



1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Agenda

Wednesday, May 19, 2021, 3:00 p.m.

Zoom Meeting:

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/99936131285>

Or iPhone one-tap (US Toll): +16699006833,99936131285# or +13462487799,99936131285#

Or Telephone:

Dial:

+1 669 900 6833 (US Toll)

+1 346 248 7799 (US Toll)

+1 253 215 8782 (US Toll)

+1 312 626 6799 (US Toll)

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+1 301 715 8592 (US Toll)

Meeting ID: 999 3613 1285

International numbers available: <https://cccconfer.zoom.us/j/99936131285>

Or Skype for Business (Lync): [SIP:99936131285@lync.zoom.us](https://cccconfer.zoom.us/j/99936131285)

Members:

Dana Nasser, <i>Chair</i>	Aurélie Chevant-Aksoy	Jacqueline Monge	Briana Simmons
Jason Beardsley, <i>Vice Chair</i>	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	Kiersten Elliott	Laura Manson	Estela Ruezga
Maria Bonin	Tracie Hunter	Stacy Neal	Tammara Whitaker
Dione Carter	Maral Hyeler	Patricia Ramos	A.S. President
Rachel Demski			

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 Minutes3
- V. Chair’s Report
- VI. Information Items

1. Redesign of the Student Experience
2. Distance Education Modalities Discussion

(Non-Substantial Changes)

3. CHEM 10 Introductory General Chemistry
4. COUNS 12 Exploring Careers and College Majors
5. KIN PE 58A Beginning Yoga
6. KIN PE 58B Intermediate Yoga
7. KIN PE 58C Advanced Yoga

VII. Action Items

(Consent Agenda: Program Maps)

- a. Business Administration AS-T – Revised Map 7
- b. Dance AA – Revised Map 8
- c. English Transfer Map 9

(Courses: New)

- d. HEALTH 985 Nurse Assistant Pre-Certification Foundational Training (Prerequisite: Admission to the Nurse Assistant/Home Health Aide Pre-certification Program, Corequisite: HEALTH 986)..... 10
- e. HEALTH 986 Nurse Assistant Pre-Certification Foundational Clinical Training Lab (Prerequisite: Admission to the Nurse Assistant/Home Health Aide Pre-certification Program, Corequisite: HEALTH 985)..... 16
- f. HEALTH 987 Home Health Aide Pre-Certification Foundational Training (Prerequisite: HEALTH 985 and HEALTH 986, Corequisite: HEALTH 988) 21
- g. HEALTH 988 Home Health Aide Pre-Certification Training Clinical Lab (Prerequisite: HEALTH 985 and HEALTH 986, Corequisite: HEALTH 987) 30

(Courses: Substantial Changes)

- h. ART 10B Design for Life (course name: was “Design II”, course description, course content, SLOs) 39
- i. MATH 1 Bridge to College Mathematics (adding MATH 50 as an exit level, hours correction) 41
- j. MATH 1B Bridge to College Mathematics 2 (adding MATH 50 as an exit level, hours correction)..... 43
- k. MATH 1C Bridge to College Mathematics 3 (adding MATH 50 as an exit level, hours correction)..... 45

(Programs: Revisions)

- l. 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.



1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Minutes

Wednesday, May 5, 2021, 3:00 p.m.

Zoom Meeting

Members Present:

Dana Nasser, <i>Chair</i>	Aurélie Chevant-Aksoy	Jacqueline Monge	Briana Simmons
Jason Beardsley, <i>Vice Chair</i>	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	

Members Absent:

None

Others Present:

Ashanti Blaize-Hopkins	Keith Everett	Jae Lee	Katya Rodriguez
Rachel Demski	Nathan Khalil	Sharyn Obsatz	Sal Veas
Judith Douglas	Yulia Kozlova	Debbie Perret	

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

I. Call to Order and Approval of Agenda

The meeting was called to order at 3:01 pm. Motion to approve the agenda with no revisions.

Motion made by: Jason Beardsley; **Seconded by:** Estela Narrie

The motion passed unanimously.

II. Public Comments

None

III. Announcements

Jennifer Merlic announced that Respiratory Care has scheduled their virtual site visit for June 3, so could be accredited very soon.

IV. Approval of Minutes

Motion to approve the minutes of April 21 with no revisions.

Motion made by: Estela Narrie; **Seconded by:** Susan Caggiano

The motion passed unanimously.

V. Chair’s Report

The Chair announced that there are two more meetings left in the semester. Our last Curriculum Committee meeting will be held on June 2nd and then we will break for the summer. She asked for the Curriculum Committee Representatives help with putting the word out to faculty regarding the due dates for upcoming proposals. The proposals should be submitted approximately two weeks prior to June 2nd to be reviewed this academic semester.

On the next Curriculum Committee Meeting agenda, the DE Chair, Joelle Adams, will present regarding a resolution to broaden the DE modalities. She would like to have the Committee’s input regarding this potential change and how this may impact the DE approval process.

VI. Information Items

1. Redesign of the Student Experience
Work is still being done on the maps – the two program updates from today's agenda will have updated maps on the next agenda (May 19). All is going well.

(Non-Substantial Changes)

2. ACCTG 10A Intermediate Accounting A
3. ACCTG 10B Intermediate Accounting B
4. ACCTG 10C Intermediate Accounting C

VII. Action Items

(Consent Agenda: Program Maps)

- a. Digital Publishing Certificate of Achievement
- b. International Business Certificate of Achievement
- c. Marketing Certificate of Achievement
- d. Respiratory Care AS Degree
Motion to approve the consent agenda of Program Maps with no revisions.
Motion made by: Fariba Bolandhemat; **Seconded by:** Susan Caggiano
The motion passed unanimously.

(Courses: New)

- e. BUS 57 Introduction to Lean Six Sigma
Motion to approve BUS 57 with no revisions.
Motion made by: Sharlene Joachim; **Seconded by:** Audra Wells
The motion passed unanimously.
- f. BUS 86 Earned Value Management Systems
Motion to approve BUS 86 with no revisions.
Motion made by: Patricia Ramos; **Seconded by:** Esau Tovar
The motion passed unanimously.
- g. FRENCH 20 Francophone Cultures through Films (Skills Advisory: FRENCH 3)
Motion to approve FRENCH 20 with revision to remove specific film titles in course content, and addition of submitting the course for Area CSUGE Area C2 and IGETC Area 3B (in addition to CSUGE Area C1 and IGETC Area 3A)
Motion made by: Jason Beardsley; **Seconded by:** Heather Bennett
The motion passed unanimously.

Motion to approve FRENCH 20 skills advisory of FRENCH 3 with no revisions.
Motion made by: Guido; **Seconded by:** Jacqueline
The motion passed unanimously.
- h. JOURN 7 Engaging Audiences for Journalism and Social Media
Motion to approve JOURN 7 with no revisions.
Motion made by: Susan Caggiano; **Seconded by:** Sharlene Joachim
The motion passed unanimously.

(Courses: Substantial Changes)

- i. BUS 55 Southern California's International Connections and Blue/Ocean Economy (Changed: course name (was "Southern California's International Connections"), course description, SLOs, course content, methods of presentation and evaluation)
Motion to approve changes to BUS 55 with no additional revisions.
Motion made by: Susan Caggiano; **Seconded by:** Jason Beardsley
The motion passed unanimously.

- j. COSM 21A Hair Cutting 2 (Changed: Skills Advisory (COSM 11A) to a Prerequisite)
 - k. COSM 21B Hair Styling 2 (Changed: Skills Advisory (COSM 11B) to a Prerequisite)
 - l. COSM 21C Hair Coloring 2 (Changed: Skills Advisory (COSM 11C) to a Prerequisite)
 - m. COSM 21D Permanent Waving 2 (Changed: Skills Advisory (COSM 11D) to a Prerequisite)
 - n. COSM 26 Nail Care 2 (Changed: Skills Advisory (COSM 16) to a Prerequisite)
 Motion to table changes to COSM 21A, COSM 21B, COSM 21C, COSM 21D, and COSM 26 as a block for a future meeting.
Motion made by: Susan Caggiano; **Seconded by:** Guido Davis Del Piccolo
 The motion passed unanimously.
 - o. COUNS 41H (Hours correction: 1 lecture/0.5 lab to 1 lecture/1 lab, no change in units)
 Motion to approve hours correction for COUNS 41H with no additional revisions.
Motion made by: Guido Davis Del Piccolo; **Seconded by:** Audra Wells
 The motion passed unanimously.
 - p. MUSIC 64 Piano Ensemble (Changed: course description, skills advisory from MUSIC 61A to MUSIC 60C)
 Motion to approve changes to MUSIC 64 course description with no additional revisions.
Motion made by: Jason Beardsley; **Seconded by:** Patricia Ramos
 The motion passed unanimously.
- Motion to approve change of MUSIC 64 skills advisory (from MUSIC 61A to MUSIC 60C) with no additional revisions.
Motion made by: Estela Narrie; **Seconded by:** Patricia Ramos
 The motion passed unanimously.

(Courses: Distance Education)

- q. BUS 55 Southern California's International Connections and Blue/Ocean Economy
 Motion to approve distance education for BUS 55 with no revisions.
Motion made by: Fariba Bolandhemat; **Seconded by:** Audra Wells
 The motion passed unanimously.
- r. BUS 57 Introduction to Lean Six Sigma
 Motion to approve distance education for BUS 57 with no revisions.
Motion made by: Esau Tovar; **Seconded by:** Heather Bennett
 The motion passed unanimously.
- s. BUS 86 Earned Value Management Systems
 Motion to approve distance education for BUS 86 with no revisions.
Motion made by: Jason Beardsley; **Seconded by:** Audra Wells
 The motion passed unanimously.
- t. FRENCH 20 Francophone Cultures through Films
 Motion to approve distance education for FRENCH 20 with no revisions.
Motion made by: Fariba Bolandhemat; **Seconded by:** Audra Wells
 The motion passed unanimously.
- u. JOURN 7 Engaging Audiences for Journalism and Social Media
 Motion to approve distance education for JOURN 7 no revisions.
Motion made by: Susan Caggiano; **Seconded by:** Sharlene Joachim
 The motion passed unanimously.
- v. PSYCH 7 Research Methods in Psychology
- w. PSYCH 13 Social Psychology
 Motion to approve distance education for PSYCH 7 and PSYCH 13 as a block with no revisions.
Motion made by: Guido Davis Del Piccolo; **Seconded by:** Susan Caggiano

The motion passed unanimously.

(Courses: Global Citizenship)

x. FRENCH 20 Francophone Cultures through Films

Motion to approve Global Citizenship for FRENCH 20 with no revisions.

Motion made by: Scott Silverman; **Seconded by:** Briana Simmons

The motion passed unanimously.

(Programs: New)

y. Criminal Justice Certificate of Achievement

Motion to approve Criminal Justice Certificate of Achievement with no revisions.

Motion made by: Fariba Bolandhemat; **Seconded by:** Aurélie Chevant-Aksoy

The motion passed unanimously.

(Programs: Revisions)

z. Business Administration (2.0) AS-T

- Increased total Area of Emphasis units to 29 (was 27)
- Moved MATH 54 from “Select 1 course from the following...” to “Required Core”
- Increased “Required Core” units from 19 to 23
- Changed “Select two courses from the following...” (BUS 1 or 32, CIS 4, MATH 7 or 28, Math 54) to two separate areas of “Select 1 course” (BUS 1 or 32) and (MATH 7 or 28 or 21)
- Removed CIS 4 and MATH 28 from degree

Motion to approve changes to the Business Administration AS-T with revision to move math note:

“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).” from Program Description section to “Select 1 from the following (3 units)” of MATH 7, MATH 21, MATH 28 and bold the text.

Motion made by: Guido Davis Del Piccolo; **Seconded by:** Jason Beardsley

The motion passed unanimously.

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”

Motion to approve changes to the Dance AA Degree with no additional revisions.

Motion made by: Esau Tovar; **Seconded by:** Susan Caggiano

The motion passed unanimously.

bb. 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: Audra Wells; **Seconded by:** Esau Tovar

The motion passed unanimously.

VIII. New Business

None

IX. Old Business

None

X. Adjournment

Motion to adjourn the meeting at 4:40 pm.

Motion made by: Scott Silverman; **Seconded by:** Jason Beardsley.

The motion passed unanimously.

Business Administration AS-T

CSU GE

rev. 05.19.2021

	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)	Intercession 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	RE		YES	3	9				
	ENGL 1		GE	A2		3	9				
	MATH 54	2	PR / GE	B4		4	12				
	COUNS 20		GE	E		3	9			YES	
	GE		GE	C1		3	9			YES	
TOTAL Semester 1						16	48				
SEMESTER 2	ENGL 2		GE	A3		3	9		ENGL 1 (P)		
	ECON 2	1	PR / GE	D		3	9			YES	
	BUS 5	2	PR			3	9				
	MATH	3	RE			3	9		Varies		MATH 7, 21 or 28
	GE		GE	C1 or C2		3	9			YES	
TOTAL Semester 2						15	45				
SEMESTER 3	ACCTG 1	1	PR			5	15	MATH 20			
	ECON 1	2	PR / GE	D		3	9			YES	
	COM ST		GE	A1		3	9			YES	COM ST 11, 12, 16 or 21
	GE		GE	B1 or B2 w/ lab		4	12				
TOTAL Semester 3						15	45				
SEMESTER 4	ACCTG 2	1	PR			5	15		ACCT 1 (P)		
	GE		GE	D		3	9			YES	Recommend POL SC 1 for CSU GRAD REQ'MT
	GE		GE	B1 or B2 w/o lab		3	9				
	GE		GE	C2		3	9			YES	Recommend US HIST for CSU GRAD REQ'MT
TOTAL Semester 4						14	42				

OVERALL COMMENTS:
 *Math 28 is required to graduate from CSUN, CSULB (required for admission), CSUF, & many others. Choice of RE MATH will adjust the units for this degree / MATH 7 or 21 or 28 requirement varies by transfer school.
 Noncredit Pathway Opportunities: Business Essentials Level 1 – BUS NC 901, 902; Customer Service – BUS NC 911, 912; Receptionist – BUS NC 911 and CIS NC 902, 903. These are noncredit certificates of completion that can serve as a bridge into for-credit coursework in this discipline. Refer to www.smc.edu/noncredit for more information.

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.

		DANCE AA					SMC GE					rev 05.19.2021
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)	Intercession 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 or BUS 31		IV A		3	9						
	DANCE 5	1	III	YES	3	9			YES			
	DANCE 33A	2		YES	2	6	Advisory: DANCE 32 or equiv experience					
	DANCE 43A	3		YES	2	6	Advisory: DANCE 42 or equiv experience					
	DANCE 60	4			2	6						
	DANCE (Electives)	5				2	6		YES	Dept recommends DANCE 10-29 elective		
TOTAL Semester 1					14	42						
SEMESTER 2	DANCE 33B	1			2	6		DANCE 33A or equivalent				
	DANCE 43B	2			2	6		DANCE 43A or equivalent				
	DANCE 61	3			2	6	DANCE 60 or equiv experience					
	GE		IV B		3	9				Recommend MATH 21 or 54 for transfer options		
	COUNS 20				3	9			YES			
	GE		II A / GC		3	9			YES			
TOTAL Semester 2					15	45						
SEMESTER 3	DANCE 34A	1			2	6		DANCE 33B or equivalent				
	DANCE 44A	2			2	6		DANCE 43B or equivalent				
	DANCE 55A or 57A	3			4	12		Audition Reqd (P); Any Ballet, World or Modern Dance (C)				
	GE		II B / GC		3	9			YES			
	EL				3	9			YES	Recommend ENGL 2 for transfer options		
	EL				2	6				Dept recommends DANCE 10-29, 62 or 63 elective		
TOTAL Semester 3					16	48						
SEMESTER 4	DANCE 34B	1			2	6		DANCE 34A or equivalent				
	DANCE 44B	2			2	6		DANCE 44A or equivalent				
	DANCE 55A or 57A	3			4	12		Audition Reqd (P); Any Ballet, World or Modern Dance (C)				
	GE		I / GC		3	9			YES			
	EL				2	6				Dept recommends DANCE 10-29, 62 or 63 elective		
	EL				2	6			YES	Dept recommends DANCE 10-29, 62 or 63 elective		
TOTAL Semester 4					15	45						

OVERALL COMMENTS:
Advised that student use elective opportunities and intercessions to complete additional GE requirements for transfer if applicable to goals.

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		ENGLISH TRANSFER					IGETC					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
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)	Intercession Option? - YES -- (MAX of 8 units)			
SEMESTER 1	ENGL 1	1	GE / PR	1A	YES	3	9					
	COUNS 20		EL			3	9		YES			
	MATH		GE	2		4	12				MATH 54 or 21	
	GE		GE	4		3	9		YES			
	EL		EL			1	3				Recommend LIBR 1	
TOTAL Semester 1						14	42					
SEMESTER 2	ENGL 2	1	GE / PR	1B	YES	3	9		ENGL 1 (P)			
	GE		GE	4		3	9		YES			
	EL (LANG)	2				5	15				Level 1 foreign language (or higher)	
	GE		GE	3A		3	9		YES			
	EL		EL			1	3					
TOTAL Semester 2						15	45					
SEMESTER 3	GE (LANG)	2	GE	3B		5	15				Level 2 foreign language (or higher)	
	GE		GE	5A or 5B		4	12					
	COM ST		GE	IC		3	9		YES		COM ST 11, 12, 16 or 21 for CSU option	
	ENGL 5	1	GE / PR	3B		3	9	ENGL 2	ENGL 1 (P)	YES		
	TOTAL Semester 3						15	45				
SEMESTER 4	GE		GE	5A or 5B		3	9				Level 3 language (if needed) or Foreign Lit in Translation or ENGL 6, 7 or 8	
	EL		EL			3	9				Recommended ENGL 6, 7 or 8	
	ENGL	1	PR			3	9		ENGL 1 (P)	YES	Recommended ENGL 15	
	ENGL	2	PR			3	9				Recommended POL SC 1 for CSU transfer	
	GE		GE	4		3	9		YES			
	EL		EL			1	3					
TOTAL Semester 4						16	48					

OVERALL COMMENTS: Foreign language level needed depends on competency (starting level) and transfer requirements vary by school.

New Course: HEALTH - NONCREDIT 985, Nurse Assistant Pre-Certification Foundational Training

Units:	0.00
Total Instructional Hours (usually 18 per unit):	72.00
Hours per week (full semester equivalent) in Lecture:	4.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	144.00
Degree Applicability:	Noncredit
Prerequisite(s):	Admission to the Nurse Assistant/Home Health Aide Pre-certification Program
Corequisite(s):	HEALTH 986 The California Department of Health requires students to be concurrently enrolled in Health 985 (theory) and Health 986 (lab) and pass both courses together. They cannot be taken individually for credit.
Proposed Start:	Fall 2022
TOP/SAM Code:	120100 - Health Occupations, General / C - Clearly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Health and Safety: Noncredit
Program Impact:	Proposed for inclusion in a forthcoming degree or certificate <ul style="list-style-type: none"> • Nurse Assistant Pre-Certification

Rationale

As healthcare delivery evolves, there is a need to prepare individuals to practice in a variety of healthcare settings. This course is one of four courses in the Nurse Assistant/Home Health Aide Pre-Certification Program. Certified nursing assistants play a critical role in providing direct patient care in long-term care, assisted living and acute care facilities. The demand for CNAs is expected to increase and the educational pipeline must be equipped to develop the volume and quality needed. Mindful of the demand and future needs of the health care workforce in Southern California this course targets students from diverse backgrounds, gender, ethnicity's and cultures who have an interest in caring for the geriatric population in long-term care settings.

I. Catalog Description

This course is designed for students who have expressed an interest in a healthcare career. This course consists of 72 hours of classroom instruction as required by the California Department of Public Health. The content meets Title 22 Health and Safety Code regulations for nursing assistants taking care of the geriatric population in a long-term care setting. Emphasis is placed on the role of nurse assistant, communication/interpersonal skills, prevention and management of catastrophe and unusual occurrences, body mechanics, medical and surgical asepsis, weights and measures, patient care skill, patient care procedures and emergency procedures vital signs, nutrition, emergency procedures, long term care, rehabilitative nursing, observation and charting, death and dying, and patient/resident abuse.

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. CNA: Nursing Assistant Certification, California Edition, 1st, Dr. Carrie L. Jarosinski RN, CNE, CWP, August Learning Solutions © 2020, ISBN: 978-1-941626-03-0

III. Course Objectives

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

1. Interpret the roles and responsibilities of the Nurse Assistant as regulated by the California Code of Regulations, Division 5, Title 22, including requirements for Nurse Assistant certification, professionalism, ethics, and confidentiality.
2. Explain the fundamental principle behind protecting patient rights in a long-term care setting, including individual, family, psychosocial and spiritual needs as protected by federal and state regulations.
3. Demonstrate effective communication and interact appropriately with patients/residents, patient's/residents' families and guests, and other members of the health care team.

4. Explain the concepts and procedures related to the patient's/resident's safety including environmental emergency issues and creating a safe environment for the patient/resident.
5. Understand efficient and proper use of the body in performing tasks related to the role of the CNA, including principles of positioning and transporting patients/residents.
6. Outline the principles of asepsis and the control of infection, procedures and precautions to protect patient/patients/residents, health care workers and others from infection.
7. Explain the measuring system for weight, length, and volume used by nursing assistant in the clinical setting.
8. Outline the skills needed to support and/or assist the patient/resident in the areas of personal hygiene, activities of daily living, and elimination, including prosthetic devices, bowel and bladder retraining, and weighing and measuring height of the patient/resident.
9. Relate procedures that support the patient/resident in meeting physical care needs that cannot be performed independently.
10. Explain how, when and why vital signs are taken and how to report and chart these procedures, including correct procedure for measuring temperature, pulse, respirations, and blood pressure and recognizing and reporting normal and abnormal findings.
11. Explain the body's need for food and the effect of food on the body including the basic food groups, nutrients, and common therapeutic diets, as well as ways to assist a patient/resident to meet nutrition and hydration needs.
12. Explain the concepts and procedures related to emergency procedures, signs and symptoms, and the role of the Nurse Assistant in Long Term Care (LTC) in the response to immediate and temporary intervention in emergency situations.
13. Recall the basic structure of the body and the effect of aging on body structure and function, including common physical and psychological conditions found in elderly patients, community resources commonly available to assist elderly patients with their psychological, recreational, and social needs.
14. Summarize the Nurse Assistants' role in assisting the patient/resident in achieving maximum independent living skills through use of rehabilitative or restorative procedures.
15. Describe how, when, and why to use objective and subjective observation skills, including reporting and recording observations on appropriate documents using medical terms and abbreviations.
16. Outline the various stages of the grieving process and physical signs of approaching death, including the psychological and spiritual needs to provide support to the patient/resident and family members.
17. Describe the nurse assistant role in preventing, recognizing, and reporting instances of patient/resident abuse.

IV. Methods of Presentation:

Lecture and Discussion, Group Work, Visiting Lecturers, Projects, Online instructor-provided resources

V. Course Content

<u>% of Course</u>	<u>Topic</u>
2.000%	Introduction to Nurse Assistant: 1. Key terminology 2. Legal implications 3. Requirements 4. Qualities 5. Role and responsibilities 6. Professionalism 7. Ethical behavior 8. Confidentiality
4.000%	Patient/Resident Rights: 1. Key terminology. 2. Long-term care facility 3. Patient/resident rights 4. Negligent acts and violation 5. Reporting violations 6. Ombudsman 7. Security, belonging and self-esteem
10.000%	Communication/Interpersonal Skills: 1. Key terminology 2. Maslow's Hierarchy of Needs 3. Unmet human needs 4. Communication and therapeutic communication 5. Communication breakdown 6. Effective communication/interpersonal skills 7. Conflict resolution 8. Body language and personal space. 9. Defense mechanisms 10. Communication/interaction patterns 11. Social and cultural factors
8.000%	Prevention and Management of Catastrophe and Unusual Occurrences: 1. Key terminology 2. Emergency, disaster, and fire situations 3. Emergency codes 4. Safe environment 5. Safety issues and interventions 6. Fire and general fire prevention 7. Safety rules for oxygen therapy 8. Postural supports and legal and psychological implication 9. Bioterrorism.
7.000%	Body Mechanics: 1. Key terminology 2. Body mechanics 3. Positioning patients/residents 4. Bedridden patients/resident. 5. Transfers 6. Ambulating

10.000%	Medical and Surgical Asepsis: 1. Key terminology. 2. Infectious agents (microbes) 3. Antibiotic resistant bacteria 4. Chain of infection. 5. Defense against infection 6. Signs and symptoms of infection 7. Medical and surgical asepsis 8. Centers for Disease Control (CDC) and the Occupational Safety and Health Administration (OSHA) 9. Standard precautions 10. Personal protective equipment 11. Transmission-based precautions
3.000%	Weights and Measures: 1. Key terminology 2. Units of measurement 3. Equipment 4. Conversion measurements 5. Measuring and recording 6. Standard time and military time
10.000%	Patient Care Skills: 1. Key terminology 2. Independence and dignity 3. Bathing and safety guidelines 4. Oral hygiene and denture care; conscious & unconscious individual 5. Nail care 6. Hair care 7. Shaving 8. Skin care 9. Pressure sores and patients at risk 10. Pressure sore prevention 11. Dressing/clothing 12. Dressing or undressing 13. Urination 14. Incontinence 15. Urinary catheters 16. Bowel and bladder training 17. Pattern of bowel movements 18. Ostomy care 19. Weighing and measuring height 20. Prosthetic devices and care
10.000%	Patient Care Procedures: 1. Key terminology 2. Collecting specimens 3. Bed making and body mechanics 4. Beds and bed positions 5. Environment 6. Enema 7. Suppository 8. Gastrointestinal (GI) tubes 9. Feeding tube (nasogastric or gastrostomy) 10. Intravenous (I.V.) therapy 11. Fluid balance 12. Intake and output 13. Bandages, binders and dressings 14. Anti-embolic hose/elastic stockings 15. Non-prescription ointments, lotions, or powders 16. Admission, transfer, and discharge
10.000%	Vital Signs: 1. Key terminology. 2. Vital signs 3. Taking Temperature 4. Taking Pulse 5. Taking Respiratory rate and breathing patterns 6. Taking TPR as a combined procedure 7. Taking Blood pressure 8. Blood pressure equipment 9. Checking for Pain 10. Reporting and recording vital signs
4.000%	Nutrition: 1. Key terminology 2. Food and fluids 3. Common nutrients and their food sources. 4. My Pyramid food guidance system 5. Vegan basic four food groups 6. Nutritional and fluid needs of the elderly 7. Therapeutic diets 8. Feeding patients/residents 9. Cultural and religious influences on dietary practices 10. Alternative nutrition
3.000%	Emergency Procedures: 1. Key terminology 2. Signs and symptoms of conditions associated with distress 3. Preventing and/or responding 4. Immediate interventions 5. Choking and abdominal thrusts for relief of obstructed airway 6. Common emergency codes
3.000%	Long Term Care Patient/Resident: 1. Key terminology 2. Basic human needs and interventions 3. Community resources 4. Special needs of persons with developmental and mental disorders 5. Alzheimer's Disease and other related dementias 6. Body's basic organization and composition 7. Basic anatomy and physiology 8. Common diseases with signs and symptoms 9. Body systems Aging changes 10. Immobility
5.000%	Rehabilitative Nursing: 1. Key terminology 2. Rehabilitation (restorative care) 3. Restorative care 4. Rehabilitation team 5. Self-care 6. Activities of Daily Living (ADLs). 7. Adaptive devices 8. Inactivity 9. Range-of-motion exercises (ROM) 10. Mobility and ambulation for patients/residents with physical and/or visual impairment's 11. Documentation 12. Care plan meeting
4.000%	Observation and Charting: 1. Key terminology 2. Medical terminology and abbreviations 3. Objective and subjective observations 4. Charting documents 5. ADL assessment for MDS 6. Recording
3.000%	Death and Dying: 1. Key terminology 2. Grieving process 3. Emotional and spiritual needs of terminally ill 4. Rights of the dying patient/resident. 5. Signs of approaching death and biological death 6. Comfort measures for dying patients/residents. 7. Hospice 8. Postmortem care
4.000%	Patient/Resident Abuse: 1. Key terminology 2. Elder abuse 3. Preventing elder abuse 4. Reporting elder abuse
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
20%	Class Participation

30%	Final exam
30%	Quizzes
20%	Group Projects
100%	Total

VII. Sample Assignments:

Reflective Short Answer Assignment: Respond to the following case scenario: Steve just started working in a nursing home. His previous job was a personal care worker at an assisted-living facility. Even though he is comfortable caring for residents, he finds working at the new facility challenging and often confusing. 1. How are nursing homes and assisted-living facilities different from each other? 2. Why is Steve struggling in his new job at the nursing home? 3. How is taking care of the same type of resident different in various settings? 4. Do regulating bodies make a difference in the nursing assistant's job duties? If so, how? 5. What could Steve have done on his first day at the nursing home to make the transition easier?

Short answer Essay: HIPAA Guidelines: Access the HIPAA guidelines online at <https://www.hhs.gov/hipaa/for-professionals/security/laws-regulations/index.html>. After reviewing the information on the site, respond to the following questions in an essay format. 1. Describe the behaviors that maintain confidentiality. 2. Provide examples of maintaining confidentiality: adhering to HIPAA guidelines- include discussion of observations with nurse or patient's/resident's physician, and the patient's/resident's care while participating in team conference/planning 3. Provide examples of breaching confidentiality-include discussion of personal information with: another patient/resident, concerned friends or visitors, members of the news media, members of Nurse Assistant's family, person's in the community, and health team not directly involved with patient/resident care.

VIII. Student Learning Outcomes:

1. Students will be able to describe the common elements of professionalism, ethics, and confidentiality as mandated for certification by the California Department of Health. This will be measured by student achievement of a passing grade on instructor developed and administered final examination.
2. Students will be able to identify the standards of practice for privacy, safety, dignity and patient rights. This will be measured by student achievement of a passing grade on instructor developed and administered final examination.

Program Prerequisite Checklist and Worksheet: HEALTH 985

Proposed Program Prerequisite:

- Admission to the Nurse Assistant Pre-Certification Training Program
- Proof of health clearance, drug screen and required immunizations
- Proof of background check clearance

SECTION 1 - CONTENT REVIEW:

Criterion	N/A	Yes	No
1. Faculty with appropriate expertise have been involved in the determination of the 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 advisory is based on tests, the type and number of examinations, and grading criteria.	X		
4. Selection of this 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 recommended for success before enrollment have been specified in writing (see below).	X		
6. The course materials presented in this advisory have been reviewed and determined to teach knowledge or skills recommended for success in the course requiring this advisory.	X		
7. The body of knowledge and/or skills recommended for success in this course have been matched with the knowledge and skills developed by the advisory course.	X		
8. The body of knowledge and/or skills taught in the advisor are not an instructional unit of this course.	X		
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.		X	

If the advisory proposed is a **NON-COURSE ADVISORY** (i.e., ability to do x), please explain the reasoning/rationale for this advisory, as well as, the non-course opportunities available for students to acquire the recommended skills:

Criminal Background Clearance: No health facility shall permit students to practice their clinical skills training or have contact with patients unless they have been screened [Title 22 CCR 718289(c)]

Health Requirements: Each student enrolled in a certification training program or competency evaluation program shall have a health examination prior to participating in segments of the program which provide contact with patients in a nursing facility [Title 22 CCR 71835 (f)]; This health examination shall include [Title 22 CCR 71835 (f)]: a medical history and physical examination [Title 22 CCR 71835 (f)(1)(A)]; a test for tuberculosis that is recommended by the federal Centers for Disease Control and Prevention and licensed by the federal Food and Drug Administration, unless medically contraindicated. If a positive test result is obtained, a chest x-ray shall be taken, unless medically contraindicated; and a report, signed by the physician, physician's assistant or nurse practitioner, shall be provided to the nursing facility [Title 22 CCR 71835 (f)(1)(B)]. This report shall indicate that the student does not have any health condition that would create a hazard to himself/herself, fellow employees, or patients [Title 22 CCR 71835 (f)(B)(2)].

Note: Students with a history of alcohol-related driving offenses or felony convictions will find it difficult, if not impossible, to gain employment in health care. Students who are not cleared for clinical placement through the physical examination, criminal background check, and drug screen will not be able to complete Health 985.

Corequisite Checklist and Worksheet: HEALTH 985 Nurse Assistant Pre-Certification Foundational Training

<p>Corequisite: HEALTH 986 Nurse Assistant Pre-Certification Foundational Clinical Training Lab</p> <p>Other prerequisites, corequisites, and advisories also required for this course:</p> <ul style="list-style-type: none"> • Admission to the Nurse Assistant Pre-Certification Training Program • Proof of health clearance, drug screen and required immunizations • Proof of background check clearance <p>Note: Students with a history of alcohol-related driving offenses or felony convictions will find it difficult, if not impossible, to gain employment in health care. Students who are not cleared for clinical placement through the health clearance, immunizations, criminal background check, and drug screen will not be able to complete Health 985.</p>

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

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the corequisite.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this corequisite is based on tests, the type and number of examinations, grading criteria, applicability to performance or skill, or required additional support for the successful completion of both courses.	X	
4. Selection of this corequisite is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this corequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the corequisite.	X	
8. The body of knowledge and/or skills taught in the corequisite are not an instructional unit of the course requiring the corequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

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

<p>Health 986 meets Title 22 regulations for the required patient care skills necessary for Nurse Assistants providing care for the geriatric population in a long-term care setting. The Nurse Assistant Pre-Certification training course consists of 135 hours of supervised clinical instruction. After completion of Health 0985 and Health 986 students are prepared to take the California State Certification Exam to become a Certified Nurse Assistant (CNA). After obtaining state certification, students may find employment in long-term care settings. Additionally, the California Department of Health requires students to be concurrently enrolled in both Health 985 and Health 986, and pass both courses together. They cannot be taken individually for credit.</p>
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**New Course: HEALTH - NONCREDIT 986, Nurse Assistant Pre-Certification Foundational
Clinical Training Lab**

Units:	0.00
Total Instructional Hours (usually 18 per unit):	108.00
Hours per week (full semester equivalent) in Lecture:	0.00
In-Class Lab:	6.00
Arranged:	0.00
Outside-of-Class Hours:	0.00
Degree Applicability:	Noncredit
Prerequisite(s):	Admission to the Nurse Assistant/Home Health Aide Pre-certification Program
Corequisite(s):	HEALTH 985 The California Department of Health requires students to be concurrently enrolled in Health 985 (theory) and Health 986 (lab) and pass both courses together. They cannot be taken individually for credit.
Proposed Start:	Fall 2022
TOP/SAM Code:	120100 - Health Occupations, General / C - Clearly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	Yes
Library:	Library has adequate materials to support course
Minimum Qualification:	Health and Safety: Noncredit
Program Impact:	Proposed for inclusion in a forthcoming degree or certificate <ul style="list-style-type: none"> • Nurse Assistant/Home Health Aide Pre-Certification

Rationale

As healthcare delivery evolves, there is a need to prepare individuals to practice in a variety of healthcare settings. This course is one of four courses in the Nurse Assistant/Home Health Aide Pre-Certification Program. Certified nursing assistants (CNA) play a critical role in providing direct patient care in long-term care, assisted living and acute care facilities. The demand for CNAs is expected to increase and the educational pipeline must be equipped to develop the volume and quality needed. Mindful of the demand and future needs of the health care workforce in Southern California, this course targets students from diverse backgrounds, gender, ethnicity's and cultures who have an interest in caring for the geriatric population in long-term care settings.

I. Catalog Description

This course is designed for students who have expressed an interest in a healthcare career. This course consists of 108 hours of supervised practice in a simulated patient care setting and direct patient care in a long-term facility and/ or home care setting as required by the California Department of Public Health. The content meets Title 22 Health and Safety Code regulations for nursing assistants taking care of the geriatric population in a long-term care setting. Emphasis is placed on patient care skills related to prevention and management of catastrophe and unusual occurrences, body mechanics, medical and surgical asepsis, weights and measures, patient care skill, patient care procedures, emergency procedures, vital signs, nutrition, long term care, rehabilitative nursing, and observation and charting.

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. CNA: Nursing Assistant Certification, California Edition Workbook, 1st, Lisa Rae Whitley, August Learning Solutions © 2020, ISBN: 13: 9781941626160

III. Course Objectives

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

1. Apply the principles of asepsis and the control of infection, procedures and precautions to protect patient/patients/residents, health care workers and others from infection.
2. Demonstrate efficient and proper use of the body in performing tasks related to the role of the CNA, including principles of positioning and transporting patients/residents.
3. Apply the fundamental principle behind protecting patient rights in a long-term care setting, including individual, family, psychosocial and spiritual needs as protected by federal and state regulations.

4. Model the Nurse Assistants' role in assisting the patient/resident in achieving maximum independent living skills through use of rehabilitative or restorative procedures.
5. Apply the concepts and procedures related to emergency procedures, signs and symptoms, and the role of the Nurse Assistant in Long Term Care (LTC) in the response to immediate and temporary intervention in emergency situations.
6. Apply the skills needed to support and/or assist the patient/resident in the areas of personal hygiene, activities of daily living, and elimination, including prosthetic devices, bowel and bladder retraining, and weighing and measuring height of the patient/resident.
7. Apply procedures that support the patient/resident in meeting physical care needs that cannot be performed independently.
8. Demonstrate how, when and why vital signs are taken and how to report and chart these procedures, including correct procedure for measuring temperature, pulse, respirations, and blood pressure and recognizing and reporting normal and abnormal findings.
9. Demonstrate how, when and why the measuring system for weight, length, and volume are used by nursing assistant in the clinical setting.
10. Demonstrate assisting patient/resident with common therapeutic diets, as well as ways to assist a patient/resident to meet nutrition and hydration needs.
11. Demonstrate how, when, and why to use objective and subjective observation skills, including reporting and recording observations on appropriate documents using medical terms and abbreviations.
12. Apply the concepts and procedures related to the patient's/resident's safety including environmental emergency issues and creating a safe environment for the patient/resident.

IV. Methods of Presentation:

Lab, Observation and Demonstration, Field Experience, Online instructor-provided resources, Discussion, Group Work

V. Course Content

<u>% of Course</u>	<u>Topic</u>
10.000%	Medical and Surgical Asepsis: 1. Key terminology 2. Infectious agents 3. Antibiotic resistant bacteria 4. Chain of infection 6. Defense against infection 7. Signs and symptoms of infection 8. Medical and surgical asepsis 9. Centers for Disease Control/Occupational Safety and Health Administration 11. Personal protective equipment 12. Transmission-based precautions 13. Psychological effects/standard precaution and transmission based precautions
5.000%	Body Mechanics: 1. Key terminology 2. Body mechanics 3. Lift, turn, move, and positioning 4. Body positions for bedridden 5. Transfers 6. Ambulate
2.000%	Patient/Resident Rights: 1. Key terminology 2. Long-term care facility. 3. Role of the Nurse Assistant 4. California Code of Regulations 5. Negligent acts/violations 6. Reporting violations 7. Ombudsman 8. Security, belonging and self-esteem
5.000%	Rehabilitative Nursing: 1. Dey terminology 2. Rehabilitation (restorative care) 3. Rehabilitation team 4. Self-care 5. Activities of Daily Living 6. Adaptive devices 7. Complications from inactivity 8. Range-of-motion exercises 9. Mobility and ambulation/visual impairment's self-esteem 10. Documentation 11. Care plan meeting
3.000%	Emergency Procedures: 1. Key terminology 2. Signs and symptoms 3. Preventing and/or responding 4. Immediate interventions 5. Choking/abdominal thrusts/obstructed airway 6. Emergency codes
25.000%	Patient Care Skills: 1. Key terminology 2. Daily routine care 3. Bathing 4. Oral hygiene/denture care 5. Oral hygiene/unconscious individual 6. Nail care 7. Hair care 8. Shaving 9. Skin care 10. Pressure sores/prevention 11. Clothing. 12. Dressing/undressing 13. Urination. 14. Urinary incontinence 15. Urinary catheters 16. Bowel and bladder training 17. Bowel movements 18. Ostomy care 19. Weighing and measuring height 20. Prosthetic devices
25.000%	Patient Care Procedures: 1. Key terminology 2. Collecting specimens 3. Bed making 4. Types of beds/bed positions 5. Environment 6. Enema 7. Suppository 8. Gastrointestinal tubes 9. Feeding tubes 10. Intravenous therapy 11. Fluid balance 12. Intake and output 13. Bandages, binders/dressings 14. Anti-embolic hose/elastic stockings 15. Skin conditions 16. Non-prescription ointments/lotions/powders 17. Admission, transfer, discharge

10.000%	Vital Signs: 1. Key terminology 2. Vital signs purpose/observations/procedures 3. Temperature/observation/reading 4. Pulse/pulse sites/rates 5. Respiration observation/breathing patterns 6. Taking TPR/combined procedure 7. Blood pressure observation/equipment/reading 8. Pain/score 9. Report and Record
2.000%	Weights and Measures: 1. Key terminology. 2. Units of measurement 3. Equipment 4. Measurement Conversion 5. Measure and record 6. Standard time and military time
5.000%	Nutrition: 1. Key terminology 2. Food and fluids 3. Nutrients/food sources 4. My Pyramid food guidance system 5. Vegan basic 6. Nutritional/fluid needs 7. Therapeutic diets 8. Feeding 9. Cultural/religious influences 10. Alternative nutrition
5.000%	Observation and Charting: 1. Key terminology 2. Word elements 3. Medical terminology/abbreviations 4. Objective and subjective observations 5. Charting documents/ADL assessment for MDS 6. Recording
3.000%	Prevention and Management of Catastrophe and Unusual Occurrences: 1. Key terminology 2. Emergency, disaster, and fire situations 3. Emergency codes 4. Safe environment 5. Safety issues and interventions 6. Fire and general fire prevention 7. Safety rules for oxygen therapy 8. Postural supports and legal and psychological implication 9. Bioterrorism
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
20%	Class Participation
30%	Performance
20%	Final Performance
30%	Simulation
100%	Total

VII. Sample Assignments:

Simulation: Communication, Older Adult, Patient Safety:

Pre-Simulation Activity 1. Describe the characteristics that influence adaptation. 2. Identify characteristics of a healing environment. 3. Outline strategies to provide a safe patient environment. Simulation Activity: Cluttered patient room 1. Point out the safety hazards in the environment and suggest nursing interventions to provide a safe, comfortable patient environment. 2. Discuss safety interventions with older adult patient.

Simulation: Infection Control, Vital Signs, Communication, Older Adult, Patient Education:

Supplies needed: Isolation cart, gown, gloves, mask: set up manikins and isolation signs. Pre-Simulation Activity 1. Describe the practice of standard precautions and transmission based precautions 2. Discuss the purpose of reverse/protective isolation and the measures that should be followed with this type of isolation. 3. Identify which isolation precautions are necessary to break the chain of infection. Include in the discussion TB mask and reverse isolation. 4. Explain why the use of standard precautions may not prevent the spread of infection of a patient with a respiratory infection to other susceptible patients. Simulation Scenario: A patient admitted to the unit has been diagnosed with VRE of wound, MRSA of sputum, C diff in stool. The multi resistant organisms are transmitted by direct contact/indirect contact. Simulation Activity: 1. Don (prior to care) and remove PPE (after care). 2. Assess vital signs 3. Explain to patient reason for isolation 4. Report vitals signs to nurse

VIII. Student Learning Outcomes:

1. Students will be able to demonstrate compliance with standards of practice for nurse assistants. This will be measured by an administered skills test given at the end of the course that contains core elements of practice such as privacy, safety dignity and patient rights.
2. Students will be able to demonstrate competence with all skills required for nurse assistants. This will be measured by an administered skills competency test given at the end of the course that contains elements of steps for all required skills.

Program Prerequisite Checklist and Worksheet: HEALTH 986

Proposed Program Prerequisite:

- Admission to the Nurse Assistant Pre-Certification Training Program
- Proof of health clearance, drug screen and required immunizations
- Proof of background check clearance

SECTION 1 - CONTENT REVIEW:

Criterion	N/A	Yes	No
1. Faculty with appropriate expertise have been involved in the determination of the 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 advisory is based on tests, the type and number of examinations, and grading criteria.	X		
4. Selection of this 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 recommended for success before enrollment have been specified in writing (see below).	X		
6. The course materials presented in this advisory have been reviewed and determined to teach knowledge or skills recommended for success in the course requiring this advisory.	X		
7. The body of knowledge and/or skills recommended for success in this course have been matched with the knowledge and skills developed by the advisory course.	X		
8. The body of knowledge and/or skills taught in the advisor are not an instructional unit of this course.	X		
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.		X	

If the advisory proposed is a **NON-COURSE ADVISORY** (i.e., ability to do x), please explain the reasoning/rationale for this advisory, as well as, the non-course opportunities available for students to acquire the recommended skills:

Criminal Background Clearance: No health facility shall permit students to practice their clinical skills training or have contact with patients unless they have been screened [Title 22 CCR 718289(c)]

Health Requirements: Each student enrolled in a certification training program or competency evaluation program shall have a health examination prior to participating in segments of the program which provide contact with patients in a nursing facility [Title 22 CCR 71835 (f)]; This health examination shall include [Title 22 CCR 71835 (f)]: a medical history and physical examination [Title 22 CCR 71835 (f)(1)(A)]; a test for tuberculosis that is recommended by the federal Centers for Disease Control and Prevention and licensed by the federal Food and Drug Administration, unless medically contraindicated. If a positive test result is obtained, a chest x-ray shall be taken, unless medically contraindicated; and a report, signed by the physician, physician's assistant or nurse practitioner, shall be provided to the nursing facility [Title 22 CCR 71835 (f)(1)(B)]. This report shall indicate that the student does not have any health condition that would create a hazard to himself/herself, fellow employees, or patients [Title 22 CCR 71835 (f)(B)(2)].

Note: Students with a history of alcohol-related driving offenses or felony convictions will find it difficult, if not impossible, to gain employment in health care. Students who are not cleared for clinical placement through the physical examination, criminal background check, and drug screen will not be able to complete Health 986.

Corequisite Checklist and Worksheet: HEALTH 986 Nurse Assistant Pre-Certification Foundational Training Lab

<p>Corequisite: HEALTH 985 Nurse Assistant Pre-Certification Foundational Training</p> <p>Other prerequisites, corequisites, and advisories also required for this course:</p> <ul style="list-style-type: none"> • Admission to the Nurse Assistant Pre-Certification Training Program • Proof of health clearance, drug screen and required immunizations • Proof of background check clearance <p>Note: Students with a history of alcohol-related driving offenses or felony convictions will find it difficult, if not impossible, to gain employment in health care. Students who are not cleared for clinical placement through the health clearance, immunizations, criminal background check, and drug screen will not be able to complete Health 986.</p>
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SECTION 1 - CONTENT REVIEW: If any criterion is not met, the corequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the corequisite.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this corequisite is based on tests, the type and number of examinations, grading criteria, applicability to performance or skill, or required additional support for the successful completion of both courses.	X	
4. Selection of this corequisite is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this corequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the corequisite.	X	
8. The body of knowledge and/or skills taught in the corequisite are not an instructional unit of the course requiring the corequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

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

<p>Health 985 meets Title 22 regulations for the required theoretical knowledge necessary for Nurse Assistants providing care for the geriatric population in a long-term care setting. The Nurse Assistant Pre-Certification training course consists of 72 hours of classroom instruction. After completion of Health 0985 and Health 986 students are prepared to take the California State Certification Exam to become a Certified Nurse Assistant (CNA). After obtaining state certification, students may find employment in long-term care settings. Additionally, the California Department of Health requires students to be concurrently enrolled in both Health 985 and Health 986, and pass both courses together. They cannot be taken individually for credit.</p>

New Course: HEALTH - NONCREDIT 987, Home Health Aide Pre-Certification Foundational Training

Units:	0.00
Total Instructional Hours (usually 18 per unit):	27.00
Hours per week (full semester equivalent) in Lecture:	1.50
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	54.00
Degree Applicability:	Noncredit
Prerequisite(s):	HEALTH 985 and HEALTH 986
Corequisite(s):	HEALTH 988 The California Department of Health requires students to be concurrently enrolled in Health 987 Home Health Aide Precertification Foundational Training (theory) and Health 988 Home Health Aide Precertification Foundational Training (lab) and pass both courses together. They cannot be taken individually for credit.
Proposed Start:	Fall 2022
TOP/SAM Code:	120100 - Health Occupations, General / C - Clearly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Health and Safety: Noncredit
Program Impact:	Proposed for inclusion in a forthcoming degree or certificate <ul style="list-style-type: none"> • The intent of this course is to build upon the knowledge, skills and abilities that individuals possess as certified nurse assistants. The course is designed to be combined with nurse assistant pre-certification foundation courses or for educating students that are already certified as nurse assistants. Student will obtain Home Health Aide certification from the California Department of Public Health. Students will be able to obtain a job as a Certified Home Health Aide in home and hospice healthcare settings.

Rationale

As healthcare delivery evolves, there is a need to prepare individuals to practice in a variety of healthcare settings. This course is one of two courses in the Home Health Aide Pre-Certification Program. Certified Home Health Aides play a critical role in providing direct patient care in home health and hospice health care settings. The demand for Certified Home Health Aides is expected to increase and the educational pipeline must be equipped to develop the volume and quality needed. Mindful of the demand and future needs of the health care workforce in Southern California, this course targets students from diverse backgrounds, gender, ethnicity's and cultures who have an interest in caring for the geriatric population in long-term care settings.

I. Catalog Description

This course is designed for students who have completed Health 985 and 986 or is a Certified Nurse Assistant who have expressed an interest in caring for individuals in the home setting. The training consists of 27 hours of classroom instruction as required by the California Department of Public Health. The content meets Title 22 Health and Safety Code regulations for certified nurse assistants caring for individuals in a home health and/or assisted living healthcare setting. Emphasis is placed on the home health aide and agency role, interpretation of medical and social needs of people being served, personal care services, nutrition and cleaning and care tasks in the home.

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. CNA: Nurse Assistant Certification, California Edition, 1st, Carrie L. Jarosinski, August Learning Solutions © 2020, ISBN: 139781941626030

III. Course Objectives

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

1. Describe the role and responsibilities of home health aides and members of the home health care team.

2. Explain the physical changes, developmental needs, and common disease processes found in the home health care client.
3. Outline the personal care skills, body mechanics, safety and emergency procedures for the home care client.
4. Describe the dietary requirements of the client, respecting personal preferences, cultural and religious dietary practices.
5. Explain the concepts of environmental safety as well as procedures and guidelines for completing household tasks.

IV. Methods of Presentation:

Lecture and Discussion, Group Work, Visiting Lecturers

V. Course Content

<u>% of Course</u>	<u>Topic</u>
15.000%	Introduction to Aide and Agency Role: 1. Key terminology. 2. State/Federal regulations certification 3. Purpose and goals of home care. 4. Home health care team 5. Role and responsibilities 6. Observations and documentation 7. Communication process and methods 8. Communication with hearing or speech disorders. 9. Effective communication 10. Effective communication in learning about client 11. Community agencies 12. Organizational and time management
20.000%	Interpretation of Medical & and Social Needs of Clients: 1. Key terminology 2. Physical and emotional needs across the life span 3. Role of HHA; client and family rights and privacy 4. Maslow's hierarchy of needs. 5. Culture, lifestyle, and life experiences 6. Common reactions to illness/disability 7. Reporting basic body functions and changes 8. Diseases and disorders/signs and symptoms. 9. Emotional and spiritual needs of terminally ill 10. Interventions needs of terminally ill
30.000%	Personal Care Services: 1. Key terminology 2. Personal care 3. Improvising equipment and adapting care activities 4. Home equipment 5. Self care 6. Body mechanics 7. Ambulation and positioning 8. Passive and active Range of Motion exercises 9. Skin breakdown, high risk residents, prevention. 10. Decubitus ulcers 11. Ostomies 12. Home emergencies 13. Chain of infection 14. Infection control 15. Client self-administered medications
20.000%	Nutrition: 1. Key terminology 2. Principles of nutrition 3. Potential nutritional problems 4. Therapeutic diets 5. Safe food handling and storage 6. Feeding adaptations 7. Fluid balance/intake and output 8. Community resources
15.000%	Cleaning and Care Tasks in the Home: 1. Key terminology 2. Clean, safe, and healthy environment 3. Procedures, equipment, and supplies 4. Washing and drying dishes 5. Laundering household and personal items 6. Organizing household tasks
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
20%	Class Participation
30%	Final exam
30%	Quizzes
20%	Group Projects
100%	Total

VII. Sample Assignments:

Patient Care Procedure Assignment:

Respond to the following scenario related to patient care transfer procedure: Roland is having problems urinating today, is weak, and needs more assistance during transfers than usual. He has also been telling stories of seeing

people in his room at night. The nurse asks you to obtain a urine specimen from Roland. 1. What specific directives would you need to get from the nurse before obtaining a sample from Roland? 2. What type of specimen do you think you may have to obtain from Roland and why? 3. How would you obtain a urine specimen from Roland? 4. How would you ensure that the urine specimen wasn't contaminated?

Patient Rights Assignment:

Complete the following scenario related to patient rights. Judy is supposed to be transferred with a mechanical lift by two nursing assistants, as delegated by her care plan. This evening, one of the CNAs chose to transfer Judy by herself because it was quicker. Judy fell during the transfer. She was transferred to the emergency room to be evaluated, where they discovered that she suffered a broken hip. 1. Was the nursing assistant abiding by her responsibilities as an employee? Why or why not? 2. What would have been the ethical choice for the nursing assistant to have made in this scenario? 3. What was the negligent action in this scenario? 4. What do you think will happen to the nursing assistant in regard to employment?

VIII. Student Learning Outcomes:

1. Student will be able to describe the roles and responsibility of home health aides including ethics, communication, legal responsibilities, abuse laws, and California Department of Public Health regulations. This will be measured by student achievement of a passing grade on instructor developed and administered final examination.
2. Student will be able to describe safety and infection control practices that comply with standards of practice for home health aides. This will be measured by student achievement of a passing grade on instructor developed and administered final examination.

Program Prerequisite Checklist and Worksheet: HEALTH 987

Proposed Program Prerequisite:

- Proof of health clearance, drug screen and required immunizations
- Proof of background check clearance

Note: Students with a history of alcohol-related driving offenses or felony convictions will find it difficult, if not impossible, to gain employment in health care. Students who are not cleared for clinical placement through the health clearance, immunizations, criminal background check, and drug screen will not be able to complete Health 987.

SECTION 1 - CONTENT REVIEW:

Criterion	N/A	Yes	No
1. Faculty with appropriate expertise have been involved in the determination of the 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 advisory is based on tests, the type and number of examinations, and grading criteria.	X		
4. Selection of this 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 recommended for success before enrollment have been specified in writing (see below).	X		
6. The course materials presented in this advisory have been reviewed and determined to teach knowledge or skills recommended for success in the course requiring this advisory.	X		
7. The body of knowledge and/or skills recommended for success in this course have been matched with the knowledge and skills developed by the advisory course.	X		
8. The body of knowledge and/or skills taught in the advisor are not an instructional unit of this course.	X		
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X		

If the advisory proposed is a **NON-COURSE ADVISORY** (i.e., ability to do x), please explain the reasoning/rationale for this advisory, as well as, the non-course opportunities available for students to acquire the recommended skills:

Criminal Background Clearance: No health facility shall permit students to practice their clinical skills training or have contact with patients unless they have been screened [Title 22 CCR 718289(c)]

Health Requirements: Each student enrolled in a certification training program or competency evaluation program shall have a health examination prior to participating in segments of the program which provide contact with patients in a nursing facility [Title 22 CCR 71835 (f)]; This health examination shall include [Title 22 CCR 71835 (f)]: a medical history and physical examination [Title 22 CCR 71835 (f)(1)(A)]; a test for tuberculosis that is recommended by the federal Centers for Disease Control and Prevention and licensed by the federal Food and Drug Administration, unless medically contraindicated. If a positive test result is obtained, a chest x-ray shall be taken, unless medically contraindicated; and a report, signed by the physician, physician's assistant or nurse practitioner, shall be provided to the nursing facility [Title 22 CCR 71835 (f)(1)(B)]. This report shall indicate that the student does not have any health condition that would create a hazard to himself/herself, fellow employees, or patients [Title 22 CCR 71835 (f)(B)(2)].

Note: Students with a history of alcohol-related driving offenses or felony convictions will find it difficult, if not impossible, to gain employment in health care. Students who are not cleared for clinical placement through the physical examination, criminal background check, and drug screen will not be able to complete Health 987.

Prerequisite Checklist and Worksheet: Health 987 Home Health Aide Precertification

<p>Prerequisite: Health 985 Nurse Assistant Pre-Certification Foundational Training</p> <p>Other prerequisites, corequisites, and advisories also required for this course:</p> <ul style="list-style-type: none"> • Health 986 Nurse Assistant Pre-Certification Foundational Training Lab • Proof of health clearance, drug screen and required immunizations • Proof of background check clearance <p>Note: Students with a history of alcohol-related driving offenses or felony convictions will find it difficult, if not impossible, to gain employment in health care. Students who are not cleared for clinical placement through the health clearance, immunizations, criminal background check, and drug screen will not be able to complete Health 987.</p>
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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.

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

X Students who complete the Nurse Assistant curriculum (Nurse Assistant Pre-Certification Foundational Training course and Nurse Assistant Pre-Certification Training Clinical Lab course) and pass the California Department of Health (CDPH) Nurse Assistant certification exam (Certified Nurse Assistant) are eligible to take the CDPH Home Health Aide certification exam to obtain industry-recognized credentials, Certified Home Health Aide.

Complete the Prerequisite Worksheet

ENTRANCE SKILLS FOR HEALTH 987

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

A)	Ability to interact with good interpersonal skills.
B)	Ability to describe body mechanics and ergonomic practices.
C)	Ability to state safety and infection control measures.
D)	Ability to recognize normal and abnormal vital signs.
E)	Ability to give basic personal care.
F)	Ability to describe nutritional requirements and feeding techniques.
G)	Ability to describe emergency procedures.

modified 09/26/2012

H)	Ability to recognize patients with cognitive impairments.
I)	Ability to recognize patients with special needs.
J)	Ability to recognize elimination needs.
K)	Ability to recognize exercise and activity needs.

EXIT SKILLS (objectives) FOR HEALTH 985

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

1.	Ability to demonstrate care for the geriatric population in a long-term care setting utilizing skills in basic care.
2.	Ability to demonstrate care for the geriatric population in a long-term care setting utilizing skills in emergency care.
3.	Ability to demonstrate care for the geriatric population in a long-term care setting utilizing skills in communication.

		ENTRANCE SKILLS FOR (HEALTH 987)										
		A	B	C	D	E	F	G	H	I	J	K
EXIT SKILLS FOR (HEALTH 985)	1		X	X	X	X	X	X	X	X	X	X
	2				X			X				
	3	X	X	X	X	X	X	X	X	X	X	X
	4											
	5											
	6											
	7											
	8											

Prerequisite Checklist and Worksheet: Health 987 Home Health Aide Precertification

<p>Prerequisite: Health 986 Nurse Assistant Pre-Certification Foundational Training Lab</p> <p>Other prerequisites, corequisites, and advisories also required for this course:</p> <ul style="list-style-type: none"> • Health 985 Nurse Assistant Pre-Certification Foundational Training • Proof of health clearance, drug screen and required immunizations • Proof of background check clearance <p>Note: Students with a history of alcohol-related driving offenses or felony convictions will find it difficult, if not impossible, to gain employment in health care. Students who are not cleared for clinical placement through the health clearance, immunizations, criminal background check, and drug screen will not be able to complete Health 987.</p>
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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.

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

- X _____ Students who complete the Nurse Assistant curriculum (Nurse Assistant Pre-Certification Foundational Training course and Nurse Assistant Pre-Certification Training Clinical Lab course) and pass the California Department of Health (CDPH) Nurse Assistant certification exam (Certified Nurse Assistant) are eligible to take the CDPH Home Health Aide certification exam to obtain industry-recognized credentials, Certified Home Health Aide.
- Complete the Prerequisite Worksheet**

ENTRANCE SKILLS FOR HEALTH 987

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

A)	Ability to use with good interpersonal skills.
B)	Ability to use body mechanics and ergonomic practices.
C)	Ability to apply safety and infection control measures.
D)	Ability to assess normal and abnormal vital signs.
E)	Ability to provide basic personal care.
F)	Ability to determine nutritional requirements and feeding techniques.
G)	Ability to apply emergency procedures.

modified 09/26/2012

H)	Ability to recognize patients with cognitive impairments.
I)	Ability to recognize patients with special needs.
J)	Ability to assess elimination needs.
K)	Ability to assess exercise and activity needs.

EXIT SKILLS (objectives) FOR HEALTH 986

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

1.	Ability to demonstrate care for the geriatric population in a long-term care setting utilizing skills in basic care.
2.	Ability to demonstrate care for the geriatric population in a long-term care setting utilizing skills in emergency care.
3.	Ability to demonstrate care for the geriatric population in a long-term care setting utilizing skills in communication.

		ENTRANCE SKILLS FOR (HEALTH 987)										
		A	B	C	D	E	F	G	H	I	J	K
EXIT SKILLS FOR (HEALTH 986)	1		X	X	X	X	X	X	X	X	X	X
	2				X			X				
	3	X	X	X	X	X	X	X	X	X	X	X
	4											
	5											
	6											
	7											
	8											

Corequisite Checklist and Worksheet: HEALTH 987 Home Health Aide Pre-Certification Foundational Training

<p>Corequisite: HEALTH 988 Home Health Aide Pre-Certification Foundational Clinical Training Lab</p> <p>Other prerequisites, corequisites, and advisories also required for this course:</p> <ul style="list-style-type: none"> • Health 985 Nurse Assistant Pre-Certification Foundational Training • Health 986 Nurse Assistant Pre-Certification Foundational Training Lab • Proof of health clearance, drug screen and required immunizations • Proof of background check clearance <p>Note: Students with a history of alcohol-related driving offenses or felony convictions will find it difficult, if not impossible, to gain employment in health care. Students who are not cleared for clinical placement through the health clearance, immunizations, criminal background check, and drug screen will not be able to complete Health 987.</p>
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SECTION 1 - CONTENT REVIEW: If any criterion is not met, the corequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the corequisite.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this corequisite is based on tests, the type and number of examinations, grading criteria, applicability to performance or skill, or required additional support for the successful completion of both courses.	X	
4. Selection of this corequisite is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this corequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the corequisite.	X	
8. The body of knowledge and/or skills taught in the corequisite are not an instructional unit of the course requiring the corequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

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

<p>Health 988 meets Title 22 regulations for the required patient care skills necessary for Nurse Assistants providing care in the home health and hospice setting. The Home Health Aide Pre-Certification training course consists of 27 hours of supervised clinical instruction. After completion of Health 987 and Health 988 students will be certified by the California State Certification Exam to become a Home Health Aide (HHA). Students may find employment in the home health/hospice settings. Additionally, the California Department of Health requires students to be concurrently enrolled in both Health 987 and Health 988, and pass both courses together. They cannot be taken individually for credit.</p>
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New Course: HEALTH - NONCREDIT 988, Home Health Aide Pre-Certification Training Clinical Lab

Units:	0.00
Total Instructional Hours (usually 18 per unit):	27.00
Hours per week (full semester equivalent) in Lecture:	0.00
In-Class Lab:	1.50
Arranged:	0.00
Outside-of-Class Hours:	0.00
Degree Applicability:	Noncredit
Prerequisite(s):	HEALTH 985 and HEALTH 986 After completion of Health 985 and Health 986, students are eligible to take the California Department of Public Health Nurse Assistant Certification exam and enroll in Health 987 and Health 988 Home Health Aide courses.
Corequisite(s):	HEALTH 987 The California Department of Health requires students to be concurrently enrolled in Health 987 (theory) and Health 988 (lab) and pass both courses together. They cannot be taken individually for credit.
Proposed Start:	Fall 2022
TOP/SAM Code:	120100 - Health Occupations, General / C - Clearly Occupational
Grading:	P/NP Only
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Health and Safety: Noncredit
Program Impact:	Proposed for inclusion in a forthcoming degree or certificate <ul style="list-style-type: none"> • The intent of this course is to build upon the knowledge, skills and abilities that individuals possess as certified nurse assistants. The course is designed to be combined with nurse assistant pre-certification foundation courses or for educating students that are already certified as nurse assistants. Student will obtain Home Health Aide certification from the California Department of Public Health. Students will be able to obtain a job as a Certified Home Health Aide in home and hospice healthcare settings.

Rationale

As healthcare delivery evolves, there is a need to prepare individuals to practice in a variety of healthcare settings. This course is one of four courses in the Nurse Assistant/Home Health Aide Pre-Certification Program. Certified Home Health Aides play a critical role in providing direct patient care in home health and hospice health care settings. The demand for Certified Home Health Aides is expected to increase and the educational pipeline must be equipped to develop the volume and quality needed. Mindful of the demand and future needs of the health care workforce in Southern California, this course targets students from diverse backgrounds, gender, ethnicity's and cultures who have an interest in caring for the geriatric population in long-term care settings.

I. Catalog Description

This course is designed for students who are Certified Nurse Assistants who have expressed an interest in caring for individuals in the home setting. The training consists of 27 hours of supervised patient care experiences in a long term care or home health setting as required by the California Department of Public Health. The content meets Title 22 Health and Safety Code regulations for certified nurse assistants caring for individuals in home health and assisted living healthcare settings. Emphasis is placed on patient care skills as it relates to the home health aide and agency role, interpretation of medical and social needs of people being served, personal care services, nutrition and cleaning and care tasks in the home.

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. Workbook to accompany CNA: Nursing Assistant Certification, California Edition, 1st, Lisa Rae Whitley, August Learning Solutions © 2020, ISBN: 9781941626160

III. Course Objectives

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

1. Adapt the role and responsibilities of home health aides and members of the home health care team.
2. Relate the physical changes, developmental needs, and common disease processes found in the home health care client.
3. Employ the personal care skills, body mechanics, safety and emergency procedures for the home care client.
4. Determine the dietary requirements of the client, respecting personal preferences, cultural and religious dietary practices.
5. Apply the concepts of environmental safety as well as procedures and guidelines for completing household tasks.

IV. Methods of Presentation:

Field Experience, Lecture and Discussion, Observation and Demonstration, Other Methods: Instructor supervision in clinical setting

V. Course Content

<u>% of Course</u>	<u>Topic</u>
20.000%	Introduction to Aide and Agency Role: 1. Key terminology 2. State/Federal regulations certification 3. Purpose and goals of home care. 4. Home health care team 5. Role and responsibilities 6. Observations and documentation 7. Communication process and methods 8. Communication with hearing or speech disorders. 9. Effective communication 10. Effective communication in learning about client 11. Community agencies 12. Organizational and time management
20.000%	Interpretation of Medical & and Social Needs of Clients: 1. Key terminology 2. Physical and emotional needs across the life span 3. Role of HHA; client and family rights and privacy 4. Maslow's hierarchy of needs. 5. Culture, lifestyle, and life experiences 6. Common reactions to illness/disability 7. Reporting basic body functions and changes 8. Diseases and disorders/signs and symptoms. 9. Emotional and spiritual needs of terminally ill 10. Interventions needs of terminally ill
20.000%	Personal Care Services: 1. Key terminology 2. Personal care 3. Improvising equipment and adapting care activities 4. Home equipment 5. Self care 6. Body mechanics 7. Ambulation and positioning 8. Passive and active Range of Motion exercises 9. Skin breakdown, high risk residents, prevention. 10. Decubitus ulcers 11. Ostomies 12. Home emergencies 13. Chain of infection 14. Infection control 15. Client self-administered medications
20.000%	Nutrition: 1. Key terminology 2. Principles of nutrition 3. Potential nutritional problems 4. Therapeutic diets 5. Safe food handling and storage 6. Feeding adaptations 7. Fluid balance/intake and output 8. Community resources
20.000%	Cleaning and Care Tasks in the Home: 1. Key terminology 2. Clean, safe, and healthy environment 3. Procedures, equipment, and supplies 4. Washing and drying dishes 5. Laundering household and personal items 6. Organizing household tasks
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
20%	Class Participation
20%	Final Performance
30%	Performance
30%	Other: Clinical simulation
100%	Total

VII. Sample Assignments:

Simulation Reflective Debriefing Assignment: Vital Signs:

Complete the following prior to participation in the simulation. You will respond to the following questions while participating in the simulation activity. You work in a long-term care facility and are caring for Herman tonight. While you are walking with him, he becomes dizzy and falls. You alert the nurse immediately, and she directs you to take Herman's vital signs. You report these to the nurse. His temperature is 99.9°F, taken axillary, pulse is 108, respirations are 14, and blood pressure is 190/98. 1. Was it an appropriate time to take a set of vital signs on Herman? Why or why not? 2. What would you need to do with the vital sign equipment after using it on Herman? 3. Was Herman's temperature normal? What is the normal range for an axillary temperature? 4. Was Herman's pulse within normal limits? What is the normal range for an adult's pulse? 5. Were Herman's respirations within normal limits? What is the normal range for respirations? 6. Was Herman's blood pressure within normal limits? What is the normal range for blood pressure? 7. Should the vital signs you obtained be documented? Why or why not?

Simulation Reflective Debriefing Assignment: Emergency Procedures:

Gerry suffers from dementia. When you take him to the bathroom or attempt to bathe him, he becomes very aggressive. He spits, pinches, and shouts obscenities. Tonight, when you are getting him ready for bed, he punches you in the face, causing a black eye. 1. Will restraining Gerry decrease his aggressive behaviors? Why or why not? 2. What risks are there for Gerry if he is restrained? 3. Do you think giving Gerry a medication for his aggression might help? Why or why not? 4. What are the risks of starting an anti-anxiety or antipsychotic medication? 5. What are some alternative ways you could reduce Gerry's aggressive behavior instead of restraining him?

VIII. Student Learning Outcomes:

1. Students will be able to demonstrate compliance with standards of practice for home health aides. This will be measured by an administered skills test given at the end of the course that contains core elements of practice such as privacy, safety dignity and patient rights.
2. Students will be able to demonstrate competence with all skills required for home health aides. This will be measured by an administered skills competency test given at the end of the course that contains elements of steps for all required skills.

Program Prerequisite Checklist and Worksheet: HEALTH 988

Proposed Program Prerequisite:

- Proof of health clearance, drug screen and required immunizations
- Proof of background check clearance

Note: Students with a history of alcohol-related driving offenses or felony convictions will find it difficult, if not impossible, to gain employment in health care. Students who are not cleared for clinical placement through the health clearance, immunizations, criminal background check, and drug screen will not be able to complete Health 988.

SECTION 1 - CONTENT REVIEW:

Criterion	N/A	Yes	No
1. Faculty with appropriate expertise have been involved in the determination of the 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 advisory is based on tests, the type and number of examinations, and grading criteria.	X		
4. Selection of this 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 recommended for success before enrollment have been specified in writing (see below).	X		
6. The course materials presented in this advisory have been reviewed and determined to teach knowledge or skills recommended for success in the course requiring this advisory.	X		
7. The body of knowledge and/or skills recommended for success in this course have been matched with the knowledge and skills developed by the advisory course.	X		
8. The body of knowledge and/or skills taught in the advisor are not an instructional unit of this course.	X		
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X		

If the advisory proposed is a **NON-COURSE ADVISORY** (i.e., ability to do x), please explain the reasoning/rationale for this advisory, as well as, the non-course opportunities available for students to acquire the recommended skills:

Criminal Background Clearance: No health facility shall permit students to practice their clinical skills training or have contact with patients unless they have been screened [Title 22 CCR 718289(c)]

Health Requirements: Each student enrolled in a certification training program or competency evaluation program shall have a health examination prior to participating in segments of the program which provide contact with patients in a nursing facility [Title 22 CCR 71835 (f)]; This health examination shall include [Title 22 CCR 71835 (f)]: a medical history and physical examination [Title 22 CCR 71835 (f)(1)(A)]; a test for tuberculosis that is recommended by the federal Centers for Disease Control and Prevention and licensed by the federal Food and Drug Administration, unless medically contraindicated. If a positive test result is obtained, a chest x-ray shall be taken, unless medically contraindicated; and a report, signed by the physician, physician's assistant or nurse practitioner, shall be provided to the nursing facility [Title 22 CCR 71835 (f)(1)(B)]. This report shall indicate that the student does not have any health condition that would create a hazard to himself/herself, fellow employees, or patients [Title 22 CCR 71835 (f)(B)(2)].

Note: Students with a history of alcohol-related driving offenses or felony convictions will find it difficult, if not impossible, to gain employment in health care. Students who are not cleared for clinical placement through the physical examination, criminal background check, and drug screen will not be able to complete Health 988.

Prerequisite Checklist and Worksheet: Health 988 Home Health Aide Precertification

<p>Prerequisite: Health 985 Nurse Assistant Pre-Certification Foundational Training</p> <p>Other prerequisites, corequisites, and advisories also required for this course:</p> <ul style="list-style-type: none"> • Health 986 Nurse Assistant Pre-Certification Foundational Training Lab • Proof of health clearance, drug screen and required immunizations • Proof of background check clearance <p>Note: Students with a history of alcohol-related driving offenses or felony convictions will find it difficult, if not impossible, to gain employment in health care. Students who are not cleared for clinical placement through the health clearance, immunizations, criminal background check, and drug screen will not be able to complete Health 988.</p>
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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.

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

- X _____ Students who complete the Nurse Assistant curriculum (Nurse Assistant Pre-Certification Foundational Training course and Nurse Assistant Pre-Certification Training Clinical Lab course) and pass the California Department of Health (CDPH) Nurse Assistant certification exam (Certified Nurse Assistant) are eligible to take the CDPH Home Health Aide certification exam to obtain industry-recognized credentials, Certified Home Health Aide.
- Complete the Prerequisite Worksheet**

ENTRANCE SKILLS FOR HEALTH 988

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

A)	Ability to interact with good interpersonal skills.
B)	Ability to describe body mechanics and ergonomic practices.
C)	Ability to state safety and infection control measures.
D)	Ability to recognize normal and abnormal vital signs.
E)	Ability to give basic personal care.
F)	Ability to describe nutritional requirements and feeding techniques.
G)	Ability to describe emergency procedures.

modified 09/26/2012

H)	Ability to recognize patients with cognitive impairments.
I)	Ability to recognize patients with special needs.
J)	Ability to recognize elimination needs.
K)	Ability to recognize exercise and activity needs.

EXIT SKILLS (objectives) FOR HEALTH 985

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

1.	Ability to demonstrate care for the geriatric population in a long-term care setting utilizing skills in basic care.
2.	Ability to demonstrate care for the geriatric population in a long-term care setting utilizing skills in emergency care.
3.	Ability to demonstrate care for the geriatric population in a long-term care setting utilizing skills in communication.

		ENTRANCE SKILLS FOR (HEALTH 988)										
		A	B	C	D	E	F	G	H	I	J	K
EXIT SKILLS FOR (HEALTH 985)	1		X	X	X	X	X	X	X	X	X	X
	2				X			X				
	3	X	X	X	X	X	X	X	X	X	X	X
	4											
	5											
	6											
	7											
	8											

Prerequisite Checklist and Worksheet: Health 988 Home Health Aide Precertification

Prerequisite: Health 986 Nurse Assistant Pre-Certification Foundational Training Lab
Other prerequisites, corequisites, and advisories also required for this course: <ul style="list-style-type: none"> • Health 985 Nurse Assistant Pre-Certification Foundational Training • Proof of health clearance, drug screen and required immunizations • Proof of background check clearance
Note: Students with a history of alcohol-related driving offenses or felony convictions will find it difficult, if not impossible, to gain employment in health care. Students who are not cleared for clinical placement through the health clearance, immunizations, criminal background check, and drug screen will not be able to complete Health 988.

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.

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

- X _____ Students who complete the Nurse Assistant curriculum (Nurse Assistant Pre-Certification Foundational Training course and Nurse Assistant Pre-Certification Training Clinical Lab course) and pass the California Department of Health (CDPH) Nurse Assistant certification exam (Certified Nurse Assistant) are eligible to take the CDPH Home Health Aide certification exam to obtain industry-recognized credentials, Certified Home Health Aide.
Complete the Prerequisite Worksheet

ENTRANCE SKILLS FOR HEALTH 988

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

A)	Ability to use with good interpersonal skills.
B)	Ability to use body mechanics and ergonomic practices.
C)	Ability to apply safety and infection control measures.
D)	Ability to assess normal and abnormal vital signs.
E)	Ability to provide basic personal care.
F)	Ability to determine nutritional requirements and feeding techniques.
G)	Ability to apply emergency procedures.

modified 09/26/2012

H)	Ability to recognize patients with cognitive impairments.
I)	Ability to recognize patients with special needs.
J)	Ability to assess elimination needs.
K)	Ability to assess exercise and activity needs.

EXIT SKILLS (objectives) FOR HEALTH 986

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

1.	Ability to demonstrate care for the geriatric population in a long-term care setting utilizing skills in basic care.
2.	Ability to demonstrate care for the geriatric population in a long-term care setting utilizing skills in emergency care.
3.	Ability to demonstrate care for the geriatric population in a long-term care setting utilizing skills in communication.

		ENTRANCE SKILLS FOR (HEALTH 988)										
		A	B	C	D	E	F	G	H	I	J	K
EXIT SKILLS FOR (HEALTH 986)	1		X	X	X	X	X	X	X	X	X	X
	2				X			X				
	3	X	X	X	X	X	X	X	X	X	X	X
	4											
	5											
	6											
	7											
	8											

Corequisite Checklist and Worksheet: HEALTH 988 Home Health Aide Pre-Certification Foundational Training Lab

Corequisite: HEALTH 987 Home Health Aide Pre-Certification Foundational Training
Other prerequisites, corequisites, and advisories also required for this course: <ul style="list-style-type: none"> • Health 985 Nurse Assistant Pre-Certification Foundational Training • Health 986 Nurse Assistant Pre-Certification Foundational Training Lab • Proof of health clearance, drug screen and required immunizations • Proof of background check clearance <p>Note: Students with a history of alcohol-related driving offenses or felony convictions will find it difficult, if not impossible, to gain employment in health care. Students who are not cleared for clinical placement through the health clearance, immunizations, criminal background check, and drug screen will not be able to complete Health 988.</p>

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

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the corequisite.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this corequisite is based on tests, the type and number of examinations, grading criteria, applicability to performance or skill, or required additional support for the successful completion of both courses.	X	
4. Selection of this corequisite is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this corequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the corequisite.	X	
8. The body of knowledge and/or skills taught in the corequisite are not an instructional unit of the course requiring the corequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

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

Health 987 meets Title 22 regulations for the required patient care skills necessary for Nurse Assistants providing care in the home health and hospice setting. The Home Health Aide Pre-Certification training course consists of 27 hours of supervised clinical instruction. After completion of Health 987 and Health 988 students will be certified by the California State Certification Exam to become a Home Health Aide (HHA). Students may find employment in the home health/hospice settings. Additionally, the California Department of Health requires students to be concurrently enrolled in both Health 987 and Health 988, and pass both courses together. They cannot be taken individually for credit.

Substantial Change: ART 10B, Design for Life

Units:	3.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	3.00
Arranged:	0.00
Outside-of-Class Hours:	72.00
Transferability:	Transfers to CSU, UC
CSUGE	C1 - Arts, Dance, Music, Theater
SMCGE	Area III: Humanities

I. Catalog Description

Why is the built environment the way that it is, and how could it be improved? This interdisciplinary studio course focuses on research based design principles and their application in real world scenarios. Critical design thinking is considered in the context of the arts, mass media, social sciences, ecology, architecture, and interactive systems.

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. Universal Principles of Design (revised), William Lidwell, Rockport Publishers © 2018

III. Course Objectives

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

1. Experiment and become innovative in the advanced use of a variety of tools, materials, and techniques integral to the design field.
2. Develop artwork and portfolios suitable for transfer to a four year school.
3. Experiment and become innovative in the advanced use of a variety of tools, materials, and techniques integral to the design field.
4. Become literate in contemporary and historic Design principles
5. Gain an understanding of the social contexts of Design ideals, and their global and historic relevance

IV. Methods of Presentation:

Projects, Other (Specify), Field Trips, Lecture and Discussion, Observation and Demonstration

Other Methods: Visual examples. Hands on studio work will follow and will constitute most of the class time with the parameters set by the instructor. The student is encouraged to participate in the discussion and critique.

Homework will supplement the projects assigned in class.

V. Course Content

<u>% of Course</u>	<u>Topic</u>
25.000%	Via lecture, readings, various online videos and talks students will be introduced to histories of Design projects that have had inclusive authorship, and audience. A more in depth explaining of Color Theory as explored in 10A, but with context to the varied histories and truths that make up what we believe about Color and Color Science. The students learn about various pre-existing color wheels, explore spectral color, optics, pigment interaction, gain an understanding of how color is discussed in terms of problematic social hierarchies, then create their own color wheel.
25.000%	Universal Principles of Design. Students will learn to use design principles that are derived from research in the social sciences.
25.000%	Sustainability. Students will learn principles and best practices for sustainable design.
25.000%	Media and Information literacy . Students will learn about framing techniques and semiotics as a means of deconstructing media narratives and understanding design in a complex mediated society.
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
10%	Class Participation
20%	Homework
20%	Final Project
20%	Oral Presentation
20%	Written assignments
10%	Group Projects
100%	Total

VII. Sample Assignments: Sustainable Remodel:

Submit a photograph of a designed object that is not sustainably designed. What are the problems with it? Below your photograph in the same post, submit a sketch and description of how you could better design this within the principles of Cradle to Cradle and Permaculture that you have learned about thus far.

Thinking Critically about the Built Environment:

Design is a manipulation of your physical, visual, auditory, or informational environment by a designer. The built environment that you inhabit is the result of planning and decisions made by other people. The design of your environment allows, and prohibits, your behaviors and interactions. After reading about the concept of affordance, and finding a few examples of it in your environment, choose a site where you can spend some time and more critically analyze the ways in which the design of the site has an effect on your behavior. The site can be any constructed environment. (Your bedroom, the DMV, The inside of a car, Instagram, Yosemite National Park... anyplace where your experience is modulated by another persons design decisions.) In a few pages, explore how you are effected by the affordances that are built into the site. What are the behaviors that are encouraged, what behaviors are restricted, discouraged, or made impossible? How are these effects achieved? Why are these forces in place? Who benefits from the manipulation of your behavior in this space? Who made the decisions about how the environment functions? Is the designer named, or anonymous? Why? Is the space designed in your best interest? Who is served by the design of the environment? How could the environment be Improved?

VIII. Student Learning Outcomes:

1. Demonstrate a foundational understanding of the fundamental elements of design as they apply to the broad range of related disciplines.
2. To explore design elements in a logical and increasingly complex sequential manner, completing projects that will address the integrated use of all design elements.

Substantial Change: MATHEMATICS 1, Bridge to College Mathematics

Units:	5.00
Total Instructional Hours (usually 18 per unit):	108.00
Hours per week (full semester equivalent) in Lecture:	5.00
In-Class Lab:	1.00
Arranged:	0.00
Outside-of-Class Hours:	144.00
Date Submitted:	March 2021

Rationale

This course provides an accelerated student-driven path through pre-algebra to intermediate algebra for STEM majors. This course can potentially provide compliance to AB 705. To meet student need, we are adding Math 50 as an exit level so students who enroll in Math 1 do not unnecessarily lengthen their path through their math course requirements. Additionally, to better align with distance education requirements, to make the course more equitable, and to move away from punitive course policies, we modified the methods of evaluation to include weekly student participation in the course. Weekly participation activities gives the instructor more ways to help students develop their math study skills.

I. Catalog Description

This course provides an accelerated student-driven path through pre-algebra to intermediate algebra and through the algebra topics and basic elements of exploratory data analysis needed for Elementary Statistics and Finite Mathematics. Students will learn the topics in this course at their own pace in a computer lab with faculty guidance. As students demonstrate proficiency, they will have the opportunity to earn credit for Math 85, Math 31, Math 20, or Math 50. This course has multiple exit levels where students can earn a grade of "P" for passing the highest-level course mastered and become eligible to enter subsequent courses in their plan of study.

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. Arithmetic and Pre-Algebra, 1st, Aufmann, Cengage © 2014
2. Introductory Algebra for College Students, 7th, Blitzer, Pearson © 2016
3. Intermediate Algebra, 10th, Bittinger, Pearson © 2018
4. Intermediate Algebra, 5th, Miller, O'Neill, Hyde, McGraw-Hill © 2018
5. A Pathway to Introductory Statistics, 2, Lehmann, Pearson © 2020

III. Course Objectives

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

1. Objectives of Math 85.
2. Objectives of Math 31.
3. Objectives of Math 20.
4. Objectives of Math 50

IV. Methods of Presentation:

Other (Specify), Lecture and Discussion, Other

Other Methods: Online Presentations; Students are expected to consistently participate throughout the session in order to successfully build their skills

V. Course Content

<u>% of Course</u>	<u>Topic</u>
25.000%	Content of Math 85.
25.000%	Content of Math 31.
25.000%	Content of Math 20.
25.000%	Content of Math 50

100.000%	Total
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VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
60%	Other: Students must demonstrate 100% mastery of topics in a course through homework completion before taking the final exam. Students must demonstrate at least 80% mastery on the final comprehensive assessment of course topics for credit to be awarded for that course and for the student to begin working in the next course. Students will show mastery of course objectives including the presentation in a sequence of clear and orderly steps. All testing to demonstrate 80% mastery on the final comprehensive assessment will be completed in a proctored setting. A scientific calculator may be used at the discretion of the instructor as long as it is not a substitute for obtaining exact answers by mathematical procedures.
40%	Class Participation: Participation activities – Every week the student must fulfill a "time and topic" requirement, which is a measurement of effort and progress towards their goal in mastering all topics in their adaptive learning system. Fulfillment of these requirements will contribute towards their involvement and participation grade. The instructor will also use a combination of discussions, activities, and assignments to promote student learning. The nature of these will be chosen by the instructor and clearly articulated to the students. Feedback on such assignments will be given, but credit given will be based purely on effort and participation. The student will receive full credit for their Involvement and Participation if they fulfill/complete 70% or more of their requirements/assignments. They will receive no credit if they fulfill less than 70%. Reasonably ample opportunity will be given to all students to boost their Involvement and Participation grade.
100%	Total

VII. **Sample Assignments:**

Sample Assignment #1: See Sample Assignments of Math 85, Math 31, Math 20, and Math 50.

Sample Assignment #2: Please see note in the first assignment.

VIII. **Student Learning Outcomes:**

1. A student will develop academic behaviors of initiative, responsibility, discipline, and self-management, and will understand their importance in succeeding in an academic setting.
2. A student will be able to recognize the underlying mathematical concepts in a given context (word problems, data, diagrams, etc.), identify and implement techniques including manipulating expressions and solving equations, and use visual and graphical methods to analyze information to reach a conclusion.

Substantial Change: MATHEMATICS 1B, Bridge to College Mathematics 2

Units:	5.00
Total Instructional Hours (usually 18 per unit):	108.00
Hours per week (full semester equivalent) in Lecture:	5.00
In-Class Lab:	1.00
Arranged:	0.00
Outside-of-Class Hours:	144.00

Rationale

This course will enable students to complete their progress from Math 1A - Bridge to College Mathematics. Students will be able to continue where they left off in Math 1A and potentially complete all the way to intermediate algebra. To meet student need, we are adding Math 50 as an exit level so students who enroll in Math 1 do not unnecessarily lengthen their path through their math course requirements. Additionally, to better align with distance education requirements, to make the course more equitable, and to move away from punitive course policies, we modified the methods of evaluation to include weekly student participation in the course. Weekly participation activities gives the instructor more ways to help students develop their math study skills.

I. Catalog Description

This course is a continuation of Math 1, Bridge to College Mathematics (BCM) for students who have already taken BCM and successfully passed the Arithmetic/Pre-algebra level and/or the Elementary Algebra portions of the BCM course. Students enrolled in Math 1B (BCM 2) will pick up where they left off in BCM and have the opportunity to develop and demonstrate mastery of Elementary Algebra and/or Intermediate Algebra. Based on their proficiency of topics in one or both courses, students will earn a grade of "P" for passing the highest-level course mastered and become eligible to enter subsequent courses in their plan of study.

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. Introductory Algebra for College Students, 7th, Blitzer, Pearson © 2016
2. Intermediate Algebra, 10th, Bittinger, Pearson © 2018
3. Intermediate Algebra, 5th, Miller, O'Neill, Hyde, McGraw-Hill © 2018
4. A Pathway to Introductory Statistics, 2, Lehmann, Pearson © 2020

III. Course Objectives

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

1. Objectives of Math 31.
2. Objectives of Math 20

Objectives of Math 50

IV. Methods of Presentation:

Lecture and Discussion, Other: Online Presentations; Students are expected to consistently participate throughout the session in order to successfully build their skills

V. Course Content

<u>% of Course</u>	<u>Topic</u>
33.000%	Content of Math 31.
34.000%	Content of Math 20.
33.000%	Content of Math 50.
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
60%	Final exam: Students must demonstrate 100% mastery of topics in a course through homework completion before taking the final exam. Students must demonstrate at least 80% mastery on the final comprehensive assessment of course topics for credit to be awarded for that course and for the student to begin working in the next course. Students will show mastery of course objectives including the presentation in a sequence of clear and orderly steps. All testing to demonstrate 80% mastery on the final comprehensive assessment will be completed in a proctored setting. A scientific calculator may be used at the discretion of the instructor as long as it is not a substitute for obtaining exact answers by mathematical procedures.
40%	Class Participation: Participation activities – Every week the student must fulfill a "time and topic" requirement, which is a measurement of effort and progress towards their goal in mastering all topics in their adaptive learning system. Fulfillment of these requirements will contribute towards their involvement and participation grade. The instructor will also use a combination of discussions, activities, and assignments to promote student learning. The nature of these will be chosen by the instructor and clearly articulated to the students. Feedback on such assignments will be given, but credit given will be based purely on effort and participation. The student will receive full credit for their Involvement and Participation if they fulfill/complete 70% or more of their requirements/assignments. They will receive no credit if they fulfill less than 70%. Reasonably ample opportunity will be given to all students to boost their Involvement and Participation grade.
100%	Total

VII. Sample Assignments:

See Sample Assignments of Math 31 and 20.

See Sample Assignments of Math 50

VIII. Student Learning Outcomes:

1. A student will develop academic behaviors of initiative, responsibility, discipline, and self-management, and will understand their importance in succeeding in an academic setting.
2. A student will be able to recognize the underlying mathematical concepts in a given context (word problems, data, diagrams, etc.), identify and implement techniques including manipulating expressions and solving equations, and use visual and graphical methods to analyze information to reach a conclusion.

Substantial Change: MATHEMATICS 1C, Bridge to College Mathematics 3

Units:	5.00
Total Instructional Hours (usually 18 per unit):	108.00
Hours per week (full semester equivalent) in Lecture:	5.00
In-Class Lab:	1.00
Arranged:	0.00
Outside-of-Class Hours:	144.00

Rationale

This is the last course in the BCM sequence for students who did not successfully pass the Math 20 content in Math 1B. Students will continue their progress for Math 20 from where they left off in Math 1B. To better align with distance education requirements, to make the course more equitable, and to move away from punitive course policies, we modified the methods of evaluation to include weekly student participation in the course. Weekly participation activities gives the instructor more ways to help students develop their math study skills.

I. Catalog Description

This course is a continuation of Math 1B, Bridge to College Mathematics (BCM 2) for students who have already taken BCM 2 and successfully passed the Elementary Algebra level. Students enrolled in Math 1C (BCM 3) will pick up where they left off in BCM 2 and have the opportunity to develop and demonstrate mastery of Intermediate Algebra. Based on their proficiency of topics, students will earn a grade of "P" for passing Math 20.

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. Intermediate Algebra, 10th, Bittinger, Pearson © 2018
2. Intermediate Algebra, 5th, Miller, O'Neill, Hyde, McGraw-Hill © 2018

III. Course Objectives

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

1. Objectives of Math 20.

IV. Methods of Presentation:

Lecture and Discussion, Other: Online Presentations; Students are expected to consistently participate throughout the session in order to successfully build their skills

V. Course Content

<u>% of Course</u>	<u>Topic</u>
100.000%	Content of Math 20.
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
60%	Final exam: Students must demonstrate 100% mastery of topics in a course through homework completion before taking the final exam. Students must demonstrate at least 80% mastery on the final comprehensive assessment of course topics for credit to be awarded for that course. Students will show mastery of course objectives including the presentation in a sequence of clear and orderly steps. All testing to demonstrate 80% mastery on the final comprehensive assessment will be completed in a proctored setting. A scientific calculator may be used at the discretion of the instructor as long as it is not a substitute for obtaining exact answers by mathematical procedures.
40%	Class Participation: Participation activities – Every week the student must fulfill a "time and topic" requirement, which is a measurement of effort and progress towards their goal in mastering all

	<p>topics in their adaptive learning system. Fulfillment of these requirements will contribute towards their involvement and participation grade. The instructor will also use a combination of discussions, activities, and assignments to promote student learning. The nature of these will be chosen by the instructor and clearly articulated to the students. Feedback on such assignments will be given, but credit given will be based purely on effort and participation. The student will receive full credit for their Involvement and Participation if they fulfill/complete 70% or more of their requirements/assignments. They will receive no credit if they fulfill less than 70%. Reasonably ample opportunity will be given to all students to boost their Involvement and Participation grade.</p>
100%	Total

VII. Sample Assignments:

See sample assignments of Math 20.

See Sample Assignments of Math 20

VIII. Student Learning Outcomes:

1. A student will develop academic behaviors of initiative, responsibility, discipline, and self-management, and will understand their importance in succeeding in an academic setting.
2. A student will be able to recognize the underlying mathematical concepts in a given context (word problems, data, diagrams, etc.), identify and implement techniques including manipulating expressions and solving equations, and use visual and graphical methods to analyze information to reach a conclusion.