use the Discussion tool (or similar) to post regular Discussion forums, and comment on and/or contribute to the discussion, or use the Discussion tool as a Q&A for student-initiated contact with the instructor. • Instructor will conduct office hours through Email/Message. • Instructor will use Message Students Who … through the Grading tool to send reminders to students about upcoming due dates, message and send kudos to students who earned a high score on a particular quiz/assignment, and reach out to students who earned a low score to offer support and/or provide additional resources. • Instructor will use GPS (early alert) to send kudos to students who are performing well, respond to student-raised flags, and connect students to resources as needed. • Instructor will use CMS inbox to email or respond to emails from students. • Instructor will use the Quiz tool (or similar) to anonymously survey students at the end of the course, and use Quiz tool (or iClickers) to poll/survey students as a just-in-time teaching strategy to determine if learning is occurring and tweak where necessary or to get the pulse of the class Students will be encouraged to initiate contact with the instructor throughout the semester with instructor contact information clearly posted and easy to find on the syllabus and homepage along with expected response times (within 24 hours) and through GPS. The instructor may also provide student-initiated contact opportunities through Chat, Discussion (Q&A), or Conference, where appropriate.

### 1b. Student - Student Interaction:
The instructor will provide opportunities for, and encourage, regular and effective student-initiated contact with other students, making use of a variety of CMS (and other) tools, methods, and assignments/activities. These include discussions (group, Q&A, open-ended prompts), group assignments, peer review, group chats (audio, video, written), or collaboration on documents using CMS tools, or group work through the creation of Student Lounge/Café using external tools. The idea behind using a variety of tools, methods, and assignments/activities is to accommodate a variety of communication styles and create an inclusive community of learners in the online environment. The instructor will also provide guidelines with each of these assignments/activities that explain the standard/required levels of student participation (both quantity and quality) and how that participation will be evaluated.

## 1c. Student - Content Interaction:

The instructor will provide frequent opportunities for students to interact with varied and substantial course content. This content will be chunked into manageable portions and sequenced in modules, making it easy for students to follow and navigate. Both the variety and organization of the content will encourage frequent student engagement with the course content, and facilitate student learning. The instructor will also include unit learning objectives (such as students will be able to define, explain, assess, apply, etc.) at the beginning of each module, and align the content, assignments, activities, and assessments to these learning objectives. In terms of variety of content and frequency of interaction, a typical module will include a combination of reading, video lesson, slide presentation, case studies, policy briefs, activity, deliberate practice, discussion Q&A, and poll/survey to gauge student learning in addition to frequent and varied formative and summative assessments (discussed below) The instructor will include instructions for learners to work with the content in meaningful ways such as explaining the purpose of a particular reading or resource, instructing students to take notes during a video or slide presentation, reminding students to keep important points in mind while reading, alerting students that they will be discussing or reporting on the content in a follow-up assignment, etc. The instructor will also offer individualized learning opportunities, such as providing resource pages or supplemental materials for remedial activities or recommendations for more advanced learning.

## 1d. Distance Ed Interactions:

| Online class activities that promote class interaction and engagement | Brief Description | Percentage of Online Course Hours |
|---|---|---|
| Chat Rooms | Students have continual access to an open "Virtual Office" in the Discussions Section of the course to communicate with the instructor and fellow students. | 3.00% |
| Study and/or Review Sessions | For each Exam, students will have continual access to an open "Virtual Study Group" in the Discussions section of the course. | 3.00% |
| Online Lecture | There will be 11 Lecture-Only Modules (1 per week). Each Module contains multiple, brief audio and video pieces reinforcing Textbook concepts, providing real-life examples or introducing additional concepts. Some materials will be accompanied by brief written comments and/or audio comments from the instructor. For very complex concepts, an audio narrated PowerPoint slide video presentation will be included. | 60.00% |
| Discussion | For each Lecture-Only Module, students submit at least one Personal Comment Discussion Post on the text, video and audio materials for that week's Lecture. To receive credit, Comments must be informed by that week's material. Students will also Reply to at least one classmate's Discussion Post. | 14.00% |
| Exams | There are 3 multiple-choice Exam with 40 questions/points each. Exams may only be taken once. The Exams cover Textbook and Online Lecture information. In each weekly Module there is also a multiple-choice Formative Quiz with 6 questions/3 points per Quiz). Students can take and retake the weekly Quizzes multiple times within a 45-minute time period. | 10.00% |
| Other (describe) | Explain "Other": Instructor provides a personal response along with the grade for each student's Discussion posts. These responses may include sharing the instructor's own personal perspectives or additional knowledge on the Post content, comments and open-ended questions relevant to the student's Post or to their Reply to their Classmate and additional optional resources if the student is interested. Students also have an optional Extra Credit Book report opportunity; at least one of these books will be available at no cost online. There are also 2 optional Extra Credit Opportunities where students can participate in real social psychological studies conducted online. If students are not comfortable with participating in a study, a comparable alternative Extra Credit Assignment will be provided. | 10.00% |

## 2. Organization of Content:

The instructor will organize the content in meaningful and distinct learning units (modules) by week, topic, or major theme to facilitate student learning, and ensure that the course material is accessible and easy for students to navigate. This will reduce the cognitive load for students and facilitate student learning. The instructor will include unit learning objectives at the beginning of each module, and align the content, assignments, activities, and assessments to these objectives. The instructor will present content using a variety of modalities such as text (readings, slides), audio (podcast, interviews), video (lessons, lecture, presentations) and graphics (graphs, tables, charts, visuals, and banners),

to facilitate student-centered learning. The instructor will use multiple CMS tools to deliver the content and streamline access to materials and activities for students. These tools include Pages to deliver reading, slides, and deliberate practice, and to embed or link to videos and audio, Discussion forums to deliver prompts on course content, Chat to deliver responses to questions, Collaboration and Groups to deliver student-created content, Quiz tool to deliver polls & surveys. The instructor will also use external apps to deliver lessons, responses to questions, and share documents, to deliver polls & surveys, and FlipGrid, PlayPosit, AdobeSpark, Screencast-o-matic, or Explain Everything to deliver video and active learning video lessons. The instructor will include a course outline (schedule) and list all materials/tools required for student success, on the syllabus.

## 3. Assessments:

| % of grade | Activity | Assessment Method |
|---|---|---|
| 31.00% | Discussion Board | (description con't: With the except of 3 Brief Report/Exam weeks and 1 Review Week, each week students post a Personal Comment and a Reply to a Classmate on that week's Module material to a Discussion Board. Posts must be at least 75 words in length.) Instructor provides positive feedback and corrective feedback (if necessary) and Points obtained. Points obtained are based on following the Instructions for posts in the Assignment Instructions, not on the students' particular opinions. Please see "Other Interaction Activity" above. |
| 8.00% | Brief Report | (description con't: In 3 Modules prior to the 3 Exams, students write a Brief Report (250-450 words) in response to 2-4 questions on a longer video. In these Reports they apply concepts that were previously covered in the class to the contents of the videos.) Instructor provides Points earned, positive feedback and specific corrective feedback, if necessary. As needed, this feedback includes more general guidance and resources on how to structure and write Reports. |
| 13.00% | Quizzes | (description con't: During each Lecture Module, students take a 6-Question Multiple Choice Formative Quiz on that week's lecture and video/audio materials. These Quizzes may be taken multiple times during the allotted 45-minute Quiz taking time period. Each Quiz is worth 3 points.) Points are automatically assigned through the Canvas system. |
| 48.00% | Multiple-Choice Exams | Students may request that the Instructor perform a personal post-Exam "diagnostic" to determine if there was a pattern to the student's missed questions. Based on this information, personal guidance for future studying is provided and students are referred to additional resources on how to study for Multiple Choice Exams. |

## 4. Instructor's Technical Qualifications:
The college's existing technology and CMS is sufficient for delivery of this course. Individual faculty would greatly benefit from additional professional development on equity-minded, effective online teaching practices, as well as professional development to enhance the technological skills of the faculty member.

## 5. Student Support Services:
The instructor will provide students with active links to student support and institutional services and policies, so that students do not have to leave the CMS to access these resources or learn about these policies. These resources and policies will be clearly labeled and easy to find, and the instructor will provide instructions about use and expectations, where appropriate. Resources and policies include: • Online Counseling • Disability Resources • Financial Aid • Bookstore • Online tutoring. • Canvas Resources and Technical Support • Title IX Policy & Resources • SMC Drop & Withdrawal Policies • Livesafe • Veteran's Resource Center • Resources for DREAMERS, DACAmented students, and undocumented students • Pronouns • Honor Code • Netiquette

## 6. Accessibility Requirements:
All content for the course will be 508 compliant using the tools provided by the college. For example: • Content Pages will consistently use heading styles such as Heading 2, Heading 3, etc. • Lists will be created using the Bullet or Numbered List tool in the rich text editor. • Links will not use non-descriptive phrases like CLICK HERE, for example. • Underlining will only be used to denote active hyperlinks. • There will be sufficient color contrast between foreground and background to meet Section 508 standards. • Visual elements (color, bolding, all caps) will not be used as the sole way to convey importance or meaning. • Images (including those used in Pages, Discussions, Quizzes and Assignments) will use descriptive alternative text

## 7. Representative Online Lesson or Activity:
A Brief Report Assignment (Submitted through "Assignments" in the Canvas System):

Course Objective: Describe the ways in which principles gleaned from social psychological research apply to real world problems and issues.

Students watch the Documentary "Buying the War" describing the media coverage and propaganda in the lead up to the 2003 U.S. invasion of Iraq. This video is divided into multiple segments with the Instructor providing brief introductory audio comments and brief audio commentaries after each segment. These commentaries (or transcripts) highlight significant parts of the video segments and include additional historical information to help students understand the social context within which the invasion occurred. They are given the following questions for their Brief Report:

1. In contrast to the "outsider" reporters at Knight-Ridder, the "insider" reporters in Washington and at the New York Times were inaccurate in their reporting. How might the process of "Group Think" have influenced these "insider" reporters?

2. How did the Bush Administration make use of Informational and Normative social influence and the Validity Effect to persuade the American public that Iraq was truly a threat?

3. In your text, Aronson describes the factor that is necessary for fear inducing messages to succeed in changing behavior in productive ways. What occurs when that factor is present in a fear inducing message? What occurs when it is not present in a fear inducing message? Was that factor present in the media messages leading up to the Invasion?

# Program of Study
## Criminal Justice Certificate of Achievement Certificate of Achievement

This program is designed for students who are interested in pursuing an entry level job position in the criminal justice field and need a working knowledge of the fundamental concepts in this area. This certificate comprises courses in the introduction to the administration of Justice, criminal law, evidence, criminal investigation and community and the justice system.

**Program Learning Outcomes:**
Demonstrate an understanding of the functions of the criminal justice system and apply key concepts to this setting.

Explain the procedures that govern the progression of a case from arrest through sentencing and beyond.

Analyze the evolutionary processes in criminal investigation.

Evaluate the admissability of different types of evidence for trial.

Demonstrate an understanding of the strategies for effective and just policing in a diverse society.

### Area of Emphasis

| **Required Courses** | | **Units:** 15.0 |
|---|---|---|
| AD JUS 1 DE | Introduction to Administration of Justice | 3.0 |
| AD JUS 2 DE | Concepts of Criminal Law | 3.0 |
| AD JUS 3 DE | Legal Aspects of Evidence | 3.0 |
| AD JUS 5 DE | Criminal Investigation | 3.0 |
| AD JUS 67 DE | Community and the Justice System | 3.0 |
| | | **Total:** 15.0 |

**Criminal Justice Certificate of Achievement**

1. **Program Goals and Objectives**
   - This program is designed for students who are interested in pursuing an entry level job position in the criminal justice field and need a working knowledge of the fundamental concepts in this area. This certificate comprises courses in the introduction to the administration of Justice, criminal law, evidence, criminal investigation and community and the justice system.
   - Upon completion of this program, students will be able to demonstrate an understanding of the functions of the criminal justice system and apply key concepts to this setting; explain the procedures that govern the progression of a case from arrest through sentencing and beyond; analyze the evolutionary processes in criminal investigation;  evaluate the admissibility of different types of evidence for trial; and demonstrate an understanding of the strategies for effective and just policing in a diverse society.
   - The purpose of this program is to provide students with a foundational knowledge of the criminal justice system as well as understanding of the skills needed for entry level jobs. Achieving this certificate will help students to distinguish themselves from other applicants when pursuing careers in law enforcement and related criminal justice fields.  This certificate is also ideal for existing criminal justice professionals who desire to enhance their knowledge and build their skills for promotional opportunities This proposed Certificate of Achievement has been recommended by our Administration of Justice Advisory Board.

2. **Catalog Description**
   - This program is designed for students who are interested in pursuing an entry level job position in the criminal justice field and need a working knowledge of the fundamental concepts in this area. This certificate comprises courses in the introduction to the administration of Justice, criminal law, evidence, criminal investigation and community and the justice system.
   - Upon completion of this program, students will be able to demonstrate an understanding of the functions of the criminal justice system and apply key concepts to this setting; explain the procedures that govern the progression of a case from arrest through sentencing and beyond; analyze the evolutionary processes in criminal investigation;  evaluate the admissibility of different types of evidence for trial; and demonstrate an understanding of the strategies for effective and just policing in a diverse society.

3. **Program Requirements**
   - **AD JUS 1: Introduction to Administration of Justice**      3 units
   - **AD JUS 2: Concepts of Criminal Law**      3 units
   - **AD JUS 3: Legal Aspects of Evidence**      3 units
   - **AD JUS 5: Criminal Investigation**      3 units
   - **AD JUS 67: Community and the Justice System**      3 units
   - **Total Units:**      15 units

   AD JUS Advisory Board Minutes from October 23, 2020:
   "1.  Action Item
   a.   Steven Sedky provided an overview of the Online Pathways program, which would provide for an ADT (Associate Degree for Transfer) in Administration of Justice, allowing students to obtain an Associates' Degree and continue towards a Bachelor's Degree in an online learning environment.
   b.   Dana Nasser presented the Certificate of Achievement in Administration of Justice, which would serve as a both a first step towards the AST mentioned above, as well as provide an opportunity to students who may not have a degree as an objective. The certificate is oriented towards career advancement for those already in law enforcement or to give students entering the workforce additional credentials to make their candidacy more attractive to employers.
   ACTION: Advisory Board recommended to develop Certificate."

4. **Master Planning**
   SMC is an institution that provides career educational training and this program meets the obligation to help students to acquire relevant and updated knowledge and skills for entry level career positions. This Certificate also provides a milestone for students who do not complete the AS-T in AD JUS.  This will provide us with an opportunity to serve students beyond those whose goal is solely to transfer. This certificate was also prepared with an emphasis on how to best prepare future law enforcement officers for just policing in a diverse society.

5. **Enrollment and Completer Projections**
   Enrollment completer projections are 30 students per year.

6. **Place of Program in Curriculum/Similar Program**
   •This program is in addition to our AS-T in Administration of Justice.  After completing this certificate, students may opt to pursue this transfer degree as well. This Certificate will provide the student who is interested in the criminal justice field with another option other than transfer to meet their individual needs.

7. **Similar Programs at Other Colleges in Service Area**
   - Certificate in the Administration of Justice:  Rio Hondo College
   - Administration of Justice: Cypress College

8. **Transfer Preparation Information**
   This is a certificate and not a transfer degree.

![COE Centers of Excellence for Labor Market Research]

**Program Endorsement Brief: 2105.00/Administration of Justice**
*Criminal Justice Certificate of Achievement*
Los Angeles/Orange County Center of Excellence, January 2021

**Summary Analysis**

| Program Endorsement: | Endorsed: All Criteria Met | ☒ | Endorsed: Some Criteria Met | ☐ | Not Endorsed | ☐ |
|---|---|---|---|---|---|---|
| **Program Endorsement Criteria** | | | | | | |
| **Supply Gap:** | Yes | ☑ | No | ☐ | | |
| **Living Wage:** (Entry-Level, 25th) | Yes | ☑ | No | ☐ | | |
| **Education:** | Yes | ☑ | No | ☐ | | |
| **Emerging Occupation(s)** | | | | | | |
| Yes ☐ | | | | No ☑ | | |

The Los Angeles/Orange County Center of Excellence for Labor Market Research (COE) prepared this report to provide Los Angeles/Orange County regional labor market supply and demand data related to five middle-skill occupations: *bailiffs* (33-3011), *detectives and criminal investigators* (33-3021), *police and sheriff's patrol officers* (33-3051), *private detectives and investigators* (33-9021), and *public safety telecommunicators* (43-5031). Middle-skill occupations typically require some postsecondary education, but less than a bachelor's degree.[1] This report is intended to help determine whether there is demand in the local labor market that is not being met by the supply from community college programs that align with the relevant occupations.

Based on the available data, there appears to be a supply gap for the criminal justice occupations in the LA/OC region. Furthermore, many workers in the field have completed some college or an associate degree and entry-level wages for the occupations in this report exceed the living wage in both Los Angeles and Orange counties. **Therefore, due to all of the criteria being met, the COE endorses this proposed program.** Detailed reasons include:

**Demand:**

- *Supply Gap Criteria -* Over the next five years, there is projected to be **3,090 jobs available annually** in the LA/OC region due to growth and replacements, **which is more than the 2,605 awards conferred annually** by educational institutions in the region.

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[1] The COE classifies middle-skill jobs as the following:

- All occupations that require an educational requirement of some college, associate degree or apprenticeship;
- All occupations that require a bachelor's degree, but also have more than one-third of their existing labor force with an educational attainment of some college or associate degree; or
- All occupations that require a high school diploma or equivalent or no formal education, but also require short- to long-term on-the-job training where multiple community colleges have existing programs.

- *Living Wage Criteria -* Within Los Angeles County, **all of the annual job openings** for these criminal justice occupations have **entry-level wages above the county's living wage** ($15.04/hour).[2]
- *Education Criteria -* Within the LA/OC region, *all of the annual job openings* for occupations related to criminal justice *typically require a high school degree or equivalent.*
  - However, national-level educational attainment data indicates **between 32.5% and 49.8% of workers in the field have completed some college or an associate degree.**

**Supply:**
- There are **25 community colleges** in the LA/OC region that issue awards related to administration of justice, conferring an average of **2,561 awards annually** between 2016 and 2019.
- Between 2014 and 2017, there was an average of **44 awards conferred annually** in related training programs by non-community college institutions throughout the LA/OC region.

## Occupational Demand

Exhibit 1 displays the five-year occupational demand projections for middle-skill criminal justice occupations. In Los Angeles/Orange County, the number of jobs related to these occupations is projected to increase by 4% through 2024. There will be nearly 3,100 job openings per year through 2024 due to new job growth and replacements in the LA/OC region.

*This report includes employment projection data by Emsi which uses EDD information. Emsi's projections are modeled on recorded (historical) employment figures and incorporate several underlying assumptions, including the assumption that the economy, during the projection period, will be at approximately full employment. To the extent that a recession or labor shock, such as the economic effects of COVID-19, can cause long-term structural change, it may impact the projections. At this time, it is not possible to quantify the impact of COVID-19 on projections of industry and occupational employment. Therefore, the projections included in this report do not take the impacts of COVID-19 into account.*

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[2] Living wage data was pulled from California Family Needs Calculator on 12/16/2020. For more information, visit the California Family Needs Calculator website: https://insightcced.org/2018-family-needs-calculator/.

**Exhibit 1: Occupational demand in Los Angeles and Orange Counties[3]**

| Geography | 2019 Jobs | 2024 Jobs | 2019-2024 Change | 2019-2024 % Change | Annual Openings |
|---|---|---|---|---|---|
| Los Angeles | 31,665 | 32,842 | 1,177 | 4% | 2,525 |
| Orange | 7,073 | 7,327 | 254 | 4% | 565 |
| **Total** | **38,737** | **40,169** | **1,432** | **4%** | **3,090** |

**Wages**—The labor market endorsement in this report considers the entry-level hourly wages for these criminal justice occupations in Los Angeles County, as they relate to the county's living wage. Orange County wages are included below in order to provide a complete analysis of the LA/OC region. Detailed wage information, by county, is included in Appendix A.

> **Los Angeles County**—All of the annual openings for these occupations have entry-level wages above the living wage for one adult ($15.04 in Los Angeles County).[4] Typical entry-level hourly wages are in a range between $20.61 and $49.53. Experienced workers can expect to earn wages between $35.85 and $72.37, which are higher than the living wage estimate.

> **Orange County**—All of the annual openings for these occupations have entry-level wages above the living wage for one adult ($17.36 in Orange County). Typical entry-level hourly wages are in a range between $21.04 and $45.39. Experienced workers can expect to earn hourly wages between $33.35 and $66.32, which are higher than the living wage in Orange County.

**Job Postings**—Over the last twelve months, there were 1,972 job postings for occupations related to criminal justice in the region. The job titles with the most postings were dispatchers, police officers, police cadets, investigators, and surveillance investigators. The top skills were: public health and safety, surveillance, prevention of criminal activity, warrants, and data entry. The top employers, by the number of job postings, in the region were: US Customs and Border Protection, City of Glendale, Valiant Integrated Services, Orange County, and the City of Long Beach.

*It is important to note that the job postings data included in this section reflects online job postings listed in the past 12 months and does not yet demonstrate the impact of COVID-19. While employers have generally posted fewer online job postings since the beginning of the pandemic, the long-term effects are currently unknown.*

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[3] Five-year change represents new job additions to the workforce. Annual openings include new jobs and replacement jobs that result from retirements and separations.

[4] Living wage data was pulled from California Family Needs Calculator on 12/16/2020. For more information, visit the California Family Needs Calculator website: https://insightcced.org/2018-family-needs-calculator/.

**Educational Attainment**—The Bureau of Labor Statistics (BLS) lists a high school diploma as the typical entry-level education for the five criminal justice-related occupations. The national-level educational attainment data indicates between 32.5% and 49.8% of workers in the field have completed some college or an associate degree. Of the 68% of administration of justice job postings listing a minimum education requirement in Los Angeles/Orange County, 68% (907) requested a high school diploma, 4% (54) requested an associate degree, and 28% (372) requested a bachelor's degree.

## Educational Supply

**Community College Supply**—Exhibit 2 displays the annual and three-year average number of awards conferred by LA/OC regional community colleges in the related TOP code: Administration of Justice (2105.00). The colleges with the most completions in the region are: East LA, Citrus, and Golden West. Over the past 12 months, there were two other related program recommendation requests from LA/OC regional community colleges.

**Exhibit 2: Regional community college awards (certificates and degrees), 2016-2019**

| TOP Code | Program | College | 2016-2017 Awards | 2017-2018 Awards | 2018-2019 Awards | 3-Year Award Average |
|---|---|---|---|---|---|---|
| 2105.00 | Administration of Justice | Cerritos | 88 | 103 | 115 | 102 |
| | | Citrus | 124 | 176 | 199 | 166 |
| | | Compton | 38 | 37 | 22 | 32 |
| | | East LA | 904 | 869 | 964 | 912 |
| | | El Camino | 88 | 120 | 116 | 108 |
| | | Glendale | 25 | 43 | 38 | 35 |
| | | LA City | 41 | 38 | 38 | 39 |
| | | LA Harbor | 27 | 37 | 60 | 41 |
| | | LA Mission | 36 | 49 | 44 | 43 |
| | | LA Pierce | 61 | 63 | 117 | 80 |
| | | LA Southwest | 58 | 39 | 36 | 44 |
| | | LA Trade | 11 | 17 | 13 | 14 |
| | | LA Valley | 39 | 40 | 37 | 39 |
| | | Long Beach | 89 | 117 | 129 | 112 |
| | | Mt. San Antonio | 50 | 72 | 96 | 73 |
| | | Pasadena | 76 | 93 | 120 | 96 |
| | | Rio Hondo | 116 | 100 | 127 | 114 |
| | | Santa Monica | - | - | 14 | 5 |
| | | West LA | 91 | 123 | 68 | 94 |
| | | **LA Subtotal** | **1,962** | **2,136** | **2,353** | **2,150** |
| | | Coastline | 21 | 30 | 32 | 28 |
| | | Cypress | 1 | 1 | 14 | 5 |
| | | Fullerton | 72 | 95 | 123 | 97 |
| | | Golden West | 132 | 158 | 139 | 143 |

| TOP Code | Program | College | 2016-2017 Awards | 2017-2018 Awards | 2018-2019 Awards | 3-Year Award Average |
|---|---|---|---|---|---|---|
| | | Irvine | 38 | 28 | 58 | 41 |
| | | Santa Ana | 76 | 109 | 104 | 96 |
| | | **OC Subtotal** | **340** | **421** | **470** | **410** |
| | | **Supply Total/Average** | **2,302** | **2,557** | **2,823** | **2,561** |

**Non-Community College Supply**—For a comprehensive regional supply analysis, it is also important to consider the supply from other institutions in the region that provide training programs related to criminal justice. Exhibit 3 shows the annual and three-year average number of awards conferred by these institutions in the related Classification of Instructional Programs (CIP) Code: Criminal Justice/Police Science (43.0107).

Due to different data collection periods, the most recent three-year period of available data is from 2014 to 2017. Between 2014 and 2017, one non-community college in the region conferred an average of 44 awards annually in related training programs.

**Exhibit 3: Regional Non-community College awards, 2014-2017**

| CIP Code | Program | College | 2014-2015 Awards | 2015-2016 Awards | 2016-2017 Awards | 3-Year Award Average |
|---|---|---|---|---|---|---|
| 43.0107 | Criminal Justice/Police Science | East San Gabriel Valley Regional Occupational Program | 68 | 42 | 21 | 44 |
| | | **Supply Total/Average** | **68** | **42** | **21** | **44** |

## Appendix A: Occupational demand and wage data by county

### Exhibit 4. Los Angeles County

| Occupation (SOC) | 2019 Jobs | 2024 Jobs | 5-Yr Change | 5-Yr % Change | Annual Openings | Entry-Level Hourly Earnings (25th Percentile) | Median Hourly Earnings | Experienced Hourly Earnings (75th Percentile) |
|---|---|---|---|---|---|---|---|---|
| Police and Sheriffs Patrol Officers (33-3051) | 25,975 | 26,932 | 957 | 4% | 2,040 | $44.67 | $55.40 | $62.33 |
| Detectives and Criminal Investigators (33-3021) | 3,238 | 3,334 | 96 | 3% | 229 | $49.53 | $62.06 | $72.37 |
| Public Safety Telecommunicators (43-5031) | 1,410 | 1,489 | 79 | 6% | 153 | $25.83 | $33.52 | $37.95 |
| Private Detectives and Investigators (33-9021) | 992 | 1,027 | 35 | 4% | 96 | $20.61 | $34.60 | $49.31 |
| Bailiffs (33-3011) | 49 | 61 | 12 | 24% | 7 | $27.37 | $31.55 | $35.85 |
| **Total** | **31,665** | **32,842** | **1,177** | **4%** | **2,525** | | | |

### Exhibit 5. Orange County

| Occupation (SOC) | 2019 Jobs | 2024 Jobs | 5-Yr Change | 5-Yr % Change | Annual Openings | Entry-Level Hourly Earnings (25th Percentile) | Median Hourly Earnings | Experienced Hourly Earnings (75th Percentile) |
|---|---|---|---|---|---|---|---|---|
| Police and Sheriffs Patrol Officers (33-3051) | 5,783 | 5,995 | 212 | 4% | 454 | $40.26 | $49.92 | $56.17 |
| Detectives and Criminal Investigators (33-3021) | 701 | 723 | 22 | 3% | 50 | $45.39 | $56.87 | $66.32 |
| Public Safety Telecommunicators (43-5031) | 349 | 373 | 24 | 7% | 39 | $24.14 | $31.16 | $35.24 |
| Private Detectives and Investigators (33-9021) | 228 | 222 | (6) | (3%) | 20 | $21.04 | $34.43 | $48.38 |
| Bailiffs (33-3011) | 13 | 15 | 2 | 15% | Insf. Data | $25.46 | $29.35 | $33.35 |
| **Total** | **7,073** | **7,327** | **254** | **4%** | **565** | | | |

**Exhibit 6. Los Angeles and Orange counties**

| Occupation (SOC) | 2019 Jobs | 2024 Jobs | 5-Yr Change | 5-Yr % Change | Annual Openings | Typical Entry-Level Education |
|---|---|---|---|---|---|---|
| Police and Sheriffs Patrol Officers (33-3051) | 31,758 | 32,927 | 1,169 | 4% | 2,494 | HS Diploma or equivalent |
| Detectives and Criminal Investigators (33-3021) | 3,938 | 4,056 | 118 | 3% | 279 | HS Diploma or equivalent |
| Public Safety Telecommunicators (43-5031) | 1,759 | 1,862 | 103 | 6% | 192 | HS Diploma or equivalent |
| Private Detectives and Investigators (33-9021) | 1,219 | 1,248 | 29 | 2% | 116 | HS Diploma or equivalent |
| Bailiffs (33-3011) | 62 | 75 | 13 | 21% | 9 | HS Diploma or equivalent |
| **Total** | **38,737** | **40,169** | **1,432** | **4%** | **3,090** | |

**Appendix B: Sources**

- O*NET Online
- Labor Insight/Jobs (Burning Glass)
- Economic Modeling Specialists, International (Emsi)
- Bureau of Labor Statistics (BLS)
- Employment Development Department, Labor Market Information Division, OES
- California Community Colleges Chancellor's Office Management Information Systems (MIS)
- California Family Needs Calculator, Insight Center for Community Economic Development
- Chancellor's Office Curriculum Inventory (COCI 2.0)

For more information, please contact:

Luke Meyer, Director
Los Angeles/Orange County Center of Excellence
lmeyer7@mtsac.edu

January 2021

**SANTA MONICA COLLEGE**
**ADMINISTRATION OF JUSTICE**
**ADVISORY BOARD MEETING MINUTES**

**Date:** October 23, 2020
**Time:** 10 a.m., Virtual Zoom Meeting
**Facilitator:** Nathan Khalil

**In Attendance**

Santa Monica College Faculty and Staff
Christine Gau, Faculty- AJ
Lisa Junghahn, Faculty- AJ
Nathan Khalil, Faculty - AJ
Sasha King, Associate Dean of Career Technical Education
Dana Nasser, Faculty, Curriculum Chair
Mathew Polin, Faculty- AJ
Tricia Ramos, Dean of Academic Affairs
Steven Sedky, Faculty - Business
Sal Veas, Business Department Chair

Advisory Board
Nicole Gougis, Chief Deputy City Attorney, Santa Monica
Heidi Khalil, LCSW, PPSC
Sandy Jo MacArthur, Assistant Chief (Retired) LAPD
Heather Meyers, Deputy City Attorney, Santa Monica
Jason Olson, Officer, Santa Monica Police Department
Gail Peterson, Deputy City Attorney, City of Los Angeles
Autumn Rindels, Deputy City Attorney, Santa Monica

**Business**
1. Introduction to program and overview of agenda
2. Faculty Introductions
3. Sal Veas Introduction
4. District Comments
   a. Patricia Ramos, Dean of Academic Affairs
   b. Sasha King, Center for Competitive Workforce
5. Advisor Introductions
6. AJ Program description:
   a. AS-T (Associate in Science for Transfer): degree that prepares students transferring to CSU. Needs to meet CID approval.
   b. Enrollment data: headcount more than doubled from 2018-19 to 2019-20
   c. Business law-related classes provide additional learning opportunities
   d. Law Pathway: CA bar and community colleges initiative to develop pipeline of diverse students going to law school. Transcript will demonstrate program completion. Upon transfer and application to law

school, schools that participate will give priority review and waive application fee.

7. Panel Discussion
    a. Suggestions were made with regard to education, training, and dialogue on topics surrounding the question of policing and ensuring equitable practices.
    b. The impacts and challenges of Covid-19 on the criminal justice system were shared by Advisory Board members.
    c. Members shared that cross-disciplinary education, investigation practices, as well as interpersonal skills (such as interviewing) could benefit students in preparation for entering the law enforcement workforce.
    d. Due to Covid, internships and other programs are a current challenge, but the desire for externships/internships, shadow and mentor opportunities, as well as guest speakers in class were raised as further opportunities that would benefit students. The SMPD cadet program was described as an additional opportunity.

8. Action Item
    a. Steven Sedky provided an overview of the Online Pathways program, which would provide for an ADT (Associate Degree for Transfer) in Administration of Justice, allowing students to obtain an Associates' Degree and continue towards a Bachelor's Degree in an online learning environment.
    b. Dana Nasser presented the Certificate of Achievement in Administration of Justice, which would serve as a both a first step towards the AST mentioned above, as well as provide an opportunity to students who may not have a degree as an objective. The certificate is oriented towards career advancement for those already in law enforcement or to give students entering the workforce additional credentials to make their candidacy more attractive to employers.
    **ACTION: Advisory Board recommended to develop Certificate.**


Meeting adjourned at 12:00 p.m. with thanks to all participants

Minutes taken by Christine Gau, Faculty, for approval.

# LAOCRC/Centers of Excellence Program Application

## Section I: Program Information

**Program Title**: Program title must match exactly what is going to be submitted to COCI
Criminal Justice Certificate of Achievement

**Submission Type**: Is your submission a new program or are substantial changes being made to an existing program?
☒ New Program
☐ Substantial Changes

**TOP Codes**  2105

**Projected Start Date** (mm/dd/yyyy) 06/20/22

**Catalog Description** Catalog Description includes program requirements, prerequisite skills or enrollment limitations, student learning outcomes, and information relevant to program goal. This program is designed for students who are interested in pursuing an entry level job position in the criminal justice field and need a working knowledge of the fundamental concepts in this area. This certificate comprises courses in the introduction to the administration of Justice, criminal law, evidence, criminal investigation and community and the justice systems.

Each of these courses are three units and there are no prerequisites.

**Enrollment Completer Projections** Enrollment Completer Projections are projections of number of students to earn certificate or degree annually.
30 per year

## Section II: Program Proposal Attributes

**Program Award Type(s)**
Check all that apply

Type of Program
☒ Certificate of Achievement: 8 to fewer than 16 semester (or 16 to fewer than 24 quarter) units (B)

☐ Certificate of Achievement: 16 or greater semester (or 24 or greater quarter) units (C)
☐ Associate of Science Degree (S)
☐ Associate of Arts Degree (A)
☐ A.A. – T Degree (Y)
☐ A.S. – T Degree (X)
☐ Noncredit Program (NIL)

**Program Goal** Program Goals and Objectives must address a valid transfer, occupational, basic skills, civic education, or lifelong learning purpose. Regional recommendation is only needed for programs with an occupational goal.

The purpose of this program is to provide students with a foundational knowledge of the criminal justice system as well as understanding of the skills needed for entry level jobs. Achieving this certificate will help students to distinguish themselves from other applicants when pursuing careers in law enforcement and related criminal justice fields.  This certificate is also ideal for existing criminal justice professionals who desire to enhance their knowledge and build their skills for promotional opportunities This proposed Certificate of Achievement has been recommended by our Administration of Justice Advisory Board.

## Section III: Course Unit and Hours

Total Certificate Units (Minimum and Maximum) 15

Units of Degree Major or Area of Emphasis (Minimum and Maximum)

Total Units for Degree (Minimum and Maximum)  15

## Section IV: Course Report
Program Requirements Narrative

| Course | Title | Units | Year/Semester (Y1 or S1) |
|---|---|---|---|
| AD JUS 1 | Introduction to Administration of Justice | 3 | Y1 |
| AD JUS 2 | Concepts of Criminal Law | 3 | Y1 |
| AD JUS 3 | Legal Aspects of Evidence | 3 | Y1 |
| AD JUS 5 | Criminal Investigation | 3 | Y1 |
| AD JUS 67 | Community and the Justice System | 3 | Y1 |
|  |  |  |  |

| | | | |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

**Program Requirements** Program Requirements includes course requirements and sequencing that reflect program goals.
No specific sequencing is required.

## Section V: Supporting Documents
Please attach to the email

## Section VI: Los Angeles/Orange County Region Specific Questions
District Santa Monica Community College District
College Santa Monica College
CRLC Member Patricia G. Ramos
Email ramos_patricia@smc.edu
Phone (310) 434- 3311

**Reason for approval request**
☒ New Program
☐ Substantial Change
☐ Local Approved

**Place of program in college's curriculum/similar program.**
The Administration of Justice discipline is housed within our Business Department.

**List similar programs at other colleges in the Los Angeles and Orange County Region**
Certificate in the Administration of Justice:  Rio Hondo College
Admnistration of Justice: Cypress College

**Annual Enrollment projects (non-duplicative)**
250 non-duplicative

**Advisory Minutes**
Please attach to the email.

# Program of Study
## Business Administration (2.0) Associate in Science for Transfer (AS-T)

**Students who began college Fall 2021 or later, must follow this version (2.0).**
Upon successful completion of the Santa Monica College AS-T in Business Administration, students will have a strong academic foundation in the field and be prepared for upper-division baccalaureate study. This coursework will satisfy most of the lower-division Business requirements at many institutions and the California State University system. This degree is intended for students who are interested in the theory of Business and are planning on transferring to a four-year university and majoring in Business.

Completion of this degree will likely give you priority admission consideration in the majors at the CSU campuses listed below. In addition, you will need to complete no more than 60 semester/90 quarter CSU units of coursework after transfer to complete your degree. If you are considering transfer to a UC, private, or out-of-state university, please consult a counselor before applying to transfer, as that institution's transfer requirements might be different from those required for the AS-T in Business Administration.
Note: The majority of CSUs require Business calculus either for admission or graduation.  It is highly recommended you take this course at the community college (see ASSIST for math requirement/s for your transfer institution requirement/s).

**Program Learning Outcomes:**
Upon completion of a degree in Business Administration students will demonstrate coherent and comprehensive analyses of business issues and identify and resolve ethical dilemmas in the domestic and global business environment.

## Area of Emphasis

**Required Core Courses:**      **Units:** 23.0
*Students may satisfy the requirements of this degree with approved courses (which may be fewer units) taken at other California community colleges. The courses listed below are SMC courses. If completed entirely at SMC, the Area of Emphasis requires 29 units.*

| | | |
|---|---|---|
| ACCTG 1 DE | Introduction to Financial Accounting | 5.0 |
| ACCTG 2 DE | Corporate Financial and Managerial Accounting | 5.0 |
| BUS 5 DE | Business Law and the Legal Environment | 3.0 |
| ECON 1 DE | Principles of Microeconomics | 3.0 |
| ECON 2 DE | Principles of Macroeconomics | 3.0 |
| MATH 54 DE | Elementary Statistics *(Formerly: MATH 52)* | 4.0 |

**Select one course from the following:**      **Units:** 3.0

| | | |
|---|---|---|
| BUS 1 DE | Introduction To Business | 3.0 |
| BUS 32 DE | Business Communications | 3.0 |

**Select one course from the following (3 units minimum):**      **Units:** 3.0

| | | |
|---|---|---|
| MATH 7 | Calculus 1* | 5.0 |
| MATH 28 | Calculus 1 for Business and Social Science * | 5.0 |
| MATH 21 | Finite Mathematics | 3.0 |

*Maximum UC credit for MATH 7 and 28 is one course.

**Total:** 29.0

# Program of Study
## Dance Associate in Arts (AA)

The Dance program prepares the serious dance student for university transfer and provides dance training and enrichment for both the beginner and the advanced dancer.  The program offers a comprehensive curriculum with a broad range of dance courses to nurture versatile dance artists.   The dance department encourages students to think independently, to value creative thought and diversity, and to be responsible global citizens.

The goal of the Dance Program is to prepare students for future careers in performance, choreography, teaching and related careers in dance.  The program offers a wide array of dance classes designed to cultivate technique, creativity and performance skills while enhancing self confidence, creative thought/expression and critical thinking.

**Program Learning Outcomes:**

Upon completion of the program, students will develop an understanding and appreciation of the aesthetics inherent in the art of dance as well as develop an awareness and respect for similar and dissimilar cultures. Students acquire the historical knowledge, necessary technical skills and knowledge in a particular style of dance, as well as observation/analysis of dance presented on stage or in media. Students implement critical thinking skills and kinesthetic awareness through creative experience in class, learning to communicate through the power of movement and discovering self-motivation.

## Area of Emphasis

| **Required courses (31 units):** | | **Units:** 31.0 |
|---|---|---|
| DANCE 5 DE | Dance History | 3.0 |
| DANCE 33A | Intermediate Ballet 3A (Formerly: DANCE 33) | 2.0 |
| DANCE 33B | Intermediate Ballet 3B (Formerly: DANCE 34) | 2.0 |
| DANCE 34A | Advanced Ballet 4A (Formerly: DANCE 35) | 2.0 |
| DANCE 34B | Advanced Ballet 4B (Formerly: DANCE 36) | 2.0 |
| DANCE 43A | Intermediate Contemporary Modern Dance 3A (Formerly: DANCE 43) | 2.0 |
| DANCE 43B | Intermediate Contemporary Modern Dance 3B (Formerly: DANCE 44) | 2.0 |
| DANCE 44A | Advanced Contemporary Modern Dance 4A (Formerly: DANCE 45) | 2.0 |
| DANCE 44B | Advanced Contemporary Modern Dance 4B (Formerly: DANCE 46) | 2.0 |
| DANCE 55A | Dance Performance - Modern | 4.0 |
| DANCE 57A | World Dance Performance | 4.0 |
| DANCE 60 | Fundamentals of Choreography: Dance Improvisation | 2.0 |
| DANCE 61 | Fundamentals of Choreography: Composition 1 | 2.0 |

| **Additional Electives: Select at least 2 units from the following:** | | **Units:** 2.0 |
|---|---|---|
| DANCE 2 DE | Dance in American Culture | 3.0 |
| DANCE 6 DE | 20th and 21st Century Dance History | 3.0 |
| DANCE 7 | Music for Dance | 3.0 |
| DANCE 9 | Dance Productions | 3.0 |
| DANCE 10 | Fundamentals of Dance Technique | 2.0 |
| DANCE 11 | Beginning Hip Hop Dance | 2.0 |
| DANCE 12 | Intermediate Hip Hop Dance | 2.0 |
| DANCE 14 | Beginning Modern Jazz Dance | 2.0 |
| DANCE 15 | Intermediate Modern Jazz | 2.0 |
| DANCE 16 | Advanced Modern Jazz | 2.0 |
| DANCE 17 | Beginning Tap | 2.0 |
| DANCE 18 | Intermediate Tap | 2.0 |
| DANCE 19 | Ballroom Dance | 1.0 |
| DANCE 20 | World Dance Survey | 2.0 |
| DANCE 21A | Beginning Asian Pacific Dance (Formerly: DANCE 21) | 2.0 |
| DANCE 21B | Intermediate Asian Pacific Dance | 2.0 |
| DANCE 22 | Mexican Dance | 2.0 |
| DANCE 23 | Intermediate Mexican Dance | 2.0 |
| DANCE 24 | Flamenco Dance 1 | 2.0 |
| DANCE 24B DE | Intermediate Flamenco Dance | 2.0 |
| DANCE 25 | African Dance | 2.0 |
| DANCE 25B | Intermediate African Dance | 2.0 |
| DANCE 26A | Beginning Salsa Dance | 2.0 |
| DANCE 27 | Brazilian Dance | 2.0 |
| DANCE 27B | Intermediate Brazilian Dance | 2.0 |

| DANCE 29 | Middle Eastern/North African Dance | 2.0 |
|---|---|---|
| DANCE 31 | Ballet I | 2.0 |
| DANCE 32 | Ballet 2 | 2.0 |
| DANCE 37 | Beginning Pointe | 2.0 |
| DANCE 41 | Contemporary Modern Dance I | 2.0 |
| DANCE 42 | Contemporary Modern Dance 2 | 2.0 - 1.0 |
| DANCE 55B | Dance Repertory - Modern | 1.0 |
| DANCE 57B | Repertory World Dance | 1.0 |
| DANCE 59A | Dance Performance - Ballet | 3.0 |
| DANCE 62 | Fundamentals of Choreography 3 | 2.0 |
| DANCE 63 | Fundamentals of Choreography 4 | 2.0 |
| DANCE 70 | Dance Staging Technique | 1.0 |
| DANCE 75/ECE 75 | Dance for Children: Creative Dance in the Pre-K and Elementary Classroom | 3.0 |
| DANCE 79 | Dance in New York City | 1.0 |

**Total:** 33.0